



Project Impact STEM Academy

Ada County, Idaho

Policies & Procedures

Compiled: Saturday, August 26, 2023

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Preface

The Policies & Procedures of Project Impact STEM Academy comprises custom policies for the Academy as well as policies from the Idaho School Boards Association. In 2019, the publication of the Policies online began in-house under the direction of Director Ben Peterson, and with the assistance of Municipal Code Corporation (Municode). These Policies shall be referred to as "PiSTEM Policies and Procedures", or shortened, "PSPP" as an acronym.

PSPP is in the process of reviewing various hard copy policies to that will eventually be supplemented into this publication.

The policies organized within this publication are categorized into nine subject matter series, each series representing a potential of 999 unique policies. The table of contents is organized as follows:

- The first level in the table of contents designates the **Series** level;
- The second level in the table of contents designates a **Category** level (ex: 5100-5199 Hiring) where related policies are found. It may also bypass a categorical listing of policies and reveal a specific policy;
- If a third series exists, it designates a specific **Policy** (ex: 5107 Informal Review);
- Each policy is designed to have a policy code which enables ease of reference and categorization. Vacant Series, Categories, or Policies may be marked "Reserved" to ease internal expansion.

Policy number may also include an alpha, i.e. 3225F whereas Policy 3225 relates to Student Clubs and 3225F is the associated Student Club Form. The current alpha codes are as follows:

- "B" Background
- "CIP" Continuous Improvement Plan
- "F" Form
- "P" Procedure
- "C" Specific Crisis Plans

To outline, give structure, and more granularly reference the Policies herein, the following list order or pattern of ascending alphanumeric characters is used: **1, a, i, (1), (A), (a)**. Drafting future Policies with this list order reconciles it with the online Policy's

list order. To forego the naming of each list item and to more granularly reference a policy that employs alphanumeric characters, use “Part” (always capitalized) followed by the desired alphanumeric reference(s), comma separated. For example, “Part 1,a,ii”, specifically references item “ii”, of item “a”, of item “1”—whereas “Part 1” refers more generally to any or all of Part 1’s descendants.

The "History" beneath a policy's content identifies specific sources, and may be provided to substantiate the Policies & Procedures publication. This Policies & Procedures publication is supplemented from time to time with amendments and additions made by PiSTEM associates.

Municode provides a searchable database of the Policies & Procedures for easy reference and convenience.

NOTICE: THESE ONLINE POLICIES MAY NOT REFLECT ALL OR THE MOST CURRENT VERSION OF POLICIES. FOR MORE INFORMATION CONTACT THE SCHOOL OFFICE AT 208-576-4811.

HISTORY

Amended by Res. [2021-05](#) on 8/19/2021

1000 Series - BOARD OF DIRECTORS

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1000 Legal Status And Operation

The Board of Directors of the Project Impact STEM Academy Charter School (“Board”) is the entity established to plan and direct all aspects of the Charter School’s operations to the end that students shall have ample opportunity to achieve their individual and collective learning needs and to provide a thorough system of education.

The legal name of this Charter School is Project Impact STEM Academy, County of Ada, Project Impact STEM Academy, Inc. School District, State of Idaho.

The Charter School shall be organized and managed under the Idaho Nonprofit Corporation Act and in its corporate capacity may sue and be sued and may acquire, hold, and convey real and personal property necessary to its establishment. The Charter School shall have authority to incur debt, in the amounts and manner, as prescribed by law.

The policies of the Board define the organization of the Board and the manner of conducting its official business. The Board’s operating policies are those that the Board adopts from time to time to facilitate the performance of its responsibilities.

Legal References: I.C. § 33-301 - School Districts Bodies Corporate; I.C. § 33-512 - Governance of Schools; I.C. § 33-1612 - Thorough System of Public Schools; I.C. § 33-5204 - Nonprofit Corporation; I.C. § 33-5206 - Requirements and Prohibitions upon Approval of a Public Charter School

Policy History: Adopted on: 3/20/18; Revised on:

1100-1199 School Board Elections

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1100 Membership

The Charter School is governed by a Board of Directors consisting of not less than five (5) or more than nine (9) members. The Board's powers and duties include the duty of directing the financial means by which the educational program is conducted. The function of the Board can be described as fiscal management, policy making, advising, and evaluating. Except as otherwise provided by law and the Charter School's first year of operation, Directors shall hold office for terms of two (2) years until June 30th of the year in which Director's term expires.

All Directors shall participate on an equal basis with other members in all business transactions. Official action by Board members must occur at a duly called and legally conducted meeting. A meeting of the Board means convening to make a decision or to deliberate toward a decision on any matter.

School board members, as individuals, have no authority over school affairs or personnel, except as provided by law or as authorized by the Board.

Legal Reference: I.C. § 67-2341 - Open Public Meetings – Definitions

Policy History: Adopted on: 3/20/18; Revised on:

1110P Candidate Edification

Candidates for appointment to the Board shall be urged to attend public meetings of the Board. All public information about the Charter School shall be made available to them. Additionally, the Board directs the Administrative Team to cooperate impartially with all candidates in providing them with information about school governance, Board operations, and school programs.

Notices of candidates' meetings that are sponsored by impartial, non-partisan organizations may be announced in Charter School publications and/or be sent home with students. The following procedures shall be followed:

1. If a candidate is scheduled to appear or speak as a part of a school-sponsored program, all candidates for that position shall be invited to attend or to send representatives;
2. The school will not send home partisan materials through the students; and

3. The Executive Director shall invite all candidates to an information session. Each candidate will be given the same materials and information at these sessions.

Procedure History: Promulgated on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

1120 Taking Office

Each Director shall qualify for and assume office at the regular meeting of the Board of Directors next following their appointment.

An oath of office shall be administered to each Director. The oath may be administered by the clerk, or by a Director of the Charter School. The records of the Charter School shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the Charter School.

Policy History: Adopted on: 3/20/18; Revised on:

1120P Oath Of Office

An oath of office is required to be administered to each School Board Director. The Director is required to take his or her oath within ten days after the Director has notice of his or her appointment, or within 15 days from the commencement of his or her term of office. Before any Charter School Director enters upon the duties of his or her office, he or she must take the following oath:

I do solemnly swear (or affirm, if re-appointed) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of Project Impact STEM Academy according to the best of my ability.

The oath is required to be administered by the clerk or by a Director. Additionally, the records of the Charter School are required to show that such oath of office has been taken and by whom the oath was administered. Finally, this information is required to be filed with the official records of the Charter School.

A Charter School Director holds office from the first regular meeting following his or her appointment until the first regular meeting following the annual meeting in the year in which his or her term of office expires, unless he or she:

1. Dies;

2. Resigns as Director;
3. Refuses to serve as Director;
4. Fails to attend four consecutive regular meetings of the Board without an acceptable excuse to the Board of Directors; or
5. Is recalled and discharged from office.

Cross Reference: 1140 - Vacancies

Legal References: I.C. § 59-401 - Loyalty Oath—Form; I.C. § 59-402 - Time of Taking Oath

Procedure History: Promulgated on: 3/20/18; Revised on:

1130 Resignation

Resignation of a Director, for whatever reason, must be submitted in writing to the Clerk. The Board shall accept the resignation at any duly convened regular or special meeting and proceed to fill the vacancy as provided by statute and Board policy.

Directors retiring from the Board may be recognized for their service to the Charter School by presentation of a service plaque or other appropriate activities.

Legal Reference: I.C. § 59-902 - Resignations

Policy History: Adopted on: 3/20/18; Revised on:

1140 Vacancies

A vacancy shall be declared by the Board of Directors within 30 days of when any of the following occurs. A Director:

1. Dies;
2. Resigns;
3. Refuses to serve as Director;
4. Without excuse acceptable to the Board of Directors fails to attend four consecutive regular meetings of the Board; or
5. Is discharged from office.

A declaration of vacancy shall be made at any regular or special meeting of the Board of Directors, when any of the above-mentioned conditions are determined to exist.

In the case of a Director vacancy, the remaining Directors shall fill the vacancy by appointment. The Board will receive applications from any qualified persons seeking to fill the position after suitable public notice. The Board will consider all applications from qualified persons seeking to fill the position in open session. The Board will appoint one candidate to serve for the balance of the unexpired term of office which was declared vacant.

Cross Reference: 1240 - Duties of Individual Directors

Policy History: Adopted on: 3/20/18; Revised on:

1200-1299 Organization And Government Of The Board

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1200 Annual Organization Meeting

On the date of its regular June meeting, the Board shall vote to appoint, from among its members, a Chair and a Vice-Chair to serve one-year terms. The Board shall also elect a clerk and a treasurer, who may be members of the Board of Directors or, at the discretion of the Board, either or both positions may be selected from among competent and responsible persons outside the membership of the Board. The Board, in its discretion, may allow compensation for the Clerk and for the Treasurer. If a Director is unable to continue to serve as an officer, a replacement shall be appointed immediately. In the absence of both the Chair and the Vice-Chair, the Board shall elect a Chair pro tempore, who shall perform the functions of the Chair during the latter's absence. The clerk shall act as Board secretary.

The normal order of business shall be modified for the annual organizational meeting by considering the following matters after the approval of the minutes of the previous meeting:

1. Welcome and introduction of newly-appointed Directors by the current Chair;
2. Swearing in of newly-appointed Directors;
3. Call for nominations for Chair to serve during the ensuing year;
4. Election of a Chair;
5. Call for nominations for Vice-Chair to serve during the ensuing year;
6. Election of a Vice-Chair;
7. Election of a clerk; and
8. Election of a Treasurer.

Policies and bylaws shall continue from year to year until and unless the Board changes them.

Policy History: Adopted on: 3/20/18; Revised on: 5/8/18 “regular June meeting” was corrected to state “regular July meeting”

HISTORY

Amended by Res. [2022-01](#) on 4/5/2022

1205 Board Of Directors Powers And Duties

The Board shall concern itself primarily with broad questions of policy rather than with administrative details. The application of policies is an administrative task to be performed by the Charter Administration and Charter School staff, who shall be held responsible for the effective administration and supervision of the Charter School.

The Board, functioning within the framework of laws, court decisions, attorney general's opinions, State Department of Education regulations, and similar mandates from the state and national levels of government, and recognizing the authority of the State, fulfills its mission as the governing body of a Charter School by acting as follows in the execution of its duties:

1. Enacts policy;
2. Adopts courses of study and provides instructional aides;
3. Employs all staff members and fixes and prescribes their duties, ensuring that the Charter School is adequately staffed and that such staff provide sufficient oversight of all Charter School operational and educational activities;
4. Approves the budget, financial reports, audits, major expenditures, payment of obligations and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;

5. Estimates and seeks to provide funds for the operation, support, maintenance, improvement, and extension of the Charter School;
6. Provides for the planning, expansion, improvement, financing, construction, maintenance, use and disposition of physical plants of the Charter School;
7. Prescribes the minimum standards needed for the efficient operation and improvements of the Charter School;
8. Evaluates the educational program to determine the effectiveness with which the Charter School is achieving its educational purpose;
9. Requires the establishment and maintenance of records, accounts, archives, management methods, and procedures considered essential to the efficient conduct of school business
10. Ensuring that the Charter School complies with all applicable federal and State education standards as well as all applicable State and federal laws, rules, regulations, and policies;
11. Ensuring that the Charter School is in compliance with the terms and conditions of the performance certificate approved and executed in accordance with the State law and administrative code; and
12. Provides for the dissemination of information relating to the Charter School necessary for creating a well-informed public.

Legal References: I.C. § 33-5205B - Charter Renewals; I.C. § 67-2341 - Open Public Meetings – Definitions; IDAPA 08.02.04 - Rules Governing Public Charter Schools

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

1210 Qualifications, Terms, And Duties Of Board Officers

The Board officers are the Chair and Vice-Chair. These officers are elected at the annual organizational meeting.

Chair

The Board elects a Chair from its members for a one-year term. The duties of the Chair are to:

1. Preside at all meetings and conduct meetings in the manner prescribed by the Board's policies;

2. Make all Board committee appointments;
3. Sign all papers and documents as required by law and as authorized by the action of the Board; and
4. Close Board meetings as prescribed by Idaho law.

The Chair is permitted to participate in all Board meetings in a manner equal to all other Board members, including the right to participate in debate and to vote. The Chair may make a motion, but they must first hand over responsibility for chairing the meeting to the vice chair or, if the vice chair is not present, to another Board Member. The Chair may second motions and is not required to hand over responsibility for chairing the meeting before doing so.

Vice-Chair

The Vice-Chair shall preside at all Board meetings in the absence of the Chair, and shall perform all of the duties of the Chair in case of the Chair's absence or disability, or as described above.

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

1220 Clerk/Secretary

The clerk of the Board shall have such duties as prescribed by the Board, and requested by the Administrative Team. The clerk of the Board shall attend all meetings of the Board, unless excused by the Chair, and keep an accurate record of the proceedings, and shall enter in said record all matters required by law, or by the Board, so to be entered. The clerk shall have custody of the records, books, and documents of the Board. In the absence or inability of the clerk to attend a Board meeting, the Board will designate a person to serve as temporary clerk for the meeting. The temporary clerk shall keep the record of the proceedings of the Board and certify the same to the clerk.

The clerk will make the preparations required for the notice and conduct of all stakeholder appointments of Directors.

Legal reference: I.C. § 33-508 - Duties of Clerk

Policy History: Adopted on: 3/20/18; Revised on:

1230 Duties Of The Treasurer

The treasurer of the Charter School shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Director.

The treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Charter School with such depositories as may be designated from time to time by the Board. The treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as treasurer and of the financial condition of the Corporation. The treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Legal references: I.C. § 33-509 - Duties of the Treasurer; I.C. § 57-101 et seq. - Public Depository Law

Policy History: Adopted on: 3/20/18; Revised on:

1240 Duties Of Individual Directors

The authority of individual Directors is limited to participating in actions taken by the Board as a whole when legally in session. Directors shall not assume responsibilities of administrators or other staff members. The Board or staff shall not be bound by an action taken or statement made by an individual Director except when such statement or action is pursuant to specific instructions and official action taken by the Board.

Each Director shall review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

Each member is obligated to attend both regular and special board meetings. Whenever possible, each Director shall give advance notice to the Chair and Charter Administration of the Director's inability to attend a Board meeting. A majority of the Board may excuse a Director's absence from a meeting if requested to do so.

Cross Reference: 1140 - Vacancies

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

1250 Committees

Generally, the Directors will function as a committee of the whole. Nevertheless, the Board may create Board committees as deemed necessary.

Standing committees of the Board may be created and their purpose defined by a majority of the Board. The Board Chair shall appoint Directors to serve on such committees. Board committees shall be limited to less than one half of the Board.

Advisory Committees

Advisory committees may be organized when appropriate. Advisory committees shall function within the organizational frameworks approved by the Board. A staff member or members will be assigned to each group to help it carry out its functions. The composition of the advisory committees shall be broadly representative and shall take into consideration the specific task assigned to the committee. Only the Board shall have the authority to dissolve the committees it has created.

The Board will instruct each committee as to:

1. The length of time each member is invited to service;
2. The service the Board wishes the committee to render;
3. The resources the Board will provide;
4. The approximate dates on which the Board wishes to receive major reports;
5. Board policies governing citizens' committees and the relationship of these committees to the Board as a whole, individual Board members, the school leadership, and other members of the professional staff; and
6. Responsibilities for the release of information to the press.

Policy History: Adopted on: 3/20/18; Revised on:

1250F Committee Form

COMMITTEE FORM

Committee Type:

- Board Committee (less than one half the Board)
 Advisory Committee

Committee Title:

Approximate Term of Committee:

Services Board requests of Committee (to include any specific reporting and regularity of such):

Committee Lead: _____
(responsible for agenda, meeting schedules, and required reporting)

Committee Members:

Committees are created to serve an advisory function to the Board and as such have no authority over school affairs or personnel.

Policy History: Adopted on: 3/20/18; Revised on:

1260 Authorization Of Signatures And Electronic Signatures

Authorization of Signatures and Electronic Signatures

For the conduct of the business of the Charter School, the Board may grant authority to specific staff to sign certain documents on behalf of the Charter School.

The Chair and Clerk are authorized to use a facsimile signature plate or stamp or other electronic signature as addressed herein.

Invoices

Staff employed by the Charter School in the following designated positions are authorized to certify for the Charter School:

Executive Director

Business Manager

Checks

The Executive Director is designated as the custodian of the school building activity fund. The Executive Director is designated as the custodian of all Charter School petty cash accounts. Staff employed by the Charter School in the following designated positions are authorized to sign on behalf of the Board checks drawn on any specific petty cash account:

Executive Director
Business Manager

Contracts for Goods and Services and Leases

The Administrative Team is authorized to sign on behalf of the Board, contracts, leases, and/or contracts for goods and services for amounts under \$500.00 without prior approval of the Board. The types of goods and services contracted for must be pre-approved by the Board.

Personnel Contracts

The Board Chair and clerk are authorized to sign personnel contracts and agreements of employment on behalf of the Board by facsimile signature or via electronic signature.

Negotiated Agreements

Negotiated agreements shall be signed for the Charter School by the Board Chair and the clerk.

Electronic Signatures

Electronic signatures or digital signatures can take many forms and can be created using many different types of technology. For the purpose of this policy an electronic signature means any electronic identifier intended by the person using it to have the same force and effect as a manual signature.

Use of Electronic Signatures

When not practical or possible to have an approved individual physically sign a document, and not otherwise prohibited by applicable laws, electronic signatures may satisfy the requirement of a written signature when transacting business with and/or for the Charter School and/or with parents/guardians when the authenticity and reliability of such electronic signature(s) meets the provisions of this policy. In such instances, the electronic signature shall have the full force and effect of a manual signature.

In order to qualify for acceptance of an electronic signature the following additional

requirements are applicable:

1. The electronic signature identifies the individual signing the document by his or her name and title;
2. The identity of the individual signing the document with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature, as well as the documents to which it is affixed, cannot be altered once the electronic signature is affixed. If the document needs to be altered, a new electronic signature must be obtained; and
4. The electronic signature conforms to all other provisions of this policy.

The Charter School shall maintain electronically signed records in a manner consistent with the Charter School's document retention policies yet also capable of accurate and complete reproduction of the electronic records and signatures in their original form. Such retention should include a process whereby the Charter School can verify the attribution of a signature to a specific individual, detect changes or errors in the information contained in the record submitted electronically and protect and prevent access and/or manipulation or access/use by an unauthorized person.

The Charter School shall maintain a hardcopy of the actual signature of any Charter School employee authorized to provide an electronic signature in connection with school business.

Abuse of the electronic signature protocols by any Charter School employee serves as grounds for disciplinary action up to and including termination.

Parent/Student Use of Electronic Signatures

With regard to documentation received by the Charter School with an electronic signature from a parent/legal guardian, so long as the following provisions are met, the Charter School may receive and accept such electronic signature as an original document:

1. Such communication with signature, on its face, appears to be authentic and unique to the person using such signature;
2. The Charter School is unaware of any specific reason to believe that the signature has been forged;
3. The Charter School is unaware of any specific reason to believe the document has been altered subsequent to the electronic signature; and
4. The signature is capable of verification.

The Executive Director or designee may, at their discretion, request that an original of

the electronic communication, signed manually by hand, be forwarded to the Charter School in a timely manner.

Charter School personnel may periodically audit the authenticity of such signature via a security procedure including such acts as making follow-up inquiry to the individual/entity who has submitted an electronic signature.

Should it be discovered that a student has falsified a parent's electronic signature on an official Charter School document, the student may be subjected to discipline and the Charter School Administration is authorized, at their discretion, to thereafter only accept manual signatures associated with any submitted school document.

Legal Reference: I.C. § 33-705 - Activity Funds

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

1270 Charter And Performance Certificate

“Charter” shall mean the grant of authority approved by the chartering entity to the Board of Directors of the Charter School. The purpose of the charter is to present the Charter School's academic and operational vision and plans, demonstrate the Board's capacities to execute the proposed vision and plans, and provide the chartering entity a clear basis for assessing the Charter School's plans and capacities.

“Performance certificate” shall mean a fixed-term, renewable certificate between the Charter School and a chartering entity. This certificate shall outline the roles, powers, responsibilities, and performance expectations for each party to the certificate. It shall clearly set forth the academic and operational performance expectations for the Charter School and the measures by which the Charter School will be judged, as well as the administrative relationship between the chartering entity and the Charter School, including each party's rights and duties. The performance certificate shall be signed by the president of the chartering entity's governing board and the president of the Charter School's Board. The charter shall not serve as the Charter School's performance certificate.

The performance provisions within the performance certificate shall be based upon a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the chartering entity's evaluations of the Charter School. The performance framework shall include indicators, measures, and metrics for, at a minimum:

1. Student academic proficiency;

2. Student academic growth;
3. College and career readiness (for high schools); and
4. Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the performance certificate.

Measurable performance targets shall be set by the charter school in conjunction with its chartering entity and shall, at a minimum, require that each school meet applicable federal, state, and chartering entity accountability requirements and goals for student achievement.

The performance framework shall allow the inclusion of additional rigorous, valid, and reliable indicators proposed by the Charter School to augment external evaluations of its performance, provided the chartering entity approves the quality and rigor of such school-proposed indicators, and that they are consistent with the purpose of accountability.

Non-Compliance with the Performance Certificate

The Board of Directors shall promptly notify its chartering entity if it becomes aware that the Charter School is not operating in compliance with the terms and conditions of its performance certificate. The Board shall also advise its chartering entity with follow-up information as to when and how such operational issues are corrected.

Charter Revisions

If at any time after the Charter School has collected baseline achievement data for its enrolled students, the Board wishes to revise its charter or its performance certificate, the Board shall submit a written request describing the proposed revisions to their chartering entity. For charter revisions, the Board shall also submit a copy of the proposed revisions to the State Department of Education for review.

If the chartering entity approves the proposed performance certificate revision or if the State Department of Education and the chartering entity approve the proposed charter revision, the revision shall be executed and treated as either a supplement to or amendment of the performance certificate or charter.

The Board may appeal any denial of a request for charter or performance certificate revision by the chartering entity to the State Board of Education by submitting a notice of appeal in writing to the State Board of Education describing in detail all of the grounds for the appeal and the remedy requested. The Board shall submit the appeal within thirty days from the date of the written decision of the chartering entity to deny a charter or performance certificate revision. The Board shall also submit a copy of the notice of appeal to the chartering entity.

Along with the appeal, the Board shall also submit to the State Board of Education one

hard copy and one electronic copy of the complete record of all actions taken with respect to the requested revision to the charter or performance. This record shall be in chronological order and appropriately tabbed and indexed. The record shall contain, at minimum, all of the following:

1. The name, address, and telephone number of the Charter School and the chartering entity;
2. Copies of all correspondence or other documents between the charter school and the chartering entity relating to the matter being appealed;
3. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter was considered or discussed;
4. The written decision provided by the chartering entity.

The Board or the Board's representative may participate in any prehearing conferences, hearings, and/or meetings held by the State Board of Education or a charter appeal committee appointed by it, as requested or appropriate.

The decision of the State Board of Education with regard to the requested charter or performance certificate shall be final.

Legal Reference: I.C. § 33-5202A - Definitions; I.C. § 33-5205 - Petition to Establish Public Charter School; I.C. § 33-5205B - Performance Certificates; I.C. § 33-5206 - Requirements and Prohibitions Upon Approval of a Public Charter School; I.C. § 33-5207 - Charter Appeal Procedure; I.C. § 33-5209A - Accountability; IDAPA 08.02.04 - Rules Governing Public Charter Schools

Policy History: Adopted on: 3/20/18; Revised on:

1280 Charter Renewal And Revocation

The Charter School shall seek renewal of its charter by its chartering entity five years after it begins operation, and again at least every five years as required by the chartering entity, state law, and administrative rules. The chartering entity may grant renewal with specific written conditions for necessary improvements to the Charter School.

Information Collection

The Board of Directors shall submit an annual audit of the Charter School's fiscal operations as required in the charter, and a copy of the Charter School's accreditation report to its authorizer. The Board shall also submit any additional information requested by the chartering entity to ensure that the Charter School is meeting the

terms of its performance certificate.

If required by the chartering entity, the Board shall submit an annual report to assist the chartering entity in gathering complete information about the Charter School consistent with the performance framework.

The Charter School shall respond to the performance report compiled by the authorizing entity within 30 days of receipt, submitting any corrections or clarifications the Board deems prudent. The Board shall also publish the annual performance report on the Charter School's website.

Upon receiving the renewal application guidance, the Board may:

1. Present additional evidence beyond the data contained in the performance report, supporting its case for charter renewal; and
2. Describe improvements undertaken or planned for the school.

No later than December 15, the Board of Directors shall submit a renewal application to the chartering entity pursuant to the renewal application guidance issued by the chartering entity.

Charter Revocation or Nonrenewal

The chartering entity may revoke the Charter School's charter if the Charter School has failed to meet any of the conditions for necessary improvements established by the dates specified.

The Board may submit documents, including a written reply to the notice setting out the basis for consideration of revocation, and give testimony challenging the rationale for closure and in support of the continuation of the school. Such documents and testimony will be given at the proceeding held by the chartering entity for that purpose. The Board may be represented by counsel at this proceeding, and may call witnesses on their behalf. Revocation may occur prior to this public hearing only if the chartering entity determines that the continued operation of the Charter School presents an imminent public safety issue.

A decision to revoke or nonrenew a charter may be appealed directly to the State Board of Education.

The Board may appeal a revocation or nonrenewal decision by the chartering entity to the State Board of Education by submitting a notice of appeal in writing to the State Board of Education describing in detail all of the grounds for the appeal and the remedy requested. The Board shall submit the appeal within 30 days from the date of the written revocation or nonrenewal decision of the chartering entity. The Board shall also submit a copy of the notice of appeal to the chartering entity.

Along with the appeal, the Board shall also submit to the State Board of Education one hard copy and one electronic copy of the complete record of all actions taken with respect to the revocation or nonrenewal decision. This record shall be in chronological order and appropriately tabbed and indexed. The record shall contain, at minimum, all of the following:

1. The name, address, and telephone number of the Charter School and the chartering entity;
2. Copies of all correspondence or other documents between the Charter School and the chartering entity relating to the matter being appealed;
3. Copies of audio or video recordings, if any, and the minutes from all meeting(s) where the matter was considered or discussed; and
4. The written decision provided by the chartering entity.

The Board or the Board's representative may participate in any prehearing conferences, hearings, and/or meetings held by the State Board of Education or a charter appeal committee appointed by it, as requested or appropriate.

The decision of the State Board of Education with regard to the revocation or nonrenewal shall be final.

In the event the State Board of Education reverses a decision of revocation or nonrenewal, the Charter School shall then be placed under the chartering authority of the Public Charter School Commission.

School Closure and Dissolution

In the event the chartering entity elects to close the Charter School and this decision is not reversed by the State Board of Education, the Board shall abide by the chartering entity's public charter school closure protocol. The Charter School shall work with the chartering entity to ensure a smooth and orderly closure and transition for students and parents as guided by the closure protocol. The Board shall be responsible for executing the school's closure.

Legal Reference: I.C. § 33-5205 - Petition to Establish Public Charter School; I.C. § 33-5206 - Requirements and Prohibitions Upon Approval of a Public Charter School; I.C. § 33-5207 - Charter Appeal Procedure; I.C. § 33-5209B - Charter Renewals; I.C. § 33-5209C - Enforcement—Revocation—Appeal; I.C. § 33-5212 - School Closure and Dissolution; IDAPA 08.02.04 - Rules Governing Public Charter Schools

Policy History: Adopted on: 3/20/18; Revised on:

1300-1399 Governance

[1300 Charter School Policy](#)

[1303 Policies And Procedures To Review Annually](#)

[1310 Administrative Procedures](#)

[1315 Charter School Planning](#)

[1315CIP Annual Continuous Improvement Plan](#)

[1320 Management Rights](#)

1300 Charter School Policy

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors.

All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho Department of Education.

Adoption and Amendment of Policies

Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Such proposals may be referred to the Administrative Team for detailed study as needed prior to Board action on the proposal. The Board encourages the Administrative Team to contact other experts to have potential Board policy researched. Interested parties, including any Director, citizen, or employee of the Board may submit views or present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the clerk prior to the second reading.

Proposed new policies and proposed changes in existing policies shall undergo a minimum of two readings in the following manner:

1. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion; and
2. The final vote for adoption shall take place not earlier than at the second reading of the particular policy.

Although approval of a new or amended policy requires a minimum of two readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption.

Policies as adopted or amended shall be made a part of the minutes of the meeting at

which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed periodically, unless otherwise detailed in a specific policy by the Board.

Administration in Absence of Policy

In cases where action must be taken before the next board meeting and where the Board has provided no policies or guides for administrative actions, the school leaders shall have power to act.

His or her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the school leaders to inform the Board of such action and the need for policy.

Suspension of Policies

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the Directors present. In order to suspend a policy, all Directors must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all directors present.

Policy Manuals

The Executive Director shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students, and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the Charter School and shall be subject to recall at any time.

Cross References: 1303 Policies and Procedures to Review Annually

Legal References: I.C. § 33-506 - Organization and Government of Board of Trustees;
I.C. § 33-512 - Governance of Schools

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021

1303 Policies And Procedures To Review Annually

The following policies, procedures, and forms shall be reviewed annually by the School Board.

- 1600 Code of Ethics for School Board Members
- 2200 School Year, Calendar, and Instructional Hours
- 2420 Parent and Family Engagement
- 2420P Parent and Family Engagement Guidelines
- 3010 Enrollment Opportunities
- 3285* Relationship Abuse and Sexual Assault Prevention and Response
- 3295* Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
- 3300* Drug Free School Zone
- 3320* Substance and Alcohol Abuse
- 3330* Student Discipline
- 3345** Use of Restraint, Seclusion, and Aversive Techniques for Students
- 3500* Student Health/Physical Screenings/Examinations
- 3530* Suicide
- 4210F1 Fee Schedule for Community Use of School Facilities
- 7215** Fund Accounting System
- 7240 Programs for Indian Children
- 7240P Federal Impact Funds
- 7305 Investment of Funds
- 7500 New Fees or Increase of Fees
- 8170 Charter School-Owned Vehicles
- 8300P1 Emergency and Disaster Preparedness
- 8320* Fire Drills and Evacuation Plans
- 8520* Inspection of School Facilities

*Must be reviewed annually by the Board or delegated by the Board to the Executive Director or his or her designee.

**Must be reviewed annually by another party.

When the Board reviews a policy, they shall note the date reviewed at the bottom of the policy in the field provided. When a policy is reviewed by any other part in accordance with this policy, the completion of such review shall be reported to the Board by the Executive Director. The Board shall then note in the field provided at the bottom of this policy, “(date reviewed) by (position of the person who reviewed it)”.

Legal Reference: I.D.A.P.A. 08.02.03.160 Rules Governing Thoroughness, Safe Environment and Discipline

Policy History: Adopted on: 8/3/2021; Revised on:; Reviewed on:

HISTORY

Adopted by Res. [2021-04](#) on 8/19/2021

1310 Administrative Procedures

The Administrative Team shall develop such administrative procedures as are

necessary to ensure consistent implementation of policies adopted by the Board.

When a written procedure is developed, the Administrative Team developer shall submit it to the Board as an information item. Such procedures need not be approved by the Board, though they may be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. On controversial topics, the Administrative Team may request prior Board approval.

Policy History: Adopted on: 3/20/18; Revised on:

1315 Charter School Planning

Each year, the Board of Directors shall use the Charter School's performance certificate as a continuous improvement plan to improve student achievement in the Charter School, assess and prioritize needs, and measure outcomes.

Cross Reference: [1645 - Board Development Opportunities](#); [4130 - Public Access to Charter School Website](#)

Legal Reference: [I.C. § 33-320 - Continuous Improvement Plans and Training](#); [IDAPA 08.02.01.801 - Planning and Training](#)

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2019-02](#) on 11/5/2019

Amended by Res. [2021-04](#) on 8/19/2021

1315CIP Annual Continuous Improvement Plan

[2020-2021](#)

[2019-2020](#)

[2021-2022](#)

[2022-2023](#)

Beginning in SY 2021-2022 the Charter School has updated Policy 1315, and yearly plans will no longer be posted in this separate policy.

Cross References: 1315 Continuous Improvement Plan

HISTORY

Adopted by Res. [2019-01](#) on 10/1/2019

Amended by Res. [2019-04](#) on 11/5/2019

Amended by Res. [2021-04](#) on 8/19/2021

2020-2021

[2020-21-Combined-Plan-Narrative-Part-1.pdf](#)

[2020-21-Combined-Plan-Metrics-Part-2.pdf](#)

[2020-21-Combined-Plan-Lit-Budget-Part-3.pdf](#)

2019-2020

2019-2020 Continuous Improvement Plan
School District #513 Project Impact STEM Academy

Our Mission:

Project Impact STEM Academy will provide an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and authentic projects embedded in science, technology, engineering, and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.

Our Design Elements and Vision for the school:

1. STEM will be developed as a school-wide culture through a focus on inquiry, problem solving, and flexible scheduling.
2. Curriculum will be mastery-based and personalized.
3. Curriculum will be integrated across subjects through use of project-based learning strategies as well as reading and writing projects.
4. Expanded assessment methodologies will be used school-wide, including portfolios, presentations, and rubrics that focus on critical thinking, communication, collaboration, and creativity.

Community Involvement

Community Involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

The Project Impact STEM Academy Continuous Improvement Plan (CIP) is reviewed, at least annually, at the September school board meeting. It is developed through the combined efforts of PiSTEM administration and members of the PiSTEM board of directors. It is posted on the PiSTEM website for parents and community members to access and review. The literacy plan is developed through the combined effort of the

PiSTEM literacy Staff, test coordinator, administration, and board of directors. It is reviewed, at least annually, at the September school board meeting along with the CIP and posted on the PiSTEM website for parents and community member to access and review.

Parent Notification of College and Career Advising and Mentoring Services

Project Impact STEM Academy will notify parents regarding the college and career advising and mentoring by sending a letter home to parents, posting this document on the PiSTEM website, and through parent notification during registration, parent orientation, and during notification for various related events.

Parental Involvement in Students' Individual Reading Plans

At Project Impact STEM Academy all students in grades 1st-6th participated in enrichment or intervention four days per week. Parents are introduced to this concept as part of their introduction to Project Impact STEM Academy and during the annual back to school night presentation. Parents of students that fall into tier 2 or tier 3 reading intervention are notified that their child qualifies for Title One intervention and are provided access to the data used to identify their child. Parents are given the opportunity to meet with the teacher to help them develop a better understanding of the intervention process. RTI time is purposely scheduled at the end of the day to provide the easiest access for parent involvement, providing meaningful volunteer opportunities for parents. The administrator holds parent information meetings monthly at the PTA meetings, providing opportunities for parents to ask questions and give feedback during out of school hours.

LITERACY INTERVENTION PROGRAM

Literacy Program Summary

The Literacy Intervention Program at Project Impact STEM Academy will provide:

In addition to 60 minutes of daily grade-level instruction in reading, all students in grades 1st-6th receive 120 minutes per week of literacy RTI (intervention or enrichment). The intervention or enrichment is based on in-class assessments and iStation data. During intervention and enrichment students are placed in mixed grade-level groups. Students in grades 1st-3rd are mixed together and students in grades 4th-6th are mixed together, into mixed grade-level ability groups. Teachers, para professionals, and volunteer parents work with small groups of students on focused literacy skills to fill gaps in knowledge and skills or to provide enrichment beyond grade-level. Teachers will use iStation to evaluate students' progress and determine when they have mastered concepts. Groups are adjusted frequently to ensure that students continue to progress. Intervention will be provided, as applicable to the student- based identification of weaknesses in the areas of: phonemic awareness, decoding, vocabulary, comprehension, and fluency.

Instruction using the Orton-Gillingham-based reading and intervention program Logic of English, an effective research based reading program will be used for core reading instruction and intervention. Additional, intervention materials will be use to supplement instruction, as described below. Supplemental materials will be digital or nondigital reading materials, resources, and manipulative. The materials will include various forms of literature, both fiction and non-fiction. Our core writing instruction curriculum will be Units of Study in Opinion, Information, and Narrative Writing: A Workshop Curriculum K-3. This curriculum is consistent with teaching students to endeavor through the development of multiple drafts. It encourages that development of products for the purpose of a real audience. These elements supports our schools mission, and further literacy, not only through writing, but because the program teaches explicitly that writers read, by studying what other authors have done that they, too, can try.

Comprehensive Literacy Plan Alignment

Collaborative Leadership

- The literacy plan is developed through the collaborative leadership of the PiSTEM literacy teaching staff, test coordinator, administration, and board of directors.
- Project Impact STEM Academy administration supports literacy by providing core teacher collaboration time 70 minutes four days a week, plus additional opportunities for professional development during early release on every Wednesday.
- Project Impact STEM Academy’s administration and board of directors prioritize literacy by budgeting for paraprofessionals to provide additional support to students who struggle with literacy skills. Additionally, some of our half-time specialist teachers are also used to support additional literacy instruction during RTI time.
- Project Impact STEM Academy’s administration provides a reading core instruction block of 60 minutes per day, 5 days per week. The core instruction block is implemented by highly qualified reading teachers and highly qualified paraprofessionals. Additionally, administration also provides a 30-minute RTI intervention and enrichment literacy block four times per week for all students in grades 1st-6th grades.
- Project Impact STEM Academy will provide half-day kindergarten students scoring below basic at least 60 hours of intervention and students scoring basic at least 30 hours of intervention in literacy instruction. If necessary, to meet intervention minutes, Project Impact STEM Academy administration will provide half-day kindergarten students the opportunity to participate in an extended day program focused on literacy.
- Parents are notified if their student falls into tier 2 or tier 3 intervention support and have the opportunity to participate in developing their literacy plan and are

informed continually of their student's progress.

- Project Impact STEM Academy's administration and PTA works with the Kuna Library (STEM week at Kuna Library, Kuna Library summer reading partner program, and PiSTEM Community Outreach Events). Administration supports teachers in implementing reading programs such as Roaring Springs free pass reading program and Pizza Hut Reading program. Additionally, teachers work with parents to build building-level (three grade-levels per building) libraries.

Developing Professional Educators

- Project Impact STEM Academy administration supports literacy by providing core teacher collaboration time for at least 70 minutes four days a week in grades, plus additional opportunities for professional development during early release on every Wednesday.
- Project Impact STEM Academy literacy teachers and para-professionals participate in on-line training for the implementation of Logic of English prior to the start of the 2019-2020 school year (<https://www.logicofenglish.com/video/training>).
- Project Impact STEM Academy literacy teachers will participate in training on the implementation of Really Great Reading supplemental products.
- Project Impact STEM Academy K-6 literacy teachers will participate in literacy PD provided by the Idaho State Department of Education in partnership with Deb Glaser. The Reading Teacher's Top Ten Tools: Instruction that Makes a Difference, an online professional development program for K-3 teachers, offering research-based strategies, coaching, and guidance in the critical areas of reading instruction.
- Project Impact STEM Academy literacy teachers will participate in the [Units of Study for Teaching Writing Video Orientations](#)

Project Impact STEM Academy teachers participate in iStation training so that they can make the best use of the product for diagnosis and monitoring intervention success, as well as how to make use of iStation lessons.

Project Impact STEM Academy teachers must participate in the required Idaho Comprehensive Literacy Course to ensure that they have a strong understanding of students' literacy skills.

Project Impact STEM Academy is a member of the Idaho Mastery Education Network (IMEN) and their teachers participate in professional development opportunities related to mastery education in all content areas.

Project Impact STEM Academy science and technology teachers are members of the Idaho STEM Action Center – STEM Leadership Cohort #2. As members of this cohort

the teachers are learning how to implement cross-curricular integrated Project-based learning through training with EduCurious. These teachers meet 6 times during the year, for a total of 10 days of training.

Project Impact STEM Academy teachers participated in a week of Project-based Learning training in July, 2019 that focused on the design and implementation of high quality integrated Project-based Learning units and how to align these units to the Idaho Standards of Achievement.

Effective Instruction and Interventions

- Project Impact STEM Academy organizes a curriculum review committees when adopting new curriculum to ensure that it aligns to the Idaho Content Standards. The curriculum review committees include teaching staff, administration, and parents.
- Project Impact STEM Academy is focused on providing early literacy instruction that prevents the development of reading disabilities by providing a strong Orton-Gillingham-based instructional model from the start. In addition to being research based, it teaches students the why behind the English language. The product we use to provide reading instruction and reading intervention is Logic of English Foundations and [Logic of English Essentials](#). Logic of English provides explicit instruction in: phonemic awareness; the alphabetic principle and systematic phonics; fluency and high frequency words; handwriting; spelling; vocabulary; and reading comprehension.

Project Impact STEM Academy uses lessons and mini-lessons from iStation to enrich instruction.

Project Impact STEM Academy will be implementing some new on-line reading models that will provide consistency with our current educational model and our testing model. To enhance our Orton-Gillingham-based approach we are going to trial, and purchase if effective, the [Horizon Reading on-line program](#) that students will be able to use as part of center activities and at home, both during the school year and during the summer. In addition, we will purchase the expanded content for iStations to enhance classroom and RTI instruction.

Project Impact STEM Academy will also enhance their literacy instruction with the use of additional content from [Logic of English](#) (curriculum, manipulative, support materials, readers, and book sets), additional Now I'm Reading discrete phonics readers and plays, [Really Great Reading](#) manipulatives and eCurriculum support materials, Amazon Audible books, and [Reading A-Z](#) materials, including lexile non-fiction science materials to enhance Project-based Learning units.

Project Impact STEM Academy will implement writing workshops through the use of [Units of Study in Opinion, Information, and Narrative Writing](#) developed by Lucy

Calkins, Teacher College Reading and Writing Project, Columbia University. Units of Study is built on the following 7 essentials of writing instruction:

- Writing needs to be explicitly taught like any other basic skill;
- Students deserve to write for real, to write the kinds of texts that they see in the world – nonfiction chapter books, persuasive letters, stories, lab reports, reviews, poems, and to write for an audience of readers;
- Writers write to put meaning on the page, students should have choice in the topics they are writing about;
- Students deserve to have instruction in spelling and conventions, as well as quality and strategies of good writing;
- Students deserve the opportunity to cycle through the writing process;
- Writers read; and
- Students deserve clear goals and frequent feedback. Each of these goals aligns well with our STEM model of instruction.

Project Impact STEM Academy also uses of ReadWorks.org and Florida Center for Reading Research student center activities.

Project Impact STEM Academy's administration continually research best practices in instruction and literacy development and adjusts structures/systems in the school in order to apply best practices and innovative ideas. Some examples include our flexible cross-grade-level groupings.

Assessment and Data

- Project Impact STEM Academy we use iStations to both screen and progress monitor students' literacy growth throughout the school year in grades K-6. Students scoring basic or below basic in reading in grades 1-6 are provided 120 minutes of literacy intervention per week. Kindergarten students scoring below basic are provided at least 60 hours of intervention and students scoring basic are provided at least 30 hours of intervention in literacy instruction during the school year.
- Project Impact STEM Academy gives the ISAT to every grade starting in 3rd grade. Student's ELA growth in grades K-6 is monitored using iStations, while students in grades 7th-10th grade are given the ISAT interim assessment for math and ELA in the Fall and monitored using subsections throughout the year. iReady is used to screen and then progress monitor K-6th grade students' growth in math literacy following RTI intervention. Students in grades 7th-8th that are identified as being low in mathematics are also screened using the iReady test and then are progress monitored with iReady to ensure that

intervention is effective.

- Project Impact STEM Academy teachers continually analyze the qualitative and quantitative data from their students and use this data to continuously help them identify student groupings and effectiveness of instructional practices.

COLLEGE AND CAREER ADVISING AND MENTORING PROGRAM

College and Career Advising Model

| Select ion | Model Name | Additional Details |
|------------|--|--|
| X | Teacher or paraprofessional as advisor | Students receive college and career course work as part of their instructional program starting in grade 7. |
| X | Mentoring | All students in grades 4th-10th are assigned a mentor that mentors that student at least once every two weeks. Students in grades 1st-3rd receive group mentoring by an assigned mentor. |

Advising Program Summary

Project Impact STEM Academy is a K-10 school. PiSTEM implements a teacher as advisor and mentoring models. Students in grades 4th-10th grade are assigned a mentor that provides mentoring at least bi-weekly.

All students will develop a four-year high school plan, individualized to their college and career goals.

All students will be exposed to interpersonal relationship building skills and collaborative work throughout the year.

The Career Information System (CIS) will be used to build the 7th and 8th grade students awareness of career options and their own aptitudes towards various careers. Students in grades 9th-10th will participate in career exploration trips.

Other Notes / Comments

Project Impact STEM Academy is in its second year of operation. During its first year of operation, 2018-2019, 81 of the 119 entering students in grades K-3rd grade started the year performing at basic or below basic on the state IRI given through iStation. In February of 2019 Project Impact STEM Academy adopted Logic of English. Full implementation of Logic of English is underway during the 2019-2020 school year.

During the 2018-2019 school year, Project Impact STEM Academy only serviced students in K-7 and 9th grade. During the 2019-2020 school year Project Impact STEM

Academy added 8th grade and 10th grade, now servicing K-10.

In addition to the state mandated growth goals, Project Impact STEM Academy has developed the following goals in the areas of Students, Parents, Staff, and Community as part of our Continuous Improvement Plan.

Students:

We will demonstrate an increase in student engagement. The performance metrics used to measure engagement will include:

- The overall satisfaction noted in the yearly AdvancEd student survey.
- Students' attendance rates and this year's growth in student attendance rates.
- 100% of high school students enrolled in a Computer Science CTE course. This will be accomplished through scheduling and verified through our annual ISEE reports.

Parents:

Parents will be school advocates and engaged in their students learning. The metrics for engagement and involvement of our parents include:

- The overall satisfaction noted in the yearly AdvancEd parent survey measured by both the percentage and year's growth in student attendance.
- Parental involvement in systems (Summit Learning, PowerSchool, etc), measured through the number of log-ins.

Staff:

Staff members will grow professionally, and their employment satisfaction will be reflective in their student's learning. More specifically, 80% of certified staff will demonstrate growth, through the use of the evaluation process, showing evidence of growth through successfully achieving goals developed in focused integrated PBL, targeted Charlotte Danielson model focus area, and student growth. Staff retention will increase by 5%. Engagement will be measured from:

- The overall satisfaction rating in the yearly staff survey.
- The performance metrics be measured using success rates on staff goals, retention rates.
- The annual AdvancEd staff survey.

Community:

The school will be a valued asset of the community. To achieve this, 80% of all large projects will have community professional connections. 5% more community members, beyond the school, will be involved in our student expos and STEM nights. 5% more

students will participate in school related team competitions. 100% of students will attend and participate in community field trips. The school as a community asset will be measured using:

- The percent of large projects that involve community professional connections.
- The percentage of increased participate of community members, beyond the school, in our school expos and STEM nights.
- The percentage of students that participate in school related team competitions.
- The percentage of students that participate in community field trips.

METRICS

Section I: Continuous Improvement Measures

[LINK](#) to District Report Card with previous year's data for the Section I Metrics

| Goal | Performance Metric | 2019-2020 Targets |
|---|---|-------------------|
| All students will be college and career ready | 4-year cohort graduation rate | n/a |
| All students will be prepared to transition from middle school / junior high to high school | % students who scored proficient on the 8th grade math ISAT | 50% |
| | % students who scored proficient on the 8th grade ELA ISAT | 60% |
| All students will be prepared to transition from grade 6 to grade 7 | % students who scored proficient on the 6th grade math ISAT | 50% |
| | % students who scored proficient on the 6th grade ELA ISAT | 60% |
| All students will demonstrate the reading readiness needed to transition to the next grade | % students who scored "proficient" on the Kindergarten Spring IRI | 70% |
| | % students who scored "proficient" on the Grade 1 Spring IRI | 70% |
| | % students who scored "proficient" on the Grade 2 Spring IRI | 70% |
| | % students who scored "proficient" on the Grade 3 Spring IRI | 70% |

Section II: Additional Continuous Improvement Measures

| Goal | Performance Metric | SY 2017-18 | SY 2018-19 |
|------|--------------------|------------|------------|
|------|--------------------|------------|------------|

| | | # benchm ark | # tested | # benchm ark | # tested |
|---|--|--------------------|----------|--------------------|-------------|
| All students will be college and career ready | # of students who met the college ready benchmark on the college entrance exam (SAT/ACT) | n/a | n/a | n/a | n/a |
| | % students who met the college ready benchmark on the college entrance exam (SAT/ACT) | n/a | | n/a | |

Section III: Required College and Career Advising Performance Metrics

| Goal | Performance Metric | SY 2017-18 | | SY 2018-19 | | SY 2019-20 |
|---|---|-------------------|----------------------|-------------------|---------------------|--------------|
| | | | | | | |
| All students will be college and career ready | # of HS students graduating with an associate's degree or a CTE certificate | n/a | | n/a | | n/a |
| | % of students with learning plan created and reviewed in 8th grade | 8th grade | n/a | 8th grade | n/a | 100% |
| | % of learning plans reviewed annual by grade level | 9th grade | n/a | 9th grade | 100% | 100% |
| | | 10th grade | n/a | 10th grade | n/a | 100% |
| | | 11th grade | n/a | 11th grade | n/a | n/a |
| | | 12th grade | n/a | 12th grade | n/a | n/a |
| | # students who Go On to some form of postsecondary education within 1 year of HS graduation | # enrolled | # 2017 cohort | #enrolled | #2018 cohort | not required |
| | | n/a | n/a | n/a | n/a | |
| | % students who Go On to some form of postsecondary education within 1 year of HS graduation | n/a | n/a | n/a | n/a | |

| | | | | | | |
|--|--|------------|---------------|------------|---------------|--------------|
| | # students who Go On to some form of postsecondary education within 2 years of HS graduation | # enrolled | # 2016 cohort | # enrolled | # 2017 cohort | not required |
| | | n/a | n/a | n/a | n/a | |
| | % students who Go On to some form of postsecondary education within 2 years of HS graduation | n/a | n/a | n/a | n/a | |

Section IV: College and Career Advising

| Performance Metric | SY 2018-19 Results | 2019-20 Benchmarks |
|---|--------------------|--------------------|
| % of 4th-10th grade students that meet bi-weekly with an assigned mentor to discuss goal setting and academic progress for an average of 10 minutes, as revealed in our Summit Learning data. | 61% | 90% |

Section V: Literacy Intervention

| Performance Metric | SY 2018-19 Results | 2019-20 Benchmarks |
|---|--------------------|--------------------|
| By the end of 3rd grade students will achieve Lexile reading scores of at least 695L, as shown in our Spring ISAT data. | 40% | 60% |

DEMOGRAPHIC ANALYSIS

| Group | 2018-2019 | 2019-2020 |
|------------------------|-----------|-----------|
| Female | 46% | 50% |
| Male | 54% | 50% |
| Asian | 1% | 0% |
| Black/African American | 1% | 1% |
| Hispanic/Latino | 0% | 10% |
| Native American | 0% | 1% |

| | | |
|----------------------------------|-----|-----|
| White | 98% | 88% |
| Free/Reduced Lunch | 32% | 40% |
| Received Special Education (IEP) | 9% | 17% |

PROPOSED LITERACY BUDGET

Estimated Total Literacy Funding for 2019-2020: \$51,300.00

| PERSONNEL COSTS | | | | | Proposed Budget | |
|---|---|------------|------------------|--------------------|----------------------------|-------------------------|
| Position / Item | Details | FTE | Cost Per FTE | Total Cost | Amount from Literacy Funds | Amount from Other Funds |
| Literacy Para Professionals | 3 Paraprofessionals, 19.5 hours per week x \$11 per hour x 37 weeks | 1.5 | 8,140.00 | 12,210.00 | 12,210.00 | 0.00 |
| Literacy Para Professionals | 2 Paraprofessionals, 40 hours per week x \$11 per hour x 37 weeks | 2.0 | 8,140.00 | 16,280.00 | 14,280.00 | 2,000.00 |
| Benefits | | | | 0.00 | | 0.00 |
| Personnel Subtotal | | | | 28,490.00 | 26,490.00 | 2,000.00 |
| PROGRAMS / CURRICULA COSTS | | | | | Proposed Budget | |
| Item | Details | # Items | Cost Per Item | Total Cost | Amount from Literacy Funds | Amount from Other Funds |
| Logic of English Reading Materials | (Purchased in February 2019). K-6 Orton Gillingham-based reading program, including digital licences for student materials and hardbound teacher guides. All the materials necessary to implement Foundation and Essentials. Including: Hardbound teachers manuals for Foundations and PDF teacher manuals for Essentials. PDF digital copies of student workbooks. Game cards, tactile cards, flash cards, spelling rule cards, spelling analysis cards, grammar flash cards, readers (all), game tiles, desk strips PDFs, Doodling Dragon set and music, and teacher training manual PDF. | 1 | 2,971.00 | 2,971.00 | 0.00 | 2,971.00 |
| Logic of English Reading Materials | Children's Literature Set | 8 | 78.00 | 624.00 | 624.00 | 0.00 |
| Logic of English Reading Materials | Supplemental Teaching Materials, various | 1 | 242.00 | 242.00 | 242.00 | 0.00 |
| Reading Horizons | Horizon Reading On-line Reading Program Licences, one year - transferable | 130 | 100.00 | 13,000.00 | 13,000.00 | 0.00 |
| iStation | iStation Testing licences for 4th-6th grades for screening and progress monitoring of RTI intervention. | 1 | 589.00 | 589.00 | 0.00 | 589.00 |
| Really Great Reading | Blast eStudent Kit | 33 | 19.00 | 627.00 | 627.00 | 0.00 |
| Really Great Reading | Boost eStudent Kit | 66 | 19.00 | 1,254.00 | 1,254.00 | 0.00 |
| Learning A-Z | Reading A-Z | 2 | 110.00 | 220.00 | 220.00 | 0.00 |
| Learning A-Z | Science A-Z Reading | 1 | 100.00 | 100.00 | 100.00 | 0.00 |
| Teachers College Reading and Writing Project, Columbia University | Units of Study K-3 Writing Workshop Curriculum with Trade Books | 4 | 239.00 | 956.00 | 956.00 | 0.00 |
| Really Great Reading | Countdown Online Subscription | 1 | 95.00 | 95.00 | 95.00 | 0.00 |
| Really Great Reading | Countdown Kindergarten Manipulatives | 16 | 42.00 | 672.00 | 672.00 | 0.00 |
| Really Great Reading | HD Word Kit Reading Manipulatives | 33 | 60.00 | 1,980.00 | 1,980.00 | 0.00 |
| NIR! | Now I'm Reading Fairy Tale Plays | 3 | 24.00 | 72.00 | 72.00 | 0.00 |
| NIR! | Now I'm Reading Discrete Phonics Readers | 54 | 17.00 | 918.00 | 918.00 | 0.00 |
| Programs / Curricula Subtotal | | | | 24,320.00 | 20,760.00 | 3,560.00 |
| TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation) | | | | | Proposed Budget | |
| Item | Details | # Students | Cost Per Student | Total Cost | Amount from Literacy Funds | Amount from Other Funds |
| Transportation Subtotal | | | | 0.00 | 0.00 | 0.00 |
| OTHER COSTS | | | | | Proposed Budget | |
| Item | Details | # Items | Cost Per Item | Total Cost | Amount from Literacy Funds | Amount from Other Funds |
| Amazon Kindle Fire | Kindle Fire HD10 - 10 in screen, Kids Edition, Case included - To access on-line content, Kindle books, and audible books. | 27 | 150.00 | 4,050.00 | 4,050.00 | 0.00 |
| Amazon Kindle Fire | Kindle Fire 7 - 7 in screen, Kids Edition, Case included - To access iStation testing for Kindergarten, Kindle books, and on-line content during center activities | 8 | 53.00 | 424.00 | 0.00 | 424.00 |
| HP Chromebooks | HP Chromebooks - use to access on-line content | 33 | 219.00 | 7,227.00 | 0.00 | 7,227.00 |
| Other Costs Subtotal | | | | 11,701.00 | 4,050.00 | 7,651.00 |
| TOTAL COSTS & BUDGET | | | | \$64,511.00 | \$51,300.00 | \$13,211.00 |

2021-2022

[2021-2022 CIP Metrics](#)

[2021-2022 CIP Narrative](#)

2022-2023

[2022-23-CIP-Narrative-Pi STEM](#)

[2022-23-CIP-Metrics-Pi STEM](#)

1320 Management Rights

The Board retains the right to operate and manage its affairs in such areas as but not limited to:

1. Establishing the school calendar;
2. Determining the procedures to use in handling public complaints about employees;
3. Directing non-teaching duties and responsibilities of teachers;
4. The procedure for conducting teacher evaluations;
5. When and under what circumstances a certificated employee will be placed on probation;
6. Contract notification dates;
7. Extracurricular assignments;
8. Personnel files;
9. Directing, employing, dismissing, promoting, transferring, assigning, and retaining employees;
10. Relieving employees from duties because of lack of work or funds or under conditions where continuation of such work would be inefficient and non-productive;
11. Maintaining the efficiency of Charter School operations;
12. Determining the methods, means, job classifications, and personnel by which Charter School operations are to be conducted;

13. Taking whatever actions may be necessary to carry out the missions of the Charter School in situations of emergency; and
14. Establishing the methods and processes by which work is performed.

The Board reserves all other rights, statutory and inherent as provided by state law. The Board also reserves the right to delegate authority to the Executive Director for the ongoing direction of all Charter School programs.

Cross Reference: 6100 - Principal-Board Relations

Legal Reference: I.C. § 33-514 - Issuance of Annual Contracts – Supports Programs – Categories of Contracts – Optional Placement; I.C. § 33-514A - Issuance of Limited Contract – Category 1 Contract; I.C. § 33-515 - Issuance of Renewable Contracts; I.C. § 33-515A - Supplemental Contracts; I.C. § 33-518 - Employee Personnel Files

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

1400-1499 Principles Of Operations

[1400 Board/Staff Communications](#)

[1405 School Board Use Of Electronic Mail And Social Media](#)

[1410 Board-Administrative Team Relationship](#)

[1420 Director Expenses](#)

[1430 Director Insurance](#)

[1440 Board Participation In Activities](#)

1400 Board/Staff Communications

Every reasonable means of communication is encouraged throughout the education community. Nevertheless, an organization must maintain some order and structure to promote efficient and effective communications.

Staff Communications to the Board

All official communications or reports to the Board from supervisors, teachers, or other staff members shall be submitted through the Administrative Team. This shall not deny any staff member's right to appeal to the Board from administrative decisions, provided that the Administrative Team shall have been notified of the forthcoming appeal and that it is processed according to the applicable procedures for complaints and grievances.

Board Communications to Staff

All official communications, policies and directives of staff interest and concern will be communicated to staff members through the Administrative Team. The Administrative Team will employ all such media as are appropriate to keep staff fully informed of the Board's concerns and actions.

Visits to the Charter School

Directors should make a point to visit the Charter School not less than once each school year to examine its condition and needs. Individual Board members interested in visiting the Charter School should, out of courtesy, make arrangements for visitations through the Administrative Team of the Charter School. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Social Interaction

Staff and Board members share a keen interest in the schools and education. When they meet at social affairs and other functions, informal discussion on such matters as educational trends, issues, innovations, and general Charter School problems can be anticipated.

Policy History: Adopted on: 3/20/18; Revised on:

1405 School Board Use Of Electronic Mail And Social Media

Use of electronic mail (e-mail) by members of the Board will conform to the same standards of judgment, propriety, and ethics as other forms of school board-related communication. Directors will comply with the following guidelines when using e-mail in the conduct of Board responsibilities:

1. The Board will not use e-mail, communications via social media, or other electronic communications as a substitute for deliberations or voting at Board meetings or for other communications or business properly confined to Board meetings.
2. Directors will be aware that e-mail and e-mail attachments received or prepared for use in Board business or containing information relating to Board business (regardless of whether sent or received on a school owned computer or personally owned computer) may be regarded as public records, which may be inspected by any person upon request, unless otherwise made confidential by law.
3. Directors will note that individual postings made to social media sites should be considered carefully in light of how they would reflect on the poster, the Board, and the Charter School. Opinions expressed by staff on a social networking

website have the potential to be disseminated far beyond the speaker's desire or intention, and could undermine the public perception of fitness of the individual to serve students' interests. Individual Board member postings are an act of the individual and are not an act of the Board.

4. Directors will avoid reference to confidential information about employees, students, or other matters in e-mail communications because of the risk of improper disclosure or unsecure websites. Directors will comply with the same standards as school employees, with regard to confidential information.

Definitions

"Deliberation" is defined as the receipt or exchange of information or opinion relating to a decision, but shall not include informal or impromptu discussions of a general nature which do not specifically relate to a matter then pending before the public agency for decision.

Legal Reference: I.C. § 9-337 - Public Writings et. seq.; I.C. § 67-2341(2) - Open Public Meetings – Definitions; Cowles Pub. Co. v. Kootenai Co. Bd. of County Commissioners 144 Idaho 259 (2007).

Policy History: Adopted on: 3/20/18; Revised on:

1410 Board-Administrative Team Relationship

The Board-Administrative Team relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and the Administrative Team.

The Board hires, evaluates, and seeks the recommendations of the Administrative Team as the Charter School chief executive officer. The Board adopts policies necessary to provide the general direction for the Charter School and to encourage achievement of Charter School goals. The Administrative Team develop plans, programs, and procedures needed to implement the policies and directs the Charter School's day-to-day operations.

The Administrative Team shall be employed for a term not to exceed three years and shall be the executive officers of the Board with such powers and duties as the Board prescribes. The Administrative Team shall act as the authorized representatives of the Charter School whenever such is required.

The Board shall conduct an annual, written formal evaluation of the work of the Administrative Team.

Legal Reference: I.C. § 33-513 - Professional Personnel

Policy History: Adopted on: 3/20/18; Revised on:

1420 Director Expenses

A Director shall not receive remuneration for service as a Director. However, each Director shall be compensated for actual expenses incurred for travel to, from, and attending meetings of the Board as provided herein. The Board Director may submit their requests for reimbursement as the travel occurs or may submit a single request at the end of the fiscal year, for all travel expenses accumulated at the discretion of the Director.

Board Meetings

The Board shall approve payment of a Director's expenses incurred in travelling to and from Board meetings if the Director requests such payment mileage or actual travel expense incurred, whichever is less.

Expenses for Board Members for Occasional Travel

Directors normally attend workshops, training institutes, and conferences at both the state and national level. It is appropriate that Directors' expenditures at these meetings be paid by the Charter School from the general fund. It is the intent of the Charter School to pay all legitimate costs for Directors to attend such meetings, at the established rates set by the Charter School, including:

1. Transportation as approved by the Board;
2. On-site transportation during the course of the meeting, i.e., bus, taxi, or rental car;
3. Hotel or motel costs for Director, as necessary;
4. Food costs as necessary;
5. Incidental expenditures for tips and other necessary costs attributable to the Director's attendance at the meeting. The Charter School will not reimburse or pay for such items as liquor, expenses of a spouse, separate entertainment, or other unnecessary expenditures.

Depending upon circumstances and dollar values at issue, the Charter School may be required to report invoiced payments/reimbursements consistent with IRS regulations. Tax consequences may be applicable. However, if such a circumstance does occur, Board members would need to talk with their individual tax preparers regarding tax implications and possible deductions for expenses.

Cross Reference: 7430 - Travel Allowances and Expenses

Legal Reference: I.C. § 33-701 - Fiscal Year – Payment and Accounting of Funds

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-05](#) on 12/6/2022

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

1430 Director Insurance

The Charter School shall maintain sufficient insurance to protect the Board and its individual directors against liability arising from actions of the Board or its individual directors while each is acting on behalf of the Charter School and within the Director’s authority.

Legal Reference: I.C. § 59-801 et seq. - Surety Bond Act

Policy History: Adopted on: 3/20/18; Revised on:

1440 Board Participation In Activities

Directors of the Board, collectively and individually, are encouraged to attend school activities, social functions, and instructional programs at no cost to the Directors in order to view and observe such functions in operation. Attendance at such programs as musical presentations, speech activities, clubs, dramatic productions, and athletic events, indicate interest in school affairs and provides opportunity for more comprehensive understanding of the total school program. Administration will provide appropriate communications to Directors to keep them informed about activities they may wish to attend.

Policy History: Adopted on: 3/20/18; Revised on:

[1500-1599 Board Meetings And Board Meeting Procedures](#)

[1500 Board Meetings](#)

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1500 Board Meetings

Meeting Defined

A meeting is defined as the convening of the Board of Directors to make a decision or to deliberate toward a decision on any matter. Directors may participate in Board meetings via electronic means, including telephonic or video conferencing devices, provided at least one member of the Executive Team is physically present at the meeting location.

Regular Meetings

Unless otherwise specified, all meetings will be held in the Project Impact STEM Academy District Office. Regular meetings shall be held at 6:30 p.m. on the first Tuesday of each month, unless that day is a holiday in which the date will be adjusted and documented in the Board Meeting Calendar.

Emergency Meetings

In the event of an emergency involving possible personal injury or property damage, immediate financial loss, or the likelihood of injury, damage, or loss, the Board may meet immediately and take official action without prior notification when the notice requirements would make such notice impracticable, or increase the likelihood or severity of such injury, damage, or loss, and the reason for the emergency is stated at the outset of the meeting.

Budget Meetings

No later than 28 days prior to its annual meeting, the Board shall have prepared a budget, in the form prescribed by the State Superintendent of Public Instruction, and shall hold a public hearing. At such public hearing or at a special meeting held no later than 14 days after the public hearing, the Board shall adopt a budget for the ensuing year. Notice of the budget hearing shall be posted and published as prescribed in Idaho Code. From the time noticed, a copy of the budget shall be available for public inspection during regular business hours.

Special Meetings

Special meetings may be called by the Chair or by any two Directors. If the time and place of special meetings has not been determined at a meeting of the Board with all members present, then written notice of a special meeting, stating the purpose of the meeting, shall be delivered to each Director not less than 24 hours prior to the time of the meeting. Such written notice shall be posted conspicuously at the Charter School office. Business transacted at a special meeting will be limited to that stated in the notice of the meeting.

Executive Sessions

Pursuant to Idaho Code, upon a two-thirds roll call vote recorded in the minutes of the meeting, the Board may hold an executive session after the Board Chair has expressly identified the specified legal authorization for holding an executive session and provided sufficient detail to identify the general purpose and topic of the executive session. However, the information provided shall not compromise the purpose of going into an executive session.

An executive session may be held for, and only for, the following purposes:

1. To consider hiring a public officer, employee, staff member, or individual agent wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. Please note this does not apply to filling a vacancy on the Board, or among Board officers, or deliberations about staffing needs in general;
2. To consider the evaluation, dismissal or disciplining of, or to hear complaint or charges brought against, a public officer, employee, staff member or individual agent, or a student;
3. To acquire an interest in real property which is not owned by a public agency;
4. To consider records exempt from public disclosure;
5. To consider preliminary negotiations involving matters of trade or commerce in which the Board is in competition with other governing bodies in other states or nations;
6. To communicate with legal counsel and to discuss any legal ramifications and/or legal options for pending litigation or possible legal controversies not yet being litigated. The presence of legal counsel at executive session does not satisfy this requirement; and
7. To communicate with a representative of the Charter School's risk management or insurance provider to discuss a pending claim or prevention of a possible claim to be filed. The mere presence of a risk management or insurance provider at executive session does not satisfy this requirement.

Except for making a determination to place a certified professional employee on probation, or taking action on a student disciplinary hearing no final action may be held for the purpose of taking any final action or making any final decisions.

If an executive session only will be held, a twenty-four hour meeting and agenda notice shall include the date, time, place, items to be discussed, and include the specific provision of law authorizing the executive session. The Board will not change the subject within the executive session to one not identified within the motion to enter

executive session or to any topic for which an executive session is not provided.

Legal Reference: I.C. § 33-510 - Annual Meetings – Regular Meetings – Board of Trustees; I.C. § 74-202 - Open Public Meetings – Definitions; I.C. § 74-203 - Governing Bodies—Requirement for Open Public Meetings; I.C. § 74-204 - Notice of Meetings; I.C. § 74-205 - Written Minutes of Meetings; I.C. § 74-206 - Executive Sessions – When Authorized; I.C. § 74-206A - Negotiations in Open Session

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021

1500P Board Of Directors Meeting Procedure

Agenda

The agenda for any Board meeting shall be prepared by the Executive Director and Board Chair. Items submitted by the Board Chair or at least two directors shall be placed on the agenda. Citizens may also suggest inclusions on the agenda. Such suggestions must be received by the Board Clerk at least six (6) days before the Board meeting, unless of immediate importance. Individuals who wish to address the Board must also notify the Board Clerk, in writing, of the request. The request must include the reason for the appearance. Citizens wishing to make brief comments about school programs or procedures or items on the agenda need not request placement on the agenda, and must follow the procedure established for public input at Board meetings.

Regular Meeting Agendas

A five day meeting notice and 48 hour agenda notice shall be required in advance of each regular meeting. Notices and agendas must be posted in a prominent place at the building where the meeting is to be held.

Special Meeting Agendas

Special meetings require a 24 hour meeting and agenda notice. The agenda notice shall include at a minimum the meeting date, time, and place. The Board secretary or his or her designee shall maintain a list of the news media requesting notification of meetings and shall make a good faith effort to provide advance notification to them of the time and place of each meeting.

Amending Agendas

An agenda may be amended provided that a good faith effort is made to include, in the original agenda notice, all items known to be probably items of discussion.

Amending the Agenda More than 48 Hours Before a Regular Meeting or 24 Hours Before Special Meeting: If an amendment to an agenda is made after an agenda has been posted but 48 hours or more prior to the start of a regular meeting, or 24 hours or more prior to the start of a special meeting, then the agenda is amended upon the posting of the amended agenda.

Amending the Agenda Less than 48 Hours Before Regular Meeting or 24 Hours Before Special Meeting: If an amendment to an agenda is proposed after an agenda has been posted and less than 48 hours prior to a regular meeting or less than 24 hours prior to a special meeting but prior to the start of the meeting, the proposed amended agenda shall be posted but shall not become effective until a motion is made at the meeting and the Board of Directors votes to amend the agenda.

Amending the Agenda After the Start of a Meeting: An agenda may be amended after the start of a meeting upon a motion that states the reason for the amendment and states the good faith reason the agenda item was not included in the original agenda posting.

Negotiation Meeting Notices

Notice of all negotiation sessions between the Charter School and the local education organization shall be posted, at the earliest time practicable on the front page of the Charter School's website. Additionally, if time permits, the Charter School shall post notice of the negotiation sessions within 24 hours at the same physical locations the Charter School uses for posting its regular meetings.

Order of Business

The order of business will be determined by the Board Chair and Executive Director with input from the Board. Upon consent of the majority of the members present, the order of business at any meeting may be changed.

Consent Agenda

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by a member of the Board. It is strongly suggested that any Board member who wishes to remove an item from the consent agenda give advance notice in a timely manner to the Board Chair and Executive Director. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Minutes

The Clerk shall keep written minutes of all open Board meetings, which shall be signed

by the Chair and the Clerk. The minutes shall include:

1. The date, time, and place of the meeting;
2. The presiding officer;
3. Directors recorded as absent or present;
4. All motions, resolutions, orders, or ordinances proposed and their disposition;
5. The results of all votes, and upon the request of a member, the vote of each member, by name;
6. Legal basis for recessing into executive session; and
7. Time of adjournment.

When issues are discussed that may require a detailed record, the Board may direct the Clerk to record the discussion verbatim.

Unofficial minutes shall be delivered to Board members in advance of the next regularly scheduled meeting of the Board. Minutes need not be read publicly, provided that members have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Clerk, to be made available within a reasonable period of time after a meeting for inspection upon the request.

Minutes of Executive Session

The Clerk shall keep written minutes of executive session. Said minutes shall be limited to a specific reference to the Idaho code subsection authorizing the executive session and sufficient detail to provide the general subject matter to identify the purpose and topic of the executive session. The roll call vote to go into executive session shall be recorded in the minutes. The minutes shall not contain information that would compromise the purpose of going into executive session.

Minutes of Negotiation Sessions

In all negotiation sessions between the Charter School and the local education organization, the Charter School shall cause to be taken written minutes. All documentation exchanged between the parties during a negotiation session, including all offers and counter-offers, shall be retained by the Charter School and shall be subject to public writings disclosure laws.

Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum, a majority of the quorum may pass a resolution.

Meeting Conduct and Order of Business

General simplified rules of parliamentary procedure are used for every Board meeting. The most current edition of Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. The use of proxy votes shall not be permitted. Voting rights are reserved to those Directors in attendance. Voting shall be by acclamation or show of hands.

Legal Reference: I.C. § 67-2343 - Notice of Meetings; I.C. § 67-2344 - Written Minutes of Meetings; I.C. § 67-2345 - Executive Sessions – When Authorized; I.C. § 33-510 - Annual Meetings – Regular Meetings – Boards of Trustees; I.C. § 33-1273A - Negotiations in Open Session

Procedure History: Promulgated on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

1510 Open Meeting Law Compliance And Cure

Formation of Public Policy at Open Meetings

The Charter School recognizes that the formation of public policy is public business and shall not be conducted in secret. The Charter School further recognizes the goal of the Open Meeting Law is compliance, and that in order to achieve compliance, the Charter School must have the ability to correct any errors.

Violations

If an action, or any deliberation or decision-making that leads to an action, occurs at any meeting which fails to comply with the guidelines set forth in Idaho's Open Meeting laws, such action shall be null and void.

The Board may self-recognize an open meeting violation or receive written notice to the Clerk of the Board of an alleged violation. A civil complaint filed and served upon the Board may serve as written notice.

An individual Board member who conducts or participates in a meeting which violates the Open Meeting Law is subject to a civil penalty of up to \$250. A knowing violation is subject to a civil penalty of up to \$1,500. A second knowing violation within a twelve month time period is subject to a civil penalty of up to \$2,500.

Cure Provision

A violation may be cured by the Board upon:

1. The Board's self-recognition of a violation; or
2. Receipt by the Clerk of a written notice of an alleged violation. A civil complaint filed and served upon the Board may be substituted for other forms of written notice. Upon notice of an alleged open meeting violation, the Board shall have 14 days to respond publicly and either acknowledge the open meeting violation and state an intent to cure the violation or state that Board has determined that no violation has occurred and that no cure is necessary. Failure to respond shall be treated as a denial of any violation.

Following the Board's acknowledgment of a violation, the Board shall have 14 days to cure the violation by declaring as void all actions taken at or resulting from the meeting in violation of the Open Meeting Law.

Within 14 days of acknowledging the violation, and stating an intent to cure, the Board shall cure the violation by holding a properly noticed meeting to address the voided actions. The Board may then address the voided actions and lawfully take the desired action in accordance with the Open Meeting Law. Curing the violation in this manner bars any civil penalty for an unintentional violation. Private enforcement actions are stayed during the cure period.

Ratification

Any suit brought for the purpose of having an action or decision declared null and void must be commenced within 30 days of the decision or action that results from an open meeting violation. Actions taken in violation of the Open Meeting Law are not void unless they are challenged within 30 days. Even where an action is not challenged within 30 days, it is the best practice to cure any known violation by holding a meeting in accordance with the law to ratify a decision or action that results from an open meeting violation.

Legal Reference: I.C. § 74-201 - Formation of Public Policy at Open Meetings; I.C. § 74-202 - Open Public Meetings – Definitions; I.C. § 74-203 - Governing Bodies— Requirement for Open Public Meetings; I.C. § 74-204 - Notice of Meetings; I.C. § 74-208 - Violations; City of McCall v. Buxton, 146 Idaho 656 (2009)

Policy History: Adopted on: 3/20/18; Revised on:

1520 Public Participation In Board Meeting

The Board of Directors encourages all stakeholders of the Charter School to express their ideas and concerns. The comments of the community will be given careful consideration. In the evaluation of such comments, first priority will be Charter School students and their educational program.

NOTICE

“AN EXECUTIVE SESSION MAY BE HELD... TO HEAR COMPLAINTS OR CHARGES BROUGHT AGAINST A PUBLIC OFFICER, EMPLOYEE, STAFF MEMBER, OR INDIVIDUAL AGENT OR PUBLIC SCHOOL STUDENT.” Idaho Code § 67-2345.

“A PERSON WHO DISRUPTS THE EDUCATIONAL PROCESS OR WHOSE PRESENCE IS DETRIMENTAL TO THE MORALS, HEALTH, SAFETY, ACADEMIC LEARNING OR DISCIPLINE OF THE PUPILS OR WHO LOITERS IN SCHOOLHOUSES OR ON SCHOOL GROUNDS, IS GUILTY OF A MISDEMEANOR.” Idaho Code § 33-512 (11).

Any complaint about the Charter School, including instruction, discipline, Charter School personnel policy, procedure or curriculum, should be referred through proper administrative channels before it is presented to the Board for consideration and action. All complaints should be resolved through proper channels in the following order:

1. Teacher or staff;
2. Supervisor, if applicable;
3. Administration Staff;
4. Administrative Team;
5. Board of Directors.

Please also see Policy 4110 Public Complaints regarding public complaints.

At each Regular and Special meeting of the Board the agenda will provide time for public comment before the Board. Persons wishing to address the Board will be required to submit Form 1520F Request to Appear Before the Board. Forms are available from the Board Clerk and will be available at each meeting.

Total time allotted for public comment will not exceed one (1) hour. Public participation will be limited to the time allotted on the agenda. Each speaker will be limited to five (5) minutes. All speakers will be allowed to speak at least once before a speaker is allowed to address the Board a second time. Public comment will be taken from the public on matters scheduled on the agenda. Should a large number of the public wish to speak on the same issue or topic, members of the public are encouraged to select a representative(s) to summarize their position. Additionally, the Board clerk will accept written comments for distribution to the Board.

Written materials for Directors must be submitted to the Board clerk. The written material must include the name, address, and telephone number of the person submitting it. A copy of the materials that meet these requirements will be forwarded to

Board Members if received by noon the Friday preceding the Board Meeting. Materials should not be sent directly to Directors. Materials may be presented or mailed to the Board Clerk at 1577 N. Linder Road MB 162, Kuna, ID 83634.

If a topic is being considered by a committee established for that purpose, the Chair may refer the public comment to that committee.

Because of the diversity of issues, Directors will not respond to public comment. Instead, issues may be recorded and referred to the proper staff person for follow-up. The Chair may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive, obscene, repetitive, or irrelevant. The Board of Directors as a whole shall have the final decision in determining the appropriateness of all such rulings.

If a special meeting has been held to obtain public comment on a specific issue, the Chair of the Board may elect not to recognize speakers wishing to comment on the same topic at a regular meeting of the Board.

Cross Reference: 4110 - Public Complaints; 4120 - Uniform Grievance Procedure; 4320 - Disruption of School Operations

Legal Reference: I.C. § 33-512 (11) - Governance of Schools; I.C. § 67-2345 - Executive Sessions—When Authorized

Policy History: Adopted on: 3/20/18; Revised on:

1520F Request To Appear Before The Board

NOTICE

“AN EXECUTIVE SESSION MAY BE HELD... TO HEAR COMPLAINTS OR CHARGES BROUGHT AGAINST A PUBLIC OFFICER, EMPLOYEE, STAFF MEMBER, OR INDIVIDUAL AGENT OR PUBLIC SCHOOL STUDENT.” Idaho Code § 67-2345.

“A PERSON WHO DISRUPTS THE EDUCATIONAL PROCESS OR WHOSE PRESENCE IS DETRIMENTAL TO THE MORALS, HEALTH, SAFETY, ACADEMIC LEARNING OR DISCIPLINE OF THE PUPILS OR WHO LOITERS IN SCHOOLHOUSES OR ON SCHOOL GROUNDS, IS GUILTY OF A MISDEMEANOR.” Idaho Code § 33-512 (11).

Any complaint about the Charter School, including instruction, discipline, Charter School personnel policy, procedure, or curriculum, should be referred through proper administrative channels before it is presented to the Board for consideration and action. All complaints should be resolved through proper channels in the following order:

1. Teacher or staff;
2. Supervisor, if applicable;
3. Administration Staff;
4. Administrative Team;
5. Board of Directors.

If these channels have been exhausted, this form should be filled out and handed to the Board Chair, Executive Director, or clerk prior to the beginning of the meeting.

The Board of Directors follows a written agenda, a copy of which is available to assist you in participating in the meeting.

If you have indicated on this form your desire to speak, at the appropriate time, the Chair will announce your name.

You will have the floor a maximum of **five minutes**. The Board of Directors encourages input from the public. If you want the Board to receive more information than time permits, please reduce your concerns to written form and send them to the Board Clerk. Written comments must include name, address, and telephone number.

REQUEST TO APPEAR BEFORE THE BOARD

Name: _____

Address: _____

Representing: _____

Brief Description of Reason to Appear Before the Board:

Date: _____

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

1525 Board Meeting News Coverage

One of the paramount responsibilities of the Board of Directors is to keep the public informed of its actions. Consequently, local news media representatives shall be welcome and encouraged to attend all regular and special meetings of the Board.

Broadcasting & Taping Of Board Meetings

Photographic and electronic audio and video broadcasting and recording devices may be used at regular and special Board meetings legally open to the public according to the following guidelines:

1. Photographs, broadcasting, and recording of meetings are permitted only when the Charter School and the person(s) seeking to use cameras, broadcasting, and/or recording devices have been informed that cameras, and broadcasting and/or recording devices will be used. The Charter School requests that notification occur at least 24 hours prior to the meeting in order to give the Charter School time to accommodate the request or be prepared to make an official Charter School copy of the video or audio tape. This time period may be subject to Board waiver, provided good cause is shown. All equipment setup shall take place prior to the commencement of the meeting, and all equipment removal will take place either during a recess or after conclusion of the meeting.
2. Persons operating cameras and broadcasting and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Directors and the audience must not be obstructed; interviews must not be conducted during the meeting, and no commentary is to be given in a manner that distracts the Directors or the audience.

The Board, or its representatives, will make the necessary arrangements to have audio and video recordings of regular meetings and any special meetings that it deems appropriate. Audio and video recordings are not to be considered part of the minutes of any meeting.

Legal Reference: I.C. § 67-2343 - Notice of Meetings; I.C. § 67-2344 - Written Minutes of Meetings

Policy History: Adopted on: 3/20/18; Revised on:

1530 Records Available To Public

Subject to the limitations provided herein, and as provided by law, full access to information concerning the administration and operations of the Charter School shall be

afforded to the public. Public access to Charter School records shall be afforded according to appropriate administrative procedures.

Every person has the right to examine and take a copy of any public record at all reasonable times. All Charter School records except those restricted by state and federal law shall be made available to citizens upon written request for inspection at the clerk's office.

The Executive Director shall serve, or appoint someone to serve, as "public records coordinator" with the responsibility and authority for ensuring compliance with the display, indexing, availability, inspection, and copying requirements of federal law, state law, and this policy. The public records coordinator shall authorize the inspection and copying of the Charter School's records only in accordance with the criteria set forth in this policy and in compliance with state and federal laws.

A written copy of the Board's minutes shall be available to the general public within a reasonable time after the meeting in which they are approved.

A "Public record" includes any writing containing information relating to the conduct or administration of the public's business prepared, owned, used, or retained by any state agency, independent public body corporate and politic, or local agency regardless of physical form or characteristics.

A "Writing" includes, but is not limited to, handwriting, typewriting, printing, photocopying, photographing, and every means of recording, including letters, words, pictures, sounds, or symbols, or combination thereof, and all papers, maps, magnetic or paper tapes, photographic films and prints, magnetic or punched cards, discs, drums, or other documents.

Public records of the Charter School do not include the personal notes and memoranda of staff that remain in the sole possession of the maker and which are not generally accessible or revealed to other persons.

In accordance with Title 9, Chapter 3, Idaho Code, the following records shall not be subject to public inspection and/or copying:

1. Any public record exempt from disclosure by federal or state law or federal regulations to the extent specifically provided for by such law or regulation;
2. All other personnel information relating to a public employee or applicant including, but not limited to, information regarding sex, race, marital status, birth date, home address and telephone number, net pay, applications, testing and scoring materials, grievances, correspondence, and performance evaluations, shall not be disclosed to the public without the employee's or applicant's written consent;
3. Retired employees' and retired public officials' home addresses, home

telephone numbers, and other financial and non-financial membership records;

4. Records of a current or former employee other than the employee's duration of employment with the Charter School, position held, and location of employment. This exemption from disclosure does not include the contracts of employment or any remuneration, including reimbursement of expenses. All other personnel information relating to an employee or applicant including, but not limited to, information regarding sex, race, marital status, birth date, home address and telephone number, applications, testing and scoring materials, grievances, correspondence, retirement plan information and performance evaluations, shall not be disclosed to the public without the employee's or applicant's written consent;
5. Records relating to the appraisal of real property, timber, or mineral rights prior to its acquisition, sale, or lease by the Charter School;
6. Any estimate prepared by the Charter School that details the cost of a public project until such time as disclosed or bids are opened, or upon award of the contract for construction of the public project;
7. Records of any risk retention or self-insurance program prepared in anticipation of litigation, or for analysis of, or settlement of potential or actual money damage claims against the Charter School and/or its employees except as otherwise discoverable under the Idaho or federal rules of civil procedure. These records shall include, but are not limited to, claims evaluations, investigatory records, computerized reports of losses, case reserves, internal documents, and correspondence relating thereto. At the time any claim is concluded, only statistical data and actual amounts paid in settlement from public funds shall be deemed a public record unless otherwise ordered to be sealed by a court of competent jurisdiction. Provided however, nothing in this subsection is intended to limit the attorney client privilege or attorney work product privilege otherwise available to any public agency or independent public body corporate and politic;
8. Computer programs developed or purchased by or for the Charter School for its own use. As used in this subsection, "computer program" means a series of instructions or statements which permit the functioning of a computer system in a manner designed to provide storage, retrieval, and manipulation of data from the computer system, and any associated documentation and source material that explain how to operate the computer program. Computer program does not include:
 - a. The original data including, but not limited to, numbers, text, voice, graphics, and images;
 - b. Analysis, compilation, and other manipulated forms of the original data produced by use of the program; or
 - c. The mathematical or statistical formulas that would be used if the manipulated forms of the original data were to be produced manually.

9. Personal information from any file maintained for students. Information from student records shall be disclosed only in accordance with the requirements of the Family Educational Rights and Privacy Act of 1974 and adopted Charter School policy;
10. Test questions, scoring keys, or other examination data used to administer academic tests;
11. Records that are relevant to a controversy to which the Charter School is a party but which records would not be available to another party under the rules of pre-trial discovery for cases pending resolution;
12. Records of buildings, facilities, infrastructures, and systems when the disclosure of such information would jeopardize the safety of persons or the public safety. Such records may include emergency evacuation, escape, or other emergency response plans, vulnerability assessments, operation and security manuals, plans, blueprints, or security codes.

However, all personnel records of a current or former public official reflecting public service or employment history, classification, pay grade and step, longevity, gross salary and salary history, status, workplace, and employing agency are subject to public inspection and/or copying.

If the record requested for inspection and/or copying contains both information exempted from disclosure and non-exempt information, the Charter School shall, to the extent practicable, produce the record with the exempt portion deleted and shall provide a written explanation for the deletion.

The Charter School may require that a public records request be submitted in writing with the requester's name, mailing address, email address, and telephone number. The Charter School may provide the requester information to help the requester narrow the scope of the request or to help the requester make the request more specific when the records requested are voluminous or costly.

The Charter School shall either grant or deny a person's request to examine or copy public records within three (3) working days of the date of the receipt of a request for public records. If a longer period of time is needed to locate or retrieve the records, the Charter School shall notify the person requesting the records of the same and provide the records to such person not later than ten (10) working days following the request. In the event an individual requests a record be provided in electronic format, the Charter School shall provide the record in electronic format if the record is available in that format. If a record is requested in electronic format and the record cannot easily be converted to electronic format within ten (10) working days, the Charter School shall notify the person requesting the records of this fact and provide them with an estimate of the time necessary to complete the conversion. The documents shall then be provided at a time mutually agreeable to the parties giving consideration to any limitations that

may exist regarding electronic conversion.

If the Charter School fails to respond, the request shall be deemed to be denied within ten (10) working days following the request. If the Charter School denies the person's request for examination or copying the public records or denies in part and grants in part the person's request for examination and copying of the public records, the public records coordinator shall notify the person in writing of the denial or partial denial of the request for the public record. The notice of denial or partial denial shall state that the attorney for the Charter School has reviewed the request or shall state that the Charter School has had an opportunity to consult with an attorney regarding the request for examination or copying of a record and has chosen not to do so. The notice of denial or partial denial also shall indicate the statutory authority for the denial and indicate clearly the person's right to appeal the denial or partial denial and the time periods for doing so.

The public records coordinator is authorized to seek an injunction to prevent the disclosure of records otherwise suitable for disclosure when it is determined that there is reasonable cause to believe that the disclosure would not be in the public interest and would substantially or irreparably damage any person or would substantially or irreparably damage vital governmental functions.

Unless a person requesting the public record can demonstrate an inability to pay or if the requester's interest is in litigation in which the requester is, or may become, a party, or the public's interest or understanding of the operation or activities of the Charter School or its records would suffer by the assessment or collection of any fee, the Charter School will adhere to its copying fee schedule.

The public records coordinator shall determine if there is an inability to pay by the requester or whether the request is likely to contribute significantly to the public's understanding of the operations or activities of government. The public records coordinator shall notify the requester in writing of their decision within ten (10) working days following the request. If the fee waiver is denied, the requester shall then have seven (7) days to file an appeal of the denial with the Executive Director. The Executive Director shall review the denial and either affirm or reverse the denial of the public records coordinator in writing within ten (10) working days of receipt of the appeal. In the event that the Executive Director is the public records coordinator then the appeal shall be filed within seven (7) days to the Board of Directors. At the Board's next regularly scheduled meeting, the Board shall review the denial of fee waiver and either affirm or reverse it. There shall be no further appeal beyond the Board. The request shall not be fulfilled or prepared until such time as the denial has been reversed. If the denial is reversed then the time for response shall run from the date of the written reversal of the denial. If the denial is affirmed and there are no further appeals available then the requester shall be required to pay in advance the estimated costs for the request.

A requester may not file multiple requests for public records solely to avoid payment of

fees. If the Charter School suspects that this is the case then it can aggregate the related requests and charge based upon its copying fee schedule.

The copying fee schedule of the Charter School is as follows:

1. The Charter School shall not charge a fee for the first 100 pages of records or the first two (2) hours of labor in responding to a request;
2. Copies of public records - 11¢ per page (cannot exceed actual cost) for copies beyond the first 100 pages or beyond the first (2) hours of labor in responding to a request;
3. The Charter School will charge for the labor costs associated with locating and copying documents if:
 - a. The request is for more than 100 pages of records;
 - b. The request includes non-public information that must be redacted from the public records; and/or
 - c. The labor associated with locating and copying the records exceeds two (2) hours.
4. The fees for labor associated with responding to a public records request shall be charged at the per hour pay rate of the lowest paid administrative staff employee of the Charter School who is necessary and qualified to process the request;
5. The fees associated with redactions required to be made by an attorney employed by the Charter School shall be charged at the lowest paid hourly rate of the lowest paid attorney employed by the Charter School or if there are no attorneys employed by the Charter School than the rate shall be no more than the usual and customary rate of the attorney retained by the Charter School.
6. Copy of a duplicate computer disc or similar record system the fee shall not exceed:
 - a. The Charter School's cost of copying the information in that form;
 - b. The Charter School's cost of conversion, or the cost of conversion charged by a third party, if the electronic record must be converted to electronic form.

Fees shall be collected in advance. The Charter School shall provide requesters with an itemized statement of fees to show the per page costs for copies and the hourly rate of employees and attorneys involved in responding to the request.

A request for public records may be conducted by electronic mail.

Cross Reference: 3570-3570P - Student Records; 4130 - Public Access to District Website

Legal Reference: I.C. § 9-338 - Public Records – Right to Examine; I.C. § 9-339 - Response to Request for Examination of Public Records; I.C. § 67-2344 - Written Minutes of Meetings

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY
Amended by Res. [2020-01](#) on 2/20/2020

1530F Charter School Record Request Form

RECORD REQUEST FORM

To Be Completed By Requester:

Requester’s Name _____ Date of Request _____

Requester’s Mailing Address _____ City, State, Zip Code _____

Requester’s Telephone Number _____ Requester’s Email Address _____

Record(s) Requested: _____

To Be Completed By Charter School Personnel:

Date Request Received in Charter School Office: _____

10-Day Extension Requested. Document(s)/Item(s) Due: _____

Record Requested Granted. Date Mailed to Requester: _____

Record Request Partially Denied. Date Letter Mailed to Requester: _____

Record Request Denied. Date Letter Mailed to Patron: _____

Charter School Personnel Comments/Notes:

Itemized Statement of Fees:

Per page cost for copies \$ _____

Hourly rate of employees \$ _____

Hourly rate of attorneys \$ _____

Actual time spent responding to request: _____

Estimated Fees \$ _____ Collected Fees \$ _____ Returned Fees
\$ _____

[1600-1699 Board Ethics, Growth And Development](#)

[1600 Code Of Ethics For Directors](#)

[1610 Conflict Of Interest](#)

[1615 Director Spouse Employment](#)

[1620 Board Goals And Objectives](#)

[1630 Evaluation Of Board](#)

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[1645 Board Development Opportunities](#)

[1650 New Board Members](#)

1600 Code Of Ethics For Directors

As a member of a Charter School Board of Directors, my desire is to operate in the most ethical and conscientious manner possible and to that end adopt the following Code of Ethic to which I agree to:

Governance Practices:

- Recognize that the Board authority is with the Board as a whole, not as individual members;
- Support the delegation of authority to the Administrative Team for the day-to-day school operations subject to the policy making and supervisory authority of the Board;
- Ensure all Board decisions occur during official Board meetings;
- Support the decisions made of the Board in good faith;

- And encourage and respect the input and opinions of all Board members.

Policy Development:

- Be actively involved in the discussion and development of necessary policies for the governance of the Charter School to include full discussion and the opportunity for public comments in accordance with Idaho's Open Meeting Laws;
- And Based upon the impact on the Charter School's operations, performance and alignment with applicable laws, rules and regulations, periodically review and revise the Charter Schools' policies.

Financial and Operational Oversight:

- As a Board, maintain responsibility for the financial well being of the Charter School;
- Assist in prioritizing spending and use of all funds and resources to promote the Charter School's mission, vision, and educational program goals;
- Support fundraising activities as deemed necessary and appropriate by the Board;
- And strive to establish financial practices and reporting that result in accuracy and transparency.

Member Conduct:

- Understand meetings shall be conducted in accordance with applicable laws and the Board Bylaws;
- Uphold all applicable federal and state laws and local ordinances;
- Act to protect the civil and human rights of all members of the Charter School community and protect whistleblowers in accordance with the requirements of applicable law;
- Respect the confidentiality of information that is privileged, including all non-public discussions;
- And refrain from receiving any compensation, gifts, or remuneration of any kinds that would give rise to a conflict of interest and shall always conduct myself in a manner consistent with the requirements of the Conflict of Interest Policy.

Director Signature: _____ Date:

Policy History: Adopted on: 3/20/18; Revised on:

1610 Conflict Of Interest

A Director may not:

1. Use the Director's official power to further the Director's own interests;
2. Have a pecuniary interest directly or indirectly, except a remote interest, in any contract or other transaction pertaining to the maintenance or conduct of the Charter School. A "remote interest" means:
 - a. The Director is a non-salaried employee of a nonprofit corporation; or
 - b. The Director is an employee or agent of a contracting party where the compensation of the Director as an employee or agent consists entirely of fixed wages or salary; or
 - c. The Director is a landlord or tenant of a contracting party; or
 - d. The Director is a holder of less than one percent of the shares of a corporation or cooperative a contracting party; and
 - e. The Director discloses such remote interest to the Board of Directors;
3. Accept any reward or compensation for services rendered as a Director except as expressly provided by law;
4. Accept and award contracts involving the Charter School to businesses in which a Director or person related to him or her by blood or marriage within the second degree has a direct or indirect interest except when the procedures set forth in I.C. §§ 18-1361 or 18-1361A are followed;
5. Be involved in the employment of a relative related by affinity or consanguinity within the second degree. The Director shall be absent from the meeting while such employment is being considered and/or determined;
6. Enter into a contract in the Director's individual capacity, the effect of which is to create a personal interest which may conflict with the officer's public duty;
7. Accept a bribe of money, a promise, a gift, or any other form of personal advantage or engage in a substantial financial transaction for the Director's private business purpose with a person whom the Director inspects or supervises in the course of official duties;
8. Be a purchaser or vendor at any sale or purchase made by the Director in the Director's official capacity;
9. Employ the spouse of a Director when such employment requires or will require

the payment or delivery of any Charter School funds, money, or property to such spouse except when the procedures set forth in I. C. § 33-507(3) are followed as outlined in Policy 1615;

10. Use public funds or property to obtain a pecuniary benefit for himself or herself;
11. Solicit, accept, or receive a pecuniary benefit as payment for services, advice, assistance, or conduct customarily exercised in the course of the Director's official business;
12. Use or disclose confidential information gained in the course of or by reason of the Director's official position or activities in any manner with the intent to obtain a pecuniary benefit for the Director or any other person or entity in whose welfare the Director is interested or with the intent to harm the Charter School;
13. Appoint or vote for the appointment of any person related to him or her by blood or marriage within the second degree to any clerkship, office, position, employment or duty, when the salary, wages, pay, or compensation of such appointee is to be paid out of public funds or fees of office, or appoint or furnish employment to any person whose salary, wages, pay, or compensation is to be paid out of public funds or fees of office, and who is related by either blood or marriage within the second degree to any other public servant making or voting for such appointment.

Relation by blood within the second degree includes grandparents and grandchildren. Laterally, it includes brothers and sisters.

Cross Reference: 1615 - Director Spouse Employment

Legal Reference: I.C. § 33-507 - Limitation Upon Authority of Trustees; I.C. § 33-5204 - Non-profit Corporation – Liability – Insurance; I.C. § 18-1359 - Use Public Position for Personal Gain; I.C. § 18-1361 - Self-Interest Contracts - Exception; I.C. § 18-1361A - Noncompensated Appointed Public Servant – Relative of Public Servant -- Exceptions; I.C. § 59-201 - Officers Not to be Interested in Contracts; I.C. § 59-202 - Officers Not to be Interested in Sales

Policy History: Adopted on: 3/20/18; Revised on:

1615 Director Spouse Employment

It is generally unlawful for a director to have their spouse employed by the Charter School in any paying position whereby such employment would require the payment or delivery of any Charter School funds, money, or property to their spouse.

However, directors in charter schools that annually meet the following criteria may have a spouse employed in the Charter School under the following conditions:

1. The school district boundaries within which the Charter School physically resides had a fall student enrollment of 1,200 or less in the prior school year;
2. The spouse will be employed in a non-administrative position;
3. The position has been listed as open for application on the Charter School's website or in a local newspaper for at least 60 days unless the opening occurred during the school year, in which case the position must have been listed as open for at least 15 days on the Charter School's website or in a local newspaper;
4. No applications were received that met the minimum certification, endorsement, education, or experience requirements of the position except the director's spouse; and
5. The director abstained from voting in the employment of the spouse and was absent from the meeting while such employment was being considered and determined.

The above five criteria must be met in each subsequent school year in which the director's spouse is employed. Additionally, the following provisions are applicable in such situations:

1. Throughout the course of the spouse's employment, the director shall abstain from voting in any decision that affects the compensation, benefits, individual performance evaluation, or disciplinary action relating to the spouse and shall be absent from the meeting while such issues are being considered. Such limitation shall include a prohibition on voting and attendance with regard to the following subject matters:
 - a. Negotiations regarding compensation and benefits;
 - b. Discussion and negotiation with Charter School benefits providers; and
 - c. Any matters relating to the spouse and letters of reprimand, direction, probation, or termination.
2. Regardless of spouse employment status, the director may participate in deliberations and vote upon the Charter School's annual fiscal budget and annual audit report.
3. Should the spouse of a director be hired as a certificated teacher, notwithstanding any other policy or law to the contrary, such spouse may only be employed under a Category 1 annual contract pursuant to section 33-514A, Idaho Code, and so long as the status of director and spouse employee remains, shall not progress to subsequent contract stages with the Charter School.

Legal Reference: I.C. § 33-507 - Limitation Upon Authority of Trustees; I.C. § 33-5204 - Non-profit Corporation – Liability – Insurance

Policy History: Adopted on: 3/20/18; Revised on:

1620 Board Goals And Objectives

Each year, the Board of Directors will formulate annual objectives for the Charter School and have available a written comprehensive philosophy of education with goals which reflect the Charter School's philosophy of education. The philosophy of education and goals shall be in writing and shall be available to Charter School staff and to the public. To this end the Board will:

1. Periodically set performance objectives for the Board itself and evaluate their accomplishment;
2. Establish practical and simple goals and conduct a concrete review annually of performance against these goals;
3. Manage the Charter School in accordance with Board policy; and
4. Maintain two-way communication with the public served by the Charter School.

At the conclusion of the year, the Charter Administration shall submit a report to the Board which shall reflect the degree to which the annual objectives have been accomplished. Upon receipt and review of the report the Board shall:

1. Hold an evaluation of the objectives at a work or executive session with all Directors present;
2. Develop a consensus of opinion on the objectives following a discussion by all Directors;
3. Develop both short and long range priorities to ensure continued proficiency in areas of excellence, to strengthen weak areas, and to eliminate those areas no longer applicable.

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

1630 Evaluation Of Board

At the conclusion of each year, the Board may evaluate its own performance in terms of generally accepted principles of successful Board operations.

The Board may choose to evaluate the effectiveness of the processes that it employs in carrying out the responsibilities of the Charter School. Those processes include, but are not limited to, team building, decision making, functions planning, communications, motivation, influence, and policy.

Policy History: Adopted on: 3/20/18; Revised on:

1640 In-Service Conference For Directors

Because the Board of Directors, as the policy making authority of the Charter School, is responsible to their stakeholders for the success of all educational services offered by the Charter School, and because that success is directly dependent upon each Director's comprehension of system wide operations and the director's ability to participate meaningfully in the decision-making process, the Board will provide, as soon as practicable, for the orientation of new directors. The purpose of the orientation is to help them become acquainted with their duties and responsibilities as Directors.

In keeping with the need for continued boardsmanship development, the Board encourages the participation of its Directors at appropriate Board conferences, workshops, conventions, and Charter School-sponsored in-service training sessions. Funds for participation at such meetings will be budgeted on an annual basis.

Policy History: Adopted on: 3/20/18; Revised on:

1645 Board Development Opportunities

The Charter School Board of Directors realizes that proper board training is important. Decisions about school policy, personnel, finance, curriculum, and communications can be overwhelming and may require training. Training Directors to be effective leaders and decision makers is an educational investment that benefits the entire community. The Board believes that with proper training, it can create a positive and productive atmosphere for decision-making. There needs to be strong leadership among Directors demonstrated by teamwork, effective communication, problem-solving skills and positive relationships between the Board and the Administrative Team.

The Board places a high priority on the importance of a planned and continuing program of in-service education for its Directors. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The Board shall plan specific in-service activities designed to assist Board members in their efforts to improve their skills as members of the policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of the Charter School; and to deepen their insights into the nature of leadership in a

modern democratic society.

Funds may be budgeted annually to support the program. Qualified training in continuous improvement planning, finance, administrator evaluation, ethics, and governance may be reimbursable by the State through the process outlined in Idaho State Board of Education rule. Individual Directors shall be reimbursed for out-of-pocket expenses, as prescribed in Policy 1420 Director Expenses, incurred through participation in approved activities.

The Board, as a whole, shall retain the authority to approve or disapprove the participation of Directors in planned activities. The public shall be kept informed through the news media about the Board's continuing in-service education and about the programs anticipated for short-and long-range benefits to our schools.

The Board regards the following as examples of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops, and conventions held by the state and national school boards associations;
2. District-sponsored training sessions for Board members; and
3. Subscriptions to publications addressed to the concerns of Directors.

In order to control both the investment of time and funds necessary to implement this policy, the Board establishes these principles and procedures for its guidelines:

1. A calendar of school board conferences, conventions, and workshops shall be maintained by the Clerk, or other Board designee. The Board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the Charter School;
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the Board will designate which of its members would be the most appropriate to participate at a given meeting;
3. When a conference, convention or workshop is not attended by the full Board, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

Directors are encouraged to attend workshops presented by the state and national school boards associations.

Cross Reference: 1315 - Continuous Improvement Planning

Legal Reference: I.C. § 33-320 - Continuous Improvement Plans and Training; IDAPA 08.02.01.801 - Planning and Training

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

1650 New Board Members

The Charter School Board of Directors will assist newly appointed Directors to become familiar with their duties and responsibilities as quickly as possible. All Board members are encouraged to attend appropriate workshops, seminars, and conventions in order to develop professionalism and expertise in governance.

Newly appointed Directors are required by this Board policy to complete an orientation on topics including education issues, including Idaho education laws, school finance, ethics, duties, responsibilities of Board members, and literacy training as described in policy 2125. New Directors will be provided a Board Binder including relevant materials. The manner in which the orientation is performed will not be dictated by policy and new Board members should determine the most appropriate method for them. Methods may include formal classes, self-study, or mentorship from current Directors. The orientation must be accomplished during the first 6 months of the Board member's tenure. The Board and the Administrative Team will ensure that new Directors are notified of the date and time of any workshops they may attend such as the New Charter School Bootcamp, or Charter 101 provided by the State Department of Education.

Directors who attend and successfully complete such workshops, shall be reimbursed for actual expenses for lodging, meals, registration fees, and transportation to and from the location of the workshop as prescribed in policy 1420 "Director Expenses".

The Board Clerk or the Clerk's designee will maintain records of each Director's training accomplishments and will notify any Director of the need for that Director to accomplish any additional training.

Cross References: 1420 Trustee Expenses, 2125 K-3 Reading Intervention

Legal Reference: I.C. § 33-701 et seq. - Fiscal Affairs of School Districts

Policy History: Adopted on: 7/3/18; Revised on:

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021



2000 Series - INSTRUCTION

[2000-2099 Goals](#)

[2100-2199 Curriculum](#)

[2200-2299 Instructional Organization](#)

[2300-2399 Programs And Services](#)

[2400-2499 Special Or Alternative Instruction](#)

[2500-2599 Instructional Materials](#)

[2600-2699 Grading And Promotion](#)

[2700-2799 Graduation](#)

[2800-2899 Accreditation](#)

2000-2099 Goals

[2000 Goals](#)

2000 Goals

The Charter School's educational program will seek to provide an opportunity for each child to develop to his or her maximum potential. The objectives for the educational program are:

1. To foster self-discovery, self-awareness, and self-discipline;
2. To develop an 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 the student 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 the limit of his or her potential;
7. To develop the fundamental skills which will provide a basis for lifelong learning; and
8. To be free of any sexual, cultural, ethnic, or religious bias.

The Charter School personnel are responsible for apprising the Board of the educational program's current and future status. The Administrative Team should prepare periodic reports that include:

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.

Policy History: Adopted on: 3/27/18; Revised on:

2100-2199 Curriculum

[2100 Curriculum Development And Assessment](#)

[2110 Lesson Plan](#)

[2120 Program Evaluation And Diagnostic Tests](#)

[2125 K-3 Reading Intervention](#)

[2140 Student And Family Privacy Rights](#)

[2140F Student And Family Privacy Rights - Consent Form](#)

2100 Curriculum Development And Assessment

The Board of Directors is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Executive Director is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the Charter School'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 education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines 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 assessment that are consistent with the goals of the education program.

In all program areas and at all levels, the Charter School 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. The Charter School will use assessment results to improve the education 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. Samples of student work;
7. 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 Reference: 2000 - Goals; 2800 - Objectives

Legal Reference: I.C. § 33-512A - District Curricular Materials Adoption Committees; I.C. § 33-1601 et seq. - Courses of Instruction; IDAPA 08.02.01 et seq. - Rules of the State Board of Education

Policy History: Adopted on: 4/10/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2110 Lesson Plan

To ensure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for instruction. To facilitate more effective instruction, lesson plans must be prepared in advance of the actual class presentation. The format for the lesson plan will be specified by the Executive Director and shall be reviewed periodically. The plan book must be readily available when a substitute teacher is needed.

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

Principles and Arrangements for Planning

- Planning is the professional responsibility of all individual teachers, who plan by

taking into account the particular needs of their class or groups.

- Plans should be 'fit for purpose'. They should be useful to individual teachers and reflect what they need to support their teaching of particular classes.
- Plans should not be very long or complex. They can be set out in the form of bullet points or notes, including how learning objectives will be achieved. This is a matter of professional judgement.
- Plans should be updated, using professional judgement, when deemed appropriate by the teacher team, for example, to adjust long or medium-term plans in light of their usefulness in the previous year.
- Plans are working documents and do not need to be beautifully presented or copied out for others.
- Separate weekly and daily lesson plans are not necessary. Any further 'plan' will develop as teaching progresses. This relies upon teachers' professional skills of interacting with pupils and adapting as necessary.
- With the exception of some children with specific needs, lesson plans for individual pupils are not necessary. Differentiation or "personalised learning" approaches for individual or groups of pupils does not require individualised planning. This can be highlighted on teachers' main planning documents.
- Other teachers should be able to understand the plans, for example, in order to use them to cover a lesson or as part of a scheduled classroom observation.
- Planning should involve all staff in a Key Stage or phase working together to ensure coherence and curriculum continuity. Individual teachers should not be expected to produce all such plans independently.

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2120 Program Evaluation And Diagnostic Tests

The Board of Directors strives to achieve efficiency and effectiveness 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 the Charter School'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 the student's family's personal beliefs and practices in family life, morality, and religion shall be administered unless the parent gives written permission for the student to take such test, questionnaire, or examination.

Legal Reference: 20 U.S.C § 1232h - Protection of Pupil Rights; I.C. § 1601 et seq. - Courses of Instruction

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2125 K-3 Reading Intervention

The Charter School 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 Charter 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. The Charter School'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

The Charter School will provide research based reading intervention programs 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.

The Charter School 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. The Charter School 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, Executive Director, 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, the Charter School 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. The Charter School 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 provide 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, Executive Director, 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 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 Charter School 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 Reference: I.C. § 33-1805 - Reading Instruction and Intervention; I.C. § 33-1806 - Reading Assessment; I.C. § 33-1807 - Literacy Intervention; I.C. § 33-1809 - Accountability and Continuous Improvement

Other Reference: Idaho Comprehensive Literacy Plan;
https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20Plan_COMPLETE%20FINAL%201-29-16.pdf

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2021-04](#) on 8/19/2021

Amended by Res. [2022-04](#) on 6/7/2022

2140 Student And Family Privacy Rights

Surveys - General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the Board of Director'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 Charter 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 the Board 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 Board 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/guardian exercises this option.

Instructional Material

A student's parent/guardian 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. A telephone number; or
4. A social security identification number.

The Board will 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.

The Board, 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 the administration 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 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.

Cross Reference: 3500 - Student Health; 2520 - Instructional Materials; 3200 - Student Rights and Responsibilities

Legal Reference: 20 U.S.C. 1232h - Protection of Pupil Rights

Policy History: Adopted on: 06/05/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2140F Student And Family Privacy Rights - Consent Form

The Protection of Pupil Rights Amendment (PPRA) requires the Charter School to

notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns 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, the Charter School 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 be provided 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 **Project Impact STEM Academy, Administration, 1577 N. Linder Road, Kuna ID 83634** and someone 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]
Project Impact STEM Academy
2275 W. Hubbard Road
Kuna, ID 83634

[**2200-2299 Instructional Organization**](#)
[2200 School Year, Calendar, And Instructional Hours](#)
[2210 School Closure](#)
[2210P School Closure](#)
[2210P2 Health Emergency Related School Closure](#)

2200 School Year, Calendar, And Instructional Hours

School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

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. 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:

| Grades | Hours |
|--------|-------|
| K | 450 |
| 1-3 | 810 |
| | |

| | |
|------|-----|
| 4-8 | 900 |
| 9-12 | 900 |

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

Legal Reference: I.C. § 33-512 - Governance of Schools; I.C. § 33-701 - Fiscal Year – Payment and Accounting of Funds; IDAPA 08.02.01.250.01 - Required Instructional Time; IDAPA 08.02.01.250.03 - Day In Session When Counting Pupils in Attendance

Policy History: Adopted on: 3/27/18; Revised on:

2210 School Closure

The Administrative Team 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.

Legal Reference: I.C. § 33-512 - Governance of Schools

Policy History: Adopted on: 8/7/2018; Revised on:

2210P 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 Administrative Team 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 Administrative Team 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.

Work Schedules and Responsibilities for School Closure

Administrative Team: Only the Administrative Team shall have the authority to close the Charter School. The Administrative Team 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 one of the Administrative Team.

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 Executive Director 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 Administrative Team. 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 Administrative Team. 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: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

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 3 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 5 days may only be approved by the Board. Such decision shall be made in coordination with local health officials.

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.

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 email, and other formats available such as text and social media.

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: 8/3/2021; Revised on:; Reviewed on:

HISTORY

Adopted by Res. [2021-04](#) on 8/19/2021

2300-2399 Programs And Services

[2300 Guidance And Counseling](#)

[2305 Nutrition Services](#)

[2310 Nutrition Education](#)

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[2330 Community And Adult Education](#)
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[2340F Parental Opt Out Form For Sex Education](#)
[2345 Speakers In The Classroom And At School Functions](#)
[2345P Controversial Speakers Procedure](#)
[2350 Student Religious Activity At School](#)
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[2360 Interscholastic Activities](#)
[2365 Participation Of Private School Students In Federally Funded School Programs](#)
[2370 Homebound, Hospital, And Home Instruction](#)
[2375 Service Animals In School](#)
[2385 English Learners Program](#)

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 Reference: I.C. § 33-1212 - Elementary School Counselors; IDAPA 08.02.03.108 - Guidance Programs

Policy History: Adopted on:; Revised on: 08/03/2021; Reviewed on:

2305 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 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 often are 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 diet that requires special nutritional considerations, or have other diet-related issues, 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 Administrative staff and teachers should work collaboratively to successfully integrate nutrition into the school's comprehensive health program.

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 - Healthy Lifestyles

Legal Reference: I.C. § 33-512 - Governance of Schools

Policy History: Adopted on: 8/7/2018; Revised on:

2310 Nutrition Education

Quality nutrition education should be presented creatively, be grade appropriate, and build knowledge and skills throughout the child'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 Food Distribution Center 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.

The Charter School 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 Food Distribution Center 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 will be composed of child nutrition services staff, student services staff, school nurses, health teachers, and physical education coaches.

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 Food Distribution Center and the promotion of healthy food choices in the Food Distribution Center and all School events, such as fundraisers.

The School should encourage parents to pack healthy lunches, snacks, and beverages for individual use.. 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: Implementation and Monitoring Plan, Idaho State Department of Education

Policy History: Adopted on: 8/7/2018; Revised on: 3/7/2023

HISTORY

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

Amended by Res. [2022-21 Zobel 2310 Nutrition Education](#) on 5/2/2023

2315 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 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students for the entire school year. 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. Nor should teachers and other school and community personnel use the removal of opportunities or activities of physical activity as punishment.

Cross Reference: 8200 - Healthy Lifestyles

Legal Reference: I.C. § 33-512 - Governance of Schools

Policy History: Adopted on: 8/7/2018; Revised on:

2320 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.

In accordance with Board policy, parents shall have an opportunity to review the 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: 2307 - Physical Activity Opportunities and Physical Education

Legal Reference: I.C. § 33-1605 - Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics; I.C. § 33-1608 et seq. - Family Life and Sex Education – Legislative Policy; IDAPA 08.02.03.160 - Safe Environment and Discipline

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

2330 Community And Adult Education

The Charter School 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: 8/7/2018; Revised on:

2335 Digital Citizenship And Safety Education

Technology will be integral to curriculum, instruction, and assessment. The Charter School'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.

The Charter School 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 Charter 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, administrators, 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 the Charter School's bullying policy; and
5. Instruction of students on appropriate interaction in social networking websites and chat rooms.

The Charter School 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 account.

The Executive Director 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 Reference: 3270 - Charter School Provided Access to Electronic Information, Services, and Networks; 3295P - Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing; 5265 - Employee Responsibilities regarding Student Harassment, Bullying

Legal Reference: I.C. § 18-917A - Student Harassment – Intimidation – Bullying; P.L. 110-385 - Broadband Data Services Improvement Act; Children's Internet Protection Act (CIPA) - 47 U.S.C. § 254(h)(5)(B)-(C), 254(l); Internet Safety - 20 U.S.C. § 6777; Internet Safety Policy - 47 C.F.R. § 54.520(c)(1)(i); Technology Taskforce: Final

Taskforce Recommendations

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2340 Controversial Issues And Academic Freedom

The Charter School 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 student 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 Board recognizes the need for the teacher 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 curricular materials, by Board policy, and by the Charter School'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, 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; and
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.

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 or 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 or 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.
3. The teacher shall notify parents or guardians when especially 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 Executive Director view questionable materials, etc.
4. The Board directs that a philosophy of abstinence shall be a part of and the underlying principle 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 view points on both sides of issues such as the right to an abortion or on the use of birth control methods.

Any parent or 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 must always give approval as outlined in the Board policy on "Controversial Speakers".

Cross Reference: 2345 - Speakers in the Classroom and Controversial Speakers

Legal Reference: I.C. § 33-512 - Governance of Schools

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

2340F Parental Opt Out Form For Sex Education

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 principle 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

2345 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 the Executive Director's approval. If the subject is controversial the Executive Director 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 be of specific persuasions and that their topics may be controversial. 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.

Legal Reference: I.C. § 33-512 - Governance of Schools

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2345P 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 school building administrator 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 Executive Director 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 Executive Director 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 administrators shall review with the teacher or sponsor pertinent information concerning the request and render a final decision on the issue.

Legal Reference: I.C. § 33-512 - Governance of Schools

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

2350 Student Religious Activity At School

In keeping with the United States and Idaho Constitutions and judicial decisions, the Charter School may not support religion or endorse religious activity. At the same time, the Charter School 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 the Charter School 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, the Charter School 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. The Charter School 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.

The Charter School 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, 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. Charter 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 the Charter School 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 the Charter School 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 Charter 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: 8/7/2018; Revised on:

2355 Release Time

For students in grades K through 8 the Charter School 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 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.

Release time shall not interfere with the scheduling of classes, activities, and programs of the Charter School. 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 of Directors. Registration for release time programs shall not occur on Charter School property.

The Charter School is not responsible for the health, safety, and welfare of a student participating in a release time program nor will the Charter 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: Article IX, § 6 Idaho Constitution - Religious Test and Teaching in

School Prohibited; I.C. § 33-519 - Release for Religious Instruction; I.C. § 33-1603 - Sectarian Instruction Forbidden; IDAPA 08.02.02.220 - Release Time Program for Elementary and Secondary Schools

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2360 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 this Charter School and another school.

Although the Charter School 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 Charter 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 the Charter School, 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 the Charter School will strive to prevent injuries and accidents to students, each parent or 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 - Administering Medication to Students

Legal Reference: I.C. § 33-512 - Governance of Schools

Policy History: Adopted on: 8/7/2018; Revised on:

2365 Participation Of Private School Students In Federally Funded School Programs

It is the policy of the Charter School to ensure, consistent with the number of students who reside within Charter 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 Charter School 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 the Charter School for education services prior to any allowable expenditures or transfers by the local educational agency. Funds allocated to the Charter School 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 the Charter

School.

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 the Charter School 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 the Charter School'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 the Charter School's participating school attendance areas who attend private schools;
 - g. How and when the Charter School 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 the Charter School disagrees with the preferences of the private school officials regarding the provision of services through a contract, the Charter School 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 the Charter School 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 the Charter School'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 the Charter School disagrees. The joint consultation meetings shall occur before the Charter School 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 the Charter School intends to deliver equitable services to eligible private school children. The Charter School shall maintain in its records and provide to the State educational agency involved a written affirmation signed by all participating private school officials that participated in meaningful consultation with the Charter School 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, the Charter School 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 USC § 6320 - Participation of Children in Private Schools, Every Student Succeeds Act of 2015

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

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 or guardian request.

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

Legal Reference: I.C. § 33-1001 - Definitions; I.C. § 33-1003A - Calculation of Average Daily Attendance

Policy History: Adopted on: 8/7/2018; Revised on:

2375 Service Animals In School

The Charter School 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. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Executive Director. This written request must be delivered to the Executive Director’s office at least ten business days prior to bringing the service animal to school or a school function. Any such request by a student shall be advanced to the proper administrative personnel for consideration of a Section 504 analysis and possible program.
2. The animal must be required for the individual with a disability.
3. 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.
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 specific facility compromises legitimate safety requirements that are necessary for safe operation.
- 5. Owners of service animals must provide proof of current vaccinations to the Executive Director with their request to be accompanied by a service animal.
- 6. All service dogs must be spayed or neutered.
- 7. 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
- 8. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
- 9. 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, such as by voice control, hand signals, or other effective means.
- 10. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animals need to relieve itself.
 - a. The Charter School 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 or supervise his 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 in the discretion of the building administrator.
 - d. 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.
- 11. A school administrator 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 occurs:
 - 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 presents a direct threat to students, staff, or other individuals.

Legal Reference: ADA Regulations, 28 C.F.R. Part 35

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

2385 English Learners Program

In accordance with the Board's philosophy to provide a quality educational program to all students, the Charter School 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), Executive Director, 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), Administrators and 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.

The Charter School 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 the Charter School 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 the Charter School.

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.

A student may be excluded from requirements to participate in Idaho's direct writing assessment and in Idaho's direct mathematics assessment, if either test is required to be given, if the following requirements are met:

1. The student has not been enrolled for two full school years in an elementary school or secondary school in the United States;
2. The student scores less than a level four on the State assessment used to determine English language proficiency; and
3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

At the beginning of each school year the Charter School 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 or guardians shall be in the language understood by the parents.

The Charter School 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 Director of Education or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department describing the Charter School's English Learner program and activities and providing the Charter School's applicable demographic data.

Cross Reference: 4160 - Parents Right-to-Know Notices

Legal Reference: Title VI, Civil Rights Act of 1964; Equal Education Opportunities Act as an amendment to the Education Amendments of 1974 Bilingual Education Act; 20 USC §§ 6811, et seq., - the "English Language Acquisition, Language Enhancement,

and Academic Achievement Act” as amended by the Every Student Succeeds Act of 2015; I.C. § 33-1618 - Assessment Exception

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

2400-2499 Special Or Alternative Instruction

[2400 Special Education](#)

[2410 Section 504 Of The Rehabilitation Act Of 1973](#)

[2410P Section 504 Of The Rehabilitation Act Of 1973](#)

[2415 Supporting Students With Characteristics Of Dyslexia](#)

[2420 Parent And Family Engagement](#)

[2420P Parent And Family Engagement Guidelines](#)

[2425 Parental Rights](#)

[2430 Gifted And Talented Program](#)

[2435 Advanced Opportunities](#)

[2435F Advanced Opportunities Participation Form](#)

[2440 Online Courses And Alternative Credit Options](#)

[2450 Contracted Student Services](#)

[2460 Extended Learning Opportunities](#)

[2470 Self-Directed Learners](#)

[2470F Application For Self-Directed Learner Status](#)

[2470P Self-Directed Learner Procedure](#)

2400 Special Education

Project Impact STEM Academy 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: 8/3/2021; Revised on:; Reviewed on:

HISTORY

Adopted by Res. [2021-04](#) on 8/19/2021

2410 Section 504 Of The Rehabilitation Act Of 1973

It is the intent of the Charter School 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, the Charter School 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.

The Board directs the Executive Director 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

To notify students and others that the Charter School does not discriminate on the basis of disability.

Legal Reference: 29 U.S.C. § 794 - Rehabilitation Act of 1973, Section 504; 34 C.F.R. 104.36 - Procedural Safeguards

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2410P Section 504 Of The Rehabilitation Act Of 1973

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 the Charter School with respect to:
 - a. The identification of the child as qualifying for Section 504;

- b. The Charter School'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.
- d. The Charter School 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;
- e. 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;
- f. 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 the Charter School;
- g. 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;
- h. Within ten days of receipt of a written request for an impartial due process hearing, the Charter School shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the Charter School 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;
- i. Once the Charter School has selected an impartial hearing officer, the Charter School shall provide the parent/guardian and all other interested parties with notice of the person selected;
- j. Within five days of the Charter School'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;
- k. The hearing officer shall in writing notify all parties of the date, time, and location of the due process hearing;
- l. At any time 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.
- m. At the hearing, the Charter School and the parent/guardian may be

represented by counsel;

- n. 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 equipped or a court-reporter. The Charter School 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;
- o. Within 20 days of the hearing, the hearing examiner should issue a written report of his or her decision to the parties; and
- p. 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 the Charter School and/or any employee of the Charter School has engaged in discrimination or harassment of the student, the parent/guardian will be required to proceed through the Charter School's Uniform Grievance Procedure.

Procedure History: Promulgated on: 8/7/2018; Revised on:

2415 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:

HISTORY

Adopted by Res. [2022-15 Summer1 2022](#) on 3/7/2023

2420 Parent And Family Engagement

The Charter School 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 Charter 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 the Charter School's expectations and objectives for meaningful parent and family involvement, and specifically describe how the Charter School will:

1. **Demonstrate Joint Development of Engagement Plan:** The Charter School shall involve parents and family members in jointly developing the Charter School's Plan; and
2. **Coordinate Assistance and Support:** The Charter School 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:** The Charter School shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the Charter School's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** The Charter School 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:** The Charter School 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 Charter School's parent and family engagement policy described herein; and
6. **Establish a Parent Advisory Board:** The Charter School 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 the Charter School to adequately represent the needs of the population served by the Charter School for the purpose of developing, revising, and reviewing the Charter School's Parent and Family Engagement Policy.

Policy Development

The Charter School 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 the Charter School.

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 the Charter School'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, the Charter School 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, the Charter School:

- 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, principals, and 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, Administrators, 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 the Charter School 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, with 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;

- I. 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, the Charter School, 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 Reference: 20 U.S.C. § 6311 - State Plans; 20 U.S.C. § 6312 - Local Education Agency Plans; 20 U.S.C. § 6318 - Parental Involvement

Policy History: Adopted on: 8/7/2018; Revised on:

2420P 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.

The Charter School will provide opportunities for professional development and resources for staff, parents, and the community regarding effective parent involvement practices. The Charter School 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 the Charter School'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 the Charter School to adequately represent the needs of the population served by the Charter School for the purpose of developing, revising, and reviewing the Charter School's Parent and Family Engagement Policy;
9. Ensure that each school in the 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: 8/7/2018; Revised on:

2425 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, the Charter School has established its practices, policies, and procedures as well as the approved curriculum and assessment program. The failure to follow the Charter School's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to the Charter School'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 Charter School's operations and funding in jeopardy.

Parents/guardians and students are expected to abide by the Charter School'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 Charter School staff and resources, including employee working conditions, safety and supervision on school premises for school activities and the efficient allocation of expenditures. The Charter School will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload and the assurance of the safe and efficient operations of the school.

If a parent/guardian has an objection to the Charter School's implementation of various mandates through the Charter 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 the Charter School'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 the Charter School's adopted curriculum and/or the Charter 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 the Charter School. The final decision as to the placement of such alternative educational activity shall be at the discretion of the Charter School, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

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

The Charter School shall annually provide parents/guardians with notice of their rights as specified in this policy.

Cross Reference: 2340F - Parental Opt-Out Form for Sex Education; 2420 - Parental Involvement; 4105F - Request to Address the Board

Legal Reference: Idaho Constitution Article IX; I.C. § 32-1010 - Intent of the Legislature – Parental Rights; I.C. § 32-1012 - Parental Right to Direct the Education of Children; I.C. § 32-1213 - Interference with Fundamental Parental Rights Restricted; I.C. § 33-6001 - Parental Rights; I.C. § 33-6002 - Annual Notice of Parental Rights; I.D.A.P.A. 08, Titles .01, .02, .03 and .04

Policy History: Adopted on: 8/7/2018; Revised on:

2430 Gifted And Talented Program

The Charter School 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 Charter School.

Participation in the Charter School's advanced opportunities program requires parent/guardian and student agreement to program requirements and completion of the State Department of Education'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, 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 the Charter School with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and professional certificate examinations.

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. Dual credits, in an amount which may not exceed \$75 per one dual credit hour.
3. Eligible college credit-bearing or professional certificate examinations.

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 professional-technical examinations.

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

Parents/guardians of participating students may enroll their child in any eligible course, with or without the permission of the Charter School, 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 Charter School 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 1 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 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 the Charter School; and
2. Completes grades 1 through 12 curriculum in 11 or fewer years.

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.

The Charter School 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 Reference: I.C. § 33-4601 - Definitions; I.C. § 33-4602 - Advanced Opportunities; IDAPA 08.02.03.106 - Advanced Opportunities

Other References: <http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html>

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

2435 Advanced Opportunities

The Charter School 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 Charter School.

Participation in the Charter School's advanced opportunities program requires parent/guardian and student agreement to program requirements and completion of the State Department of Education'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, 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 the Charter School with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and professional certificate examinations.

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. Dual credits, in an amount which may not exceed \$75 per one dual credit hour.
3. Eligible college credit-bearing or professional certificate examinations.

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 professional-technical examinations.

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

Parents/guardians of participating students may enroll their child in any eligible course, with or without the permission of the Charter School, 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 Charter School 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 1 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 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 the Charter School; and
2. Completes grades 1 through 12 curriculum in 11 or fewer years.

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.

The Charter School 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 Reference: I.C. § 33-4601 - Definitions; I.C. § 33-4602 - Advanced Opportunities; IDAPA 08.02.03.106 - Advanced Opportunities

Other References: <http://www.sde.idaho.gov/student-engagement/advanced-ops/index.html>

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

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. Definitions of full credit load may vary between schools;
2. Dual credits; a maximum of \$75 per credit; and
3. Examinations; Advanced Placement, International Baccalaureate, College Level Examination Program, Professional Technical.

Students should meet with their guidance counselor to develop a 4, 5, or 6 year learning plan that will help them maximize this 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 understands 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 the Charter School 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, the Charter School 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 coursework. With the approval of the Charter School, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by the Charter School.

Student Name: _____ Date:

Student Signature: _____ Date:

Parent/Guardian Name: _____ Date:

Parent/Guardian Signature: _____ Date:

Charter School Name: _____

2440 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 is authorized to create a process for students enrolled in

secondary schools 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 the Charter School'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

The Charter School 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, shall not have a maximum of units of academic credit to be applied toward graduation requirements.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Executive Director 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 Reference: 2700 - 2700P - High School Graduation Requirements; 3030 - Dual Enrollment; 3050 - Attendance

Legal Reference: I.C. §33-5501, et seq. - Idaho Digital Learning Academy

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

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 the Charter School to provide services required by students' Individualized Educational Programs (IEPs) and develop resources within the Charter School to eliminate the need for outside sources for special education services.

Policy History: Adopted on: 8/7/2018; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2460 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 Executive Director at least 30 days prior to the beginning of the proposed opportunity when prior approval is sought. The deadline may be waived at the Executive Director'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 10 days of the completion of the activity.

The application will be reviewed by the Executive Director any other staff the School deems appropriate. A decision will be made within 15 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 designee 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: 12/06/2022
- Revised on: 2/7/2023
- Reviewed on:

HISTORY

Adopted by Res. [2022-16 Summer2 2022](#) on 1/3/2023

Amended by Res. [2022-16 Correction](#) on 2/7/2023

2470 Self-Directed Learners

Project Impact STEM Academy, 513, 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: 12/06/2022
- Revised on:
- Reviewed on:

HISTORY

Adopted by Res. [2022-16 Summer2 2022](#) on 1/3/2023

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:

a. Note selection:

- i. ___ Their most recent report card or progress report, indicating grades of at least 80% or mastery level in each core subject area [SELECT ONE: and / or] the a minimum GPA of 3.0.
- ii. ___ Their most recent assessment indicating a score of at least 80% in mathematics and mastery-based learning cognitive skill scores at mastery level in all other subjects

iii. ___ As noted:

- (1) Kindergarten = Level 2P
- (2) 1st Grade = Level 2.5P
- (3) 2nd Grade = Level 3P
- (4) 3rd Grade = Level 3.5P
- (5) 4th Grade = 2.0
- (6) 5th Grade = 2.5
- (7) 6th Grade = 3.0
- (8) 7th Grade = 3.5
- (9) 8th Grade = 4.0
- (10) 9th Grade = 4.5
- (11) 10th Grade = 5.0
- (12) 11th Grade = 5.5
- (13) 12th Grade = 6

b. The Executive Director or designee will consult the student's records and/or the portfolio, as appropriate, to confirm whether the student meets these criteria.

- 2. Demonstrate academic growth through at least one year's academic growth per school year as measured by the last Idaho state assessments or the equivalent. The Executive Director or designee 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 core teachers below.

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 ;
 - a. Note selection:
 - i. ___ Most recent report card or progress report, indicating grades of at least 80% in Mathematics.
 - ii. ___ Most recent ISAT assessment indicating a score of at or above the Idaho state average in Mathematics.
 - iii. ___ Other mathematics assessments approved by the Executive Director
 - b. The Executive Director or designee 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 Executive Director or designee will consult the student's records to confirm whether they meet this criteria.
 - b. 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.

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:
 - a. ___ Their most recent report card or progress 0
 - b. 7th Grade = 3.5
 - c. 8th Grade = 4.0
 - d. 9th Grade = 4.5
 - e. 10th Grade = 5.0
 - f. 11th Grade = 5.5
 - g. 12th Grade = 6

report, indicating grades of at least 80% or mastery level in each core subject area and the a minimum GPA of 3.0 _____.

___ Their most recent assessment indicating a score of at least a 80% in mathematics and mastery-based learning cognitive skill scores at mastery level in all other subjects:each subject area.

___Mastery-based Learning Rubric requirements:

1. Kindergarten = Level 2P
2. 1st Grade = Level 2.5P
3. 2nd Grade = Level 3P
4. 3rd Grade = Level 3.5P
5. 4th Grade = 2.0
6. 5th Grade = 2.5
7. 6th Grade = 3.
8. Comply with the School's rules regarding student conduct, except for any from which the student is specifically exempted.

9. 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 quarter. 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

HISTORY

Adopted by Res. [2022-16 Summer2 2022](#) on 1/3/2023

Amended by Res. [2022-16 Correction](#) on 2/7/2023

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 through at least one year's academic growth per school year as measured by the last Idaho state assessment or the equivalent.
4. Demonstrate timeliness in returning assignments, self-motivation, ability to establish goals.
5. Reach age-appropriate learning outcomes.

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 Executive Director. 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.

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.

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 30 days prior to the beginning of the semester. The deadline may be waived at the Executive Director's discretion.

The application will be reviewed by the Executive Director and any other staff they deem appropriate. A decision will be made within 15 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.

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 a written recommendation to rescind the designation of self-directed learner. The Executive Director 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: 12/06/2022
- Revised on: 2/7/2023
- Reviewed on:

HISTORY

Adopted by Res. [2022-16 Summer2 2022](#) on 1/3/2023

Amended by Res. [2022-16 Correction](#) on 2/7/2023

[2500-2599 Instructional Materials](#)

[2530 Learning Materials Review And Reconsideration](#)

[2530F Request For Review And Reconsideration Of Learning Materials](#)

[2540 Selection, Adoption, Use, And Removal Of Curricular Materials](#)

[2550 Field Trips, Excursions, And Outdoor Education](#)

[2560 Contests For Students](#)

[2570F Parental Movie Opt-Out/Consent Form](#)

[2530 Learning Materials Review And Reconsideration](#)

Parents/guardians have the right to guide the reading, viewing, and listening of their own children but must likewise give the same right to other parents/guardians. The Board has a constitutional obligation to not remove materials simply because it disagrees with subject matter. The First Amendment to the US Constitution encompasses not only freedom of share one's views but also freedom to receive information.

Any parent/guardian of a Charter School student, any student, or any employee, [Optional: or any Charter School resident] may formally challenge a specific learning material item used by the Charter School's educational program. Challenges will only be accepted from individuals belonging to at least one of these groups.

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, materials available to students in the classroom, 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. Library materials shall be considered in light of their appropriateness for the oldest students who will have access to them.

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

Informal Process

Any individual identified above who wishes to raise 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 Charter 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.

All informal complaints made to staff members of the Charter School shall be reported to the Executive Director, whether received by telephone, letter, or in personal conversation. If the complainant wishes to make a formal challenge, the staff member shall 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 of the building where the material is used using a form provided by the Charter School. At minimum, the complaint shall reference specific sections of the materials or resources that produced the formal complaint. Vague or incomplete complaints will not be submitted to the learning materials review committee.

The Executive Director shall convene a learning materials review committee, who will provide an objective evaluation of the material. The committee shall contain an odd number of members. 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. If the challenged material was selected by a specific teacher or librarian, that individual will not be selected for the committee. If the Charter School has only one librarian and that librarian selected the material in question, the Charter School may seek to include a librarian from a nearby public library or school Charter School on the committee;
3. Administrators;
4. Parents/guardians of Charter School students, including parents whose children have already graduated; and
5. Any other appropriate individuals selected by the Executive Director.

A person who has submitted a formal complaint regarding a learning material shall not participate in the review of that item as a committee reviewing the material. If the complainant serves on a standing learning materials review committee, they shall recuse themselves from all committee activities related to review of the material.

All members of the committee shall review the challenged resource. They shall also consider written or verbal comments submitted by Charter School students, parents/guardians of Charter School students, Charter School employees, and Charter

School residents on the material in question. For library materials, the resource in question must be read or reviewed in full by each committee member. For materials that are a part of material used in classroom instruction, the teacher shall present to the committee on its role within the classroom. Passages or parts of the work in context shall not be considered out of context, and the values and faults of the work should be weighed against each other. Decisions about what action to take regarding the material shall be based on the materials as a whole. Where appropriate, the committee may solicit advice or opinion from other Charter 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. In the case of library material, it shall include a recommendation to:

1. Retain the material in its original location; or
2. Relocate the material to another location, such as library or classroom that serves older students; or
3. Remove the material entirely.

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, that includes both majority and minority opinions on the learning material or library resource under consideration. The report may differ depending on the type of resource being challenged.

The Executive Director shall review the committee's report. If the material under consideration is part of the Charter 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 Charter School's Board-approved curriculum, the Executive Director shall determine whether to accept the committee's recommendation or whether some other change should be made. The Executive Director shall notify the complainant of the outcome, including the recommendation of the committee. This 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

Other Reference: Library Bill of

Rights:<https://www.ala.org/advocacy/intfreedom/librarybill>

Idaho Commission for Libraries website: <https://libraries.idaho.gov/>

Policy History:

Adopted on: 8/7/18

Revised on: 12/06/2022

Reviewed on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

2530F Request For Review And Reconsideration Of Learning Materials

The Directors of Project Impact STEM Academy have established a formal process for eligible parties who wish to submit a learning material reconsideration. For the purposes of this process, learning materials includes:

1. Approved curriculum;
2. Material used in classroom instruction;
3. Library materials; and
4. Any materials to which a teacher might refer a student as part of the course of instruction.

This form is required when making a formal complaint. It will then be turned over to the Learning Materials Review Committee.

Before submitting this form, please discuss the resource with the school librarian, in the case of a library resource, or teacher, in the case of a classroom resource.

Please review Policy 2530 before submitting a complaint.

If you object your child using a particular learning material in the classroom, Policy 2425 provides a way to request an alternative resource for your child.

Date: _____

Name: _____

Address: _____

City: _____

State/Zip: _____

Phone: _____

Email: _____
—

Please check each of the following that describe you:

Parent or Guardian of Charter School Student

Current Student

Charter School Employee

Charter District Resident

None of the Above

Please check each of the following that apply:

The material was used as a part of classroom instruction; or

The item was available for check-out in the school Library:

Please check the applicable box below to help us identify the resource:

Book or E-book

Movie

Magazine

Audio Recording

Digital Resource

Game

Newspaper

Other:

Title:

Author/Producer:

What brought this resource to your attention?

Have you examined the entire resource? If not, what sections did you review?

If this is material used in the classroom, were you provided an alternative instructional resource?

Why do you believe this resource should be removed from use in the classroom/removed from the school library?

Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

What action are you requesting the committee consider?

Retain the material in its original location; or

Relocate the material to another suitable section; or

Remove the material entirely.

_____ Other requested remedy:

HISTORY

Adopted by Res. [2022-17 Fall 2022](#) on 3/7/2023

2540 Selection, Adoption, Use, And Removal Of Curricular Materials

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

Curriculum committees will be responsible for recommending textbooks and major instructional materials for consideration by the Board as curricular materials. This does not include library materials, however, it does include curricular materials that are and are not covered by the State curriculum materials committee.

The Board shall establish a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the Charter School. At least ½ of this committee must be comprised of persons other than public educators and Trustees and shall include parents of a child or children attending a school or schools within the Charter School. All meetings of the committee shall be held in open session and be duly noticed.

The curricular materials adoption committee shall conduct its business in compliance with state open meeting law.

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

Recommendations will be made to the Executive Director with a final decision being made by the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established Charter School goals and objectives.

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 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. criteria should include the following along with other appropriate criteria. Curricular materials shall:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Be congruent with identified instructional objectives;
4. Provide background information to enable students to make intelligent judgments;
5. Present more than one viewpoint on controversial issues;
6. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
7. Depict members of minority groups realistically and in a non-stereotypical way;
- 8.
9. Facilitate the sharing of cultural differences; and
10. Be appropriately priced.

Use of Materials

Curricular materials may be made available for loan to students when the best interest of the Charter School 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.

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 & Reconsideration Process.

Cross References: 2500 Library Materials
2510 Selection of Library Materials

2530 Learning Materials Review & Reconsideration

Legal Reference: I.C. § 33-118A - Curricular Materials – Adoption Procedures; I.C. § 33-512A - District Curricular Materials Adoption Committees; IDAPA 08.02.03.128 - Curricular Materials Selection, IC § 74-200 et seq. Open Meeting Law

Policy History: Adopted on: 8/7/18; Revised on: 12/06/2022

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

2550 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 in 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 Executive Director has the authority to approve all other field trips.

The Executive Director or designee Education 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: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2560 Contests For Students

Contests may be made available to students by outside organizations through the Charter School, subject to certain limitations. The Executive Director 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.

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 and 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 the Charter School.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2570F Parental Movie Opt-Out/Consent Form

Parental Movie Opt-Out/Consent Form

The Charter School 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 Charter School 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 videotape(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 videotape(s) when it/they are shown in class:

_____ Rating:

_____ Rating:

_____ Rating:

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

Date: _____ Signature of Parent/Guardian: _____

2600-2699 Grading And Promotion

[2600 Promotion/Retention \(K-8\)](#)

[2605 Advancement Requirements \(6-9\)](#)

[2610 Advancement Requirements \(9-12\)](#)

[2620 Grading And Progress Reports](#)

[2625 Parent-Teacher Conferences](#)

[2630 Homework](#)

2600 Promotion/Retention (K-8)

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 the Charter School 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: 8/7/18; Revised on:

2605 Advancement Requirements (6-9)

The Charter School has established a set of advancement requirements for 6-8 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 Charter School:

1. To advance to the 7th grade, students must earn at least eighty percent of the credits attempted in 6th grade and be in compliance with the Charter 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 Charter 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 Charter 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 Reference: 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: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

2610 Advancement Requirements (9-12)

The Charter School has established a set of advancement requirements for 9-12 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 Charter School:

1. A student who successfully masters any required high school course with what is considered a B, 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 in 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 12 credits in 9th grade, 6 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 12 credits is required for advancement into the 10th grade.

A minimum of 24 credits is required for advancement into the 11th grade.

A minimum of 36 credits is required for advancement into the 12th grade.

Cross Reference: [2700P - High School Graduation Requirements](#)

Legal Reference: I.C. § 33-512C - Encouragement of Gifted Students; IDAPA 08.02.03.105 - High School Graduation Requirements; IDAPA 08.02.03.107 - Middle Level Credit System

Policy History: Adopted on: 8/7/18; Revised on: 3/2/21

HISTORY

Amended by Res. [2021-01](#) on 3/2/2021

Amended by Res. [2022-04](#) on 6/7/2022

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: 4/10/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

2625 Parent-Teacher Conferences

Parent-Teacher Conferences have been adopted by the Charter School as a means of reporting student progress to parents in K through 12 grades. 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(s). They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

Schedule for conferences, the number of conferences, and general details shall be worked out to meet the needs of the parents, teachers, and students.

Policy History: Adopted on: 8/7/18; Revised on:

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 may enhance student growth, 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 and enriching to the work done in the classroom, and should not be evaluated as the student's final example of their learning.

Teachers may give homework to students to help engage students in broader conversations at home, in the community, and in the classroom. Homework should not be assigned for disciplinary purposes or to teach core skills or content. Homework should be assigned to help engage students further in their learning and exploration in the classroom.

Policy History: Adopted on: 8/7/18; Revised on:

2700-2799 Graduation

[2700 High School Graduation Requirements](#)

[2700P High School Graduation Requirements](#)

[2705 Military Compact Waiver](#)

[2720 Participation In Commencement Exercises](#)

2700 High School Graduation Requirements

The Board of Directors shall award a regular high school diploma or specially designated STEM diploma to every student enrolled in the Charter School who meets the requirements of graduation established by the Charter 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 Educational Program (IEP) shall satisfy those competency requirements which are incorporated into the individualized education program ("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: [Policy 2700P - High School Graduation Requirements](#)

Legal Reference: I.C. § 33-4601, et seq. - Advanced Opportunities; 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; 2435 Advanced Opportunities, 2460 Extended Learning Opportunities, 2470 Self-Directed Learners, 2640 Mastery-Based Education

Policy History: Adopted on: 4/10/18; Revised on: 3/2/21

HISTORY

Amended by Res. [2020-4](#) on 3/3/2020

Amended by Res. [2021-01](#) on 3/2/2021

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

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 forty-six (46) semester credits 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 | Nine)(9 credits |
| English (language study, composition, literature) | Eight)(8 credits |
| Speech or Debate | One)(1 credit |

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

*(2 credits must be taken in the last year of high school in which the student intends to graduate. For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.)

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

| | |
|----------------|------------------|
| Social Studies | Five)(5 credits |
| Government | Two)(2 credits |
| US History | Two)(2 credits |
| Economics | One)(1 credit |

| | |
|---|-----------------|
| Arts and Humanities | Two)(2 credits |
| Interdisciplinary humanities, visual, and performing arts, or | |
| Foreign language | |

| | |
|-----------------|-----------------|
| Health/Wellness | One)(1 credit* |
|-----------------|-----------------|

*(For students who enter 9th grade in Fall 2015 or later, 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 the Charter School, or 18 weeks of a sport recognized by the Charter School may choose to substitute participation 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 and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or 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, unless the student is a participant in the 8 in 6 Program.

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's 11th grade year: COMPASS, ACCUPLACER, ACT, or SAT.

A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests;
2. Enrolled in a Limited English Proficient program for 3 academic years or fewer;
3. Enrolled for the first time in grade 12 at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's 11th grade year may instead take the examination during his or her 12th grade year if the student:

1. Transferred to an Idaho public school during his or her 11th grade year;
2. Was homeschooled during his or her 11th grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade 12.

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

Beginning with the class of 2017, 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.

The Charter School 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 Charter 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, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by the Charter School.

All classes attempted at the Charter School 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.

STEM Diploma Designation

A student who successfully completes all graduation requirements established below, and as outlined by the state board of education, shall receive a high school diploma designated as a STEM diploma. These requirements do not require a student to complete more than the total credits required for graduation.

- Eight (8) credits in mathematics;
- Eight (8) credits in science; and
- An additional five (5) credits in any or all subjects of science, technology, engineering, or mathematics.

A student who has completed eight (8) or more credits in mathematics that include algebra II or a higher-level mathematics before the student's senior year is not required to take a mathematics class in the student's senior year.

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 Graduation

A student who completes all of the graduation requirements set forth by the Charter School and the State Department of Education prior to the completion of eight semesters of school attendance in grades 9-12 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.

The Executive Director is authorized to create any procedures necessary to assist students to achieve early graduation as well create incentives for participation in any early graduation program. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Procedure History: Promulgated on:: Revised on:: Reviewed on: 3/2/21

HISTORY

Amended by Res. [2020-4](#) on 3/3/2020

Amended by Res. [2021-01](#) on 3/2/2021

2705 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 Charter School shall follow the requirements of the Compact for students who enroll at the Charter School for whom the Compact applies.

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, the Charter School 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 the Charter School, the Charter School 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:** The Charter School 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 Charter School. Where the Charter School's requirements include a series of immunizations, initial vaccinations must be obtained within thirty 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 the Charter School, 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 (5) and having completed a private or public out of state kindergarten for the required four hundred fifty 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 the Charter School, at the receiving school, regardless of age.

A student who is transferring into the Charter School after the start of the school year shall enter the Charter 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 Charter 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 the Charter School from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

2. **Educational Program Placement:** The Charter School 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 the Charter School 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), the Charter School, 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), the Charter School, 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 the Charter School, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

4. **Placement Flexibility:** The Charter School's Executive Director shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving Charter School.
5. **Absences Relating to Deployment Activities:** A student whose parent or 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 the Charter School's Executive Director to visit with his or her parent/guardian relative to such leave or deployment of the parent or 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:** The Charter School 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 the Charter School does not waive the specific course requirement for graduation, the Charter 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 Charter 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 Reference: [Policy 2700P - High School Graduation Requirements](#); Policy 2715 - Secondary Route to Graduation

Legal Reference: I.C. § 33-5701 - Interstate Compact on Educational Opportunity for Military Children; IDAPA 08.02.03.105 - Graduation from High School

Policy History: Adopted on: 4/10/18; Revised on: 3/2/21

HISTORY

Amended by Res. [2021-01](#) on 3/2/2021

Amended by Res. [2022-04](#) on 6/7/2022

2720 Participation In Commencement Exercises

Statement of Policy

A student's participation in the commencement exercises of the Charter School'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 the Charter School. 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 Executive Director 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 Reference: United States Constitution-1st Amendment; Art. 9, Sec. 6, Idaho Constitution – Religious Test and Teaching in School Prohibited; I.C. § 33-1603 - Sectarian Instruction Forbidden; I.C. § 67-5909 - Acts Prohibited

Policy History: Adopted on: 3/2/21; Revised on:; Reviewed on: 3/2/21

HISTORY

Amended by Res. [2020-4](#) on 3/3/2020

Amended by Res. [2021-01](#) on 3/2/2021

2800-2899 Accreditation

2800 Objectives

2800 Objectives

Accreditation Standards

The Board of Directors will comply with all accreditation standards established by the State Board of Education. The Charter School uses Northwest Accreditation Standards for secondary education serving grades 9-12, as required by law.

The Charter School will timely submit an annual accreditation report to the State Board of Education.

Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

The Executive Director 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 learning style; and
3. Evaluation to determine if the desired student outcomes have been achieved.

Each year, the Executive Director 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 Reference: I.C. § 33-119 - Accreditation of Secondary Schools – Standards for Elementary Schools; IDAPA 08.02.02.140 - Accreditation

Policy History: Adopted on: 4/10/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020



3000 Series - STUDENTS

[3000-3199 Enrollment And Attendance](#)

[3200-3499 Student Rights And Responsibilities](#)

[3500-3999 Student Protection](#)

3000-3199 Enrollment And Attendance

[3000 Entrance, Placement, And Transfer](#)

[3010 Open Enrollment](#)

[3010F Open Enrollment Application Form](#)

[3010P Open Enrollment Procedures](#)

[3015 Admission Preferences](#)

[3020 Enrollment And Attendance Records](#)

[3020P Enrollment And Attendance Records](#)

[3040 Compulsory Attendance](#)

[3050 Attendance Policy](#)

[3060 Education Of Homeless Children](#)

[3070 Students Of Legal Age](#)

[3100 Programs For At-Risk/Disadvantaged Students](#)

3000 Entrance, Placement, And Transfer

Entrance, Date, and Age

No pupil may be enrolled in the kindergarten or first grade whose fifth or sixth birthday respectively does not occur on or before the first day of September of the school year in which the child registers to enter school. Any child of the age of five years who has completed a private or public out-of-state kindergarten for the required 450 hours but has not reached the age and date requirements set forth above, shall be allowed to enter the first grade.

Initial Enrollment

Immunization records (or an appropriate waiver) and birth certificate (subject to provisions of McKinney Homeless Assistance Act) are required for admission to the Charter School (see Policy 3060).

If a birth certificate is not provided upon enrollment of a student for the first time in elementary or secondary school, the Charter School shall notify the person enrolling the student in writing that he must provide within 30 days either a certified copy of the student's birth certificate or other reliable proof of the student's identity and birth date, which proof shall be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate. Other reliable proof of the student's identity and birth date may include a passport, visa or other governmental documentation of the child's identity. If the person enrolling a student fails to provide the information within the

requested within thirty days, the Charter School shall immediately notify the local law enforcement agency of such failure and again notify the person enrolling the student, in writing, that he or she has an additional ten days to comply. If any documentation or affidavit received pursuant to this section appears inaccurate or suspicious in form or content, the Charter School shall immediately report the same to the local law enforcement agency. Local law enforcement will investigate these reports. Failure of a parent, person in custody of a child, or a person enrolling a student to comply with the documentation requirements of this section after a lawful request shall constitute a misdemeanor.

Placement

The goal of the Charter School shall be to place students at levels and in settings that will enhance the probability of student success. Developmental testing, together with other relevant criteria, including, but not limited to, health, maturity, emotional stability, and developmental disabilities, may be considered in the placement of all students. Final disposition of all placement decisions rests with the Executive Director, subject to review by the Executive Director and the Board.

Transfer

The Charter School policies regulating pupil enrollment from other accredited elementary and secondary schools are designed to protect the educational welfare of the child and of other children enrolled in the Charter School.

Elementary Grades (K-8): Any student transferring into the Charter School will be admitted and placed on a probationary basis for a period of two weeks.

Should any doubt exist with teacher and/or Executive Director as to grade and level placement of the student, the student shall be subject to an educational assessment to determine appropriate grade and level placement.

During the two-week probationary period, the student will be subject to observation by the teacher and Executive Director.

Secondary Grades (9-12), Credit Transfer: Requests for transfer of credits from any secondary school shall be subject to a satisfactory examination of the following:

1. Appropriate certificates of accreditation;
2. Length of course, school day, and school year;
3. Content of applicable courses;
4. The school facility as it relates to credit earned (i.e., lab areas for appropriate science or vocational instruction);
5. An appropriate evaluation of student performance leading toward credit

issuance; and

6. Final approval of transfer credits will be determined by the Executive Director, subject to review upon approval by the Board of Directors.

Transfer from Persistently Dangerous Schools

If the Charter School is found to be persistently dangerous in accordance with federal law, students attending the school shall be permitted to transfer to another traditional or charter school which is not persistently dangerous and which is meeting annual yearly progress requirements. The transfer may be either permanent or temporary and lasting until the school of origin is no longer designated as persistently dangerous. Parents or guardians of students shall be notified that the school has been designated as persistently dangerous within ten days of being so designated. Within 20 days of receiving such notification, students may be transferred to another school.

Any student who is the victim of a violent criminal offense on school grounds shall be permitted to transfer to another school.

Cross Reference: 3060 - Education of Homeless Children; 4160 - Parents Right-to-Know Notices

Legal Reference: Art. IX, § 9, Idaho Constitution- Compulsory Attendance at School; I.C. § 18-4511 - School Duties—Records of Missing Child—Identification Upon Enrollment—Transfer of Student Records; I.C. § 33-201 - School Age; I.C. § 33-209 - Transfer of School Records; I.C. § 39-4801 - Immunization Required; I.C. § 39-4802 - Exemptions; 20 USC § 6313 - Eligible School Attendance Areas; 42 USC § 11432 - Education of Homeless Children and Youths

Policy History: Adopted on: 3/27/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

3010 Open Enrollment

The School Board recognizes that some of its patrons may want to enroll their children in a school that is located within a district other than where their primary residence is located. In making a decision on a student's open enrollment application, the Board shall consider the needs of the student requesting the transfer as well as the other students affected by the transfer. A student currently under suspension or expulsion in the Charter School or another charter school or district is not eligible for open enrollment under this policy.

Transportation

Parents/guardians of a student accepted under this open enrollment policy will be responsible for transporting the accepted student. If bus space is available, then students accepted under the open enrollment policy may be transported from an appropriate, established bus stop.

Varsity Sports

It is recommended that a student who is considering submitting an open enrollment application to the Charter School, and who anticipates participating in a sport governed by the Idaho High School Activities Association (IHSAA) review IHSAA rules prior to submitting their open enrollment application. Certain school transfers could lead to a student being ineligible to play at the varsity level for one year.

Application/Approval Process

An open enrollment application must be submitted annually for admission to the Charter School. Applications will be accepted from January 1 to February 1 of each year for enrollment in the subsequent school year. The application acceptance period may be waived with the mutual agreement of the the Charter School and the district in which the student's parent or guardian resides. It is the School Board's intent to allow waiver of the application acceptance period for continuous acceptance of open enrollment applications when classroom space is available.

The Administrative Team shall establish a procedure for:

1. The method of determining which students are chosen when classroom space is limited;
2. Notifying parents of the action taken on the open enrollment application;
3. The factors which may cause an open enrollment application to be denied; and
4. The process for removing a student from a transfer school, including the grounds for removal, parent notification, and the appeal process.

Re-enrollment

As long as a transfer student continues to re-apply for enrollment, the Administrative Team shall treat that student as if he or she resides in the School's attendance area, except in the circumstances described below. To the extent possible, the Administrative Team shall expedite the enrollment process.

In situations where class space is limited, the Administrative Team may give priority to certain students. Priorities may include, but are not limited to situations where a student:

1. Was previously enrolled at the Charter School during the prior year;
2. Has a brother or sister enrolled at the Charter School;
3. Has parents employed by the Charter School; or
4. Has a unique situation or extraordinary circumstances.

The Administrative Team may deny an open enrollment request when such enrollment would negatively impact the efficient use of the Charter School resources. The Administrative Team may set numerical limits defining hardship for schools, grade levels, or programs to provide for appropriate and efficient use of facilities and staff. The student to teacher ratios shall not exceed the overloaded class/teacher limits outlined in the Class Size policy #2240.

Revocation of a Transfer

Transfer students are required to comply with all the Charter school policies. Unacceptable behaviors by a transfer student or false or misleading information on their open enrollment application are grounds for the Charter School to remove a transfer student at any time. If a student's open enrollment transfer is revoked, the parent/guardian may request an administrative review by the Administrative Team. The Board may review the Administrative Team's decision.

Preventing or Recruiting Potential Open Enrollment Students

The Charter School or its employees will not take any action to prohibit or prevent application by a student to attend another school.

Evaluation of Policy

Annually, the Administrative Team shall report to the Board the effect of this policy. Their report should include the number of open enrollment requests accepted or denied, the reasons for denial, and any unanticipated results of this policy.

Cross Reference: 2240 - Class Size

Legal Reference: I.C. §33-512 - Governance of Schools; I.C. §33-1401 - Definitions; I.C. §33-1402 - Enrollment Options; I.C. §33-1404 - Districts to Receive Pupils; I.C. §33-2001 - Definitions

Policy History: Adopted on: 3/27/18; Revised on:

3010F Open Enrollment Application Form

OPEN ENROLLMENT APPLICATION DATE/TIME RECEIVED: _____

For School Year 20__ - 20__

Grade: _____

This application form (approved March 2000) was prepared pursuant to Section 33-1402, Idaho Code, and may be used by any charter school or district. Any other form must be approved the State Superintendent of Public Instruction.

NOTE: A cope of the applicant student's cumulative record must be attached to this application. The cumulative record may be obtained from the student's current school.

1. Applicant Student's Name: _____
Date of Birth: _____

2. School student is presently attending, or would attend if student were in a public school:
Name of School: _____
Address of School: _____
Present Grade Level of Student:

3. Has the student ever been suspended or expelled from school or has the student committed a disciplinary violation for which he or she could be suspended or expelled? Yes _____ No _____

4. Has the Student had a history of disciplinary infractions? Yes _____ No _____
If YES, describe the circumstances (including dates and duration):

5. Reason(s) for requesting attendance in this school (optional):

6. Special and/or unusual instructional programs in which the applicant student is currently enrolled. (For example: vocational, foreign language, remedial, special education, gifted/talented, etc.)

7. Special and/or unusual instructional programs in which the applicant student expects to enroll in at the new school:

8. Extracurricular activities in which the applicant wishes to participate:

9. Transportation arrangements that will be made by the parent/guardian:

10. Parent/Guardian's Name:

Parent/Guardian's Address:

Home Phone: _____ Work Phone: _____

Message Phone: _____ Work Phone: _____

I have read the Charter School's procedure on open enrollment, and hereby request that my son/daughter be permitted to attend the Charter School.

Parent/Guardian's Signature: _____

Misrepresentation of information on this application may result in revocation of the applicant's approval to attend this Charter School.

| |
|---|
| <p>() Approved () Disapproved</p> <p>Date: _____</p> <p>Executive Director's or Designee's Signature: _____</p> <p>Within sixty (60) days following action on the application, copies must be sent to Parents, Principal and, the Superintendent of the home district if applicable. If the application is denied, a written explanation for the denial must be attached.</p> |
|---|

Executive Director SIGNATURE

Project Impact STEM Academy Executive
Director: _____

HISTORY
Amended by Res. [2022-04](#) on 6/7/2022

3010P Open Enrollment Procedures

Submitting the Form

1. **Varsity Sport Participation:** A student who plans to participate in a varsity sport governed by the Idaho High School Activities Association (IHSAA) should review IHSAA rules prior to submitting an Open Enrollment Application. Certain school transfers will lead to a student being ineligible to play at the varsity level for one year.
2. Open Enrollment Application forms are available at the Charter School. Based on mutually agreed upon waivers, Open Enrollment Applications will be accepted at any time throughout the school year, although the general period for accepting applications will be January 1 to February 1 for the following school year.
3. The parent/guardian completes the Open Enrollment Application form and submits it to the Principal of the school they wish to attend (receiving school) and the parent/guardian must give notice to the home school.

Review Approval Process

1. **Limited Opening:** Applications received after the beginning of the school year while there is space available will be considered on a “first-come first-serve” basis. However, in situations where openings are limited, priority shall be decided on the basis of Policy 3015 Admission Preferences.
2. Factors which may cause an Open Enrollment Application to be denied include:
 - a. A school, grade, or program(s) has lack of available classroom space and/or staff;
 - b. The current enrollment is at or above the following:

| Grade | Class/Teacher Load Size |
|--|----------------------------------|
| K-1 | 21 |
| 2-3 | 25 |
| 4-6 | 27 |
| 7-12 | 150 students per teacher per day |
| Special Education | Not more than 28 total. |
| K-3 | 9 students per grade band |
| 4-6 | 7 students per grade band |
| 7-8 | 5 students per grade band |
| 9-12 | 7 students per grade band |
| Self-Contained English Language Learners (ELL) | 20 per full-time ELL teacher |

| | |
|--|--|
| | |
|--|--|

- c. The student has been suspended or expelled, has committed a disciplinary violation for which he or she could be suspended or expelled;
- d. The student has a history of documented disciplinary infractions; or
- e. It is determined that information on the Open Enrollment Application has been misrepresented or was incomplete.

3. Attendance area resident approval process:

- a. A home school principal makes a recommendation to approve or not to approve the transfer by completing the appropriate section of the Open Enrollment Application form.
- b. The home school principal sends the form to the Charter School Executive Director.
- c. The Charter School Executive Director makes a recommendation to approve or not to approve the Open Enrollment request by completing the appropriate section of the Open Enrollment application form.
- d. The Charter School Executive Director sends the Open Enrollment Application to the Superintendent of the sending school.
- e. The Superintendent approves or denies the Open Enrollment request by completing the appropriate section of the Open Enrollment Application form.

4. **Out-of-district Approval Process:** A Charter School Executive Director a recommendation to approve or not approve the transfer by completing the appropriate section of the Open Enrollment Application form.

Parent Notification

- 1. When the application is submitted during the enrollment time period (January 1- February 1, the Executive Director will notify the parent/guardian of his or her decision by March 31;
- 2. When the application is submitted outside of the open enrollment time period, notification must be made within sixty days after an application is accepted;
- 3. If the request for open enrollment is denied, the denial will include a written explanation; and

4. The letter approving the request will inform the parents of the following:
 - a. Parents must provide transportation or get student to nearest Charter School bus stop, if space is available;
 - b. State law requires reapplication on an annual basis;
 - c. Inappropriate behavior in violation of Charter School policies may be grounds for removing the student during the school year; and
 - d. Special education, English Language Learners (ELL) or alternative school students must meet the requirements and the procedures established for those programs.

Re-enrollment

As long as a transfer student applies for re-enrollment, the Executive Director shall treat that student as if he or she resides in the Charter School's attendance area, except in the circumstances described below.

Revocation of a Transfer

1. As long as a transfer student applies for re-enrollment, the Executive Director shall treat that student as if he or she resides in the Charter School's attendance area. However, the Charter School reserves the right to remove a transfer student at any time because of unacceptable behavior in violation of Charter School policies or because of false or misleading information on the open enrollment application.
2. If a student's transfer is revoked, the parent/guardian may request an administrative review by the Executive Director of the Charter School. The parent/guardian must request the review within five school days of receiving notice that their child's transfer has been revoked.
3. The Executive Director of transfer school must render a decision to the parent/guardian request for review within five school days. The decision of the Executive Director may be appealed to the Board of Directors.

Student Rights and Responsibilities

Due process for all students remains the same regardless of what school they attend within the District and regardless of where the student resides once accepted under the open enrollment policy. A student who is not a resident of this Charter School's attendance area applies to this Charter School, is accepted under the terms of this policy, and fails to attend shall be ineligible to apply again for open enrollment in Charter School.

Preventing or Recruiting Potential Open Enrollment Students

The Charter School or its' employees will not take any action to prohibit or prevent application by a students to attend school in another school. In no event is the Charter School, or an employee of the Charter School to recruit students outside of their attendance area. Violation of this policy may involve disciplinary action up to and including dismissal.

Definition

“School Days” shall include only those days when school is in session.

Procedure History: Promulgated on: 4/10/18; Revised on:

HISTORY

Amended by Res. [2020-02](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

3015 Admission Preferences

Equitable Selection Process:

If the initial capacity of Project Impact STEM Academy (Pi STEM) is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then Pi STEM will determine who will be offered admission to Pi STEM by conducting a fair and equitable selection process. That process will use a randomized method for identifying the draw order for the grades and for all student applications. The method will be transparent and follow a clearly defined process. Pi STEM will be using the randomized method in an effort to increase the accuracy of the data and reduce the amount of time required to perform the lottery. Children entering Kindergarten and first grade must comply with Idaho State code 33-201 which states... "School age" is defined as including all persons resident of the state, between the ages of five (5) and twenty-one (21) years. For the purposes of this section, the age of five (5) years shall be attained when the fifth anniversary of birth occurs on or before the first day of September of the school year in which the child is to enroll in kindergarten. For a child enrolling in the first grade, the age of six (6) years must be reached on or before the first day of September of the school year in which the child is to enroll. Any child of the age of five (5) years who has completed a private or public out-of-state kindergarten for the required four hundred fifty (450) hours but has not reached the "school age" requirement in Idaho shall be allowed to enter the first grade. For all other grades should a parent or guardian choose to hold their child back that may be done at the discretion of the parent. For those guardians who would like to move their child ahead a grade that decision must be made at the discretion of the administration.

Priority Preferences for Subsequent Enrollment Periods

Project Impact STEM Academy (Pi STEM) will have admission preferences for enrollment of students in subsequent school years, with the selection hierarchy with respect to such preferences as follows:

1. First, to pupils returning to Pi STEM.
2. Second, to posterity of charter school founders and children of staff at Pi STEM, not to exceed ten percent (10%) of student population. If the number of children does not exceed the allowable ten percent (10%) founder preference, one seat per grade will be held for Pi STEM faculty and staff children.
3. Third, to siblings of pupils already enrolled in Pi STEM.
4. Fourth, to prospective students who live within attendance boundaries.
5. Fifth, to prospective students who live outside the attendance boundaries.

Siblings are to be defined as, “any relation that resides within the custodial guardian’s place of residence.” Sibling preference is assigned to any defined siblings immediately following the draw of the child with enrolling siblings. When a child with siblings is drawn, their siblings are immediately placed in group 3. For siblings that will be attending the same grade, they will be provided with a single entry in the lottery. When the card is drawn, each sibling will be given consecutive draw numbers for that grade.

Proposed Attendance list:

Each year Pi STEM will maintain a proposed attendance list containing the names of all prospective students on whose behalf a timely request for admission was received, separated by grade level. The proposed attendance list will contain columns next to the name of each student, in which Pi STEM will designate admission preferences applicable to each prospective student. The columns will designate “A” for returning preference; “B” for founders preference; “C” for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; “D” for attendance area preference; and “E” column for students outside of the attendance area.

Final Selection List:

The names of the persons in highest order on the final selection list will have the highest priority for admission to Pi STEM in that grade, and will be offered admission to Pi STEM in such grade until all seats for that grade are filled.

Notification and Acceptance Process:

1. After conducting the selection process, Pi STEM will call the parent, guardian, or other person who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Pi STEM. At that time, or within 48 hours of notification, a verbal acceptance of the offer is expected. This acceptance will hold the students spot at Pi STEM until the offer letter is signed. The offer letter must be signed by the student’s parent or guardian, and returned to Pi STEM by the date designated in the offer letter from Pi STEM.

2. Anyone who misses the 48 hour notification deadline and then still expresses interest in attending, will be placed at the bottom of their respective waitlist.
3. Within fourteen days after conducting the selection process, Pi STEM will email the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
4. If a parent, guardian, or other person receives a verbal admission offer, or an offer letter on behalf of a student and declines admission, either verbally or by failing to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be removed from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
5. If a student withdraws from Pi STEM during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Subsequent School Years:

The final selection list for a given school year will not roll over to the next subsequent school year. If the capacity of Pi STEM is not sufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process will be conducted by Pi STEM for that year.

All prospective students who miss the enrollment deadline will be placed at the bottom of the final selection list in the order in which they are received. They will only receive admittance to Pi STEM when all prospective students on the final selection list have been given the option of acceptance and there are still vacancies in the grade level needed.

Grade Level Cap

Number of students per class/per grade

- Kindergarten - 1 Class with 26 students each class - Cap = 26
- Grade 1 - 1 Class with 28 students each class - Cap = 28
- Grade 2 - 1 Class with 30 students each class - Cap = 30
- Grade 3 - 1 Class with 30 students each class - Cap = 30
- Grade 4 - 1 Class with 30 students each class - Cap = 30
- Grade 5 - 1 Class with 30 students each class - Cap = 30
- Grade 6 - 1 Class with 30 students each class - Cap = 30
- GradeGrade 7 - 1 Class with 30 students each class - Cap = 30

- Grade 8 - 1 Class with 30 students each class - Cap = 30
- Grade 30Grade 9 - 1 Class with 30 students each class - Cap = 30
- Grade 10 - 1 Class with 30 students each class - Cap = 30
- Grade 11 - 1 Class with 30 students each class - Cap = 30
- Grade 12 - 1 Class with 30 students each class - Cap = 30

Legal Reference: I.C. §33-5205 - Petition to Establish Public Charter School; I.C. §33-5206 - Requirement and Prohibitions Upon Approval of a Public Charter School; IDAPA 08.02.04.05 et al. - Admission Preferences

Policy History: Adopted on: 7/3/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2021-03](#) on 6/1/2021

Amended by Res. [2022-07 Enrollment Cap](#) on 12/6/2022

3020 Enrollment And Attendance Records

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the Charter School's responsibilities under the attendance laws, staff shall be diligent in maintaining such records.

Cross Reference: 2440 - Online Courses and Alternative Credit Options

Legal Reference: I.C. § 33-1001 - Definitions; I.C. § 33-1002E - Pupils Attending School in Another State; IDAPA 08.02.01.250.03 - Day in Session When Counting Pupils in Attendance; IDAPA 08.02.01.250.04 - Day of Attendance – Kindergarten; IDAPA 08.02.01.250.05 - Day of Attendance (ADA) – Grades One Through Twelve (1-12)

Policy History: Adopted on: 4/10/18; Revised on:

3020P Enrollment And Attendance Records

Average Daily Attendance

A day of attendance is one in which a pupil is physically present for a full day (at least four hours for grades 1 through 12 and at least 2½ hours for kindergarten), under the guidance and direction of a teacher or other authorized school personnel while school is in session, or is a homebound student under the instruction of a teacher employed by

the Charter School.

Average Daily Attendance (ADA) is the aggregate number of days enrolled students are present divided by the number of days of school in the reporting period. Students for whom no Idaho Charter School or District is a home Charter School or District shall not be counted for purposes of ADA. Funding for Charter Schools is based on ADA and must be accurate.

Attendance Accounting

Days present and absent for every student are be recorded in each building for the purpose of informing parents of a student's attendance record.

Procedure History: Promulgated on: 4/10/18; Revised on:

3040 Compulsory Attendance

Parents are responsible for seeing that their children of age seven (7) or older prior to the first day of school attend school until the child's sixteenth (16th) birthday.

Unless the child is otherwise comparably instructed, the parent/guardian shall cause the child to attend a public, private, or parochial school during a period in each year equal to that in which the public schools are in session.

Legal Reference: Art. IX, § 9, Idaho Constitution – Compulsory Attendance at School; I.C. §33-201 - School Age; I.C. § 33-202 - School Attendance Compulsory

Policy History: Adopted on: 4/10/18; Revised on:

3050 Attendance Policy

Students are expected to attend all assigned classes each day. Teachers shall keep a record of absence and tardiness. Before the end of the school day, each school shall attempt to contact every parent, guardian, or custodian whose child is absent from school but who has not reported the child as absent for the school day, to determine whether the parent, guardian, or custodian is aware of the child's absence from school.

The following are valid excuses for absence and tardiness. Missed work assignments and activities may be made up in the manner provided by the teacher.

1. **Participation in school-approved activity:** To be excused, this absence must be authorized by a staff member and the affected teacher(s) must be notified prior to the absence unless it is clearly impossible to do so.

2. **Absence caused by illness, health condition, or family emergency:** When possible, the parent is expected to notify the school office on the morning of the absence and send a signed note of explanation with the student upon his or her return to school. A student shall be allowed one makeup day for each day of absence. "Emergency" shall be defined as unforeseen and unexpected circumstances which create an air of crisis or extreme need. Such circumstances must present a grave and clear danger which could result in irremediable harm or immediate disaster.
3. **Absence for parental-approved activities:** This category of absence shall be counted as excused for purposes agreed upon by the Executive Director and the parent. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation-type classes, such as many within the charter's project-based model, the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent-approved absence would have an adverse effect on the student's educational progress, which would ultimately be reflected in the grade for such a course.
4. **Absence resulting from disciplinary actions or short-term suspension:** Students who are removed from a class or classes as a disciplinary measure, or students who have been placed on short-term suspension, shall have the right to make up assignments or exams missed during time they were denied entry to the classroom.

Extended Illness or Health Condition

If a student is confined to home or hospital for an extended period, the school shall arrange for the accomplishment of assignments at the place of confinement whenever practicable. If the student is unable to do his or her schoolwork, or if there are major requirements of a particular course that cannot be accomplished outside of class, the student may be required to take an incomplete or withdraw from the class without penalty.

Excused Absence for Chronic Health Condition

Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his or her parent shall apply to the Executive Director or designee, and a limited program shall be written following the advice and recommendations of the student's medical advisor. The recommended limited program shall be approved by the Executive Director. Staff shall be informed of the student's needs, though the confidentiality of medical information shall be respected at the parent's request. Absence verified by a medical practitioner may be sufficient justification for home instruction.

Unexcused Absences

A student's absences can adversely affect their educational continuity. Additionally, in the charter's classroom and educational model, continued absences can damage the culture and classwork for the larger group.

1. Each unexcused absence shall be followed by a warning letter to the parent of the student. A student's grade shall not be affected if no graded activity is missed during such an absence.
2. When a student evidences repeated trancies, defined as an average daily attendance (ADA) less than 90% for a given reporting period, a conference shall be held among the parent, student, and Executive Director . At such a conference, the Executive Director , student, and parent shall consider adjusting the student's program or transferring the student to another school or engaging in family counseling.
3. If the above action fails to correct the truancy problem, the student shall be declared a habitual truant. An administrator shall interview the student and his or her family and prescribe corrective action, which may include loss of seat, expulsion, and/or filing a complaint against the parent/guardian, or other person responsible for the care of the child in a court of competent jurisdiction. A student who has been expelled for attendance violations may petition the Board of Directors for reinstatement. Such petition may be granted upon presentation of a firm and unequivocal commitment to maintain regular attendance.

Students are expected to be in class on time. When a student's tardiness becomes frequent or disruptive, the student shall be referred to the Executive Director, Dean of Students, or counselor. If counseling, parent conference, or disciplinary action is ineffective in changing the student's attendance behavior, he or she may be suspended from the class.

All sanctions imposed for failure to comply with the attendance policies and procedures shall be implemented in conformance with State and Charter School regulations regarding corrective action or punishment.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2019-06](#) on 1/7/2020

3060 Education Of Homeless Children

It is the policy of the Charter School to ensure that:

1. Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as provided to other students;
2. Homelessness does not in any way separate homeless students from the mainstream school environment; and
3. Homeless children and youths have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

The Board of Directors directs the Charter School to admit children who are homeless regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment.

All schools and employees of the Charter School shall work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. The Charter School will also strive to prevent stigma against students who are homeless.

Definitions

For the purposes of this Policy, the following definitions shall apply.

The terms “enroll” and “enrollment” includes attending classes and participating fully in all school activities.

The terms “homeless,” “homeless individual,” and “homeless person” include:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
4. Migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses 1 through 3 above; and
5. An unaccompanied student and homeless families with children and youth are

also defined as homeless if they:

- a. Have experienced a long term period without living independently in permanent housing;
- b. Have experienced persistent instability as measured by frequent moves over such period, and
- c. Can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

“Children and youth in transition” is defined as children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence.

“Unaccompanied youth” is defined as a youth not in the physical custody of a parent/guardian who is in transition as defined above.

The term “school of origin” is defined as the school that the student attended when permanently housed, or the school in which the student was last enrolled, including a preschool. When a student completes the final grade level served by the students “school of origin;” the “school of origin” shall progress to the designated receiving school at the next grade level for all of its feeder schools the same as for all students attending one school and progressing to another school in the Charter School.

In General

The Charter School shall ensure the following is provided according to the homeless student’s best interest:

1. That the homeless student's education continues in the school of origin for the duration of homelessness:
 - a. In any case in which a family becomes homeless between academic years or during an academic year; and
 - b. For the remainder of the academic year, if the student becomes permanently housed during an academic year; or
2. That the homeless student is eligible to enroll in the same schools as non-homeless students who live in the same attendance area where the homeless student is actually living.

School Stability

In determining the best interest of the homeless student each school within the Charter School shall:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the student;
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent or guardian or (in the case of an unaccompanied youth) the student;
3. If, after conducting the best interest determination based on consideration of the above presumptions, the Executive Director determines that it is not in student's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied student) the student, provide the student's parent or guardian or the unaccompanied student with a written explanation of the reasons for his or her determination, which will be provided in a manner and form understandable to such parent, guardian, or unaccompanied student, including information regarding the right to appeal under "Enrollment Disputes", below; and
4. In the case of an unaccompanied student, ensure that the Charter School's liaison designated under "Charter School Liaison," below, assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under "Enrollment Disputes," below.

Immediate Enrollment:

1. **In General:** The school selected in accordance with this policy shall immediately enroll the homeless student, even if the student:
 - a. As unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation;
 - b. Has missed application or enrollment deadlines during any period of homelessness; or
 - c. Has outstanding fees or fines, including fees associated with extracurricular activities.
2. **Relevant Academic Records:** The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.
3. **Relevant Health Records:** If the student needs to obtain immunizations or

other required health records, the enrolling school shall immediately refer the parent/guardian of the student, or (in the case of an unaccompanied student) the student, to the Charter School's liaison designated under "Charter School Liaison," below, who shall assist in obtaining all necessary immunizations and/or screenings, or other required health records, in accordance with "Records," below.

Records

Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student shall be maintained:

1. So that the records involved are available, in a timely fashion, when the student enters a new school or school district; and
2. In a manner consistent with FERPA, applicable Idaho law, and Charter School policy.

Disputes

If a dispute arises over eligibility, school selection or enrollment in a particular school, or any other issue addressed in this policy:

1. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The parent or guardian of the student or (in the case of an unaccompanied student) the student shall be provided with a written explanation identifying the bases for any decisions related to school selection or enrollment made by the Charter School, or other entity, including the rights of the parent, guardian, or unaccompanied student to appeal such decisions;
3. The parent, guardian, or unaccompanied student shall be referred to the local educational agency liaison designated under "Charter School Liaison" below, and upon being informed of the dispute, the liaison shall as expeditiously as possible initiate an appeal with the District, and if unsuccessful, to the state coordinator of the dispute regarding the educational placement of the homeless student; and
4. In the case of an unaccompanied student, the liaison shall ensure that the student is immediately enrolled in the school in which the student seeks enrollment pending resolution of the student's dispute.

Placement Choice

The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

Privacy

Information about a homeless student's living situation shall be treated as a student education record, and shall not be deemed to be disclosable "directory information" under the Family Education Records Privacy Act ("FERPA").

Contact Information

Nothing in this policy shall prohibit the Charter School and/or the enrolling school from requiring the parent or guardian of a homeless student to submit contact information.

Comparable Services

Each homeless student in the Charter School shall be provided services comparable to those services provided to other students in the school attended by the homeless student, including the following:

1. Transportation services;
2. Educational services for which the student meets eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or Charter School sponsored programs, educational programs for children with disabilities, and educational programs for English Learners;
3. Programs in career and technical education;
4. Programs for gifted and talented students; and
5. School nutrition programs. Upon enrollment, the student's name shall immediately be submitted to the District's Nutrition Services Department as eligible for free meals, which eligibility commences at the time of enrollment..

Charter School Liaison

For purposes of this policy, the Administrative Team shall designate a Charter School employee to serve as its liaison to serve homeless students in accordance with the following provisions. The liaison for homeless students designated by the Administrative Team shall ensure that:

1. All homeless students in and out of school are identified by school personnel through outreach and coordination activities with other entities and agencies;
2. The Charter School tracks academic and enrollment data on homeless students;

3. All homeless students are enrolled in, and have a full and equal opportunity to succeed the same as non-homeless students of the Charter School;
4. Homeless families and homeless students have access to and receive educational services for which such families and students are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the Charter School;
5. All homeless families and homeless students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
6. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
7. All unaccompanied students and youth who receive any credits for classes attended shall be informed by the Liaison of their status as an “independent student” for purposes of the student’s Free Application for Federal Student Aid (“FAFSA”). The Liaison shall also provide the required “verification” of the student’s status in connection with his or her application for Federal Student Aid.
8. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such students, and unaccompanied students, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless students, and unaccompanied students;
9. Enrollment disputes are mediated in accordance with “Enrollment Dispute,” above;
10. The parent or guardian of a homeless student, and any unaccompanied student, is fully informed of all transportation services, including transportation to the student’s school of origin, and is assisted in accessing transportation to the student’s assigned school;
11. School personnel receive annual professional development and other support; and
12. Unaccompanied homeless students:
 - a. Are enrolled in school;
 - b. Have opportunities to meet the same challenging state academic standards as the State establishes for other students; and
 - c. Are informed of their status as independent students under 20 USC § 1087vv(d), and that such students may obtain assistance from the

Charter School Liaison to obtain verification of such status for purposes of the Free Application for Federal Student Aid.

Local and State Coordination

The Charter School's liaison(s) for homeless students shall, as a part of their duties, coordinate and collaborate with the Idaho State Office of the Coordinator for Education of Homeless Children and Youths, as well as with community and school personnel who are responsible for the provision of education and related services to homeless students. These shall include public and private agencies, the transportation department, the State Coordinator for the Education of Homeless Children and Youth, and others. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of 42 USC § 11432(f)(1) and (3).

Homeless Status

The Charter School's Liaison who receives training provided by the Idaho State Office of the Coordinator for Education of Homeless Children and Youths may authorize a homeless student who is eligible for and participating in a program provided by the Charter School, or the immediate family of such student, who otherwise meets the eligibility requirements Federal Housing Assistance (see 42 USC §§ 11360 et. seq.), to do so without approval or other agency action by or on behalf of the Department of Housing and Urban Development.

Title 1, Part A

Any student who is homeless and attends the Charter School is eligible for Title 1, Part A services. The Charter School shall set aside funding to provide homeless students who attend schools that do not participate in Title 1, Part A with services comparable to those provided by participating schools.

Cross Reference: 3210 - Uniform Grievance Procedure; 4160 - Parents Right-to-Know Notices

Legal Reference: 42 U.S.C. § 11301, et seq. McKinney-Vento Homeless Assistance Act; 20 U.S.C. § 6311, et seq. Title 1, Part A, of the Elementary and Secondary Education Act as amended by ESSA of 2015; 20 U.S.C. § 1400 - Individuals with Disabilities Education Improvement Act of 2006; 42 U.S.C. § 1758 - Child Nutrition and WIC Act of 2004; 42 U.S.C. § 9801-642A - Improving Head Start for School Readiness Act of 2007; I.C. § 33-1404 - Charter Schools to Receive Pupils

Policy History: Adopted on: 4/10/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3070 Students Of Legal Age

Every student 18 years of age or older will be deemed to be an adult and will have legal capacity to act as such. Such students, like all other students, will comply with the rules established by the Charter School, pursue the prescribed course of study, and submit to the authority of teachers and other staff members as required by policy and state law.

Admission to School: The residence of an adult student who is not residing with a parent or guardian will be considered the residence for school purposes.

Field Trips/Athletic Programs: Approved forms for participation will be required of all students. The form should indicate that the signature is that of the parent or the adult student. Sponsors or coaches will be required to confirm the ages of those students signing their own forms.

Absence-Lateness-Truancy: Absence notes, normally signed by parents/guardians, may be signed by adult students. Excessive absences will result in consequences according to Policy 3050 Attendance Policy and will be reported on the report card.

Suspension/Expulsion: All suspension and/or expulsion proceedings will conform to the requirements of state statutes. Notification of all such proceedings will be sent to parents or guardians. Adult students, however, are permitted to represent themselves if they so choose.

Withdrawal from School: Adult students may withdraw from school under their own cognizance. Counselors will guide and counsel potential dropouts and encourage their continued attendance. Parents will be notified of impending dropouts by the school.

Permission to Inspect Student Records: Adult students may request permission to inspect their school records if they are eligible students according to FERPA.

Report Cards: Unless directed otherwise, progress reports will be sent to the parent or legal guardian.

Excuses from School: The school will verify requests from students who wish to leave school early for reasons such as job interviews, college visits, driver testing, etc., with the organization being visited. Permission to leave school early may be denied for what is considered a non-valid reason.

Financial Responsibility: Students of legal age can be held financially responsible for damage to school property.

Policy History: Adopted on: 4/10/18; Revised on:

3100 Programs For At-Risk/Disadvantaged Students

The Charter School will designate one at-risk coordinator to collect and disseminate data regarding drop-outs in the Charter School and to coordinate the Charter School's program for students who are at high risk of dropping out.

Each school year, the at-risk coordinator will prepare a dropout reduction plan that identifies:

1. The number of Charter School students who dropped out in the preceding regular school term;
2. The number of students in grades 1-12 who are at risk of dropping out;
3. The Charter School's dropout rate goal for the next school year;
4. The dropout reduction programs, resources, and strategies to be used during the school year.

The Board will review and approve the plan annually.

At-Risk Students

In determining whether a student is at high risk of dropping out of school, the Charter School will consider the student's academic and attendance performance as well as whether the student is adjudged delinquent; abuses drugs or alcohol; is a student of limited English proficiency; receives compensatory or remedial education; has been sexually, physically, or psychologically abused; is pregnant or a parent; is an emancipated youth, is a previous drop-out, is a court or agency referral; stops attending school before the end of the school year; is an underachiever; is unmotivated; or exhibits other characteristics that indicate the student is at high risk of dropping out of school.

Programs and District Plan

The Charter School will provide a remedial and support program for any student who is at risk of dropping out of school.

The Charter School will have a plan designed to retain students in a school setting. The Charter School plan will be the responsibility of the Executive Director or the designated at-risk coordinator and will:

1. Emphasize a comprehensive team approach that includes the Executive Director, parent/guardian, teacher, student, community service provider, business representative, or others;

2. Include objectives designed to meet the identified needs of at-risk students and to retain those students in school;
3. Be designed to use community resources that are available to serve at-risk youth;
4. Provide for parental involvement, such as participation in developing student academic plans and training programs for parents; and
5. Provide for review of individual profiles for at-risk students.

The District plan may also:

1. Include alternatives; and
2. Provide for the referral of students who drop out to other programs;

Alternative high school programs conducted during the school year will be conducted off-site or scheduled at a time when school is not in session and shall comply with the State Board of Education Rules Governing Thoroughness (IDAPA 08.02.03.110).

Legal Reference: IDAPA 08.02.03.110 - Alternative Secondary Programs

Policy History: Adopted on: 4/10/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

[3200-3499 Student Rights And Responsibilities](#)

[3200 Student Rights And Responsibilities](#)

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[3250 Distribution And Posting Of Materials](#)

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[3260 Bring Your Own Technology Program](#)

[3260F Bring Your Own Technology Program Permission Form](#)

[3265 Student Owned Electronic Communication Devices](#)

[3270 Charter School-Provided Access To Electronic Information, Services, And Networks](#)

[3270F Internet Access Conduct Agreement](#)

[3270P Acceptable Use Of Electronic Networks](#)

[3275 Charter School Provided Mobile Computing Devices](#)

[3275F Mobile Computing Device Agreement](#)

[3280 Equal Education, Nondiscrimination, And Sex Equity](#)
[3281 Gender Identity And Sexual Orientation](#)
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[3290 Sexual Harassment/Intimidation Of Students](#)
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[3400F Extracurricular Consent Form](#)
[3410 School Sponsored Student Activities](#)
[3420 Student Fund Raising Activities](#)
[3430 Distribution Of Fund Drive Literature Through Students](#)
[3440 Student Fees, Fines, And Charges/Return Of Property](#)

3200 Student Rights And Responsibilities

All students are entitled to enjoy the rights protected by the Federal and State Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate Charter School policies or rules will be subject to disciplinary measures.

These rights and responsibilities may be described at greater length in student handbooks. All student handbooks are approved policy of the Board. The complete student handbook for each school is on file at the District administration office and at the respective schools.

Students who violate the provisions of the applicable student handbook will be

disciplined in accordance with the Charter School policies.

Cross Reference: 3370 - Searches and Seizure; 3330 - Student Discipline

Legal Reference: I.C. § 33-205 - Denial of School Attendance; Tinker v. Des Moines Ind. Sch. Dist., 89 S.Ct. 733 (1969)

Policy History: Adopted on: 8/7/18; Revised on:

3220 Student Use Of Buildings: Equal Access

Non-curriculum related secondary school student organizations may conduct meetings on the Charter School's premises without intervention on the basis of the religious, political, philosophical, or other content of the meeting.

The following criteria must be met:

1. The meeting is voluntary and student-initiated;
2. There is no sponsorship of the meeting by the Charter School, the government, or its agents or employees;
3. The meeting must occur during non-instructional time on regular school days;
4. Employees or agents of the school or government are present only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school persons may not direct, conduct, or control activities.

Although the Charter School assumes no sponsorship of these kinds of meetings, all meetings held on Charter School premises must be scheduled and approved by the Executive Director.

This policy pertains to student meetings. The Charter School has the authority, through its agent or employees, to maintain order and discipline on Charter School premises and to protect the well-being of students and faculty.

Legal Reference: 20 U.S.C. 4071 - Equal Access Act; Board of Education v. Mergens, 110 S.Ct. 2356 (1990)

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

3225 Student Clubs: Equal Access

The Board of Directors regards student clubs and organizations as an important part of the education and development of students.

Definitions

As used in this policy:

1. "School" shall mean the Project Impact STEM Academy.
2. "Club" shall mean a sponsored club or a non-sponsored or non-curriculum club of students of the School who wishes to organize and meet to form common goals, objectives, or purposes, but does not include school activities.
3. "Sponsored club" shall mean a club which is directly under the sponsorship, direction, and control of the school.
4. "Non-sponsored or non-curriculum club" shall mean a student initiated club which is not under the sponsorship, direction, or control of the school or any student initiated club that does not directly relate to the body of courses offered by the school.
5. "Non-participating capacity" shall mean a person may not promote, lead, or participated in any meeting.

The Charter School shall provide equal access and a fair opportunity for clubs to organize and to meet on School premises during the times established for such meetings.

Sponsored clubs shall be sponsored by a member of the faculty, staff, or administration of the school. The Charter School shall not sponsor clubs which advocate particular religious or political beliefs or ideas. Any such clubs shall be non-sponsored or non-curriculum, and must engage a school employee to monitor their activities while on the premises. The Charter School shall not be identified or associated with the goals, objectives, activities, beliefs, or opinions of any non-sponsored or non-curriculum club or its members. Any club whose activities are deemed by the Executive Director to be disruptive of the everyday operations of the School will not be allowed to initiate meetings, nor continue to meet on School premises.

Equal Access Regulations

The following general guidelines will be observed in approving, establishing, and operating student clubs at the Charter School.

1. Each proposed club must complete and submit a request to the Executive Director or designee stating the name, specific purpose of the club, the membership requirements, the activities of the club, and meeting dates and times. Each proposed club shall have the student group perform a risk management assessment of the proposed club activities. The Executive Director or designee will forward the request to the Charter School. The Charter School, with Board approval, shall respond to the request, accepting or rejecting the application, and designating the club as either a sponsored club or non-sponsored or non-curriculum club.
2. Student participation in club activities and attendance at club meetings shall be voluntary and shall be open to all students. All student groups meeting on school premises are required to open membership to all interested and/or eligible students. Clubs shall be allowed to meet on school premises from 7:00 AM to 8:00 AM, during the noon hour, and from 3:30 PM to 5:00 PM on days when school is in session. The time and place of all club meetings shall be subject to available space, conflicting activities and programs, and the availability of the faculty sponsor or monitor. Students shall be responsible for ensuring the presence of a faculty sponsor or monitor prior to every meeting. Clubs will be allowed to meet on School premises during other times of the day only in extraordinary or exceptional circumstances as may be determined by the Executive Director or designee.
3. All clubs must comply with provisions of the School's student constitution, if applicable.
4. No hazing of students shall be permitted.
5. The Executive Director or designee may deny the opportunity of any club to meet on School premises, and may deny permission of any non-School person to meet with or speak to a club on School premises, when there exists a substantial likelihood of material and substantial interference with the orderly conduct of educational activities within the school, or if the meeting or activities in the meeting are, or will be, in violation of any law or ordinance.
6. The Executive Director, designee, or student council (if appropriate) may temporarily or permanently terminate the opportunity of any club to meet on school premises in the future if the club has materially or substantially interfered with the orderly conduct of educational activities within the School, if the activities of the club have violated any law or ordinance, or if the club has violated any provision of this policy.

For sponsored clubs, the following guidelines will apply:

1. Each sponsored club will have a faculty or staff member appointed as sponsor. The sponsorship shall be approved by the Executive Director or designee.
2. All activities of the club must have prior approval of the sponsor.

3. Club funds shall be subject to deposit, audit, and disbursement in accordance with the regulations of the Charter School.
4. The content and placement of club posters or advertisements shall be approved by the club sponsor.

For non-sponsored or non-curriculum clubs, the following guidelines will apply:

1. The formation of non-sponsored or non-curriculum clubs shall be student initiated. Non-school persons may regularly attend meetings after checking in with the office staff and by following school rules and policies. The Administrative Team and Board reserve the rights to deny any non-school persons the right to regular attendance.
2. Recognition by the Charter School of a non-sponsored or non-curriculum club is not an endorsement of the aims, policies, or opinions of the student organization or its members;
3. The Charter School's name will not be identified with the aims, policies, or opinions of the student organization or its members;
4. Notices of meetings of non-curricular student organizations may be posted only on a designated bulletin board used by all non-school-sponsored organizations. No announcements shall be made over the public address system or in any school-sponsored publications;
5. No funds will be expended by the school for any such meeting beyond the incidental cost associated with providing a meeting place;
6. Every club must have a Charter School employee volunteer as a monitor to the club. The monitor shall be responsible for monitoring the meetings to assure that attendance at the meetings is voluntary, to assure that the meetings do not materially and substantially interfere with the orderly conduct of educational activities within the school, and to assure that order and discipline are maintained. Monitors shall attend the meetings of non-sponsored or non-curriculum clubs that are political or religious in nature in a non-participatory capacity;
7. No School employee shall be compelled to be a monitor of a non-sponsored or non-curriculum club;
8. Club posters or flyers need to have a disclaimer, and poster content and placement shall be approved by the Executive Director or designee; and
9. The Charter School shall not be identified or associated in any way with the goals, objectives, activities, or opinions of any non-sponsored or non-curriculum clubs to raise money.

Legal Reference: 20 U.S.C. §§ 4071-4074 - Equal Access Act

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

3225F Student Club Risk Management Plan

Student Club Risk Management Plan

Each school sponsored club must develop and implement a plan that identifies hazards and/or potential exposures to club members, faculty staff members, and School property. This plan should also outline the policies and procedures needed to control the identified hazards.

Due to the variety of club activities that can occur within a school, it is critical that hazards and exposures created by the club activities be carefully evaluated. Some clubs, for example a Chess Club, may not have significant hazards; however, other clubs such as a Drag Racing Club, or a Rodeo Club could have the potential for severe injuries. Each Risk Management Plan should be customized to the hazards of the individual club. To assist you in developing your plan, you can answer the following questions:

What are the purposes and goals of the club?

What are the responsibilities of the club members?

What training is to be required of club members? Are there minimum knowledge requirements? How will these be tested? How are training and test results documented and maintained?

What are the responsibilities of the faculty or school-appointed sponsor?

What special training or education is required of the faculty or school staff sponsor?
Are they certified through a recognized organization?

What rules are necessary to conduct club activities in a safe manner, minimizing hazards and exposures to club members, Charter School staff members, and school property?

What safety equipment is needed? Who is to provide this equipment? How is the equipment to be inspected and tested?

List emergency response procedures necessary based on any inherent risks of club activities, such as first-aid and emergency communication.

Are parent consent forms required? If so, where are the records maintained?

3230 Student Government

The Board of Directors encourages the function of a student council in the Charter School. Student councils shall assist in improving the general welfare of all students and give students the opportunity to participate in the orderly workings of the democratic process.

Student councils shall not have authority to make policies or procedures for the Charter School. However, they may make recommendations to the administration on any topic of student concern.

Eligibility rules for candidates and rules for conducting campaigns and elections should be published, widely announced, and uniformly enforced.

Legal Reference: I.C. § 33-506(1)

Policy History: Adopted on: 8/7/18; Revised on:

3240 Student Publications

Student publications produced as part of the school's curriculum or with the support of student body funds are intended to serve both as vehicles for instruction and student communications. They are operated and substantively financed by the student body and the Charter School.

Material appearing in such publications should reflect all areas of student interest, including topics about which there may be controversy and dissent. Controversial issues may be presented provided they are treated in depth and represent a variety of viewpoints. Such materials may not be libelous, obscene, or profane nor may they cause a substantial disruption of the Charter School; invade the privacy rights of others; demean any race, religion, gender, or ethnic group; or advocate the violation of the law. They may not advertise tobacco, liquor, illicit drugs, or drug paraphernalia.

The Executive Director shall develop guidelines to implement these standards and shall establish procedures for the prompt review of any materials that appear not to comply with the standards.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

3250 Distribution And Posting Of Materials

The distribution of materials from outside the school system uses a considerable amount of valuable educational time. This time is taken away from students, teachers, and the clerical staff. It is the Charter School's policy to limit the distribution of materials to parent and student organizations sponsored by the Charter School or other governmental agencies. Materials that provide information valued or needed by the Charter School may also be distributed.

Students should not be used to distribute partisan materials or information pertaining to a Charter School or general election, budget or bond issues, or negotiations. Students should not be exploited for the benefit of any individual, group, or profit-making organization.

No staff member may distribute any materials on Charter School property without prior approval of the Administrative Team. All notices and notes sent home with students concerning school activities, programs, schedule changes, organizations, charges for equipment and materials, etc., shall be cleared with the Executive Director before being sent. All materials distributed will clearly indicate their source. Non-school-related materials will be plainly labeled, including a disclaimer that the activity is "not a school-sponsored activity."

All organizations must have the approval of the Executive Director before materials may be distributed. The Executive Director will use the guidelines listed above in the approval of the distribution of the materials.

In order to facilitate the distribution of materials with information about student activities offered in the community, the Charter School will do the following:

1. Maintain a centrally located bulletin board for the posting of bulletins;
2. Maintain a table where flyers and other information can be made available to students; and
3. Include announcements for student related activities in newsletters that go home to students. The announcements must be submitted one week prior to the newsletter in which the announcement is to go home, must advertise a youth-oriented activity, and must be of non-religious, non-political nature.

It is the intent to post all notices and place flyers on the distribution table except those that are viewed by the Executive Director as likely to be disruptive, libelous, or obscene.

Cross Reference: 3430 - Distribution of Fund Drive Literature Through Students; 4240 - Distribution of Fund Drive Literature Through Students

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

3255 Student Dress

One of the fundamental purposes of school is to provide the foundation for the creation and development of a proper attitude toward education. In order to further this purpose, it is essential to create and maintain an effective teaching and learning environment. Student attire impacts the teaching and learning environment. It can either promote a more effective educational environment, or it can disrupt the educational climate and process. Student attire that is acceptable for some social settings may not be acceptable for the educational environment of school.

Students are reminded that their appearance (clothing and grooming) significantly affects the way others respond to them. Matters of dress remain the primary responsibility of students, in consultation with their parents/guardians. Nevertheless, since it is the duty of the Board of Directors to provide an educational atmosphere conducive to learning, minimizing disruptions or distractions, and to protect the health, safety, and morals of students, all students will adhere to the following certain minimum standards of dress when the student is on any school premises or at any school sponsored activity, regardless of location.

In general, students are not to wear or carry items of apparel; including clothing, accessories, cosmetics, tattoos, jewelry, and body piercings; which depicts or alludes to, by picture, symbol, or word, drugs, (including alcohol, tobacco, and controlled substances), drug paraphernalia, gangs, violence, or material which is sexually explicit or lewd or indecent, or illegal acts. The wearing, using, or display of any gang clothing (based upon the Executive Director or designee's reasonable belief that gangs may be present in a school) or attire, jewelry, emblem, badge, symbol, sign, codes or other things which evidence membership or affiliation in any gang is prohibited on any school premises or at any school sponsored activity, regardless of location.

Head coverings are inappropriate in the school building during regular school hours, unless the Executive Director or designee specifically makes an exception to the policy.

Unless the Executive Director or designee indicates otherwise, students will wear footwear at all times.

The Board of Directors urges parents and students to exercise sound judgment, based upon the standard of appropriateness for the school setting. For example, skirts or shorts that don't pass the tip of their middle finger, and clothing exposing bare midriffs

will not be allowed. The Executive Director or his or her designee is hereby authorized to promulgate regulations consistent with the provisions of this policy.

Interpretation and Implementation of Policy

The Executive Director or designee shall use reasonable discretion in interpreting and implementing the provisions of this policy. If a conflict arises in the interpretation of this policy, the interpretation of the Executive Director or designee shall be final. The Executive Director, administrators, and teachers shall use reasonable discretion in enforcing this policy.

Enforcement

Teachers and administrators may deny class entrance to students dressed or otherwise adorned inappropriately until arrangements may be made for their proper attire. All time missed from classes for failure to adhere to this policy will be deemed unexcused absences. Parents or guardians will be notified each time a student is asked to leave school because of inappropriate attire. Students who are insubordinate or refuse to change the improper attire, or who repeat dress code violations shall be subject to disciplinary action up to and including suspension or expulsion, depending on all the facts and circumstances, for violating the standards of student conduct.

Temporary Exceptions

In order to allow appropriate attire for a particular educational or school activity, the Executive Director or designee has the authority to grant temporary exceptions to specific provisions of this policy and related regulations. An example of such an exception might be where a specially scheduled school event allows a group of students to dress unusually on a particular day.

Accommodations

The Charter School will seek to accommodate cultural, religious, and ethnic differences in dress and grooming, provided such dress or grooming does not materially or substantially disrupt the educational process of the school or create a health or safety hazard for students, staff, or others. No student shall be required to modify their natural head or facial hair, such as by shaving or straightening through the application of heat or chemicals.

Legal Reference: I.C. 33-506 - Organization and Government of Board of Trustees; I.C. 33-512(6) - Governance of Schools

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

3260 Bring Your Own Technology Program

The Charter School recognizes the importance and potential educational benefits of technology. The use of portable electronic devices in the classroom can add educational value when such devices deliver content and extend, enhance, or reinforce the student learning process. Classroom teachers shall determine the appropriateness of in-class use of electronic devices, consistent with School instructional objectives, School policies, and with the approval of the building Lead.

The Board directs the Executive Director to work with appropriate stakeholders to ensure that Board-approved Bring Your Own Technology (BYOT) programs are implemented in a way that is mindful of available and required infrastructure, digital equity issues, student and system safety issues, and the need for all students to be able to access a device. The Executive Director may convene a taskforce including such members as teachers, administrators, parents, technology staff, and/or students to set guidelines about the use of BYOT devices.

The School respects each family's right to decide whether or not to provide the student with a device for this program.

Students are permitted to use approved personal electronic devices for educational purposes under the direction of a classroom teacher.

The School is not liable for any device stolen, lost, or damaged on School property or proceeding to or from School property, whether due to the action/inaction of the student or that of any third party. The student and his or her parent/guardian shall be solely responsible for any such loss, theft, or damage. If a device is stolen or damaged, it will be handled through the administrative office as other personal items that are stolen or damaged. It is recommended that skins, decals, and other school appropriate custom touches be used to identify physically a student's device from others. Additionally, protective cases for technology are encouraged.

Rules Regarding Use of BYOT Devices

Personal electronic devices may only be used in a responsible and legal manner, and may not be used in a manner that disrupts the educational process and/or is contrary to any School policy, procedure, or rule. Students using their own devices are subject to School acceptable use guidelines, BYOT guidelines, student conduct and discipline rules, and all other Board policies and procedures and School rules. Failure to adhere to these guidelines may result in the revocation of the privilege of using personal electronic devices in the classroom and in disciplinary action as appropriate.

Students may only use a personally-owned device as part of the BYOT program once a Form 3260F Bring Your Own Technology Permission Form and Form 3270F Internet

Access Conduct Agreement, signed by both the student and parent/guardian, are on file with the School.

The following personal electronic devices may be used in BYOT programs:

1. Laptop computers;
2. Tablet PCs;
3. E-readers;

To ensure compliance with the Children's Internet Protection Act, students using their own electronic devices may access only the wireless Internet provided by the School. Internet access from outside sources, such as using a data plan associated with a personally-owned device, is not permitted on School grounds. Students are prohibited from attempting to bypass the School's Internet gateway, and are directed to report any inappropriate content and conduct to their classroom teacher. If a student accesses the Internet from outside sources, at a minimum, the student will lose the privilege to participate in the BYOT program.

Students may only access files and sites that are relevant to the classroom curriculum and suggested or authorized by a teacher. Teachers shall closely supervise students to ensure appropriate use of technology in the classrooms.

BYOT activities are implemented at the discretion of classroom teachers and administrators. BYOT devices shall be turned off unless students have been directed to use them. Students are to turn off and keep BYOT devices in the sight of the teacher during assessments unless otherwise directed by a teacher. Any teacher's instruction to shut down BYOT devices or to close the screen is to be followed immediately. All BYOT devices must be kept in silent mode unless otherwise directed by the classroom teacher.

Students shall charge all BYOT devices prior to school every day. Because power cords stretched across classrooms can become a safety issue both for the students and devices, charging the device in any classroom, hallway, or any other location that may be a safety concern is prohibited. Personal devices cannot be left on School grounds before or after school hours.

The School will not service, repair, or maintain any non-School owned technology brought to and used at school by students.

When electronic devices are used to enhance learning in the classroom, students without an approved, charged personal device will be provided access to an appropriate School-owned digital device. Students may not share any BYOT device with another student unless their parent/guardian has approved this in writing and the teacher has directed it.

Violations of any Board policies, regulations, or School rules involving a student's

personal electronic device may result in the loss of use of the device in school and/or disciplinary action. The School reserves the right to inspect a student's personal electronic device if there is reason to believe that the student has violated Board policies, regulations, School rules or has engaged in other misconduct while using their personal electronic device. Any search will be conducted in compliance with Board policies.

The controls on electronic communication devices contained in this policy do not apply to special education or Section 504 students or students with an Individualized Education Plan when any of these or other such similar plans conflict with uses outlined herein.

Cross Reference: 3260F - Bring Your Own Technology Permission Form; 3265 - Student-owned Electronic Communications Devices; 3270 - Charter School-provided Access to Electronic Information, Services, and Networks; 3270P - Acceptable Use of Electronic Networks; 3275 - Charter School-provided Mobile Computing Devices; 3295 - Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing; 3370 & 3370P - Searches and Seizure

Legal Reference: Children's Internet Protection Act, P.L. 106-55420 U.S.C. § 6801, et seq.

Policy History: Adopted on: 8/7/18; Revised on: 6/4/19; Reviewed on: 6/4/19

3260F Bring Your Own Technology Program Permission Form

Student: _____

School Year: _____

Dear Parents/Guardians:

Project Impact STEM Academy allows students to participate in a curriculum-based Bring Your Own Technology (BYOT) Program. Signed agreement to the following terms and discussing them with your child are required before your child can participate in the School's BYOT Program.

Your child must also sign Form 3270F Internet Access Conduct Agreement to participate in the BYOT Program. If you have not read and signed this document or do not know whether one is already on file in the School, contact your Executive Director. You may also ask your Executive Director for any other policies, procedures, or forms referenced below.

The use of an approved personal electronic device is a privilege and students may be denied access at any time. The violation of any laws or School policies while

participating in the program may result in the loss of your child's privilege to participate in the program.

Please sign below, indicating whether you agree to allow your child to participate in the BYOT Program, and return this form to the Executive Director at: 2275 W Hubbard Rd, Kuna ID 83634.

Parents/guardians and their children share the responsibility for technical support and providing a properly charged BYOT device. If a BYOT device has technical difficulties, a School-owned device may be provided, if available, or the student may be asked to partner with another student who has a functioning BYOT device during a lesson. The School will also expect you and your child to keep the BYOT device free from viruses, malware, and/or any other harmful programs that could damage the School's electronic network. The School is not liable for any device that is stolen, lost, or damaged on School property or proceeding to or from School property, whether due to the action/inaction of the student or that of any third person. Finally, the right to privacy in your child's BYOT device is limited while it is on any School property.

Participation Authorization and Responsible Use Agreement

Please indicate agreement by initialing in the space available.

____ I hereby request that my child be allowed to participate in the School's BYOT program.

____ I have read this agreement. I understand the program is designed for educational purposes and that the School's Internet gateway must be accessed to minimize access to inappropriate material. I also understand that at no time shall there be any attempt to bypass the School's Internet gateway or the use of any private Internet access.

____ I will hold harmless the School, its employees, agents, and Board Members for any harm caused by materials or software obtained via the School's network.

____ I have previously signed Form 3270F Internet Access Conduct Agreement. I have also read and discussed with my child the following documents. My child and I agree to abide by these policies, procedures, and forms.

1. Policy 3260 Bring Your Own Technology (BYOT) Program
2. Form 3260F Bring Your Own Technology (BYOT) Permission Form
3. Policy 3270 Charter School-Provided Access to Electronic Networks
4. Procedure 3270P Acceptable Use of Electronic Networks
5. Form 3270F Internet Access Conduct Agreement

____ I understand that my child and I share responsibility for technical support,

providing a properly charged BYOT device, and keeping the BYOT device free from viruses, malware, and any other harmful programs that could harm or infect the School's electronic network.

_____ I understand that the School does not provide liability protection for BYOT devices, and is not responsible for any damage, loss, or theft whether caused by my student or any third party.

_____ I understand that my child's privacy rights in his or her BYOT device while on any School property are limited as outlined in School policy.

_____ I consent that my child may share another student's BYOT device, or may be asked to share his or her BYOT device with another student, from time to time as directed by the classroom teacher.

Parent/Guardian's Name (please print): _____

Parent/Guardian's Signature: _____

Student's Signature: _____

Date: _____

To be read and signed by any student and parent/guardian who elects NOT to participate in the BYOT Program:

I have decided **not to participate** in the BYOT program sponsored by the Charter School for the remainder of this school year. In order for me to participate in the BYOT program at a later date, I understand that I must contact the office and sign the above Bring Your Own Technology (BYOT) Permission Form.

Parent/Guardian's Name (please print): _____

Parent/Guardian's Signature: _____

Student's Signature: _____

Date: _____

3265 Student Owned Electronic Communication Devices

Students, with permission of their parent(s)/guardian(s), or the student him or herself if over 18 years of age, may be in possession of a personal electronic devices such as smart phones, cellular telephones, pagers/beepers, laptops, tablets, e-readers, or other related electronic devices on school property. The devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another

individual. Unless an emergency situation exists that involves imminent physical danger or a certified Charter School employee authorizes the student to do otherwise (such as use in class), use of devices shall be limited to the period before classes begin in the morning, during the student's lunch period, and after the student's last class in the afternoon.

Access to the devices is a privilege and not a right. Each student will be required to follow the Acceptable Use of Electronic Networks Policy and the Internet Access Conduct Agreement.

Students may only access the internet through the filtered School connection, regardless of whether they are using their personal device or a School-issued device. School staff will not provide software or technical assistance for student-owned devices.

Because power cords stretched out in classrooms become a safety issue both for the students and devices, charging the device in any classroom, hallway, or any other location that may be a safety concern will not be allowed.

The use of cameras in any type of electronic device is strictly prohibited in locker rooms, restrooms, and classrooms unless a certified Charter School employee authorizes the student to do otherwise. Where students are allowed to use electronic devices, they are required to obtain permission before taking any recording; photograph, audio, or video; of any individual. Students must also obtain permission from any individual appearing in a recording; photograph, audio, or video; prior to posting on any social networking site or other internet site.

Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on any student assessment, project, or assignment shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held.

Students are responsible for safeguarding devices they bring to school. The School shall not be responsible for loss, theft, damages, or destruction of student owned devices brought onto School property.

Students shall comply with any additional rules developed by the School concerning appropriate use of telecommunication or other electronic devices.

Students violating the provisions of this policy are subject to disciplinary action, including losing the privilege of bringing the device onto School property, detention, suspension, or expulsion. In addition, an administrator will confiscate the devices, which shall only be returned to the student's parent(s)/guardian(s). Where appropriate, police authorities may be contacted.

The controls on electronic communication devices contained in this policy do not apply to special education or Section 504 students or students with an Individualized Education Plan when any of these or other such similar plans conflict with uses outlined herein.

Policy History: Adopted on: 8/7/18; Revised on: 6/4/19; Reviewed on: 6/4/19

HISTORY

Amended by Res. [2020-3](#) on 3/3/2020

3270 Charter School-Provided Access To Electronic Information, Services, And Networks

Internet access and interconnected computer systems are available to the Charter School's students and faculty. Electronic networks, including the internet, are a part of the School's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the School to be able to continue to make its computer network and internet access available, all users, including students, must take responsibility for appropriate and lawful use of this access. Students utilizing School-provided internet access are responsible for good behavior online. The same general rules for behavior apply to students' use of School-provided computer systems. Students must understand that one student's misuse of the network and internet access may jeopardize the ability of all students to enjoy such access. While the School's teachers and other staff will make reasonable efforts to supervise use of network and internet access, they must have student cooperation in exercising and promoting responsible use of this access and students must be held responsible and accountable for their own conduct.

Curriculum

In accordance with this policy and the Board's philosophy to ensure the safety of all students, the Charter School shall provide an appropriate planned instructional component for internet safety which shall be integrated into the School's regular instructional program. In compliance with the Children's Internet Protection Act this instruction will include information on the safe use of social networking sites and instant messaging, the characteristics of cyber-bullying, and recommended responses.

The use of the School's electronic networks shall be consistent with the curriculum adopted by the School, as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and shall comply with the selection criteria for instructional materials and library-media center materials. Staff may, consistent with the School's educational goals, use the internet throughout the curriculum.

The School's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Uses

1. The Charter School provides students with an electronic network to support education and research and for the conduct of School business. Student personal use of computers that is consistent with the School's educational mission may be permitted during class when authorized by a student's teacher or appropriate administrator. Personal use of School computers and networks outside of class is permissible, but must comply with School policy. Use is a privilege, not a right. Students have no expectation of privacy in any materials that are stored, transmitted, or received via the School's electronic network or School computers. The School reserves the right to access, monitor, inspect, copy, review, and store, at any time and without prior notice, any and all usage of the computer network and internet access and any and all information transmitted or received in connection with such usage, including email and instant messages.
2. **Unacceptable Uses of Network.** The following are considered examples of unacceptable uses and constitute a violation of this policy. Additional unacceptable uses can occur other than those specifically listed or enumerated herein:
 - a. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale, use, or purchase any substance the possession or use of which is prohibited by the Charter School's student discipline policy, local, State, or federal law; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate local, State, or federal law; information pertaining to the manufacture of weapons; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials;
 - b. Uses that cause harm to others or damage their property, person, or reputation, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating; reading another person's communications; sharing another person's pictures, private information, or messages without their permission; or otherwise using his or her access to the network or the internet;
 - c. Uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.

Users will immediately notify the School's system administrator if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access.

- d. Uses amounting to harassment, sexual harassment, bullying, or cyber-bullying defined as using a computer, computer system, or computer network to convey a message in any format, including audio or video, text, graphics, photographic, or any combination thereof that is intended to harm another individual.
- e. Uses that jeopardize the security of student access and of the computer network or other networks on the internet; uses that waste Charter School resources including downloading very large files without permission from a teacher, unnecessary printing, and consuming excess file space on shared drives.
- f. Uses that are commercial transactions, including commercial or private advertising. Students and other users may not sell or buy anything over the internet. Students and others should not give personal information to others, including credit card numbers and social security numbers.
- g. The promotion of election or political campaigns, issues dealing with private or charitable organizations or foundations, ballot issues, or proselytizing in a way that presents such opinions as the view of the Charter School.
- h. Sending, receiving, viewing, or downloading obscene materials, materials harmful to minors, or materials that depict the sexual exploitation of minors.
- i. Disclosing identifying personal information or arranging to meet persons met on the internet or by electronic communications; sharing one's password with others or allowing them to use one's account.
- j. Downloading, installing, or copying software or other files without authorization of the Executive Director or the Executive Director's designee.
- k. Posting or sending messages anonymously or using a name other than one's own.
- l. Attempting to bypass internal or external security systems or controls using School equipment. Students and staff may only access the internet using the School network.
- m. Plagiarism of material accessed online. Teachers will instruct students in appropriate research and citation practices.
- n. Using the network while access privileges are revoked.

Internet Safety

Each Charter School computer with internet access shall have a filtering device that blocks access to visual depictions that are obscene, pornographic, harmful, or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Executive Director or designee.

The School will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate and/or harmful to minors. The Executive Director or designee shall enforce the use of such filtering devices.

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;

And, taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The term "harmful to minors" is also defined in Section 18-1514(6), Idaho Code, which provides:

1. The quality of any material or of any performance of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse, when it:
 - a. Appeals to the prurient interest of minors as judged by the average person, applying contemporary community standards; and
 - b. Depicts or describes representations or descriptions of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse which are patently offensive to prevailing standards in the adult community with respect to what is suitable material for minors and includes, but is not limited to, patently offensive representations or descriptions of:
 - i. Intimate sexual acts, normal or perverted, actual or simulated; or
 - ii. Masturbation, excretory functions, or lewd exhibits of the genitals or genital area. Nothing herein contained is intended to include

or proscribe any matter which, when considered as a whole, and in context in which it is used, possesses serious literary, artistic, political, or scientific value for minors, according to prevailing standards in the adult community, with respect to what is suitable for minors.

2. The quality of any material or of any performance, or of any description or representation, in whatever form, which, as a whole, has the dominant effect of substantially arousing sexual desires in persons under the age of 18 years.

Internet Filtering

Filtering is only one of a number of techniques used to manage students' access to the internet and encourage acceptable usage. It is not viewed as a foolproof approach to preventing access to material considered inappropriate or harmful to minors. Anything that falls under at least one of the categories below shall be blocked and filtered. This list will be updated/modified as required.

1. Nudity/pornography: Prevailing U.S. standards for nudity, provocative semi-nudity, sites which contain pornography or links to pornographic sites;
2. Sexuality: Sites which contain material of a mature level, images or descriptions of sexual aids, descriptions of sexual acts or techniques, sites which contain inappropriate personal ads;
3. Violence: Sites which promote violence, images or description of graphically violent acts, graphic autopsy or crime-scene images;
4. Crime: Information on performing criminal acts (e.g., drug or bomb making, computer hacking), illegal file archives (e.g., software piracy);
5. Drug Use: Sites which promote the use of illegal drugs, material advocating the use of illegal drugs (e.g. marijuana, LSD) or abuse of any drug. Exception: material with valid-educational use;
6. Tastelessness: Images or descriptions of excretory acts (e.g., vomiting, urinating), graphic medical images outside of a medical context;
7. Language/Profanity: Passages/words too coarse to be softened by the word filter, profanity within images/sounds/multimedia files, adult humor;
8. Discrimination/Intolerance: Material advocating discrimination (e.g., racial or religious intolerance); sites which promote intolerance, hate, or discrimination;
9. Interactive Mail or Chat: Sites which contain or allow inappropriate email correspondence, sites which contain or allow inappropriate chat areas;
10. Inappropriate Banners: Advertisements containing inappropriate images or words;

11. Gambling: Sites which allow or promote online gambling;
12. Weapons: Sites which promote illegal weapons, sites which promote the use of illegal weapons;
13. Self-Harm: Sites containing content on self harm including cutting, and sites that encourage anorexia, bulimia, etc.; and
14. Judgment Calls: Whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Filtering should also be used in conjunction with:

1. Educating students to be “Net-smart”;
2. Using recognized internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
3. Using “Acceptable Use Agreements”;
4. Using behavior management practices for which internet access privileges can be earned or lost; and
5. Appropriate supervision, either in person and/or electronically.

The system administrator and/or Internet Safety Coordinator and/or building lead shall monitor student internet access.

The Internet Safety Coordinator shall set a process for reviewing student claims that access has been denied to internet material that is not within the prohibitions of this policy and for unblocking such materials when appropriate.

Review of filtering technology and software shall be done on a periodic basis and is the responsibility of the Internet Safety Coordinator. It shall be the responsibility of the Internet Safety Coordinator to bring to the Executive Director or designee any suggested modification of the filtering system and to address and assure that the filtering system meets the standards of Idaho Code 18-1514 and any other applicable provisions of Chapter 15, Title 18, Idaho Code.

Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the internet without the permission of a parent/guardian and the student or, if the student is 18 or over, the permission of the student. Students should be aware that conduct on the Charter School’s computer or using the School’s server may be subject to public disclosure depending upon the nature of the communication. Users should never give out private or confidential information about themselves or others on the

internet, particularly credit card numbers and social security numbers. Staff members may approve exceptions in the case of applications for college or employment.

Student Use of Social Media

Students will be held accountable for the content of the communications that they post on social media websites and are responsible for complying with School policy. Students may not disrupt the learning atmosphere, educational programs, School activities, or the rights of others.

All requirements of this policy apply to use of social media through the School network or equipment or as part of a class assignment.

Internet Access Conduct Agreements

Each student and his or her parent(s)/legal guardian(s) will be required to sign and return to the School at the beginning of each school year the Internet Access Conduct Agreement prior to having access to the School's computer system and/or internet service.

Warranties/Indemnification

The Charter School makes no warranties of any kind, express or implied, in connection with its provision of access to and use of its computer networks and the internet provided under this policy. The School is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the internet. The School will not be responsible for any unauthorized charges or fees resulting from access to the internet, and any user is fully responsible to the School and shall indemnify and hold the School, its Board Members, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network and the internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or, if the user is a minor, the user's parent(s)/legal guardian(s) agrees to cooperate with the School in the event the School initiates an investigation of a user's use of his or her access to its computer network and the internet.

Violations

If any user violates this policy, the student's access to the Charter School's internet system and computers will be denied, if not already provided, or withdrawn and he or she may be subject to additional disciplinary action. The system administrator will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his or her decision being final. Actions which violate local, State, or federal law may be referred to the local law enforcement agency.

If the actions of the individual are also in violation of other School discipline policies, said student shall be subject to additional possible disciplinary action based upon these policies.

Internet Safety Coordinator

The Executive Director shall serve, or appoint someone to serve, as “Internet Safety Coordinator” with responsibility and authority for ensuring compliance with the requirements of federal law, State law, and this policy. The Internet Safety Coordinator shall develop and maintain administrative procedures to enforce the provisions of this policy and coordinate with the appropriate Charter School personnel regarding the internet safety component of the School’s curriculum. The Internet Safety Coordinator shall handle any complaints about the enforcement of this policy or refer them to other appropriate personnel depending on the nature of the complaint.

The Internet Safety Coordinator shall maintain documentation evidencing that instruction by School personnel on internet safety is occurring School wide.

Public Notification

The Internet Safety Coordinator shall inform the public via the main Charter School web page of the School’s procedures regarding enforcement of this policy and make them available for review at the School office.

Submission to State Department of Education

This policy shall be filed with the State Executive Director of Public Instruction every five years after initial submission and subsequent to any edit to this policy thereafter.

Cross Reference: 2326 - Digital Citizenship and Safety Education; 3330 - Student Discipline

Legal Reference: I.C. § 33-132 - Local School Boards Internet Use Policy Required; I.C. § 18-1514(6) - Obscene Materials – Definitions; 20 U.S.C. § 9134(f) - Children’s Internet Protection Act; 20 U.S.C. § 7131 - Internet Safety

Policy History: Adopted on: 8/7/18; Revised on: 6/4/19; Reviewed on: 6/4/19

3270F Internet Access Conduct Agreement

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of Project Impact STEM Academy’s policy regarding School-provided Access to Electronic Information, Services, and Networks (Policy No. 3270). Should I commit any violation or in any way

misuse my access to the School's computer network or the Internet, I understand and agree that my access privileges may be revoked and School disciplinary action may be taken against me.

User's Name (Print) _____ Home

Phone: _____

User's Signature: _____ Date: _____

Address: _____

Status: Student _____ Staff _____ Patron _____ I am 18 or older _____ I am under 18 _____

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Legal Guardian. *(If the applicant is under 18 years of age, a parent/legal guardian must also read and sign this agreement.):*

As the parent/legal guardian of the above named-student, I have read, understand, and agree that my child shall comply with the terms of the Charter School's policy regarding School-Provided Access to Electronic Information, Services, and Networks for the student's access to the School's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the School to restrict access to all offensive and controversial materials and understand my child's responsibility for abiding by the policy. I am, therefore, signing this Agreement and agree to indemnify and hold harmless the Charter School, the Board Members, Administrators, teachers, and other staff against all claims, damages, losses, and costs, of whatever kind, that may result from my child's use of his or her access to such networks or his or her violation of the School's policy. Further, I accept full responsibility for supervision of my child's use of his or her access account if and when such access is not in the school setting. I hereby give my child permission to use the building-approved account to access the School's computer network and the Internet.

Parent/Guardian (Print) _____

Home Phone: _____

User's Signature: _____ Date: _____

Address: _____

This Agreement is valid for the 2019-2020 school year only.

3270P Acceptable Use Of Electronic Networks

All use of electronic networks shall be consistent with the Charter School's goal of promoting educational excellence by facilitating resource sharing, innovation, and

communication. These procedures do not attempt to state all required or proscribed behaviors by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

Terms and Conditions

1. Acceptable Use: Access to the School's electronic networks must be:
 - a. For the purpose of education or research and consistent with the educational objectives of the School; or
 - b. For legitimate business use.
2. Privileges: The use of the School's electronic networks is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The Internet Safety Coordinator will make all decisions regarding whether or not a user has violated these procedures, and may deny, revoke, or suspend access at any time. An appeal of such decisions may be made to the Executive Director within seven days. His or her decision is final.
3. Unacceptable Uses: The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are the following:
 - a. Using the network for any illegal activity, or to access websites encouraging illegal activity including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State law;
 - b. Accessing information pertaining to the manufacture of weapons;
 - c. Uses that cause harm to others or damage property;
 - d. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
 - e. Downloading copyrighted material;
 - f. Using the network for private financial or commercial activities;
 - g. Wastefully using resources, such as file space;
 - h. Hacking or gaining unauthorized access to files, resources, or entities; uploading a worm, virus, or other harmful form of programming;
 - i. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
 - j. Using another user's account or password or some other user identifier that misleads message recipients into believing that someone other than

- you is communicating;
 - k. Posting material authored or created by another, without his or her consent;
 - l. Posting anonymous messages;
 - m. Using the network for commercial or private advertising;
 - n. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, bullying, or illegal material; and
 - o. Using the network while access privileges are suspended or revoked;
 - p. Promotion of political, personal, or religious causes in a way that presents such opinions as the view of the School;
 - q. Disclosing identifying personal information or arranging to meet persons met on the internet or by electronic communications; and
 - r. Any other unacceptable uses as outlined in Charter School Policy 3270.
4. Network Etiquette – The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
- a. Be polite. Do not become abusive in messages to others.
 - b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language.
 - c. Do not reveal personal information (including the addresses or telephone numbers) of students or staff.
 - d. Recognize that e-mail is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
 - e. Do not use the network in any way that would disrupt its use by other users.
 - f. Consider all communications and information accessible via the network to be private property.
5. No Warranties: The Charter School makes no warranties of any kind, whether expressed or implied, for the service it is providing. The School will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the internet is at the user's own risk. The School specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6. Indemnification: The user agrees to indemnify the Charter School for any losses, costs, or damages (including reasonable attorney fees) incurred by the School, relating to or arising out of any violation of these procedures.
7. Security: Network security is a high priority. If the user can identify a security problem on the internet, the user must notify the system administrator, Internet Safety Coordinator, or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account. Attempts to log on to the internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network.
8. Vandalism: Vandalism will result in the cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.
9. Telephone Charges: The Charter School assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, or equipment or line costs.
10. Copyright Web Publishing Rules: Copyright law and Charter School policy prohibit the republishing of text or graphics found on the internet or on School websites or file servers, without explicit written permission.
 - a. For each republication on a website or file server of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the website address of the original source.
 - b. Students engaged in producing website pages must provide library media specialists with e-mail or hard copy permissions before the website pages are published. Printed evidence of the status of "public domain" documents must be provided.
 - c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
 - d. The "fair use" rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
 - e. Student work may only be published if there is written permission from both the parent/guardian and the student.
 - f. Violation of the copyright web publishing rules may result in denial of access to the network.

11. Use of Electronic Mail.

- a. The Charter School's electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by the School. The School provides e-mail to aid students in fulfilling their duties and responsibilities and as an education tool.
- b. Email could be subject to public records requests and disclosures depending upon the subject matter of the contents of the email.
- c. The School reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an electronic mail account is strictly prohibited.
- d. Each person should use the same degree of care in drafting an electronic mail message that would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- e. Electronic messages transmitted via the Charter School's internet gateway carry with them an identification of the user's internet "domain." This domain name is a registered domain name and identifies the author as being with the School. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of this School. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- f. Any message received from an unknown sender via the internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any internet-based message is prohibited, unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- g. Use of the Charter School's electronic mail system constitutes consent to these regulations.

Internet Safety

1. Internet access is limited to only those "acceptable uses," as detailed in these procedures.
2. Staff members shall supervise students while students are using Charter School internet access at School, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.
3. Each Charter School computer with Internet access has a filtering device that

blocks entry to visual depictions that are obscene, pornographic, or harmful or inappropriate for students as defined by the Children’s Internet Protection Act and as determined by the Executive Director or designee. Students must use the School’s filtered network for all online activities on School grounds or using School equipment.

4. The system administrator, Internet Safety Coordinator, and/or building principals shall monitor student Internet access.

Student Use of Social Media

Students will be held accountable for the content of the communications that they post on social media locations and are responsible for complying with Charter School policy and procedures for content posted using a School computer, network, or software or when posted during school hours when the student is in attendance at School. Student posts on social media locations outside of school hours and School grounds using a personal computer, network, and software shall be private as long as they do not enter into the educational setting and interfere with the orderly operation of the School. Posts to social network sites using a School computer, network, or software may be subject to public records requests. Students may not disrupt the learning atmosphere, educational programs, School activities, or the rights of others.

All of the requirements and prohibitions in School policy and procedure apply to the use of social media on School grounds, through the School network or using School equipment, or as part of a class assignment.

Procedure History: Promulgated on: 8/7/18; Revised on: 6/4/19; Reviewed on: 6/4/19

3275 Charter School Provided Mobile Computing Devices

The Charter School is committed to providing a safe, rigorous, and engaging learning environment that prepares all students to be career and college ready. Accessing and using technological resources is one of the cornerstones of a 21st century education. This document describes the rules for acceptable use of School-issued mobile computing devices on and off School premises. Using these resources responsibly will promote educational excellence by facilitating resource sharing, fostering creativity, and promoting communication in a safe, secure environment for all users.

Distributing Mobile Computing Devices

Before they are issued a mobile computing device, each student must submit an executed Student Agreement for Mobile Computing Device Use and a copy of the Internet Access Conduct Agreement. Each form must be signed by the student and by their parent or guardian if they are less than 18 years of age.

The Charter School may provide parent orientations on the mobile computing device program. A student's parents/guardians are encouraged to attend an orientation before the student takes a device home with them.

Parents/guardians of students may use the School-issued device, and their involvement in student learning through technology is strongly encouraged. However, use of School-issued technology outside of this purpose, such as for personal gain or activities unrelated to student learning, is prohibited. Both parent and student use of the School's device, network, and software may be subject to a public records request depending upon the content of the document or communication, including email.

Students may take the devices out of Idaho at the discretion of the technology department. The School directs the Executive Director to establish procedures for students to request permission to take the device with them.

At the end of the school year, the School will collect all devices from students. At the School's discretion, students may be issued devices to support summer school programs.

The Executive Director shall establish procedures for the maintenance of records regarding the devices, including tracking device inventory and which device is issued to which student.

Care and Safety

Students are responsible for the general care of the device they have been issued by the Charter School and are expected to observe the following precautions:

1. No food or drink is allowed next to a device while it is in use;
2. Insert and remove cords, cables, and removable storage devices carefully;
3. Shut down the device when not in use to conserve battery life;
4. Stickers, drawings, or permanent markers may not be used on the device;
5. Do not vandalize the devices or any other School property;
6. Devices must never be left in any unsupervised area.
7. Students are responsible for keeping their device's battery charged for School each day;
8. Do not place anything near the device that could put pressure on the screen;
9. Clean the screen with an anti-static cloth or any other soft, dry cloth;
10. Devices should not be stored in a student's vehicle, or anyplace else subject to extreme temperatures;

The Executive Director will designate an individual or office where the devices must be taken if they break or fail to work properly.

Use at School

Devices are intended for use at the School each day. Students are responsible for bringing their device to all classes, unless specifically advised not to do so by their teacher. Devices must be brought to school each day in a fully charged condition. Power cords must stay with the device at all times. Repeat failures to comply with these requirements will result in disciplinary action.

If students leave their device at home, they may phone their parent/guardian to bring it to the School. Students without a device will use a computer in the classroom or a device from the lending pool depending upon availability and at the administrator's discretion. This includes students whose devices are undergoing repair.

Sound must be muted or headsets must be used at all times unless the teacher directs otherwise.

Students may use printers in classrooms, the library, and computer labs with teachers' permission during class or breaks. All printing should be limited to educational purposes.

Personalizing Mobile Computing Devices

While at no time does the device become the personal property of students or staff; students may place individualized items on the device, which are limited to music, pictures, and other items that do not hinder the network or device functionality. Students may be permitted to select their own screen savers and backgrounds provided they are appropriate. Screensavers, backgrounds, or other pictures containing guns, weapons, pornographic materials, inappropriate language, alcohol, drugs, gang related symbols or pictures, the student's password or other items deemed inappropriate by the administration will result in disciplinary actions.

Students may not add options or upgrades to the device, change the operating system, or add unauthorized software or safety controls.

Should students or parents/guardians place personalized items on the device, such items may be accessed or viewed by School staff at any time, for any reason, including randomly selected device reviews. No content placed on School provided devices is privileged or confidential.

Managing Files

Once details are known about the availability of file space that is shared or is backed up automatically, the Executive Director will set a procedure for where students and teachers should save important documents.

Students should also back up their work frequently using removable file storage or by e-mailing important documents to themselves. It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. Device malfunctions are not an acceptable excuse for not submitting work.

Software

The software originally installed by the Charter School must remain on the device in usable condition and be easily accessible at all times.

From time to time the School may add or update software applications. The licenses for this software sometimes require that the software be deleted from devices at the completion of a course. Periodic reviews of devices will be made to ensure that students have deleted software that is no longer required in class and that the School has not exceeded its licenses.

All devices will be equipped with anti-virus protection software which will be upgraded regularly.

It is the responsibility of individual students to be aware of additional software programs and files loaded onto their device which are required for classes or School activities.

Students wishing to load additional software onto a device must first obtain the permission of the School's technology department. Any additional software must be appropriate for the School environment and comply with the Internet Access Conduct Agreement. Violent games and device images containing obscene or pornographic material are banned. The technology department shall determine whether a game is violent, and the student may appeal this decision to the Executive Director. Each student is responsible for ensuring that only licensed software is loaded onto his or her device.

Inspection and Filtering

Filtering software will be used to prevent access to material considered inappropriate or harmful to minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or School administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 18 and older.

Students may be selected at random or for cause to provide their device for inspection. If technical difficulties occur or unauthorized software or any other violation of Charter School policy is discovered, all files and the hard drive may be reformatted. Only authorized software will be installed. The School does not accept responsibility for the loss of any software or other materials deleted due to a reformat and reimage.

Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated School staff to ensure appropriate use. The School will cooperate fully with local, State, or federal officials in any investigation concerning or relating to violations of law.

Remote Access of Devices

Devices may be equipped with the ability to be accessed remotely in the case of technical problems requiring remote assistance, missing or stolen devices, or other for any other appropriate Charter School purpose. A student does not need to be asked for permission prior to remote software maintenance.

Acceptable Use

Access to the devices is a privilege and not a right. Each employee, student, and parent will be required to follow the Internet Access Conduct Agreement and the Acceptable Use of Electronic Networks Policy. Violation of these policies, whether by the student or another party, while the device is in student custody may result in disciplinary action for the student, possible revocation of device privileges, and/or contacting law enforcement authorities.

Protecting and Storing Devices

Students are expected to password protect their devices and shall keep their password confidential.

When students are not using their devices, the devices should be stored in their charging station. Students are allowed to take their devices home every day after School.

Under no circumstances should devices be left in unsupervised areas. Unsupervised areas include the School grounds, the cafeteria, computer lab, locker rooms, library, unlocked classrooms, dressing rooms, and hallways. Unsupervised devices will be confiscated by staff and taken to the building technology office. Disciplinary action may be taken for leaving a device in an unsupervised location.

Repair of Devices

Students are to report all device problems to Charter School technology personnel.

The Executive Director will issue a document clarifying student or parent responsibility for lost and damaged devices when the details of the School's insurance policy are known.

Cross Reference: 3270F - Internet Access Conduct Agreement; 3270P - Acceptable

Use of Electronic Networks; 3270P2 - Device Acceptable Use Policy

Legal Reference: I.C. § 33-1627 - Online Courses – Mobile Computing Devices and Teacher Training; Technology Task Force Final Task Force Recommendations; Children’s Internet Protection Act, P.L. 106-55420 U.S.C. § 6801, et seq. 47 U.S.C. § 254(h) and (l)

Policy History: Adopted on: 8/7/18; Revised on: 7/2/19; Reviewed on:

3275F Mobile Computing Device Agreement

This Agreement is valid for the 2019-2020 School year only.

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the Charter School’s policies regarding School-provided mobile computing devices (Policy No. 3275). Should any violation or misuse of the device occur while it is in my custody, I understand and agree that I may lose access to the device, or may lose the privilege of taking it home, and will forfeit any fees paid for use of the device, regardless of whether the misuse was committed by me or another person.

I accept full responsibility for the safe and secure handling of the device for this school year. I accept full responsibility for the proper use and safeguarding of the device under all applicable policies. I understand that it is my responsibility to immediately report any damage, theft, or problems with the device to a teacher or administrator.

User’s Name (Print) _____ Home

Phone: _____

User’s Signature: _____ Date:

_____ Address: _____

_____ Status: ____ I am 18 or older ____ I am under 18

If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Legal Guardian: If the applicant is under 18 years of age, a parent/legal guardian must also read and sign this agreement.

As the parent/guardian of the above student, I understand my child’s responsibility in the use and care of the device and my financial responsibility in the event my student loses the device or is found to be the cause of deliberate or negligent damage to it. I understand that if he or she is found to be responsible for deliberate or negligent damage or for the loss of the device, I will be financially responsible for reasonable repair/replacement cost.

I have read Charter School Policy No. 3275 and explained it to my child. I understand that if any violation or misuse of the device occurs while it is in my child's custody, his or her access privileges to the internet or use of a mobile computing device can be suspended or terminated, that he or she will forfeit any fees paid for use of the device, and that he or she may face other disciplinary measures, regardless of whether the misuse was committed by him or her or by another person.

I also understand that I will be responsible for monitoring my student's use of the device outside the School setting.

_____ I do not wish my son/daughter to take the device home at this time.

Parent/Legal Guardian (Print): _____
Signature: _____

Home Phone: _____

Address: _____

Date: _____

3280 Equal Education, Nondiscrimination, And Sex Equity

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, gender identity, sexual orientation, ethnicity, age, language barrier, religious beliefs, physical or mental handicap or disability, economic or social conditions, or actual or potential marital or parental status, or status as a homeless child.

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

Inquiries regarding discrimination should be directed to the Charter School's Title IX or Nondiscrimination Coordinator. An individual with a complaint alleging a violation of this policy shall follow the Uniform Grievance Procedure.

In compliance with federal regulations, the Charter School will notify annually all students, parents, staff, and community members of this policy and the designated coordinator to receive inquiries. Notification should include the name and location of the coordinator, as well as a statement that the Charter School will provide equal access to the Boy Scouts and other designated youth groups. The notification will be included in all handbooks.

The Charter School will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence because of disability against students, staff, or volunteers with

disabilities. The Charter School considers this behavior to constitute discrimination on the basis of disability in violation of state and federal law.

Legal Reference: 20 U.S.C. § 1681, et seq. - Title IX of the Educational Amendments; 29 U.S.C. § 794 - Non Discrimination Under Federal Grants and Programs Act; 42 U.S.C. § 6103 - Age Discrimination Act; 42 U.S.C. § 12134 - Americans with Disabilities Act; I.C. § 67-5909 - Acts Prohibited

Policy History: Adopted on: 8/7/18; Revised on: 7/2/19

3281 Gender Identity And Sexual Orientation

The Board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sexual orientation, gender identity, or gender expression. This policy is designed to create a safe learning environment for all students and to ensure that every student has equal access to all Charter School programs and activities. Failure of any school student or school employee to abide by the terms and provisions of this policy will subject such individual to disciplinary action.

Definitions

“Sexual orientation” shall mean an individual's physical or emotional attraction to the same and/or the opposite gender. "Gay," "lesbian," "bisexual" and "straight" are all examples of sexual orientations. A person's sexual orientation is distinct from a person's gender identity and expression.

“Gender identity” shall refer to a person's deeply felt internal sense of their own gender.

“Gender expression” shall refer to how a person expresses their gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerism.

“Transgender”, an adjective, shall refer to a person whose gender identity or expression is different from that traditionally associated with the person's sex assigned at birth.

School Facilities

In the case of middle/junior high school students and high school students, the Executive Director is encouraged to request a meeting with a transgender student and, if the student grants permission, with their parent/guardian upon the student's enrollment in the Charter School or in response to a currently enrolled student's change of gender expression or identity. The goal of the meeting is to develop understanding of that student's needs with respect to their gender identity.

In the case of elementary school students, it will generally be the parent/guardian that informs the school of the impending transition. However, if the school's staff believe that

a gender identity or expression issue is presenting itself and creating difficulty for the child at school, the school's administrative staff and/or counselor approaching the student's parent/guardian about the issue is appropriate. An individual teacher shall not approach a student's parent/legal guardian to address such a student situation without first conferring with the school's administration about the subject matter and obtaining permission to enter into such a discussion. A meeting may be held at the request of the student's parent/guardian or at the request of the Executive Director. Together, the family and school can identify appropriate steps, if any, to support the student.

Students will be allowed to use the restroom and locker room that corresponds to the gender identity they consistently assert at school. No student will be required to use facilities that conflict with his or her gender identity consistently asserted at school. A transgender student or any other student who has a need or desire for increased privacy may be given the option of using a separate or private restroom or changing area, such as a single stall restroom, if such is available. No student shall, on account of their transgender status, be required to use such separate facilities.

School Activities

The Charter School will provide all students the opportunity to participate in any activities segregated by gender in a manner that is consistent with their gender identity consistently asserted at school. However, activities under the direction of the Idaho High School Activities Association (IHSAA) shall be subject to IHSAA rules and regulations.

School Trips

In the case of overnight trips sponsored by the Charter School, students will be assigned sleeping rooms that correspond to the gender identity they consistently assert at school or to a private sleeping room. No student shall be required to sleep in a private room or in an assigned room conflicting with his or her consistently asserted school gender identity.

In no case will a transgender student be denied the right to participate in an overnight trip because of that student's transgender status.

In no case will a student be denied the right to participate in an overnight trip because of that student's sexual orientation. Likewise, a student will not be required to use a private sleeping room or denied participation on the basis of that student's sexual orientation.

Student Records and Privacy

The Charter School's official records required by law shall utilize a student's legal name. In situations where State or federal law or administrative rules require school employees to use or report a student's legal name or gender, such legal name or

gender shall be utilized. However, school staff shall utilize practices to avoid the inadvertent disclosure of the student's transgender status.

Information regarding a student's sexual orientation, gender identity, gender expression, legal name, or gender assigned at birth may constitute confidential information. Disclosure of such information shall be in accordance with Charter School policies pertaining to student privacy. The student's educational record shall not include mention of the student's sexual orientation.

However, in the course of ordinary school interactions and communication, Charter School staff shall use the name and pronouns consistently asserted by the student at school, regardless of the student's legal name and sex. A student is not required to legally change their name, gender, or their official school records as a prerequisite to the use of a name and the pronouns consistent with the student's identity. Intentional and persistent refusal to use the name and gender by which the student identifies is a violation of this policy and may subject an employee to discipline, up to and including possible termination.

Change of Official School Records

Charter School records required by law to include the student's legal name and/or gender will be changed by the Charter School upon the student's/former student's presentation of appropriate documentation to the Charter School Office. Any current or former student may present to the Executive Director or designee responsible for student records a copy of a court order or birth certificate identifying a change of the student's legal name and/or gender. The student's records will be changed accordingly.

Confidentiality

School employees should not disclose a student's transgender status or sexual orientation to other individuals, regardless of setting, including the other school personnel or (in the case of middle school, junior high school, and high school students) the student's parents/guardians, unless they have a legitimate need to know or unless the student has authorized such disclosure. Action in violation of such student confidentiality may subject an employee to discipline, up to and including possible termination and for certificated personnel, a report to the Professional Standards Commission.

When contacting the parent/guardian of a transgender student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student or parent/guardian has specified otherwise.

Training

The Charter School may conduct staff development or awareness activities for students

or parents on transgender issues or gender diversity. However, in regard to such activities the Charter School and its personnel shall not disclose the transgender status of any student without permission of that student and their parents/guardians.

Dress Codes

School dress codes shall be gender neutral in all situations including attire during the traditional school day, school activities including dances/prom, and graduation. The Charter School will allow students to dress in a manner that is consistent with their gender identity within the constraints of the dress codes and any other rules regarding student attire.

Students may wear clothing or accessories that voice their views on lesbian, gay, bisexual, and transgender (LGBT) issues, regardless of viewpoint, provided these conform to the dress code; are not a disruption to the educational environment; and are not obscene, threatening, lewd, or vulgar.

School Dances

The Charter School shall not impose different or unique practices or rules for same sex couples who attend and/or participate in school activities, including dances. This includes such matters as prohibition of attendance of same sex student couples, limitations of public displays of affection only applicable to same sex couples, discounted couples tickets, gender identity for dance court titles that correspond to birth sex and other such distinctions.

Safe Environment

It is the responsibility of the Charter School to ensure all students, including LGBT students, have a safe school environment. Discrimination, harassment, bullying, or sexual harassment complaints involving LGBT students shall be handled in the same manner as other discrimination, harassment, bullying, and sexual harassment complaints.

Cross Reference: 2140 - Student and Family Privacy Rights; 3255 - Student Dress; 3280 - Equal Education, Nondiscrimination, and Sex Equity; 3290 - Sexual Harassment/Intimidation of Students; 3295 - Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing; 3575 - Student Data Privacy and Security

Legal Reference: 20 U.S.C. § 1681, et seq. - Title IX of the Educational Amendments; I.C. § 33-133(1)(j)(ii) - Definitions—Student Data—Use and Limitations—Penalties

Other Reference: Idaho High school Activities Association Rules & Regulations, Rule 11-3 Transgender Student Participation

Policy History: Adopted on: 7/3/18; Revised on: 7/2/19

3285 Relationship Abuse And Sexual Assault Prevention And Response

The Board of Directors endeavors to take steps to prevent and/or respond to known instances of relationship abuse and sexual assault. Such conduct, by students or third parties, is strictly prohibited and shall not be tolerated on Charter School premises or at any Charter School sponsored activity, regardless of location including, but not be limited to buildings, facilities, and grounds on the Charter School campus, school buses, Charter School parking areas, and the location of any Charter School sponsored activity. This includes instances in which the conduct occurs off the Charter School premises, but impacts a Charter School related activity.

Relationship abuse includes the intentional use of physical, sexual, verbal, or emotional abuse or violence by a person to harm, threaten, intimidate, or control another person in a current or past dating relationship. Sexual assault includes sexual violence, sexual abuse, sexual stalking, and rape.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Executive Director or Board.

Students or third parties may also be referred to law enforcement officials. Should the Charter School or any of its employees have reason to believe that a child under 18 years of age has been abused, abandoned, or neglected or has been subjected to conditions which would reasonably result in abuse, abandonment, or neglect, the Charter School shall follow appropriate reporting requirements pursuant to the Child Protective Act.

The Executive Director is hereby directed to develop administrative procedures to implement this policy. Procedures shall include descriptions of prohibited conduct, the definition of abuse pursuant to the Child Protective Act, reporting and investigative procedures, prevention and response procedures, and provisions to ensure notice of this policy is provided to students.

The Board shall review this policy annually.

Addressing Sexual Assault

Any person wishing to report an instance of sexual assault may submit a completed Complaint Form 3295F to the non-discrimination coordinator.

When the Charter School becomes aware of a report of sexual violence against a student the Charter School shall direct the nondiscrimination coordinator to investigate the incident in accordance with Policy 3210 Grievance Procedure and with Title IX of the Education Amendments of 1972. This shall apply to sexual assaults that occur on

school grounds, in the context of a Charter School education program or activity of the school (whether on school property or not), or which have continuing effects on campus, or in an off-grounds education program or activity. This shall occur regardless of whether the assault is brought to the Charter School's attention by a student or another person making a report to a Charter School employee, by the witnessing of an incident by a Charter School employee, media reporting, or any other channel. The nondiscrimination coordinator shall assess whether a sexual assault has occurred based on a standard of whether it is more likely than not that the sexual assault occurred based on the preponderance of the evidence.

The Charter School shall maintain the confidentiality of the student, as far as possible, and may notify the student of what information may need to be disclosed in the course of the investigation, to whom, and why. The Charter School shall take steps to prevent retaliation against a student who files a complaint regarding sexual assault. The Charter School shall immediately act to remediate the situation, without waiting for the completion of the investigation, and shall notify the student of any services available to assist him or her.

Such remediation during or following an investigation may include:

1. Providing an effective escort to ensure the complainant can move safely between classes and activities;
2. Ensuring that the complainant and the perpetrator or alleged perpetrator do not share classes, extracurricular activities, or a school;
3. Provision of victim services such as medical, counseling, and academic support services;
4. Arranging for the complainant to have extra time to complete or retake a class without academic penalty;
5. Disciplinary action against the perpetrator;
6. Counseling for the perpetrator;
7. Conducting training with a group of students if, for example, the sexual violence created a hostile environment within a particular grade level or on a sports team;
8. Ensuring the school has access to a counselor trained to assist victims of sexual violence;
9. Training employees on how to handle reports of sexual violence;
10. Informing students about the problem of sexual violence and how to seek assistance;
11. Conducting bystander intervention and sexual assault prevention programs with students;

12. Issuing official statements that the Charter School will not tolerate and will respond to any incidents of sexual violence; and
13. Assessing the school climate to determine whether the campus is free of sexual violence and determining what steps should be taken to address any problems.

Following the investigation, to the extent possible and not in violation of any applicable law, the complainant shall be notified of the outcome of the complaint, including whether the investigation determined that the alleged conduct occurred, remedies being offered to the complainant, any sanctions imposed on the perpetrator that directly relate to the complainant, and any other steps taken to eliminate the hostile environment or prevent recurrence.

Other References: Questions and Answers on Title IX and Sexual Violence, U.S. Department of Education Office for Civil Rights

Legal References: I.C. Title 16 Chapter 16 - Child Protective Act; I.D.A.P.A. 08.02.03.160 - Safe Environment and Discipline

Policy History: Adopted on: 7/3/18; Revised on: 7/2/19

3290 Sexual Harassment/Intimidation Of Students

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

1. Denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with the student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, opportunities, or treatment; or
 - d. Making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

The terms "intimidating", "hostile" and "offensive" include conduct which has the effect

of humiliation, embarrassment, or discomfort. Examples of sexual harassment include, but are not limited to, unwelcome touching; crude jokes or pictures; discussions of sexual experiences; pressure for sexual activity; intimidation by words, actions, insults, or name calling; teasing related to sexual characteristics; and spreading rumors related to a person's alleged sexual activities.

Students who believe that they may have been sexually harassed or intimidated should contact a counselor, teacher, Title IX coordinator, or administrator who will assist them in the complaint process. Supervisors or teachers who knowingly condone, fail to report, or fail to assist a student in taking action to remediate such behavior may themselves be subject to discipline.

Any Charter School employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any student of the Charter School who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with the discipline policy. Any person knowingly making a false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge with regard to employees, or suspension and expulsion with regard to students.

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

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

Any individual seeking further information should contact the Executive Director for the name of the current Title IX Coordinator for the Charter School. The Executive Director shall ensure that the student and employee handbooks identify the name, address, and telephone number of the individual responsible for coordinating the Charter School's compliance efforts.

An individual with a complaint alleging a violation of this policy shall follow the Uniform Grievance Procedure.

Cross Reference: 3210 - Uniform Grievance Procedure

Legal References: 20 U.S.C. § 1681, et seq. - Title IX of the Educational Amendments; 34 CFR Part 106 - Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance; I.C. § 67-5909 - Acts Prohibited;

3290F Harassment Reporting Form For Students

Harassment Reporting Form for Students

School _____ Date _____

Student's Name _____

(If you feel uncomfortable leaving your name, you may submit an anonymous report, but please understand that an anonymous report will be much more difficult to investigate. We assure you that we'll use our best efforts to keep your report confidential.)

Who was responsible for the harassment or incident(s)?

Describe the incident(s):

Date(s), time(s), and place(s) the incident(s) occurred:

Were other individuals involved in the incident(s)? yes no

If so, name the individual(s) and explain their roles:

Did anyone witness the incident(s)? yes no

If so, name the witnesses:

Did you take any action in response to the incident? yes no

If yes, what action did you take?

Were there any prior incidents? yes no

If so, describe any prior incidents:

Signature of
complainant _____

Signatures of parents/legal
guardian _____

3295 Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

The Board of Directors is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, cyber bullying, or bullying by students or third parties is strictly prohibited and shall not be tolerated in the Charter School. This includes actions on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists and actions at locations outside of those listed above that can be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school or impinge on the rights of other students at school.

The Board expects all students to treat each other with civility and respect and not to engage in behavior that is harmful to another student or the property of another student. The Board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, and for the educational purpose underlying all school activities.

Discipline

Students whose behavior is found to be in violation of this policy will be subject to discipline and graduated consequences, up to and including expulsion consistent with the Board's policy on student discipline. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Administration Team or Board.

Students or third parties may also be referred to law enforcement officials.

Notification

Information on the Charter School's bullying policy and relevant procedures shall be provided in writing at the beginning of each school year to school personnel, parents, and students in the Charter School and included in student handbooks. Information provided to students shall be provided in a manner appropriate to the student's age, grade, and level of academic achievement.

Procedures

The **(Executive Director or Designee)** ~~Administrative Team~~ is directed to develop administrative procedures to implement this policy. Procedures shall include descriptions of prohibited conduct, reporting and investigative procedures, rules for disciplining students who violate this policy, and provisions to ensure notice of this policy is provided to students, teachers, and third parties.

Reporting

The Charter School shall annually report bullying incidents to, and in the manner and on the form provided by, the State Department of Education.

The Board shall review this policy annually.

Cross Reference: 3330 - Student Discipline; 5265 - Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying

Legal References: I.C. § 18-917 - Hazing; I.C. § 18-917A - Student Harassment – Intimidation – Bullying; I.C. § 33-205 - Denial of School Attendance; I.C. § 33-512 - Governance of Schools; I.C. § 33-1630 - Requirements for Harassment, Intimidation, and Bullying Information and Professional Development; I.C. § 67-5909 - Acts Prohibited; 20 U.S.C. § 1681, et seq. - Title IX of the Educational Amendments; 34 CFR Part 106 - Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance; I.D.A.P.A. 08.02.03.160 - Safe Environment and Discipline

Policy History: Adopted on: 8/7/18; Revised on: 7/2/19

3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

The following definitions and procedures shall be used for reporting, investigating, and resolving complaints of hazing, harassment, intimidation, bullying, and cyber-bullying.

Definitions

1. “Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in Charter School business, such as employees of businesses or organizations participating in cooperative work programs with the Charter School and others not directly subject to Charter School control at Charter School athletic competitions or other school events.
2. “Charter School” includes Charter School facilities, Charter School property, buses, electronic technology or electronic communication equipment on Charter School computers, networks, or forums and non-school property if the student or employee is at any Charter School-sponsored, Charter School-approved or Charter School-related activity or function, such as field trips or athletic events where students are under the control of the Charter School or where the employee is engaged in Charter School business.
3. “Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any school-sponsored activity or grade level attainment, such as forced consumption of any drink, alcoholic beverage, drug or controlled substance; forced exposure to the elements; forced prolonged exclusion from

social contact; sleep deprivation; or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate.

4. "Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, electronic, or physical nature on the basis of an actual or perceived characteristic, including but not limited to age, race, religion, color, national origin, disability, marital status, gender, gender identity and expression, sexual orientation, physical characteristic, cultural background, socioeconomic status, geographic location, familial status, or weight.
5. "Harassment, intimidation, or bullying" means any act that substantially interferes with or disrupts the educational environment or impinges on the rights of other students at school, a student's opportunities, or performance that takes place on or immediately adjacent to school grounds, school property, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:
 - a. Harming a student or damaging a student's property;
 - b. Knowingly placing a student in reasonable fear of harm to the student or damage to the student's property; or
 - c. Is sufficiently severe, persistent, or pervasive so that it creates an intimidating, threatening, abusive, or hostile educational environment
6. "Cyber bullying" includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs through the Charter School's computer network and the internet, whether accessed on campus or off campus, during or after schools hours or through any private electronic device done when the student is present at school. In the situation that cyber bullying originated from a non-school computer, but has been brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be reasonably expected to materially and substantially interfere with or disrupt educational environment of the school or impinge on the rights of other students at school and/or in violation of Charter School policy or state law. In addition, such conduct must also be in violation of a school policy or state law. Administration shall in their discretion contact local law enforcement.
7. "Intimidation" includes, but is not limited to, any threat or act intended to tamper, substantially damage, or interfere with another's property; cause substantial inconvenience; subject another to offensive physical contact; or inflict serious

physical injury on the basis of race, color, religion, national origin, gender identity and expression, or sexual orientation.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Confidentiality

It is recognized that harassment, hazing, intimidation, bullying, and cyber bullying is often very distressing for the victim and those who suffer as a result of such actions may be reluctant to make their concerns known. All reasonable steps will be taken to ensure that all inquiries and/or complaints are dealt with allowing for as much confidentiality as can be provided while at the same time allowing for a thorough and appropriate investigation and reporting, where appropriate.

Policy Distribution

Information about this policy must be distributed to the school community annually, including parents, students, and all school personnel. Information about the Charter School's policies and procedures will be included in student orientation material and in the student handbook.

Complaint Procedures

The Executive Director has the responsibility for investigations concerning hazing, harassment, intimidation, bullying, or cyber-bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any student, employee or third party who has knowledge of conduct in violation of this policy or feels he or she has been a victim of hazing, harassment, intimidation, bullying, or cyber-bullying in violation of this policy shall immediately report his or her concerns.

All complaints will be promptly investigated in accordance with the following procedures:

Step I: Any hazing, harassment, intimidation, bullying, or cyber-bullying information (complaints, rumors, etc.) shall be presented to the Executive Director. Complaints against the Executive Director shall be filed with the Board of Directors. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step II: The school official receiving the complaint shall promptly investigate or

refer the complaint to an appropriate colleague or outside party for investigation. Parents will be notified of the nature of any complaint involving their student. The school official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The school official(s) conducting the investigation shall notify the complainant and parents as appropriate, in writing when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. Due to the requirements of the Family Educational Rights and Privacy Act, it will often not be possible to provide complainants and parents with detailed information on disciplinary actions taken against another student.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Executive Director.

Step III: If the complainant is not satisfied with the decision at Step II, he or she may submit a written appeal to the Executive Director or designee. Such appeal must be filed within ten working days after receipt of the Step II decision. The Executive Director or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The Executive Director or designee shall provide a written decision to the complainant's appeal within ten working days.

Step IV: If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board of Directors. Such appeal must be filed within ten working days after receipt of the Step III decision. The Board shall, within twenty working days, conduct an informal review at which time the complainant shall be given an opportunity to present the complaint and the Charter School's administration to respond if they so desire. The course and conduct of this proceeding shall be informal and shall be at the sole discretion of the Board. The Board shall provide a written decision to the complainant within ten working days following completion of the informal review.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation and Reporting

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all hazing, harassment, intimidation, bullying, or cyber-bullying complaints and documentation will be maintained as a confidential file in the Charter School Office and reported as required by the State Department of Education.

Procedure History: Promulgated on: 8/7/18; Revised on: 7/2/19

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3295F Hazing, Harassment, Intimidation, Bullying, Cyber Bullying And Menacing

COMPLAINT FORM

Project Impact STEM Academy

Date _____

Student's/Complainant's

Name _____

(If you feel uncomfortable leaving your name, you may submit an anonymous report, but please understand that an anonymous report will be much more difficult to investigate.

We assure you that we'll use our best efforts to keep your report confidential.)

Who was responsible for the harassment or incident(s)?

Describe the incident(s):

Date(s), time(s), and place(s) the incident(s) occurred:

Were other individuals involved in the incident(s)? yes no

If so, name the individual(s) and explain their roles:

Did anyone witness the incident(s)? yes no

If so, name the witnesses:

Did you take any action in response to the incident? yes no

If yes, what action did you take?

Were there any prior incidents? yes no

If so, describe any prior incidents:

Signature of
complainant _____

Signatures of parents/legal
guardian _____

3296 Bullying Awareness Week

Belonging Week

The Charter School is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, menacing, bullying, or cyber-bullying by students, staff, or third parties is strictly prohibited and will not be tolerated in the Charter School. It is important that the students and parents have an awareness of the serious issues and the negative effects of bullying, including the long-term damage it can cause, which may include the increased risk of teenage suicide.

Therefore, the Charter School hereby designates the first full school week of October as “Belonging Week.”

The Executive Director or designee shall designate certain activities for Belonging Week. The objectives for the activities for Belonging Week should include, but are not limited to:

1. Recognizing that bullying is a serious issue that has damaging effects for our society;
2. Recognizing that bullying is not an acceptable way to treat one another;
3. Teaching students and staff the Charter School’s policy on bullying and the its consequences;
4. Helping students and staff recognize that bullying behaviors have different forms;
5. Recognizing the tremendous leadership potential of our youth;
6. Celebrating and recognizing those who are making a difference in addressing bullying; and
7. Preparing for further work that needs to be done to prevent bullying.

Cross Reference: 3210 - Uniform Grievance Procedure; 3295 - Hazing, Harassment, Intimidation, Bullying

Legal References: 20 U.S.C. § 1681, et seq. - Title IX of the Educational Amendments; 34 CFR Part 106 - Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance; I.C. § 67-5909 - Acts Prohibited

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

3300 Drug Free School Zone

The Board of Directors recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community. As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive means.

For purposes of this policy, "Drugs" shall mean:

1. All dangerous controlled substances as so designated and prohibited by Idaho law;
2. All chemicals which release toxic vapors;
3. All alcoholic beverages;
4. Tobacco products;
5. Any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
6. "Look-alikes";
7. Anabolic steroids; and
8. Any other illegal substances so designated and prohibited by law.

In accordance with Federal law, the Board hereby establishes a "Drug-Free School Zone" that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on Charter School property, within the Drug-Free School Zone, or at any Charter School-related event. Furthermore, the Executive Director shall take the necessary steps to ensure that an individual 18 years of age or older who knowingly delivers or distributes controlled substances so designated and prohibited by Idaho law within the Drug-Free School Zone to another person is prosecuted to the fullest extent of the law.

The Administrative Team shall prepare guidelines for the identification and regulation of drug use in the schools. Such guidelines shall emphasize the prevention of drug use and include a statement to students that use and possession of illicit drugs and alcohol is harmful and unlawful. The student handbook shall provide standards of conduct that are applicable to all students which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on Charter School premises or as a part of any Charter School activity.

Sanctions for violation of this or any other policy which addresses illegal drug and alcohol possession, use, or distribution may include, together with punitive action, voluntary referral to appropriate persons or agencies for screening and assessment.

The Board shall review this policy annually.

Cross Reference: 3330 - Student Discipline.

Legal Reference: 20 U.S.C. 3170 et. seq. - Drug-Free Schools and Communities Act of 1986,

Policy History: Adopted on: 7/3/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3305 Prohibition Of Tobacco Possession And Use

The Board of Directors recognizes that tobacco use by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the Charter School environment.

The Board prohibits tobacco use and possession by students at any time in a Charter School building or on any Charter School property, buses, vans, or vehicles that are owned, leased, or controlled by the Charter School. Tobacco use and possession by students is also prohibited at Charter School-sponsored activities that are held off School property.

The Charter School may initiate discipline according to the Charter School's Student Discipline policy and/or prosecution of a student who possesses or uses tobacco in violation of this policy.

Definition

For the purposes of this policy, tobacco use shall be defined as the use and/or possession of a lighted or unlighted cigarette, cigar, pipe, smokeless tobacco in any form, and other smoking products specifically including electronic cigarettes, electronic nicotine delivery systems, or vaporizer smoking devices.

Cross Reference: 3300 - Drug Free School Zone; 3330 - Student Discipline

Legal Reference: I.C. § 39-5703 - Possession, Distribution, or Use by a Minor; IDAPA 08.02.03.160 - Safe Environment and Discipline

Policy History: Adopted on: 8/7/18; Revised on:

3320 Substance And Alcohol Abuse

The Board recognizes that use of alcohol and drugs is a serious problem and that the presence of drugs in school is detrimental to the educational environment and harmful

to the health, safety, and welfare of students and staff. It is the desire of the Charter School to help those in need of alcohol and drug intervention and at the same time to protect others that are affected by the presence of alcohol and drugs and to enforce the policies of the Charter School relating to use, possession, and being under the influence of alcohol or controlled substances, as that term is defined in statute (I.C. § 37-2732C). It is the philosophy of the Charter School that the Charter School will help those who desire to help themselves.

The Charter School's desire is to create an environment where students feel safe from the many harmful influences that are prevalent in our society. For those students that come forward and voluntarily disclose using and/or being under the influence of alcohol and/or drugs while on Charter School property or at a Charter School function, prior to the Charter School having reasonable suspicion, the Charter School will provide counseling to any such student and make recommendations for referral to appropriate agencies for screening and assessment. The parent/guardian of the student will be immediately notified and the Charter School will cooperate with and work with the parent in the establishment of plan to assist the student in whatever means are deemed necessary and appropriate. Only persons on a "need to know" basis may receive information regarding a voluntary disclosure, except when deemed reasonably necessary to protect the health and safety of others.

The mere fact that a student previously disclosed use of alcohol or a controlled substances, in and of itself, shall not establish reasonable suspicion at a later date.

If the Charter School has reasonable suspicion based upon reliable information received or the personal observations of staff to believe that a student is using or is under the influence of alcohol or a controlled substance and the student has not voluntarily disclosed such use or influence, the Charter School may take whatever action deemed appropriate, including but not limited to, notifying the parent/guardian, notifying local law enforcement, suspension, and/or expulsion. The following shall be used as a guide in determining what procedures may be followed when this occurs, however, the specific procedure may, in large part, depend upon the circumstances in each case:

1. Upon reasonable suspicion, the student will be asked if he or she has used and/or is under the influence of alcohol and/or drugs;
2. If the student admits to the use, the student's parent/guardian will be immediately called;
3. The student will be asked to reveal the circumstances involving the use of alcohol and/or drugs and asked if any other students were involved;
4. Law enforcement will be called when deemed appropriate;
5. The student will be immediately suspended from school, and depending upon the circumstances, may be suspended for up to 20 days and/or recommended

for expulsion;

6. As a condition of readmission, the student and parent will agree to undergo assessment and counseling for alcohol and/or drug use. The Charter School will provide counseling services and any other services available to the student and/or the student's parents;
7. If the student does not admit to the use of alcohol and/or drugs and the staff member(s) in charge, after talking to the student, still believes that the student used or was/is under the use or influence of alcohol and/or drugs, an investigation will be conducted, which may include a search of the student's locker, car, desk, or any other school property used by the student. In addition, law enforcement will be called immediately as will be the parent/guardian. The student will be suspended from school pending an investigation. If the investigation shows that, more likely than not, the student used or was under the influence of drugs and/or alcohol, a recommendation for expulsion will be made to the Board of Directors. The student will be entitled to full due process prior to being expelled from school. As a condition of readmission, the Board may require that the student undergo assessment and counseling for alcohol and/or drug use.

The Charter School shall provide written annual notification of the voluntary disclosure provisions of this policy as well as counseling availability and any other pertinent information in the student handbook or other reasonable means.

Cross Reference: 3370 - Searches and Seizures; 3330 - Student Discipline; 3340 - Corrective Actions and Punishment.; 3360 - Discipline of Students with Disabilities

Legal Reference: I.C. § 33-210 - Students using or under the influence of controlled substances; Drug Free Schools and Community Act of 1988 – PL 100-690 and all subsequent Amendments; I.D.A.P.A. 08.02.03.160 - Safe Environment and Discipline

Policy History: Adopted on: 8/7/18; Revised on:

3330 Student Discipline

Disciplinary action may be taken against any student guilty of disobedience or misconduct, including, but not limited to:

1. Habitual truancy;
2. Incurability;
3. Academic dishonesty;
4. Conduct continuously disruptive of school discipline or of the instructional

effectiveness of the Charter School;

5. Conduct or presence of a student when the same is detrimental to the health and safety of other pupils;
6. Using, possessing, distributing, purchasing, or selling tobacco products;
7. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence are not permitted to attend school functions and are treated as though they had alcohol in their possession;
8. Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs and drug paraphernalia. Students who are under the influence are not permitted to attend school functions and are treated as though they had drugs in their possession;
9. Assembly or public expression that advocates the use of substances that are illegal to minors or otherwise prohibited within this policy;
10. Using, possessing, controlling, or transferring a weapon in violation of the "Possession of Weapons in a School Building" section of this policy;
11. Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon;
12. Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct;
13. Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct;
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property;
15. Engaging in any activity that constitutes disorderly conduct, an interference with school purposes or an educational function or disruptive to the educational environment;
16. Unexcused absenteeism; however, the truancy statutes and Board policy will be utilized for chronic and habitual truants;
17. Hazing – For purposes of this policy, the term "hazing" shall have the meaning set forth in Idaho Code;
18. Initiations;
19. The forging of any signature, or the making of any false entry, or the authorization of any document used or intended to be used in connection with the operation of the school; and
20. Harassment, intimidation, cyber-bullying, or bullying as defined in Idaho Code and Charter School policy.

These grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group;
2. Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school;
3. Traveling to and from school or a school activity, function or event; or
4. Anywhere, including off-campus, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with the education environment.

Traditional Disciplinary Measures

Traditional disciplinary measures include, but are not limited to:

1. Expulsion;
2. Suspension;
3. Detention, including Saturdays;
4. Clean-up duty;
5. Loss of student privileges;
6. Loss of bus privileges;
7. Notification to juvenile authorities and/or police;
8. Temporary removal from the classroom;
9. Meeting with the student and the student's parents; and
10. Restitution for damages to school property.

No person who is employed or engaged by the Charter School may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and Charter School personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense.

Alternative Disciplinary Measure

Alternative disciplinary action is discipline other than traditional suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or school, or

restorative school practices to repair the harm done to relationships and persons from the student's misbehavior.

Alternative discipline includes, but is not limited to:

1. Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
2. Mediation when there is mutual conflict between peers, rather than one-way negative behavior;
3. Counseling;
4. Anger management;
5. Health counseling or intervention;
6. Mental health counseling;
7. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution, and restorative conferencing;
8. Diversion or use of juvenile specialty courts;
9. Behavioral management plan;
10. Corrective instruction or other relevant learning or service experience;
11. Community service; and
12. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.

Consequences for Harassment, Intimidation, and Bullying

Students engaging in harassment, intimidation, or bullying will be subject to graduated consequences appropriate to the severity of the violation as determined by the Board, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences for bullying may include any of the above listed traditional or alternative disciplinary measures or a combination thereof in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. However, depending upon the nature of the act, the Charter School reserves the right to deviate from the process of graduated consequences to appropriately address the conduct at issue and move directly to suspension or expulsion proceedings. Charter School personnel may also report the student's conduct to the appropriate law enforcement officials.

Disciplining Students on Individual Education or Section 504 Plans

The Charter School shall comply with the procedural safeguards enumerated in state and federal law and rule when disciplining students with individualized education plans

or 504 plans.

Gun-Free Schools

A student who uses, possesses, controls, or transfers a firearm, or any object that can reasonably be considered, or looks like, a firearm, shall be expelled for a definite period of time of at least one calendar year. The Board, however, may modify the expulsion period on a case-by-case basis. The building administrator shall notify the appropriate law enforcement agency of any student who brings a firearm to school.

If a student violating this policy is identified as disabled, either under the IDEA or Section 504, a determination must be made whether the student's conduct is related to the disability. If the violation of the policy is due to a disability recognized by the IDEA or Section 504, lawful procedures for changes in placement must be followed.

Any student subject to an expulsion shall be entitled to a hearing before the Board, in accordance with Idaho Code and Board policy.

Possession of a Weapon On School Property – Misdemeanor

No person shall possess a firearm or other deadly or dangerous weapon while on school property or in those portions of any building, stadium or other structure on school grounds which, at the time of the violation, are being used for an activity sponsored by or through a school in this state or while riding school provided transportation. This also applies to students of schools while attending or participating in any school sponsored activity, program or event regardless of location.

As used in this section of this Policy only:

1. "Deadly or dangerous weapon" means any weapon as defined in United States Code. Such term does not include a pocket knife with a blade of less than 2 1/2 inches in length; and
2. "Firearm" means any firearm as defined in United States Code.

Any person who possesses, carries or stores a weapon in a school building or on school property, except as provided below, shall be referred to law enforcement for immediate prosecution, as well as face disciplinary action by the Charter School.

The Board may grant persons and entities advance permission to possess, carry, or store a weapon in a school building. All persons who wish to possess, carry, or store a weapon in a school building shall present this request to the Board in a regular meeting. It is solely within the Board's discretion whether to allow a person to possess carry or store a weapon in a school building.

This section of this policy does not apply to:

1. Law enforcement personnel;
2. Any adult over 18 years of age and not enrolled in a public or private elementary or secondary school who has lawful possession of a firearm or other deadly or dangerous weapon, secured and locked in his or her vehicle in an unobtrusive, nonthreatening manner;
3. A person who lawfully possesses a firearm or other deadly or dangerous weapon in a private vehicle while delivering minor children, students or school employees to and from school or a school activity;
4. A person or an employee of the school or Charter School who is authorized to carry a firearm with the permission of the Board of Directors of the Charter School.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure; other than suspension, or expulsion, corporal punishment, or in-school suspension; which is appropriate and in accordance with the policies and rules on student discipline. Teachers may remove students from a classroom for disruptive behavior.

Nondiscrimination

The Charter School will ensure that student discipline is enforced in a nondiscriminatory manner to avoid subjecting similarly situated students to different treatment without a legitimate reason for doing so, or when such a reason is merely a pretext for discrimination.

Such discrimination, which the Charter School will endeavor to avoid, includes the following:

1. Adopting discipline rules which treat students differently based on race, color, national origin, ancestry, sex, gender identity, sexual orientation, ethnicity, age, language barrier, religious beliefs, physical and mental handicap or disability, economic or social conditions, or actual or potential marital or parental status or status as a homeless child;
2. Adopting any rule with the intention of targeting students based on the personal characteristics listed above, rather than for a legitimate purpose, regardless of whether the phrasing of the rule appears neutral with regard to students' personal characteristics;
3. Enforcing an apparently neutral rule more harshly on the basis of a student's personal characteristics; or
4. Discipline of any student when it is motivated by intentional discrimination.

Notification

A summarized version of this policy shall be provided in writing at the beginning of each school year to the school personnel, parents, and students in the Charter School. Information provided to students shall be provided in a manner appropriate to the student's age, grade, and level of academic achievement.

The Board shall review this policy annually.

Cross Reference: 3295 - Hazing, Harassment, Intimidation, Bullying, Cyber Bullying; 3340 - Corrective Actions and Punishment; 4320 - Disruption of School Operations

Legal Reference: I.C. § 33-205 - Denial of school attendance; I.C. § 18-917 - Hazing; I.C. § 18-917A - Student Harassment – Intimidation- Bullying; I.C. § 18-3302D - Possession Weapons or Firearms on School Property; I.C. § 18-3302I - Threatening Violence on School Grounds; I.C. § 33-1224 - Powers and duties of teachers; I.C. § 33-1630 - Requirements for Harassment, Intimidation, and Bullying Information and Professional Development; 18 U.S.C. § 930 - Possession of Firearms and Dangerous Weapons in Federal Facilities; 18 U.S.C. § 921 - Definitions; 20 U.S.C. § 7961 - Gun-free requirements; 20 U.S.C. § 8921, et seq. - Gun Free Schools Act; 29 U.S.C. § 701 - Rehabilitation Act of 1973; IDAPA 08.02.03.109.05 - Special Education; IDAPA 08.02.03.160 - Safe Environment and Discipline Office of Civil Rights Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021

3331 Public Display Of Affection

Students are prohibited from engaging in physical public displays of affection besides holding hands and hugging when they are on Charter School property or at any School event. This prohibition includes kissing and groping.

Prohibited public displays of affection by students will be addressed in the same manner as violations of the Policy 3330. Any instance of contact which may constitute sexual harassment shall be referred to the process described in Policy 3290 and Procedure 32955P.

This policy shall be enforced equally regardless of the gender of the student in violation of it and regardless of whether the violation takes place between student of different genders or the same gender.

The School shall ensure this policy is available to students by including it in the student

handbook AND/OR providing it on the School's online policy system.

Policy History

Adopted on: 5/3/2022;

Revised on: ;

Reviewed on:

HISTORY

Adopted by Res. [2022-02](#) on 5/3/2022

3335 Academic Honesty

All schoolwork submitted for the purpose of meeting course requirements must represent the efforts of the individual student. Any form of academic dishonesty is prohibited. Academic dishonesty includes, but is not limited to plagiarism, cheating, forgery, copying or stealing another person's work, allowing another person to copy one's own work, doing another person's class work, creating more than one copy of one's work for distribution, intentionally accessing another's material for the purpose of using it as one's own, downloading information from other sources and presenting it as one's own, unauthorized copying of software, unauthorized use of hard copy or software to develop one's own software. Faculty and the Executive Director will have the responsibility for monitoring the above actions.

Where appropriate, parents shall be contacted as soon as practicable to report any alleged academic dishonesty on the part of students. Teachers are granted authority, with the direction and advice of the Executive Director, to exercise their good judgment in applying a range of academic consequences for violations of this policy. Student and parent appeals of any consequences resulting from violations of this policy should be addressed to the Executive Director.

All teachers, beginning especially at the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in our schools. A copy of the Academic Honesty Policy shall be included in student handbooks.

Cheating

Cheating is defined as and includes, but is not limited to, the following:

1. Copying or attempting to copy another student's homework, quiz, test, essay, or lab report;
2. Cheating on tests through such means as cheat sheets, use of unauthorized

- electronic devices, and discussion of test information with other students;
3. Obtaining test questions and/or copies of tests outside the classroom test setting;
 4. Lending and/or copying from another student's work, such as homework, tests, projects, assignments;
 5. Altering or interfering with grading, such as forging signatures, or changing or inserting answers on work after grading;
 6. Allowing another student to copy answers during a test situation;
 7. Collaborating with other students on an assignment in direct violation of teacher's instructions;
 8. Using books and electronic information in generating an assignment in direct violation of teacher's instructions;
 9. Accessing, taking, and benefiting from copies of tests and quizzes previously used or to be used by teachers unless provided as study guides by the teacher; and
 10. Submitting work previously presented in this course or in another course.

Plagiarism

Plagiarism is defined as and includes, but is not limited to, the following:

1. Copying material from the source, including the Internet, without citing the source, or citing the source but omitting quotation marks;
2. Paraphrasing the source without proper citation;
3. Copying stories, in whole or part, which appear in books, magazines, television, or film;
4. Copying directly, without making any changes, alterations or adaptations from a drawing, painting, illustration, photographic image, or graphic symbol without citing the source;
5. Submitting papers written in whole or part by someone else, including sources from the Internet;
6. Submitting papers on which the student has received substantial assistance from peers and/or adults that dramatically changes the character of the work so that it is no longer the student's own; and
7. Submitting a paper purchased from a research or term paper service, including, but not limited to those operating on the internet.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

3340 Corrective Actions And Punishment

All students shall submit to the reasonable rules of the Charter School. Refusal to comply with written rules and regulations established for the governing of the Charter School shall constitute sufficient cause for discipline, suspension, or expulsion.

For the purposes of the Charter School's policies relating to corrective action or punishment:

1. "Temporary Suspension" is the exclusion from the Charter School or individual classes for a specific period of up to five school days.

The Executive Director may temporarily suspend any student for disciplinary reasons, including student harassment, intimidation or bullying, or for other conduct disruptive of good order or of the instructional effectiveness of the school. Prior to suspending any student, the Executive Director shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to the school by the Executive Director who suspended them on reasonable conditions prescribed by the Executive Director. The Board of Directors shall be notified of any temporary suspensions, the reasons for them, and the response to them.

2. "Extended Temporary Suspension" is the exclusion from the Charter School or individual classes by the Executive Director for an additional ten school days. Prior to suspending any student, the Executive Director shall grant an additional informal hearing on the reasons for the extended temporary suspension and the opportunity to challenge those reasons. The student may still be readmitted to the school by the Executive Director who suspended them on reasonable conditions prescribed by the Executive Director. The Board of Directors shall be notified of any extended temporary suspensions, the reasons for them, and the response to them.

3. "Prolonged Temporary Suspension" is the exclusion from the Charter School or individual classes for an additional five school days. Only the Board can extend a temporary suspension for an additional five days and only upon a finding that immediate return to school attendance by the temporarily suspended student would be detrimental to other students' health, welfare, or safety.

4. "Expulsion" is exclusion from the Charter School. Only the Board has the authority to expel or deny enrollment to any student who is an habitual truant, who is corrigible, whose conduct is such as to be continuously disruptive of school discipline or of the instructional effectiveness of the Charter School, or whose presence is detrimental to the health and safety of other students, or who has been expelled from another school in the State of Idaho or any other state. The Charter School will provide written notice of any student who is expelled or denied enrollment to the prosecuting attorney within five days of the Board's actions.

No student shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the student stating the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board. The notice shall also state the rights of the student to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the student and his or her parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between notification and the hearing to allow the student and his or her parents or guardian to prepare their response to the charge.

5. "Discipline" constitutes all forms of corrective action or punishment, including brief exclusions from a class for not more than the remainder of the class period and exclusion from any other type of activity conducted by or for the Charter School. Discipline shall not adversely affect specific academic grade, subject, or graduation requirements, as long as all required work is performed.

Except in extreme cases, students will not be expelled unless other forms of corrective action or punishment have failed, or unless there is good reason to believe that other forms of corrective action or punishment would fail if employed. Suspensions or expulsions shall be used only for instances of serious student misconduct.

No student shall be expelled, suspended, or disciplined in any manner for any act not related to the orderly operation of the Charter School or Charter School-sponsored activities or any other aspect of the educational process.

Discipline of Students with Disabilities

Additional requirements apply when suspending or expelling a student with a disability. The District shall comply with these requirements as outlined in Procedure 3340P.

Cross Reference: 3330 - Student Discipline

Legal Reference: 20 U.S.C. 1400, et seq. - Individuals with Disabilities Education Act
I.C. § 33-205 - Denial of School Attendance I.C. § 33-512 - Governance of Schools

Policy History: Adopted on: 7/3/18; Revised on: 12/06/2022

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

3340P Corrective Actions And Punishment

It is the intent of the Board of Directors to provide each student with those due process rights that are provided by law.

Suspension

In the event the proposed punishment of a student is to include denial of the right of school attendance from any single class or full schedule of classes for at least one day, the following procedure shall be used:

1. Before suspension, the student shall be provided a conference during which the charges will be explained and the student will be given the opportunity to respond to the charges.
2. A pre-suspension conference is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. Any suspension shall be reported immediately to the student's parent/legal guardian. A written notice of suspension shall state the reasons for the suspension, including any Charter School rule which was violated, and a notice to the parent or guardian of the right to a review of the suspension. A copy of the notice shall be sent to the Executive Director.
4. Upon request of the parent or legal guardian, a review of the suspension shall be conducted by the Executive Director. At the review, the student and parent or legal guardian may appear and discuss the suspension with the Executive Director. After the meeting, the Executive Director shall take such action as appropriate. That action is final.
5. Arrangement can be made between the school and student or their family such that graded work missed during the period of suspension can be completed by the student for consideration for the student's grade.

6. The suspension of a student may be extended by the Executive Director and/or the Board in accordance with State law. Written notice of the extension of a suspension will be provided to the student's parent/legal guardian.

Expulsion

A student may be expelled from the Charter School only by the Board, and only after the following due process procedures have been followed:

1. The student and parent/guardian shall be provided written notice of the Board hearing to consider the recommendation for expulsion, by registered or certified mail at least five school days before the date scheduled for the hearing. The notice shall include the grounds for the proposed expulsion, the time and place of the hearing, information describing the process to be used to conduct the hearing, including the rights of the student to be represented by counsel, to produce witnesses and submit documentary evidence and the right to cross-examine adult witnesses who testify against the student.
2. Within the limitation that the hearing must be conducted during the period of suspension, an expulsion hearing may be rescheduled by the parent or legal guardian by submitting a request showing good cause to the Executive Director at least two school days prior to the date of the hearing as originally scheduled. The Executive Director shall determine if the request shows good cause.
3. At the hearing, the student may be represented by counsel, present witnesses and other evidence, and cross-examine adult witnesses. Formal rules of evidence are not binding on the Board.
4. To ensure student privacy, the Board must take action on expulsion in executive session. The student shall not be named in the minutes of the meeting, but a record of the decision will be placed in the student's educational record and in the official records of the Board.

Procedures for Students with Disabilities

Students with disabilities are entitled to all of the due process rights set forth above. In addition, the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 504) provide additional discipline procedures to a student with disabilities. The Charter School shall comply with the provisions of the IDEA and Section 504 when disciplining students with disabilities.

Suspension of Students with Disabilities

The Charter School may suspend a student with disabilities for up to ten cumulative or consecutive school days in a school year for violation of the code of student conduct.

and educational services may cease to the same extent educational services cease for students without disabilities. Cumulative suspensions, if over ten school days in a school year, must not constitute a significant change in placement.

A significant change in placement occurs when a student with a disability is removed for more than ten consecutive school days or is subjected to a series of suspensions or removals that constitute a pattern of exclusion because they are more than ten school days in a school year, and because the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another indicate a pattern of exclusion.

For a student with an Individualized Education Program (IEP) who is suspended for more than ten cumulative school days in a school year and a change in placement does not occur, educational services shall be provided to the extent necessary to enable the student to appropriately progress in the general education curriculum and appropriately advance toward achieving the goals set out in the IEP, although in another setting, as determined by school personnel, in consultation with at least one of the student's teachers.

Expulsion of Students with Disabilities

A student with and IEP or 504 plan may not be expelled if the student's violation of the student code of conduct is a manifestation of the student's disability. Any student with an IEP or 504 plan whose violation of the code of conduct is not a manifestation of the student's disability may be expelled pursuant to expulsion procedures to the same extent a nondisabled student would be expelled for the same violation.

If a student on an IEP is expelled for conduct not a manifestation of the student's disability the student shall continue to receive education services at an alternative setting, consisting of services necessary to enable the student to appropriately progress in the general education curriculum and appropriately advance toward achieving the goals set out in the student's IEP during the period of expulsion. Additionally, the student must receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications designed to address the behavior violation so that it does not recur.

If a student with a 504 plan is expelled for conduct not a manifestation of the student's disability, educational services may cease during the period of expulsion to the same extent educational services cease for students without disabilities.

Additional Provisions

A student on an IEP who has carried a weapon to school or to a school function, or who knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function may be removed from the student's current placement. Such a student may be placed in an appropriate interim alternative,

educational setting for no more than 45 school days in accordance with the IDEA.

A student who is not on an IEP and who has violated the code of student conduct may assert any of the protections provided by the IDEA if it is determined the Charter School had knowledge that the student was a child with a disability before the behavior the precipitated the disciplinary action occurred. The Charter School had knowledge if:

1. The parent expressed concern in writing to supervisory or administrative personnel, or to the student's teacher, that the student is in need of special education and related services; or
2. The parent requested an evaluation; or
3. The student's teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior by the student directly to the director of special education or other supervisory personnel.

Procedure History: Promulgated on: 8/7/18; Revised on: 12/06/2022

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2021-04](#) on 8/19/2021

Amended by Res. [2022-04](#) on 6/7/2022

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

3345 Use Of Restraint, Seclusion, And Aversive Techniques For Students

Conduct of Employees Directed Toward Students

The use by appropriately trained Charter School personnel towards or directed at any student of any form of restraint or seclusion as defined in this policy, is prohibited except in circumstances where proportional restraint or seclusion of a student is necessary when a student's conduct creates a reasonable belief in the perspective of a Charter School employee, that the conduct of the student has placed the student, the employee or any other individual in imminent danger of serious bodily harm.

The employee or any employee who is a witness to this event shall immediately seek out the assistance of the Charter School's administration and, if such administrator is not available, a certificated or classified employee with special training in seclusion and restraint, if available. Upon the arrival of such individual, the administrator or, if no administrator is available, the most senior trained individual on seclusion or restraint shall take control over the situation.

Seclusion and/or restraint of a student shall immediately be terminated when it is decided that the student is no longer an immediate danger to him or herself or to any other third person and/or if it is determined that the student is exhibiting extreme

distress and/or at such time that appropriate administrative personnel have taken possession of the child and/or upon such time that the parent/legal guardian of the child has retaken possession of the child.

Regardless of employee training status, no Charter School personnel shall use any form of aversive technique against any Charter School student.

If a situation occurs where a properly trained Charter School employee must use acts of restraint or seclusion against a Charter School student, the following shall occur:

1. The employee shall immediately report to the Executive Director, in writing, the following information:
 - a. The date the event occurred;
 - b. The circumstances leading to the event;
 - c. The student involved; and
 - d. Other witnesses or participants to the event.
2. The Executive Director shall ascertain if any of the Charter School's video equipment captured the event on a recording. If such event was captured on recording, the Executive Director shall take all best efforts to maintain a copy of the recording and provide such to the Executive Director Office for the Executive Director's official records of the event.
3. The Executive Director Education or his or her designee shall ascertain the special needs status of the student involved in the seclusion or restraint and shall ascertain and maintain documentation as to whether or not such events were consistent with or contraindicated due to the student's psychiatric, medical, or physical condition(s).
4. The Executive Director or designee of the Executive Director shall notify the parent/guardian of the subject student of the situation and the event of restraint or seclusion via telephone and provide the parent/legal guardian with the name and telephone contact information of the Executive Director where the parent may obtain additional information regarding the event.
5. The Executive Director or designee of the Executive Director shall provide the parent/legal guardian of the student with written notice of the event of restraint or seclusion of their student.
6. The Executive Director's office shall maintain documentation as to events of restraint and seclusion and shall prepare any and all necessary reports to legal entities upon whom such reports are or may become due pursuant to State and federal regulations.

Training of School Personnel

As part of the training and preparation of each certificated administrator, certificated teacher and in-building classified employee of the Charter School, the following shall occur:

1. Training to personnel as to proper situations and events leading to student seclusion and intervention, including possible preventative alternatives to seclusion and/or restraint, safe physical escort, de-escalation of student crisis situations, and positive behavioral intervention techniques and supports;
2. Training of personnel in crisis/conflict management and emergency situations which may occur in the Charter School setting, including examples and demonstrations of proper activities and techniques and trainers observing employee use of proper activities and techniques in the training setting;
3. Techniques to utilize to limit the possibility of injury to the student, the employee, and any third party in the area;
4. Information as to the Charter School's student seclusion areas in each respective school building to which the employee is assigned;
5. Training in CPR and basic first aid; and
6. Provision of the employee with a copy of this policy.

It is a goal that all new employees are trained in the area of student restraint and seclusion during their first week of employment. However, it may not be possible for this to occur due to the realities of the operation of the Charter School. If an employee has not yet undergone training and a situation necessitating student restraint or seclusion occurs, and another properly trained employee of the Charter School is present at the event, the properly trained employee shall take the lead in addressing the student crisis.

Designated Locations

Each Charter School building for which students are present must have a building designated location for student seclusion.

It is the responsibility of the Executive Director or designee to assure that the building's designated seclusion location is a safe and clean location and that such location has appropriate supervision when any student has been placed into seclusion pursuant to this policy.

Appropriate supervision shall include an adult in the seclusion location which has continuous visual observation of the secluded student.

Definitions

For the purposes of this policy, the following definitions shall apply:

“Restraint” shall mean the immobilization or reduction of a student’s freedom of movement for the purpose of preventing harm to students or others through: chemical or manual method or physical or mechanical device, material, or equipment.

“Seclusion” shall mean involuntary confinement in a room or other space during which a student is prevented from leaving or reasonably believing that the he or she can leave through: manually, mechanically, or electronically locked doors that when closed cannot be opened from the inside; blocking or other physical interference by staff; or coercive measures, such as the threat of restraint, sanctions, or the loss of privileges that the student would otherwise have, used for the purpose of keeping the student from leaving the area of seclusion.

“Aversive Technique” shall mean physical, emotional, or mental distress as a method of redirecting or controlling behavior.

Annual Review

On an annual basis, the Executive Director or designee shall review this policy and make a determination as to whether or not any modifications or amendments to this policy are necessary and/or should be proposed to the Board of Directors.

In conducting this annual review, such individual shall also review the reports of all events of seclusion and/or restraint that occurred with the Charter School’s students in the past school year. This review will include an analysis as to whether or not the Charter School’s personnel are following the terms of this policy, whether additional training activities are necessary, or if there is any weakness in the implementation of this policy that can be addressed.

Cross Reference: 3360 - Discipline of Students with Disabilities

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-01](#) on 2/20/2020

Amended by Res. [2022-04](#) on 6/7/2022

3350 Detention

For minor infractions of Charter School rules or regulations, or for minor misconduct, staff may detain students. Students may be required to attend Saturday detention for up to four hours.

Preceding the assessment of such punishment, the staff member shall inform the student of the nature of the offense charged, and/or the specific conduct that allegedly constitutes the violation. The student shall be afforded an opportunity to explain or

justify his or her actions to the staff member. Parents must be notified prior to a student serving an after-school detention.

Students detained for corrective action or punishment shall be under the supervision of the staff member or his or her designee.

Policy History: Adopted on: 8/7/18 Revised on:

3365 Student Sex Offenders

Definition

A Student Sex Offender is defined as a student who has been adjudicated delinquent or convicted of and placed on probation for a dangerous offense such as sexual conduct with a minor, sexual assault, molestation of a child, or continual sexual abuse of a child.

Notification to Charter School

The Superintendent of Public Instruction is required by State law to notify the Charter School regarding the enrollment of a registered juvenile sex offender. The Superintendent of Public Instruction is also required to notify the Charter School of the offender's probationary status or treatment status, if known. The Executive Director of the Charter School or his or her designee shall make contact with the State Department of Education in order to receive regular updates of this information.

Educational Placement

The Executive Director or designee shall determine the appropriate educational placement for student sex offenders except those identified as having a disability. When determining educational placement, the Executive Director or designee shall consider such factors as the safety and health of the student population. The Executive Director designee shall develop guidelines for managing each student sexual offender in the Charter School. If the Executive Director or designee determines that, in the best interest of the Charter School, the student sexual offender should be placed in an alternative educational setting.

Convicted juvenile sex offenders shall not attend the Charter School if it is attended by their victim(s) or a victim's sibling. The offender and his or her parent/guardian shall be responsible for providing transportation or covering other costs related to the offender's attendance at another school.

An IEP team shall determine the educational placement of a student sexual offender with a disability. The student with a disability is entitled to all the due process procedures available to a student with a disability under the Individuals with Disabilities Education Act. The IEP team shall develop procedures for managing each student

sexual offender with a disability that attends a Charter School.

Staff

Staff members are to be alert to and inform Charter School officials of any behavior by a juvenile offender that creates an abnormal risk to members of the Charter School community. However, each circumstance involving a student probationary juvenile offender attending the Charter School shall be evaluated on a case-by-case basis. Whenever possible without placing other students or adult members of the Charter School community at risk, reasonable efforts should be made to continue the student's education, to provide supportive services, and to avoid any acts of harassment or vigilantism against the student. Although federal and State laws and rules permit the release of information concerning a student registered sex offender, discretion should be exercised when discussing or disseminating information about the student. Whenever possible, the Charter School community should encourage and support timely and appropriate intervention toward the expected outcome that a juvenile offender's conduct will be rectified so the student will commit no further offense and will develop into a responsible, self-controlled adult.

Legal Reference: I.C. §18-8402 - Findings; I.C. §18-8408 - Providing List to Superintendent Of Public Instruction; I.C. §33-205 - Denial of School Attendance

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3370 Searches And Seizures

To maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects.

Charter School Property and Equipment as well as Personal Effects Left There by Students

Charter School authorities may inspect and search Charter School property and equipment owned or controlled by the Charter School (such as lockers, desks, and parking lots), as well as personal effects left there by the student, without notice or consent of the student. This applies to student vehicles parked on Charter School property. The Executive Director may require each high school student, in return for the privilege of parking on Charter School property, to consent in writing to Charter School searches of his or her vehicle and personal effects therein, when reasonable suspicion of wrongdoing exists.

The Executive Director may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other Charter School property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search the student and/or the student's personal effects in the student's possession when there is reasonable grounds for suspecting that the search will produce evidence the particular student has violated or is violating the law or the Charter School's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the Charter School's policies or rules, such evidence may be seized and impounded by Charter School authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3370P Searches And Seizure

The following rules shall apply to any searches and the seizure of any property by Charter School personnel:

1. The Executive Director and his or her authorized assistants shall be authorized to conduct any searches and to seize property on or near Charter School premises, as further provided in this procedure.
2. If the authorized administrator has reasonable suspicion to believe that any locker, car, or other container of any kind on Charter School premises contains any item or substance which constitutes an imminent danger to the health and safety of any person or to the property of any person or the Charter School, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance.
3. The authorized administrator may perform random searches of any locker, car, or container of any kind on Charter School premises without notice or consent.

4. If the authorized administrator has any reasonable suspicion to believe that any student has any item or substance in his or her possession which constitutes an imminent danger to the property of any person or the Charter School, the administrator is authorized to conduct a search of any car or container and to seize any such item or substance.
5. No student shall hinder, obstruct, or prevent any search authorized by this procedure.
6. When feasible and when a student is under 18 years of age, the authorized administrator shall contact a student's parent/guardian prior to conducting a search of their person. When it is not feasible to contact the parent prior to a search of a student's person, the authorized administrator shall attempt to contact the parent/guardian as soon as possible following the search
7. Whenever circumstances allow, any search or seizure authorized in this procedure shall be conducted in the presence of at least one adult witness, and a written record of the time, date, and results shall be made by the administrator. A copy shall be forwarded to the Executive Director as soon as possible.
8. In any instance where an item or substance is found which would appear to be in violation of the law, the circumstance shall be reported promptly to the appropriate law enforcement agency.
9. In any situation where the administrator is in doubt as to the propriety of proceeding with any search or seizure, the administrator is authorized to report to and comply with the directions of any public law enforcement agency.

Procedure History: Promulgated on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

3380 Extracurricular And Co-Curricular Participation Policy

Extracurricular or co-curricular activities are supplements to the regular instructional programs and afford students opportunities for enrichment. However, participation in extracurricular and co-curricular activities is a privilege, not a right. I.C. § 33-512(12). As representatives of the Charter School, students participating in such activities are expected to meet high standards of behavior.

General Definitions for Extracurricular and Co-Curricular Participation Policy

Unless the context otherwise requires, in this policy:

“Extracurricular activities” means Charter School-authorized activities which take place outside of the regular school day and do not involve class credit, including, but not

limited to athletics, student groups or organizations, and community activities for which high school letters are awarded.

“Co-curricular activities” are Charter School-authorized activities held in conjunction with an accredited class, but taking place outside of the regular school day including, but not limited to, debate, drama, drill team, band, and choir.

“Activity suspension or suspension from extracurricular or co-curricular activities” means that suspended students shall not travel, dress in uniform, or associate or participate with the team or group at its scheduled event(s). Suspended students may be allowed to participate in practices and meetings; however, the Executive Director or designee may deem it necessary for students to be withheld from practices and meetings for the duration of the suspension.

“Controlled Substances” include (but are not limited to) opiates; opium derivatives; hallucinogenic substances, including cocaine; and cannabis and synthetic equivalents or the substances contained in the plant; any material, compound mixture, or preparation with substances having a depressant effect on the central nervous system; and stimulants.

“Drugs” include any alcohol or malt beverage, any inhalant, any tobacco product, any controlled substances, any illegal substance, any abused substance, any look-alike or counterfeit drug, any medication not approved and registered by the school authorities and/or any substance which is intended to alter mood, and/or any substance which is misrepresented and sold or distributed as a restricted or illegal drug.

“Drug paraphernalia” is defined as any or all equipment, products, and materials of any kind which are used, intended for use, or designed for use, in planting, propagating, cultivation, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance as defined in this policy.

“Emergency activity suspension” is defined as imposition of an activity suspension by the Executive Director or his or her designee prior to an informal hearing when it is necessary to protect the health and safety of the individual(s) involved and immediate action is appropriate.

“Event” is defined as a match, game, meet, or other competitive event, including regional and/or state tournaments and competitions. “Event” is also defined as any band or choir performance(s).

“Knowingly present” shall mean that a student attended a gathering of two or more individuals at which one or more of the attendees (other than the student at issue) were using or in possession of drug paraphernalia, controlled substances, drugs, pornography, alcohol, or tobacco and the student knew or reasonably should have

known that such use or possession was occurring.

“Minor infraction” shall mean a minor deviation from acceptable behavior or stated student expectations which occurs while the student is engaged in the extracurricular or co-curricular activity and which is not material or substantial. Students will be given notification of the first minor infraction. Students and parents will be given notification of the second minor infraction through a conference and will be informed that a third minor infraction may result in activity suspension.

“Major infraction” shall mean a material or substantial deviation from acceptable behavior or stated student expectations which occurs while the student is engaged in the extracurricular or co-curricular activity, including but not limited to insubordination toward or non-compliance with the person in charge of the activity, verbal or physical abuse, hazing, fighting, and refusal of a student to identify him or herself to Charter School personnel upon request.

“On any Charter School premises or at any Charter School sponsored activity, regardless of location” includes, but not be limited to buildings, facilities, and grounds on the Charter School campus, Charter School buses, Charter School parking areas; and the location of any Charter School sponsored activity. “On any Charter School premises or at any Charter School sponsored activity, regardless of location” also includes instances in which the conduct occurs off the Charter School premises but impacts a Charter School related activity.

“Scholastic Year” is defined as the period of time beginning with the first day of the fall extracurricular and co-curricular activities season and ending with the last day of school.

“School Days” include only those days when school is in session.

Eligibility Requirements for Extracurricular and Co-Curricular Participation

To take part in any extracurricular or co-curricular activity students must maintain adequate completion and mastery of work as deemed appropriate by their mentor and teachers. If they do not, they are on probation for two weeks and can raise their grade and receive a written slip from the teacher or teachers of their passing work. If after the probationary period they have not achieved mastery, they are not allowed to take part in any extracurricular or co-curricular activity until their mentor and teachers have seen improvement in mastery areas.

Extracurricular or Co-curricular activity Suspension

The Board of Directors believes that the safety and welfare of other students may be adversely affected when students who are involved in extracurricular or co-curricular activities commit major infractions or repeated minor infractions at the Charter School or during Charter School activities, and/or are involved in criminal conduct or drug use in

any location.

At the beginning of each semester, teachers and coaches of co-curricular courses will identify for students how participation in the co-curricular activity impacts their course grade. Co-curricular students who are suspended as a result of this policy will have the co-curricular course grade affected only if the reason for the suspension was related to coursework or course expectations. Students who miss a co-curricular activity because of a suspension may ask to do, or be required to do, alternative assignments or special projects to make up the missed activity.

1. **Activity Suspension as a Result of a School Suspension:** A student will be immediately suspended from all extracurricular and co-curricular activities when he or she receives a suspension, not including an in-school detention, from school for any reason.

Consequences:

- a. The activity suspension is automatic, is for the duration of the school suspension, and runs concurrent with the school suspension.
- b. This type of activity suspension cannot be appealed.

2. **Activity Suspension for Repeated Minor Infractions or a Major Infraction During an Activity:** A student may be suspended from an extracurricular or co-curricular activity when he or she commits a third minor infraction, or a major infraction, while engaged in an extracurricular or co-curricular activity on any Charter School premises or at any Charter School-sponsored activity, regardless of location. The coach or advisor will recommend suspension to the Director:

- a. The incident will be reviewed pursuant to the Informal Hearing Process at Section 5 of this policy.
- b. If the evidence supports the recommendation, the student may be given an activity suspension for a period of time up to and including the remainder of the season or duration of the activity in that scholastic year for that activity only.
- c. If the activity suspension exceeds nine school days, the parent/guardian may request an appeal as outlined in the Appeal Process in Section 5 of this policy.

3. **Activity Suspension for Criminal Conduct or Drug Use in Any Location During the Scholastic Year:** A student may be suspended from extracurricular and co-curricular activities when he or she has been arrested or it reasonably appears to the Charter School that he or she has violated criminal law, other than infractions or minor traffic violations; or has been involved with drug

paraphernalia, controlled substances, or drugs, including alcohol or tobacco, **in any location, either on or off campus**, during the scholastic year, in any of the following ways: attempting to secure or purchase; using or having reasonable suspicion of having used; possession; intending or attempting to sell or distribute; selling or giving away; or being knowingly present when any of the above are used, possessed, or consumed.

Consequences:

a. Knowingly Present:

i. First Violation: When a student violates the “knowingly present” prohibition of this policy for the first time during a scholastic year, the Charter School resource officer (“SRO”), Executive Director, or athletic director:

- (1) Will hold a conference with the student;
- (2) Will notify the student’s parent/guardian and the student of the violation;
- (3) May arrange a conference with the parent/guardian and the student; and
- (4) Will inform the student and parent/guardian of consequences for future violations of the policy.

ii. Second Violation: When a student violates this “knowingly present” prohibition of this policy for the second time during a scholastic year, he or she is subject to the consequences outlined below in part III.B “Other Violations” of the policy.

b. Other Violations

i. The incident will be reviewed pursuant to the Informal Hearing Process in Section 5 of this policy. If the evidence supports the accusation, the student may be suspended from all extracurricular and co-curricular events for a period of 21 calendar days.

ii. The suspension will be reduced to a 14 calendar day period if:

- (1) In the case of criminal conduct, the student receives counseling which has been approved by a school counselor.
- (2) In the case of drug, alcohol, or tobacco use, the student agrees to and completes:
 - (A) A drug/alcohol/tobacco assessment provided by

the Charter School at no cost or by the community at the family's expense; and/or

- (B) Drug/alcohol/tobacco education group, provided or facilitated by the Charter School, and/or the community.
- (C) If no event is scheduled during the period of the suspension, the student will be withheld from the next scheduled event.
- (D) If the student notifies Charter School personnel (self-reports) concerning his or her criminal conduct or drug use prior to the personnel's knowledge of the incident(s), the Executive Director or athletic director may reduce the length of the activity suspension.
- (E) On the occasion of a subsequent infraction during a scholastic year, and if the evidence supports the accusation, the Executive Director or athletic director will bar the student from any form of extracurricular or co-curricular activity for the balance of the scholastic year.
- (F) All students who receive an activity suspension for criminal conduct or drug use shall be reported to the Executive Director or designee and, if applicable, to the appropriate law enforcement agency.
- (G) The parent/guardian may request an appeal as outlined in the Appeal Process at Section 7 of this policy for either a first or second offense.

4. **Infractions Which Occur in Out-of-School Trips:** During an out-of-school trip, if the authorized person in charge of the activity determines that a student should be sent home early because of criminal conduct, drug use, or a major infraction, the authorized person will notify the parent/guardian, and ask him or her to take charge of the return of the student. The parent/guardian will assume any expenses incurred for the return of the student.
5. **Informal Hearing Process:** Prior to giving an activity suspension to a student, the Executive Director or athletic director shall grant the student an informal hearing on the reasons for the activity suspension and the opportunity to challenge those reasons unless an emergency activity suspension is necessary. If an emergency activity suspension is necessary, an informal hearing will be

held as soon as possible after the emergency ceases to exist.

6. Student Travel to or from an Extracurricular or Co-Curricular Activity:

Unless other travel arrangements are authorized, students will board the bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

The activity must provide at least one instructor, coach, or adult sponsor for each bus on a special trip. The bus driver will be responsible for the safe operation of the bus. The sponsor will be responsible for supervision of students and enforcement of bus rules. Any adult designated by the Executive Director as a sponsor will have such authority.

Students must follow all school bus rules with this exception: Food and drink not in glass containers will be allowed on the bus with permission of the Executive Director. However, any debris must be cleaned up at the end of the trip and before students leave the bus.

If a student causes a disruption or hazard on the bus, a hearing will be held with the Executive Director, driver; instructor, coach, or adult sponsor; parent/guardian; and student. The driver; instructor, coach, or adult sponsor; parent/guardian; and the student will have the opportunity to share with the Executive Director their perceptions of the problem. If the Executive Director finds that there has been an infraction of bus rules, he or she will take the following action:

- a. On the first infraction, the student will be warned that following any further infraction he or she will be declared ineligible for transportation to the extracurricular or co-curricular activities for one event;
- b. On the second infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activity for two events; and
- c. On the third infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activities for the remainder of the semester.

Based on the severity of the problem as it relates to respect and safety for others, the Executive Director may bypass step #1 and/or step #2 above and immediately declare the student ineligible for transportation for two weeks or for the remainder of the semester.

7. Appeal Process:

- a. This appeal process may be used by students and their parent/guardian only in those instances where an activity suspension or suspension from transportation to extracurricular or co-curricular activities exceeds nine school days.
 - b. The parent/guardian must request an appeal in writing within two school days from the notification of the activity suspension decision.
 - c. The Executive Director will appoint a three member panel composed of certificated staff members who have not been involved in the disciplinary action in question. The hearing panel will notify the student and the parent/guardian of the date, location, and time of the hearing. The student will have an opportunity to present additional evidence regarding the circumstances of the suspension or reasons to reduce the length thereof. The appeal must be scheduled within five school days of the request.
 - d. If the panel determines that the evidence reviewed at the appeal supports the suspension, the suspension of the student from extracurricular and/or co-curricular activities shall be continued.
 - e. The student and the parent/guardian will be notified in writing of the panel's findings and determination with respect to the student suspension from extracurricular and/or co-curricular activities within two school days of the panel's decision.
 - f. The panel's determination is final, and is not appealable to the Executive Director or Board of Directors.
8. Elementary Students: Students in kindergarten through 6th grade who are in violation of this policy may have the length of the activity suspension reduced by the Executive Director or other authorized administrator.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3390 Extra- And Co-Curricular Chemical Use Policy

Extracurricular and co-curricular activities are subject to the supervision and regulation of the Charter School. Participation in extracurricular or co-curricular activities is considered a privilege; not a right.

Students participating in extra- and co-curricular activities, whether sponsored by the Idaho High School Activities Association or not, shall not use, have in possession, sell,

or distribute alcohol, tobacco, or illegal drugs, or abuse prescription or non-prescription drugs during their extracurricular seasons. These rules are in effect 24 hours a day. If a student is charged with possession, or is seen using tobacco, alcohol, or illicit drugs, the student will forfeit the privilege of participating in accordance with the activities and student handbooks.

Policy Coverage

This policy applies to middle and high school students who are involved in the extra- and co-curricular activities program.

Policy Duration

This policy is in effect each school year from the date of the first practice for fall activities until the last day of school or activities, whichever is later. Violations are cumulative, through the student's period of attendance in grades 7-8 and in grades 9-12. The Administration shall publish the participation rules annually in the activities and student handbooks.

Student and Parent/Legal Guardian Due Process

Notification of determinations regarding student chemical use violations will be provided to the student and parent or guardian by telephone where possible, and also by mail. At this time, the student and parent/guardian shall be notified of the type of discipline that will be administered.

Appeal Process

Any parent or legal guardian and student who is aggrieved by the imposition of discipline shall have the right to an informal conference with the Executive Director, for the purpose of resolving the grievance. At such a conference, the student and the parent shall be subject to questioning by the Executive Director, and shall be entitled to question staff involved in the matter being grieved.

Legal Reference: I.C. § 33-512 Governance of Schools

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3400 Extracurricular Activities Drug-Testing Program

The Charter School has a strong commitment to the health, safety, and welfare of its students. Results of studies throughout the United States indicate that education alone, as a preventive measure, is not effective in combating substance abuse. Our

commitment to maintaining the extracurricular activities in the Charter School as a safe and secure educational environment requires a clear policy and supportive programs relating to detection, treatment, and prevention of substance abuse by students involved in extracurricular activities.

Purpose

The drug-testing program is not intended to be disciplinary or punitive in nature. Students involved in extracurricular activities need to be exemplary in the eyes of the community and other students. It is the purpose of this program to prevent students from participating in extracurricular activities while they have drug residues in their bodies, and it is the purpose of this program to educate, help, and direct students away from drug and alcohol abuse and toward a healthy and drug-free participation. No student shall be expelled or suspended from school as a result of any verified positive test conducted by the Charter School under this program, other than as stated herein.

Scope

Participation in extracurricular activities is a privilege. This policy applies to all Charter School students in grades 9-12 who wish to participate in extracurricular activities that are listed in the current student handbook and any other Charter School-sponsored extracurricular activities not listed.

Consent Form

It is mandatory that each student who participates in extracurricular activities sign and return the Form 3400F Consent Form prior to participation in any extracurricular activity. Failure to comply will result in non-participation.

Each extracurricular participant shall be provided with the Consent Form, which shall be dated and signed by the participant and by the parent/guardian. In so doing, the student is agreeing to participate in the random drug-testing program at the Charter School.

Testing Procedures

1. The selection of participants to be tested will be done randomly by the Executive Director or administrative designee, and selections will be made from time to time throughout the school year. Names will be drawn from one large pool of those agreeing to be tested.

Testing may occur on a different day, Monday through Saturday. This variable schedule will keep students conscious of the possibility of being tested at any time during the year. Each student will be assigned a number that will be placed in the drawing.

2. If the student shows signs of reasonable suspicion, the Executive Director

administrative designee may call the student's parent/guardian and ask that the student be tested. Factors will include, but are not limited to, excessive discipline problems and/or excessive absences from school. Also, a parent/guardian may request testing of his or her student.

3. No student will be given advance notice or early warning of the testing. In addition, a strict chain of custody will be enforced to eliminate invalid tests or outside influences.
4. Upon being selected for a urinalysis test under this policy, either by random draw, reasonable suspicion, request of a parent/guardian, or a follow-up test, a student will be required to provide a sample of fresh urine, according to the quality control standards and policy of the laboratory conducting the urinalysis.
5. All students will remain under Charter School supervision until they have produced an adequate urine specimen. If unable to produce a specimen, the student will be given up to 24 ounces of fluid. If still unable to produce a specimen within two hours, the student will be taken to the Executive Director's office and told he or she is no longer eligible for any of the extracurricular activities. In addition, the parents/guardian will be telephoned and informed the student is unable to produce a sample for the testing procedure and that he or she may be tested at a later date to be reinstated for eligibility.
6. There is a head strip on each of the specimen bottles indicating the validity of the urine specimen by temperature. All specimens registering below 90.5 degrees Fahrenheit will be invalid. If this occurs, another specimen must be given by the student.
7. If it is proven that tampering or cheating has occurred during the collection, the student will become ineligible for all the extracurricular activities for the remainder of the school year. This will be reported to the parent/guardian.
8. Immediately after the specimen is taken, the student may return to class with an admit slip or pass with the time he or she left the collection site. The Executive Director or administrative designee must note the time and sign the pass.
9. The specimens will then be turned over to the testing laboratory, and each specimen will be tested for alcohol, nicotine, and street drugs (which may include all drugs listed as controlled substances under the laws of the State of Idaho). Also, performance enhancing drugs such as steroids may be tested for.
10. The laboratory selected must follow the standards set by the Department of Health and Human Services. It must be certified under the auspices of the Clinical Laboratory Improvement Act (CLIA) and the Joint Commission of Accreditation of Healthcare Organizations (JCAHO).

Chain of Custody

1. The certified laboratory will provide training and direction to those who

supervise the testing program, set up the collection environment, and guarantee specimens and supervise the chain-of-custody. To maintain anonymity, the student's number, not name, will be used.

2. The Executive Director or administrative designee will be responsible for escorting students to the collection site. The student should bring all materials with him or her to the collection site and should not be allowed to go to his or her locker. The administrator should not bring all the students drawn from the pool to the collection site simultaneously. Calling four or five students at a time allows the collections to be carried out quickly and avoid having students to wait a long time, thereby creating a loss of important time from class. Athletes may be called after school, including during practice time.
3. Before the student's urine is tested by the laboratory, students will agree to fill out, sign, and date any form which may be required by the testing laboratory. If a student chooses, he or she may notify the administrator that he or she is taking a prescription medication.
4. A sanitized kit containing a specimen bottle will be given to each student. The bottle will remain in the student's possession until a seal is placed upon the bottle. The student will sign that the specimen has been sealed. The seal may be broken only by the lab testing the specimen.
5. If the seal is tampered with or broken after leaving the student's possession and prior to arriving at the lab, the specimen is invalid. The student will be called again as soon as possible. The student will remain eligible for extracurricular activities subsequent to a retest.
6. The supervisor obtaining the urine specimen will be of the same gender as the student. Students will be instructed to remove all coats and wash their hands in the presence of the supervisor prior to entering the restroom. The door will be closed so that the student is by him or herself in the restroom to provide a urine specimen. The supervisor will wait outside the restroom. The student will have two minutes to produce a urine specimen. The commode will contain a blue dye so the water cannot be used to dilute the sample. The faucets in the restrooms will be shut off.
7. After it has been sealed, the specimen will be transported to the testing laboratory by lab personnel. The testing laboratory will report the results to the Executive Director or administrative designee.
8. In order to maintain confidentiality, the container which contains the urine specimen to be tested will not have the name of the student on the container. Instead, the student's random identification number will appear on the container. Also, the results sheet for the urinalysis will be mailed to the Executive Director or administrative designee with no name attached; only the student's random identification number will appear on the results sheet.

Test Results

1. This program seeks to provide needed help for students who have a verified positive test. The students' health, welfare, and safety will be the reason for preventing students from participation in extracurricular activities.
2. The Executive Director or administrative designee will be notified of a student testing positive, that is, if the test shows that drug residues are in the student's system after using at least two different types of analyses. The Executive Director administrative designee will notify the student and his or her parent/guardian. The student or his or her parent/guardian may submit any documented prescription, explanation, or information that will be considered in determining whether a positive test has been satisfactorily explained.
3. In addition, the student or parent/guardian may appeal by requesting that the urine specimen be tested again by the certified laboratory at a cost to the student or his or her parent/guardian.
4. If the test is verified positive, the Executive Director or administrative designee will meet with the student and his or her parent/guardian at the Charter School. The student and parent/guardian will be given the names of counseling and assistance agencies that the family may want to contact for help. The student will be prevented from participating in extracurricular activities until after a follow-up test is requested by the Executive Director or administrative designee and the results are reported.
5. A follow-up test will be requested by the Executive Director or administrative designee after such an interval of time that the substance previously found would normally have been eliminated from the body. If this follow-up test is negative, the student will be allowed to resume extracurricular activities. If a second positive result is obtained from the follow-up test or any later test of that participant, the same previous procedure shall be followed. In addition, the Charter School reserves the right to continue testing, at any time during the remaining school year, any participating student who tested positive and did not make satisfactory explanation.
6. Information on a verified positive test result will be shared on a need-to-know basis with the student's coach or sponsor. The results of negative tests will be kept confidential to protect the identity of all students being tested.
7. Drug testing result sheets will be returned to the Executive Director or administrative designee, identifying students by number and not by name. Names of students tested will not be kept in open files or on any computer. Result sheets will be locked and secured in a location to which only the Executive Director or administrative designee has access.

Financial Responsibility

1. Under this policy, the Charter School will pay for all initial random drug tests, all initial reasonable suspicion drug tests, and all initial follow-up drug tests. Once a student has a verified positive test result and has subsequently tested negative from a follow-up test, any future follow-up drug test that must be conducted will be paid for by the student or his or her parent/guardian.
2. A request on appeal for another test of a positive urine specimen is the financial responsibility of the student or his or her parent/guardian.
3. Counseling and subsequent treatment by non-Charter School agencies are the financial responsibility of the student or his or her parent/guardian.

Confidentiality

Under this drug-testing program, any staff, coach, or sponsor of the Charter School who may have knowledge of the results of a drug test will not divulge to anyone the results of the test or the disposition of the student involved, other than in the case of a legal subpoena being made upon that person in the course of a legal investigation. Once again, this will underscore the Charter School's commitment to confidentiality with regard to the program.

Other Rules

Apart from this drug-testing program, the Idaho High School Activities Association (IHSAA) and the coaching staff/sponsor of each sport/activity have their own training rules and requirements. Coaches/sponsors have the necessary authority to enforce those rules. Any student who violates a rule or requirement as a member of a team or activity will be subject to the consequences as defined in those rules and requirements.

Legal Reference: Vernonia School District 47J v. Acton, 515 U.S. 646 (1995); Todd v. Rush County, 139 F.3d 571 (7th Cir.), cert. Denied, 119 S.Ct. 68 (1998)

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3400F Extracurricular Consent Form

PROJECT IMPACT STEM ACADEMY EXTRACURRICULAR CONSENT FORM

I have received and have read and understand a copy of the Charter Schools' "Extracurricular Activities Drug-Testing Program". I desire that _____ participate in this program and in the extracurricular program of the Charter School and hereby voluntarily agree to be subject to its terms for

the entire high school career (grades 9-12). I accept the method of obtaining urine specimens, testing, and analyses of such specimens and all other aspects of the program. I agree to cooperate in furnishing urine specimens that may be required from time to time.

I further agree and consent to the disclosure of the sampling, testing, and results provided for this program. This consent is given pursuant to all State and Federal Statutes and is a waiver of rights to nondisclosure of such test records and results only to the extent of the disclosures in the program.

Date: _____, 20__

Student Signature

Parent/Guardian Signature

I, _____, have decided not to participate in any extracurricular activities sponsored by the Charter School for the remainder of this school year. In order for me to participate in the extracurricular activity program at a later date, I understand that I must submit to urinalysis.

Student Signature

Date

Parent/Guardian Signature

Date

3410 School Sponsored Student Activities

Student Organizations:

1. All student organizations must be approved by the administration. Secret or clandestine organizations or groups will not be permitted;
2. Bylaws and rules of student organizations must not be contrary to Board policy or to administrative rules and regulations; and
3. Procedures in student organizations must follow generally accepted democratic practices in the acceptance of members and nomination and election of officers.

Social Events:

1. Social events must have prior approval of the administration;
2. Social events must be held in Charter School facilities unless approved by the Board or Directors;
3. Social events must be chaperoned at all times; and

4. Attendance at high school social events and dances shall be limited to high school students, and middle school social events shall be limited to middle school students, unless prior permission is received from the Administrative Team.

Extracurricular Activities:

1. Academic and behavior eligibility rules are established by Idaho High School Activities Association (IHSAA) rules and Charter School policy;
2. Any student convicted of a criminal offense may, at the discretion of Charter School officials, become ineligible for such a period of time as the Charter School officials may decide; and
3. In establishing an interscholastic program, the Board directs the administration to:
 - a. Open all sports to all students enrolled in the Charter School with an equal opportunity for participation; and
 - b. Recommend sports activities based on interest inventories completed by the students.

Policy History: Adopted on: 8/7/18; Revised on:

3420 Student Fund Raising Activities

The Board acknowledges that the solicitations of funds from students, staff, and citizens must be limited since students are a captive audience and since solicitation can disrupt the program of the Charter School. Solicitation and collection of money by students for any purpose, including the collection of money by students in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved Charter School organization, may be permitted by the Executive Director providing that the instructional program is not adversely affected.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3430 Distribution Of Fund Drive Literature Through Students

Although many community drives are organized for raising funds for worthy nonprofit causes, it is the policy of the Charter School to refrain from having the students, as student body members, used for such collection or dissemination purposes.

Exceptions to this policy will be considered when recognized student or Charter School-affiliated organizations of the Charter School request permission to participate in such activity.

Cross Reference: 4310 - Contact with Students

Policy History: Adopted on: 8/7/18; Revised on:

3440 Student Fees, Fines, And Charges/Return Of Property

The Charter School shall charge no fee for any course for which academic credit is awarded.

A student may be charged a reasonable fee for any non-credit course or non-curricular activity such as an extracurricular activity, student-activity, or membership in a voluntary club or association. The Board may waive the fee in cases of financial hardship.

Additional fees may be charged for “enhanced programming and materials” which are voluntary enrichments to the curriculum beyond what is necessary to meet the learning expectations for a particular grade or course (i.e. students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost for the upgrade).

A student shall be responsible for the cost of replacing materials or property lost or damaged due to negligence. If school property in a student’s possession is lost, broken, or otherwise damaged, the student may be charged the lesser of the fair market value of the item at the time or the cost of repair.

The Charter School may require, as a condition of graduation, issuance of a diploma or certificate, or issuance of a transcript, that all indebtedness incurred by a student be satisfied, or that all books or other instructional material, uniforms, athletic equipment, advances on loans, or other personal property of the Charter School be returned.

Legal reference: I.C. § 33-603 - Payment of Fees or Returning of Property

Policy History: Adopted on: 8/7/18; Revised on:

3500-3999 Student Protection

[3500 Student Health/Physical Screenings/Examinations](#)

[3500C Student Health/Physical Screenings/Examinations During Public Health Emergency](#)

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[3520C Contagious Or Infectious Diseases During Health Emergency](#)
[3525 Immunization Requirements](#)
[3530 Suicide](#)
[3540 Emergency Treatment](#)
[3545 Student Interviews, Interrogations, Or Arrests](#)
[3545F1 Form For Signature Of Arresting Officer](#)
[3545F2 Form For Signature Of Interviewing Officer](#)
[3550 Removal Of Student During School Hours](#)
[3550P Removal Of Student During School Hours](#)
[3560 Video Surveillance](#)
[3570 Student Records](#)
[3570F Student Records](#)
[3570P Student Records](#)
[3575 Student Data Privacy And Security](#)
[3580 Relations With Non-Custodial Parents](#)
[3610 Records Of Missing Children](#)
[3620 Transfer Of Student Records](#)

3500 Student Health/Physical Screenings/Examinations

The Board of Directors may arrange each year for health services to be provided to all students. Such services may include, but not be limited to:

1. The development of procedures for the isolation and temporary care of students who become ill during the school day;
2. Consulting services of a qualified specialist for staff, students, and parents;
3. Vision and hearing screening;
4. Scoliosis screening; and
5. Immunization as provided by the Department of Health and Human Services.

Parents/guardians will receive a written notice of any screening result which indicates a condition that might interfere or tend to interfere with a student's progress.

In general, the Charter School will not conduct physical examinations of a student without parental consent to do so or by court order, unless the health or safety of the student or others is in question. Further, parents will be notified of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening administered by the Charter School is conducted which is:

1. Required as a condition of attendance;
2. Administered by the Charter School and scheduled by the Charter School in advance; and
3. Not necessary to protect the immediate health and safety of the student or other students.

Parents or eligible students will be given the opportunity to opt out of the above-described non-emergency, invasive physical examination, or screening.

As used in this policy, the term “invasive physical examination” means any medical examination involving the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body. This does not include a hearing, vision, or scoliosis screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Idaho High School Activities Association will be required to follow the rules of that organization, as well as other applicable Charter School policies, rules, and regulations.

All parents will be notified of the requirements of the Charter School’s policy on physical examinations and screening of students, at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

Abortion-Related Counseling and Referrals Prohibited

All staff are prohibited from providing the following services to any person during working hours or in the course of their work:

- Providing or performing an abortion;
- Counseling in favor of abortion;
- Referring for abortion; or
- Dispensing emergency contraception, except in the case of rape.

Legal Reference: General Education Provisions Act, 20 U.S.C. 1232h(b); I.C. § 18-8701, et seq. No Public Funds for Abortion Act; IDAPA 08.02.03.160 - Safe

Environment and Discipline

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021

3500C Student Health/Physical Screenings/Examinations During Public Health Emergency

Student Health/Physical Screenings/Examinations During Public Health Emergency

Healthy Hand Hygiene Behavior

All students will engage in hand hygiene at times including, but not limited to, the following

1. Arrival at the facility and after breaks;
2. Before and after preparing, eating, or handling food and drinks;
3. Before and after administering medication or undergoing a health screening;
4. After coming in contact with bodily fluid;
5. After recess;
6. After handling garbage; and
7. After use of the restroom.

Hand hygiene includes, but is not limited to, washing hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based sanitizers with at least 60% alcohol can be used if soap and water are not readily available.

Health Screenings

The Board may arrange each year for health services to be provided to all students. Such services may include, but are not be limited to:

1. The development of procedures at each building for the isolation and temporary care of students who become ill during the school day;
2. The consulting services of a qualified specialist for staff, students, and parents;
3. Vision and hearing screening;
4. Scoliosis screening; and
5. Immunization as provided by the Department of Health and Human Services.

Parents/guardians will receive a written notice of any screening result which indicates a condition that might interfere or tend to interfere with a student's progress.

In general, the Charter School will not conduct physical examinations of a student without parental consent to do so or by court order, unless the health or safety of the student or others is in question. Further, parents will be notified of the specific or

approximate dates during the school year when any non-emergency, invasive physical examination or screening administered by the Charter School is conducted which is:

1. Required as a condition of attendance;
2. Administered by the school and scheduled by the school in advance; and
3. Not necessary to protect the immediate health and safety of the student or other students.

Parents or eligible students will be given the opportunity to opt out of the above-described non-emergency, invasive physical examination or screening.

As used in this policy, the term “invasive physical examination” means any medical examination involving the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but this does not include a hearing, vision, or scoliosis screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Idaho High School Activities Association will be required to follow the rules of that organization, as well as other applicable Charter School policies, rules, and regulations.

All parents will be notified of the requirements of the Charter School’s policy on physical examinations and screening of students, at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

Legal References: 20 U.S.C. § 1232h(b) Protection of Pupil Rights - Limits on Survey, Analysis, or Evaluations; IDAPA 08.02.03.160 Safe Environment and Discipline

Policy History: Adopted on:; Revised on:; Reviewed on:

HISTORY

Adopted by Res. [2020-06](#) on 10/6/2020

3505 Concussion Protocol

Many students within the Charter School participate in extracurricular activities of a nature whereby physical injury may result. Though the Charter School takes care to ensure all extracurricular activities are as safe as practicable, it is not possible to remove all danger from such activities, and the Charter School acknowledges that concussions may result. The purpose of this policy is to address situations in which student concussions have occurred or are suspected to have occurred.

This policy only applies to organized athletic league or sport in which any Charter

School student participates as an athlete or youth athlete. For the purposes of this policy, athlete or youth athlete means an individual who is 18 years of age or younger and who is a participant in any middle school, junior high school, or high school athletic league or sport. A school athletic league or sport shall not include participation in a physical education class.

Pre-Season Education

The administration and coaches will work to ensure that athletes, youth athletes, parents, volunteers, and assistant coaches are educated about concussions. Prior to being allowed to engage or participate in any Charter School athletic league or sport:

1. Each student desiring to participate in such Charter School athletic league or sport, and the student's parents/guardians, shall be provided notice of and/or copies of any concussion guidelines or information available from the State Department of Education and the Idaho High School Activities Association, as well as this policy.
2. Each student desiring to participate in such Charter School athletic league or sport, and the student's parents or guardians, shall acknowledge that they have been provided the guidelines or information available from the State Department of Education and the Idaho High School Activities Association as well as this policy, have had the opportunity to review, and have reviewed such information. Further, each student and the student's parents/guardians shall sign an applicable waiver for participating in such Charter School athletic league or sport.
3. The signed waiver and acknowledgment of review of the appropriate information shall be returned to the Charter School.
4. As part of any required pre-athletic league or sport participation medical examination or physical, the medical provider performing the examination shall check for signs of previous concussions. Such medical provider shall indicate whether signs of previous concussions are indicated, and whether the student should or should not be allowed to participate in the Charter School athletic league or sport.
5. The athlete will be required to obtain a pre-season baseline concussion test or similar test before being allowed to participate in a Charter School athletic league or sport. Such test must be performed at least once annually and shall be at the student's expense. The Charter School must be provided with written confirmation that the test was completed by a qualified and trained health care professional, though the results of the testing shall not be provided to the Charter School.

Athletes will not be allowed to participate in Charter School athletic leagues or sports until the above requirements are met.

Coaches, referees, game officials, game judges, and athletic trainers shall review any concussion guidelines or information available from the State Department of Education and the Idaho High School Activities Association and information upon employment and biannually thereafter.

Protocol on Suspected Concussion

If, during any Charter School athletic league or sport practice, game, or competition, an athlete exhibits signs or symptoms of a concussion; makes any complaint indicative of a possible concussion; or a coach, assistant coach, volunteer coach, or other Charter School employee has reason to believe a concussion has occurred; such student shall be removed from play or participation in the practice, game, or competition. According to the Centers for Disease Control and Prevention, and for the purposes of this policy, signs observed by coaching staff which could be indicative of a concussion include if the athlete:

1. Appears dazed or stunned;
2. Is confused about assignment or position;
3. Forgets an instruction;
4. Is unsure of the game, score, or opponent;
5. Moves clumsily;
6. Answers questions slowly;
7. Loses consciousness, even briefly;
8. Shows mood, behavior, or personality changes;
9. Can't recall events prior to hit or fall; or
10. Can't recall events after hit or fall.

According to the Centers for Disease Control and Prevention, and for the purposes of this policy, symptoms reported by the athlete which could be indicative of a concussion include:

1. Headache or "pressure" in head;
2. Nausea or vomiting;
3. Balance problems or dizziness;
4. Double or blurry vision;
5. Sensitivity to light;
6. Sensitivity to noise;

7. Feeling sluggish, hazy, foggy, or groggy;
8. Concentration or memory problems;
9. Confusion;
10. Does not “feel right” or is “feeling down”.

Coaches should not try to judge the severity of the injury themselves. Health care professionals have a number of methods that they can use to assess the severity of concussions. Coaches should record the following information, if possible, to help health care professionals in assessing the athlete after the injury:

1. Cause of the injury and force of the hit or blow to the head or body;
2. Any loss of consciousness (passed out or knocked out) and if so, for how long;
3. Any memory loss immediately following the injury;
4. Any seizures immediately following the injury; and
5. Number of previous concussions, if any.

The Administrator shall ensure that a health record is maintained in for each student. Such authorization must be in writing, and must be provided to the Charter School prior to the student being returned to play. If the authorization is signed by a licensed healthcare professional trained in the evaluation and management of concussions, such authorization must also be countersigned by the directing physician.

Legal Reference: I.C. § 33-1625 - Youth Athletes – Concussion and Head Injury Guidelines; Title 54, Chapter 18 Idaho Code

Other Reference: <http://www.idhsaa.org/concussions/default.asp>;
<http://www.cdc.gov/concussion/sports/index.html>;
<http://www.cdc.gov/concussion/sports/recognize.html>

Policy History: Adopted on: 8/7/18; Revised on:

3505F1 Acknowledgment Of Receipt Of Concussion Guidelines

Parent’s/Guardian’s Signature

I, (print name) _____, acknowledge that I am the parent or guardian of the student (below), that I have received from the Charter School information related student athlete concussions, including information from the State Department of Education, the Idaho High School Activities Association, and Charter School Policy 3505; have had the opportunity to review; and have reviewed such

information. I understand that participation in Charter School athletics leagues or sports is dangerous, and hereby agree to waive all liability against Project Impact STEM Academy Charter School, its employees, agents, and Directors, related to any injury or damages that my student may experience or incur as a result of participation in such Charter School athletics leagues or sports.

Signature

Date

Student's Signature

I, (print name) _____, acknowledge that I am a student of Project Impact STEM Academy Charter School or otherwise am allowed to participate in Charter School athletics leagues or sports; that I have received from the Charter School information related student athlete concussions including information from the State Department of Education, the Idaho High School Activities Association, and Charter School Policy 3505; have had the opportunity to review; and have reviewed such information. I understand that participation in Charter School athletics leagues or sports is dangerous, and accept the risk of the potential consequences of such dangers.

Signature

Date

NOTE: Both signature lines must be filled in and this form must be provided to the Charter School prior to the student athlete participating in any Charter School athletic leagues or sports.

3505F2 Authorization To Return To Play Or Participate In Student Sports

Authorization to Return to Play or Participate in Student Sports

I hereby state that I am a:

- ____ Physician licensed pursuant to chapter 18, title 54, Idaho Code;
- ____ Physician's assistant licensed pursuant to chapter 18, title 54, Idaho Code;
- ____ Advanced practice nurse licensed under section 54-1409, Idaho Code; or
- ____ A licensed health care professional trained in the evaluation and management of concussions who is supervised by a directing physician licensed under chapter 18, title 54, Idaho Code. My directing physician is _____, and his or

her license number is _____, and address is:

_____.

I further state that I have met with _____ (hereinafter referred to as "student athlete") to evaluate the student athlete for a concussion. I have discussed with the student athlete the potential ramifications of continuing to play sports after having received a concussion or exhibiting concussion like symptoms. I am satisfied that the student athlete can return to play and/or participate in Charter School athletic leagues or sports without significant likelihood of danger or injury, and I therefore authorize student athlete to return to play and/or participation in Charter School athletic leagues or sports.

Signature Date License No.

Address

Signature of Directing Physician Date
(if signed by a Licensed Health
Care Professional)

3510 Administering Medicines To Students

Student Medicines

Assistance in Self Administration of Medicines to Students

Any Charter School employee authorized in writing by the Administrative Team:

1. May assist in the self-administration of any drug that may lawfully be sold over the counter without a prescription to a pupil in compliance with the written instructions, if the pupil's parent/guardian consents in writing.
2. May assist in the self-administration of a prescription drug to a pupil in compliance with the written instructions of a licensed health care practitioner, if the pupil's parent/guardian consents in writing.

Administering Medicines to Students

No employee except a qualified health care professional may administer a drug or prescription drug to a pupil under this policy except in an emergency situation.

The Board will permit the administration of medication to students in schools in its jurisdiction. Pursuant to the written authorization of the student's licensed health care practitioner, as well as the written authorization of a parent/guardian, the school nurse (who has received direction as to the administration of medication by the student's licensed health care practitioner) may administer medication to any student in the Charter School.

Where administration of medication is a routine activity for a particular student, the subject shall be addressed in a student's health care plan, Section 504 Plan or IEP, as applicable.

Diagnosis and treatment of illness and the prescribing of drugs are never the responsibility of a Charter School employee and should not be practiced by any school personnel.

The absence of a school nurse for the administration of medication shall be addressed on a case-by-case basis considering proper compliance with Idaho law and the medical needs of the student.

Emergency Administration of Medicines

In case of an anaphylactic reaction or the risk of such reaction, the school nurse or delegate may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function, according to the standing order of the chief medical advisor or the student's licensed health care practitioner.

In the absence of a school nurse, the administrator or designated staff member exempt from the nurse licensure requirements who has completed training in administration of medication, may give emergency medication to students orally or by injection. There must be on record a medically diagnosed allergic condition which would require prompt treatment to protect the student from serious harm or death.

Training as to the administration of medication in the situation of an emergency, for the administrator or designated staff member, shall be done by the school's nurse or other licensed health care practitioner to assure such individuals have knowledge as to how to give emergency medication to students orally or by injection. Records shall be retained as to the individuals trained, the identification of the trainer and the date of training activities.

Record of the medication administered in an emergency will be entered on an Individual Student Medication Record and filed in the student's cumulative health folder.

Self-Monitoring and Treatment of Diabetes

A student with diabetes, upon written request of the student's parent/guardian and written authorization from the student's treating physician, shall be permitted by the Board to perform blood glucose checks, administer insulin through the insulin delivery system the student uses, treat hypoglycemia and hyperglycemia, and otherwise attend to the care and management of the student's diabetes in the classroom and in any area of the school or school grounds, and to possess on the student's person at all times all necessary supplies and equipment to perform these monitoring and treatment functions.

Self-Administration of Asthma Medication, Insulin/Diabetic Treatment, or Epinephrine Auto-Injectors

Pursuant to Idaho Code covering the self-administration of asthma medication, the following shall apply to epinephrine auto-injectors, insulin, or blood glucose monitoring supplies if a parent/legal guardian chooses to have his or her child self-medicate:

1. The parents/guardians of the pupil shall provide to the Board or designee written authorization for the self-administration of medication.
2. The parents/guardians of the pupil shall provide to the Board or designee written certification from the physician of the pupil that the pupil has a severe allergic reaction (anaphylaxis), asthma, another potentially life-threatening respiratory illness, or diabetes and is capable of, and has been instructed in, the proper method of self-administration of medication. In cases where the pupil has severe or life-threatening allergies, Policy 3515 Food Allergy Management, and any related procedures shall be followed. For students with a severe allergic reaction, asthma, another potentially life-threatening respiratory illness, or diabetes the student's physician or health care provider-supplied information shall contain:
 - a. The name and purpose of the medicine;
 - b. The prescribed dosage;
 - c. The time(s) at which or the special circumstances under which medication should be administered;
 - d. The length of time for which medication is prescribed;
 - e. The possible side-effects of the medicine;
 - f. Actions to take in the event of an emergency, including if the medication does not improve the child's breathing or allergic reaction;
 - g. Contact information for the physician and parent/guardian; and
 - h. If applicable, a list of the child's asthma triggers or allergies.
3. The school's administration and appropriate teachers and school personnel are

informed that the student is self-administering prescribed medication. Such notification shall be done in a manner so as to best preserve the privacy of the student and the student's medical condition to the extent appropriate.

For students with severe or life-threatening allergies this information may be provided in the student's Emergency Care Plan.

Additional Requirements for Self-Administration of Medicines

The Board or designee will inform the parents/guardians of the pupil in writing that the Charter School and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil, absent any negligence by the Charter School, its employees, or its agents, or as a result of providing all relevant information provided pursuant to subdivisions of this subsection with the school nurse, absent any negligence by the Charter School, its employees, or its agents, or in the absence of such nurse, to the school administrator.

The parents/guardians of the pupil shall sign a statement acknowledging that the Charter School shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil and that the parents/guardians shall indemnify and hold harmless the Charter School and its employees or agents against any claims arising out of the self-administration of medication by the pupil.

Students who are authorized to carry their own epinephrine auto-injectors or supplies or equipment necessary for diabetes monitoring and/or treatment of diabetes may be retested periodically to ensure they are still capable of correctly self-administering the medication.

As used in this section:

1. "Medication" means an epinephrine auto-injector, a metered dose inhaler, or a dry powder inhaler or insulin, insulin delivery system and/or supplies or equipment necessary for diabetes monitoring and/or treatment prescribed by a physician and having an individual label;
2. "Self-administration" means a student's use of medication pursuant to prescription or written direction from a physician; and
3. A student who is permitted to self-administer medication pursuant to this section shall be permitted to possess and use the prescribed medication at all times.

Any school employee authorized in writing by the school administrator or Executive Director may assist with self-administration of medications provided that only the following acts are used:

1. Verbal suggestions, prompting, reminding, gesturing, or providing a written

- guide for self-administering medications;
2. Handing a prefilled, labeled medication holder, labeled unit dose container, syringe, or original marked, labeled container from the pharmacy to the student;
 3. Opening the lid of the above container for the student;
 4. Guiding the hand of the student to self-administer the medication;
 5. Holding a container of fluid and assisting the student in drinking fluid to assist in the swallowing of oral medications; and/or
 6. Assisting with removal of a medication from a container for students with a physical disability which prevents independence in the act.

Handling and Storage of Medicines

All medications, including those approved for keeping by students for self medication, must first be delivered by the parent/guardian to the nurse or employee assisting with the self-administration of medication. The nurse or the employee must:

1. Examine any new medication to ensure that it is properly labeled with dates, name of student, medication name, dosage, and physician's name;
2. If administration is necessary, the nurse must develop a medication administration plan for the student before any medication is given by school personnel;
3. Record on the Student's Individual Medication Record the date the medication is delivered and the amount of medication received;
4. Store medication requiring refrigeration at 36F - 46F; and
5. Store prescribed medicinal preparations in a securely locked storage compartment excluding those medications approved for self-administration. Controlled substances will be contained in a separate compartment, secured, and locked at all times. Students shall be permitted to possess and use a prescribed inhaler or epinephrine auto-injector at all times.

No more than a 45 school day supply of a medication for a student will be stored at the school. All medications, prescription and nonprescription, will be stored in their original containers.

Access to all stored medication will be limited to persons authorized to administer medications or assist in the self-administration of medications. Each school will maintain a current list of those persons authorized by delegation from a licensed nurse to administer medications.

Disposal of Medication

School personnel must either return to the parent/guardian or destroy (with permission of the parent/guardian) any unused, discontinued, or obsolete medication. Medicine which is not repossessed by the parent/guardian within a seven day period of notification by school authorities will be destroyed by the school nurse in the presence of a witness.

Legal Reference: I.C. § 33-520 - Policy Governing Medical Inhalers, Epinephrine Auto-Injectors, Insulin and Blood Glucose Monitoring Supplies; I.C. § 54-1401 - Purpose-License Required-Representation to the Public

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3510F1 Authorization For Self-Administered Medication

Authorization for Self-Administered Medication

Student's Name: _____ Grade: _____ DOB: _____

Parent/Guardian Name: _____

Telephone: (Home): _____ (Work): _____

I give my permission for my child to self-administer the medication described below. I shall indemnify and hold harmless the District and its employees or agents for legal fees, costs, and any potential damages concerning self-administration of this medication arising out of any claims brought by the above named child or anyone else.

Parent/Guardian's Signature

Date

.....
.....

THE FOLLOWING IS TO BE COMPLETED BY THE PHYSICIAN:

I am recommending that the above named student be allowed to self-administer the following medication.

Name and Purpose of Medication: _____

Identification of Chronic Medical Problem:

Prescribed Dosage to be Taken:

Length of Time Medication Must be Taken:

Possible Side-Effects and/or Special Precautions to be Taken:

Conditions Under Which Self-Medication Will Take Place:

_____ **Independently** (Child must have had training and be proficient in self-administering medication.)

Trainer's Name:

Date of Training: _____

_____ **Under the supervision of a school nurse**

Medication should be: _____ Stored in the Health Office

_____ In the possession of the student

Type or Print Physician's Name

Physician's Signature

Date

3510F2 Indemnification/Hold Harmless Agreement For Self-Administration Of Medication

Indemnification/Hold Harmless Agreement
For Self-Administration of Medication

Student Name: _____

The parent(s)/guardians(s) agree to indemnify, defend, and hold the Charter School harmless from any and all claims, actions, costs, expenses, damages, and liabilities,

including attorney's fees, arising out of, connected with or resulting from the self-administration of medication by the pupil. The parent(s)/guardians(s) agree(s) that the Charter School, Board of Directors, Board of Directors' employees and its agents shall incur no liability as a result of any injury arising out of or connected with the self-administration of medication by the pupil. Specifically, the parent(s)/guardian(s) agree that they will not institute either on their own behalf or on behalf of the pupil, any claim or action against the Board of Directors, Board of Directors' employees and its agents arising out of or connected with self-administration of medication by the pupil.

This agreement shall take effect on the date listed below and shall stay in effect for as long as the pupil is provided permission to self-administer medication. This agreement must be signed and in full effect prior to the granting of permission to self-administer medication.

Parent/Guardian's Name (Please Print) Parent/Guardian's Signature

Parent/Guardian's Name (Please Print) Parent/Guardian's Signature

Executive Director's Signature Date of Agreement

HISTORY
Amended by Res. [2022-04](#) on 6/7/2022

3515 Food Allergy Management

Food-allergic reactions can develop into severe or life-threatening reactions and, even with proper treatment, can be fatal. A student's ability to learn may be drastically altered by their fears of a reaction. The Board of Directors will endeavor to provide a safe and healthy environment for students with severe and life-threatening food allergies and to address food allergy management in the Charter School in order to:

1. Reduce the likelihood of severe or potentially life-threatening allergic reactions;
2. Ensure a rapid and effective response in the case of a severe or potentially life-threatening allergic reaction; and

3. To provide students, through necessary accommodations, the opportunity to participate fully in all Charter School programs and activities, including classroom parties and field trips.

Food allergy management will focus on prevention, education, awareness, communication, and emergency response.

The Administrative Team will endeavor to be knowledgeable about and follow all applicable federal laws, including the Americans with Disabilities Act, Section 504, Individuals with Disabilities Education Act, and the Family Educational Rights and Privacy Act, as well as all state laws and Charter School policies and guidelines that may apply to students with allergies. Administrators or their designees may make all of the appropriate allergy forms available to parents, explain the procedures for completing and returning them, and ensure that all forms and health records submitted by parents and physicians are reviewed by the appropriate personnel. Administrators and school nurses may also meet with parents and listen to their needs and concerns.

When a student has been identified as having food allergies verified by a physician, nurse practitioner, or physician assistant, individual written management plans may be used to determine accommodations to be made on a daily basis to prevent and prepare for an allergic reaction. An emergency care plan may be used to provide direction in the event of a life-threatening allergic reaction at the Charter School or at a Charter School event. Key staff members may be trained to use emergency medications and may be notified of the location of those medications at school and at any special function.

The Administrative Team or designee, in coordination with other pertinent staff, may develop administrative regulations to implement this policy, including regulations pertaining to all classrooms and instructional areas, school cafeterias, outdoor activity areas, Charter School buses, field trips, and Charter School activities held before or after the school day.

Administrative regulations may address the following components:

1. Identification of students with food allergies and provision of Charter School health services;
2. Development and implementation of individual written management plans;
3. Medication protocols, including methods of storage, access, and administration;
4. Development of a comprehensive and coordinated approach to creating a healthy Charter School environment;
5. Ensuring that the needs of children with documented allergies are taken into consideration in planning for Charter School programs;
6. Communication and confidentiality;

7. Emergency response;
8. Professional development and training for Charter School personnel;
9. Awareness education for students and parents/guardians;
10. Training for Charter School staff and volunteers; and
11. Policy monitoring and evaluation.

Allergy-related policies, protocols, and plans may be updated annually or after any serious allergic reaction occurs at the Charter School or at a Charter School-sponsored activity.

The Administrative Team or designee may annually notify students, parents/guardians, staff, and the public about the Charter School's food allergy management policy by publishing such in handbooks and newsletters, on the Charter School's website, through posted notices, or other efficient methods.

Students with allergies will be treated in a way that encourages the student to report possible exposure to allergen and any symptoms of an allergic reaction, and to progress toward self-care with his or her food allergy management skills. Allergy-related bullying will not be tolerated.

The parent/guardian is expected to provide an adequate supply of the medication to be dispensed, and to retrieve any unused medication at the end of the school year or at the withdrawal of the student. Medication that is not retrieved by the parent/guardian by the student's last day of attendance during the school year will be disposed of by the Charter School. This disposal will be verified by two people.

Cross Reference: 2400 - Special Education; 2410 - Section 504 of the Rehabilitation Act of 1973; 3510 - Administering Medicines to Students; 3510F1 - Authorization for Self-Administered Asthma/Emergency Medication; 3510F2 - Indemnification/Hold Harmless Agreement for Self-Administration of Medication

Policy History: Adopted on: 8/7/18; Revised on:

3515B Food Allergy Management

THIS DOCUMENT IS FOR INFORMATIONAL PURPOSES ONLY AND IS NOT INTENDED TO BE ADOPTED AS A POLICY OR PROCEDURE.

A food allergy is an abnormal, adverse reaction to a food that is triggered by the body's immune system. It is different from a food intolerance, which does not involve the immune system and is not life-threatening. Allergic food reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction

is anaphylaxis. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure. Eight foods (peanuts, tree nuts, milk, eggs, soy, wheat, fish, and shellfish) account for more than 90 percent of all food allergies, while peanuts and tree nuts together account for more than 90 percent of severe and fatal allergic reactions to food. Exposure may occur by eating the food or food contact. Severe allergic reactions can occur within minutes of ingestion, but a reaction can be delayed for up to two hours. Some reactions are “biphasic” in nature with an initial period of symptoms, then a symptom free period of 2-4 hours followed by severe shock-like symptoms.

The most commonly prescribed medications for the treatment of anaphylaxis is epinephrine. Brand names include, but are not limited to EpiPen®, EpiPen Jr®, and Twinject®. Epinephrine is relatively safe and its side effects, if administered unnecessarily, are mild and temporary. Delaying use of epinephrine during an allergic reaction can be fatal.

If a student has a severe or life-threatening allergy or an allergy that impairs a major life activity their condition may qualify as a disability and may be covered under the Federal Americans with Disability Act (ADA), and Section 504 of the Rehabilitation Act of 1973. The student’s physician usually makes this determination. In some circumstances, the Individuals with Disabilities Education Act may also apply.

While some schools have sought to protect students with life-threatening allergies by banning allergen-containing foods from school grounds, such bans are often controversial and difficult to enforce. In many cases, simply designating and maintaining particular lunchroom tables, desks, classrooms, or other specific areas of a school as allergen-free is sufficient. Allergen management is often easier for students of middle-school age or older, as they are able to take greater responsibility for avoiding allergens.

3515F Emergency Care Plan Form

Emergency Care Plan

Name: _____

Insert

Child's Picture Here:

Date of Birth: _____

Grade: _____

Known Allergies: _____

Asthmatic? Yes:* _____ No: _____

*Higher risk for severe reaction

STEP 1: TREATMENT

NOTE: Different symptoms may occur with any reaction and the severity of symptoms can change rapidly, and delay in treatment can be fatal. A high level of vigilance must be maintained for any symptoms exhibited by a student with food allergies. **Act quickly!**

Symptoms

| Select the medication to be given in each circumstance (To be determined by physician authorizing treatment). | | |
|--|--------------|--------------------|
| Food allergen has been ingested, but no symptoms: | Epinephrine: | Antihistamine : |
| MOUTH: Itchy, tingling, or swelling of lips, tongue, mouth | Epinephrine: | Antihistamine : |
| SKIN: Hives, itchy rash, swelling of the face or extremities | Epinephrine: | Antihistamine : |
| GUT: Nausea, abdominal cramps, vomiting, diarrhea | Epinephrine: | Antihistamine : |
| THROAT: Tightening of throat, hoarseness, hacking cough | Epinephrine: | Antihistamine : |
| LUNG: Shortness of breath, repetitive coughing, wheezing | Epinephrine: | Antihistamine : |
| HEART: Thready pulse, low blood pressure, fainting, pale, blueness | Epinephrine: | Antihistamine : |
| OTHER: | Epinephrine: | Antihistamine : |
| If more than one of the above areas is affected | Epinephrine: | Antihistamine : |

Dosage (to be determined by physician authorizing treatment)

Epinephrine: (circle one) EpiPen EpiPen Jr. Twinject 0.3 mg Twinject .15mg

Inject intramuscularly (see following page for instructions)

Antihistamine:

(medication/dose/route)

Other:

(medication/dose/route)

Important: Asthma inhalers and antihistamines cannot be depended on to replace epinephrine in anaphylaxis.

STEP 2: EMERGENCY CALLS

Important: Even if a parent or guardian cannot be reached, do not hesitate to medicate or take the child to a medical facility.

1. Call 911. State that an allergic reaction has been treated and additional epinephrine may be needed. Send someone to meet the emergency services personnel at the Charter School entrance and direct them to the site of the incident. The student will need to be transported to the hospital for further observation.

2. Notify the school nurse and Administration Team. Normally the Administration Team or their designee will make the rest of the emergency calls.

3. Dr. _____ Phone
Number: _____

4. Parent: _____ Phone
Number: _____

Parent: _____ Phone
Number: _____

5. Emergency Contacts:

Name/Relationship: _____

Phone

Number(s): _____

Name/Relationship: _____

Phone

Numbers(s): _____

Parent/Guardian Signature: _____

Date: _____

Doctor's Signature: _____
Date: _____

Epinephrine Directions

The following staff members have been trained to use the epinephrine auto-injectors:

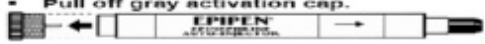





Name: _____ Room: _____

Name: _____ Room: _____

Name: _____ Room: _____

Name: _____ Room: _____

| | |
|-----------------------|-------------|
| TRAINED STAFF MEMBERS | |
| 1. _____ | Room: _____ |
| 2. _____ | Room: _____ |
| 3. _____ | Room: _____ |

| | |
|--|--|
| <p>EpiPen® and EpiPen® Jr. Directions</p> <ul style="list-style-type: none">• Pull off gray activation cap.  <ul style="list-style-type: none">• Hold black tip near outer thigh (always apply to thigh).  <ul style="list-style-type: none">• Swing and jab firmly into outer thigh until Auto-Injector mechanism functions. Hold in place and count to 10. Remove the EpiPen® unit and massage the injection area for 10 seconds. | <p>Twinject™ 0.3 mg and Twinject™ 0.15 mg Directions</p>  <ul style="list-style-type: none">• Pull off green end cap, then red end cap.• Put gray cap against outer thigh, press down firmly until needle penetrates. Hold for 10 seconds, then remove. <p>SECOND DOSE ADMINISTRATION: If symptoms don't improve after 10 minutes, administer second dose:</p> <ul style="list-style-type: none">• Unscrew gray cap and pull syringe from barrel by holding blue collar at needle base.• Slide yellow or orange collar off plunger.• Put needle into thigh through skin, push plunger down all the way, and remove.    |
|--|--|

Once EpiPen® or Twinject™ is used, call the Rescue Squad. Take the used unit with you to the Emergency Room. Plan to stay for observation at the Emergency Room for at least 4 hours.

For children with multiple food allergies, consider providing separate Action Plans for different foods.



**Medication checklist adapted from the Authorization of Emergency Treatment form developed by the Mount Sinai School of Medicine. Used with permission.

Once the EpiPen or Twinject is used, call 911. Take the used unit with you to the emergency room. Plan to stay for observation at the Emergency room for at least 4 hours.

3515P Food Allergy Management

Medical Plans of Care

There are several written documents individualized for a particular student with a severe or life-threatening food allergy which may be used to address the student's needs throughout the school day. These may be developed with input from a core team, which may include the student (if appropriate), the student's parent/guardian, the Administrative Team or his or her designee, the student's teacher, the school nurse, the cafeteria manager, the counselor, transportation staff, coaches, and other personnel deemed necessary to make decisions about food allergies. Medical plans of care may include the:

Emergency Care Plan: A medical plan of care distributed to all Charter School personnel who have responsibilities for the care of the student. This plan specifically describes how to recognize a food allergy emergency and what to do when signs or symptoms of these conditions are observed. In the event the student reports exposure to a food allergen or shows symptoms of anaphylaxis he or she may be treated according to the Emergency Care Plan. This plan may be developed from information provided by the student's physician and parent/guardian prior to the student's entry to school, or immediately after the student is diagnosed with a severe allergy. Similar plans may also be developed for staff members with severe allergies.

Individualized Healthcare Plan: A medical plan of care that may be developed by the Charter School nurse in collaboration with the student's health care provider and core team to provide written direction for Charter School personnel to follow in accommodating the student's needs throughout the day. It may address conduct and use of allergen-containing products in the classroom, the cafeteria, the library, at recess, on field trips, during extracurricular activities, and in other environments the student will face during the school day or during Charter School-sponsored activities. The plan may describe functional problem areas, set goals for overcoming problems, list tasks or interventions to meet the goals, and identify staff members responsible for implementing the plan. This plan may be developed prior to the student's entry to school or immediately after the student is diagnosed with a severe or life-threatening allergy. Input from the core team may be sought before changes are made to this plan. Similar plans may also be developed for staff members with severe allergies.

If a student's severe or life-threatening allergy is determined to be a disability, it may also be addressed in a Section 504 Service Agreement and/or in the Related Services Component of their Individualized Education Program (IEP).

A complete set of a student's current medical plans of care related to food allergies may be maintained by the school nurse. The Administrative Team may also require that copies of the Emergency Care Plan be kept in other places where they may be needed, such as with epinephrine auto-injectors kept in other places in the Charter School.

The school nurse or designee may provide information or copies of the different components of a student's medical plans of care to appropriate personnel, including teachers, cafeteria staff, Charter School staff supervising Charter School-sponsored extracurricular activities, and others who may be involved in the implementation of the medical plans of care. Such information may be provided to substitute teachers along with contact information for the school nurse or designee.

Students With Disabling Special Dietary Needs

When a student's food allergy is identified, evaluated, and determined to be a disabling condition, the Charter School shall make appropriate accommodations, substitutions, or modifications for such students in accordance with the applicable policies relating to students with disabilities.

In such cases, the student may be required to have a written medical statement signed by a licensed physician to be included with the student's Individualized Healthcare Plan. The medical statement may identify:

1. The student's special dietary disability;
2. An explanation of why the disability restricts the student's diet;
3. The major life activity(ies) affected by the disability;
4. The food(s) to be omitted from the student's diet; and
5. The food or choice of foods that must be provided as the substitute.

Students With Non-Disabling Special Dietary Needs

The Charter School may, at its discretion, make appropriate accommodations, substitutions, or modifications for students who have a special dietary need but whose needs do not meet the definition of disability, such as a food intolerance or allergy that does not cause a reaction that meets the definition of a disability. The decision to accommodate such a student shall be made on a case-by-case basis.

Students who fall under this provision may be required to have a written medical statement signed by a physician, physician assistant, or certified registered nurse practitioner identifying the following:

1. The medical or other special dietary condition which restricts the student's diet;
2. The food(s) to be omitted from the student's diet; and
3. The food or choice of foods to be substituted.

Allergy In-Service Training

The Charter School may provide periodic training to teachers, aides, volunteers, substitutes, food service personnel, transportation personnel, and others as needed on any of the following topics:

1. Basic information such as signs, symptoms, and risks associated with food allergy and anaphylaxis;
2. Awareness of food and non-food items that might present risk;
3. Strategies that reduce the risk of exposure to identified allergens throughout the school day;
4. Designation and maintenance of allergen-free zones;
5. Basic food handling procedures, including hand washing, avoiding cross-contamination, and cleaning surfaces;
6. Charter School policies, procedures, and plans for managing students with chronic health conditions including allergies;
7. How to respond in the case of a possible severe or life-threatening allergic reaction;
8. Local emergency medical service procedures;
9. Proper storage and administration of epinephrine auto-injectors, antihistamines, and other medications;
10. Strategies to manage student privacy and confidentiality while maintaining an inclusive class environment; and
11. How to deal with food allergy-related bullying.

Epinephrine and Other Medications

Students with severe allergies may be permitted to carry an epinephrine auto-injector with them, in accordance with Policy 3510. A student's epinephrine may also be kept in other locations where it would be easily accessible for the student, such as in their classroom, with a Charter School employee supervising lunch or recess periods, or on their bus. Locations for storage will follow the manufacturer's guidelines. Staff may be notified of the locations of epinephrine in the Charter School. The Administrative Team may require that whenever students are present at the Charter School, at least one person who has been trained to administer an epinephrine auto-injector is also present.

Any student who receives epinephrine at the Charter School must be immediately transported to a hospital for evaluation by a licensed healthcare provider and further observation or immediately released into the care and custody of their parent(s)/guardian(s).

The Cafeteria

The Administrative Team may require that cafeteria staff take any of the following steps to accommodate students with severe or life-threatening allergies:

1. Prohibit specific foods;
2. Clean and sanitize kitchen surfaces and equipment to avoid cross contamination with potential food allergens;
3. Wear non-latex gloves, and change or wash gloved hands during extended use to avoid cross-contamination with potential food allergens;
4. Have photos of students with severe or life-threatening allergies placed in the kitchen, only for kitchen staff to view;
5. Make appropriate substitutions or modifications to meals served to students with serious allergies;
6. Be prepared to make food ingredient lists used in food production and service available. Maintain food labels from each food served to a child with allergies for at least 24 hours following service in case the student has a reaction from a food eaten in the cafeteria; and
7. With parental approval, set up cafeteria procedures such as entering a student's allergy into computerized database. Such information would remain confidential and shared on a need-to-know basis in compliance with federal privacy regulations.

Allergies and the Classroom

The school nurse, teacher, and parents of any children with severe or life-threatening allergies, may set a classroom protocol regarding the management of food in the classroom. This protocol will be communicated by the teacher to the students and parents of the affected class, and may include any of the following accommodations:

1. The parents of students with severe or life-threatening allergies may provide allergen-free snacks to be kept in the classroom and given to the student when treats are served in the classroom;
2. Students, parents, and staff may be prohibited from bringing homemade treats or specified foods for in-class consumption. Only commercially prepared treats with intact ingredient labels may be allowed in class;
3. Teachers may notify parents in writing of any Charter School related activity that requires the use of food in advance of the project or activity;
4. Use of food for instructional lessons may be limited or eliminated;
5. Use of food or candy as part of a School project related to the curriculum may be prohibited; and

6. Allergen-containing foods may be prohibited in classrooms during after-school activities when that classroom will be used by a student with a known food allergy during the school day.

The Administrative Team may require teachers to take any of the following additional steps to accommodate students with severe or life-threatening allergies:

1. Post signs indicating rules for preventing exposure to life-threatening allergens in the classroom and ensure that these rules are enforced;
2. Eliminate the use of food allergens in the allergic student's educational tools, Charter School-provided supplies, and incentives;
3. Participate in the planning of students' re-entry into school after an anaphylactic reaction; and
4. Send notices to parents of students in the classroom that the classroom is a free zone with regard to a specified food.

Teachers may be required to develop and implement age-appropriate lessons on allergies for such subjects as health, family and consumer sciences, biology, and physical education. Such lessons may emphasize:

1. Support for, and inclusion of, classmates with chronic health conditions, such as food allergies;
2. Bullying prevention, including reporting harassment, hazing, and bullying to Charter School personnel;
3. Knowledge of potential allergens and the symptoms of a potentially life-threatening reaction;
4. Differences between life-threatening allergies and food intolerances;
5. Appropriate response to emergency situations such as life-threatening allergic reactions;
6. Developmentally-appropriate self-management of food allergies; and
7. The importance of following Charter School health policies and guidelines, such as those regarding hand washing, food-sharing, and allergen safe zones.

Transportation

The Charter School bus drivers may be informed when they are transporting a student with a life-threatening allergy. The Administrative Team may require bus drivers to take any of the following additional steps to accommodate students with severe or life-threatening allergies:

1. Strictly enforce a policy of no eating on the bus. Students with medically documented needs may be permitted to eat allergen-safe foods on the bus;
2. Refrain from handing out food treats; and
3. Assign seats to students, and/or seat students with life-threatening allergies immediately behind and to the right side of the bus driver.

The Administrative Team may require the transportation department to send letters to parents of all students who use Charter School transportation informing them that at least one student at the Charter School has a life-threatening allergy, requesting that their child wash their face and hands after breakfast and before boarding the bus, and informing them of rules prohibiting students from eating on the bus.

Field Trips

The Administrative Team may require that those organizing field trips take any of the following steps to accommodate students with severe or life-threatening allergies:

1. Take into consideration the potential for exposure to the student's food allergens when determining sites for field trips, and consider ways of avoiding allergen exposure during the field trip;
2. Notify parents of students with severe or life-threatening allergies and the school nurse as soon as possible of any upcoming field trip;
3. Allow parents of students with severe or life-threatening allergies to accompany the student on field trip;
4. Store meals for students with food allergies separately to minimize cross-contamination;
5. Ensure that students do not eat on the bus;
6. Prepare ways for participants to wash hands before and after eating, such as with hand wipes;
7. Appoint a Charter School employee attending the field trip to implement any student's Emergency Care Plan if necessary, and bring all supplies necessary to do so; and
8. Note the location of closest medical facility ahead of time.

Other Accommodations

The Administrative Team or the designee may require that any of following steps be implemented to accommodate students with severe or life-threatening allergies:

1. Prohibit food and utensil trading and sharing, and post signs around the Charter

School informing students that they are expected to neither trade nor share food or utensils;

2. Designate particular tables in the cafeteria, particular classrooms, areas within classrooms, or other areas as allergen-free zones. These zones may be designated by a universal symbol, and be cleaned with a separate wash bucket and cloth with Charter School-approved cleaning agents;
3. Post signs at points of entry to the Charter School and/or on the Charter School website advising that there are students with life-threatening allergies. Such signs may not disclose the identity of the student with the food allergy unless his or her parent has consented to that disclosure;
4. Have letters sent to all parents of children attending the Charter School when a least one student is known to have a life-threatening allergy notifying them of the severity of the health threat, signs and symptoms to be aware of, and concise list of foods and a materials of concern and Charter School policy regarding them. This will be done in a way that protects the confidentiality of the student with the life-threatening allergy. If other students or parents may be able to guess or deduce which student has the life-threatening allergy, approval of the student's parent may be sought before the letter is sent;
5. Hold Emergency Care Plan drills to assure the efficiency and effectiveness of such plans;
6. Ensure that there is at least one functioning emergency communication device, such as a walkie-talkie or cell phone, available at all times in classrooms, on field trips, at recess, during physical education class, at Charter School-sponsored extracurricular activities, and/or on Charter School buses;
7. Develop a cleaning protocol to ensure that the threat of allergens is minimized;
8. Prohibit the sale of particular food items in the Charter School; and
9. Request that students refrain from bringing foods to which a student is known to have a severe or life-threatening allergy to school, and request that parents refrain from sending such foods to school. The Administrative Team may completely prohibit particular food items from the Charter School or Charter School grounds when it is felt that the benefits of doing so would outweigh the difficulty of enforcing such a ban and the controversy such a measure is likely to provoke.

Confidentiality

The Charter School will endeavor to maintain the confidentiality of students with food allergies, to the extent appropriate and as requested by the student's parents/guardians. Charter School staff shall maintain the confidentiality of student records as required by law, regulations, and Board policy.

Expectations of Students with Severe or Life-Threatening Allergies and their Parents

The Board of Directors expects students with life-threatening allergies to do the following, as age appropriate:

1. Take as much responsibility as possible for avoiding allergens, including refraining from sharing or trading of foods or eating utensils with others, refraining from eating anything with unknown ingredients or a known allergen; avoid putting anything in mouth such as writing utensils, fingers, or other foreign objects;
2. Use proper hand washing before and after eating and throughout the school day;
3. Learn to recognize personal symptoms;
4. Notify an adult immediately if they eat something they believe may contain a food to which they are allergic;
5. Notify an adult if they are being bullied, harassed, hazed, or threatened by other students as it relates to their food allergy;
6. Carry their epinephrine auto-injector with them at all times if they are permitted to do so, or know where the auto-injector is kept and who has access to it;
7. Know how to get to the nurse's office;
8. Develop an awareness of their environment and their allergen-free zones; and
9. Know their overall Individual Healthcare Plan and understand the responsibilities of the plan.

The Board encourages parents of students with serious allergies to do the following, as age appropriate:

1. Teach their child to:
 - a. Not share snacks, lunches, drinks, or utensils;
 - b. Know which foods are and are not safe for them to eat, and to read labels and understand ingredient safety;
 - c. Understand the importance of hand washing before and after eating;
 - d. Recognize the first symptoms of an allergic or anaphylactic reaction;
 - e. Communicate with Charter School staff as soon as he or she feels a reaction is starting;
 - f. Understand rules and expectations about bullying related to food allergies, and report such teasing and/or bullying;

- g. Carry his or her own epinephrine auto-injector when appropriate, or know where the epinephrine auto-injector is kept and who has access to it;
 - h. Administer his or her own epinephrine auto-injector and be able to train others in its use; and
 - i. Develop awareness of their environments, including allergy-controlled zones.
2. Inform the school nurse of their child's allergies prior to the opening of school, or as soon as possible after diagnosis. All food allergies must be verified by documentation from physician, nurse practitioner, or physician assistant;
 3. Work with the core team collaboratively to develop the Individualized Healthcare Plan, and provide an Emergency Care Plan completed by the student's physician;
 4. Complete and submit all requested and required forms. Provide the Charter School with current cell phone, pager, and other emergency contact numbers;
 5. Allow Charter School health personnel to consult with the student's physician or healthcare provider, and provide current contact information for the healthcare provider;
 6. Provide the school nurse with up-to-date emergency medications so they can be placed in all required locations for the current school year. Parents may be requested to provide two or more epinephrine auto-injectors. Medications must comply with the Charter School medication policy of proper labeling and expiration;
 7. Consider providing a medical alert bracelet for their child;
 8. If requested, provide "safe snacks" for their student's classroom in case of an unplanned special event. Parents may also be asked to provide a nonperishable safe lunch to be kept at the Charter School in case the student forgets to bring lunch;
 9. Review policies, procedures, and plans with the core team annually and following any allergic reaction at the Charter School; and
 10. Provide the school nurse or designee with at least annual updates on their child's allergy status. Inform the Charter School of any changes in the child's life-threatening allergy status and provide a physician's statement if the student no longer has food allergies.

Procedure History: Promulgated on: 8/7/18; Revised on:

3520 Contagious Or Infectious Diseases

The Charter School is required to provide educational services to school age children in accordance with Policy 3015 Admission Preferences. Attendance at school may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity in order to protect the welfare of the child with suppressed immunity when others in the Charter School have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

The Board recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HIV) infection. The Charter School shall rely on the advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

Management of common communicable diseases will be in accordance with Idaho Department of Health and Welfare guidelines and communicable diseases control rules. A student who exhibits symptoms of a communicable disease that is readily transmitted in the school setting may be temporarily excluded from school attendance.

Students who complain of illness at school may be referred to the school nurse or other responsible person designated by the Board and may be sent home as soon as the parent or person designated on the student's emergency medical authorization form has been notified.

The Charter School reserves the right to require a statement from the student's primary care provider authorizing the student's return to school. In all proceedings related to this policy, the Charter School shall respect the student's right to privacy.

When information is received by a staff member or volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer shall promptly notify the school nurse or other responsible person designated by the Board to determine appropriate measures to protect student and staff health and safety. The school nurse or other responsible person designated by the Board after consultation with and on the advice of public health officials, shall determine which additional staff members, if any, have need to know of the affected student's condition.

Only those persons with direct responsibility for the care of the student or for determining appropriate educational accommodation will be informed of the specific nature of the condition, if it is determined there is a need for such individuals to know this information.

Parents of other children attending the Charter School may be notified that their child has been exposed to a communicable disease without identifying the particular student

who has the disease.

Pediculosis (Head Lice)

Pediculosis is the infestation of the hair, skin, or pubic area with adult lice, larvae, or nits (eggs).

The psychological, social, and economic impact of head lice infestations can create a problem in the community. Every attempt will be made to educate students and parents on the prevention and eradication of head lice before and after an infestation is detected.

To avoid embarrassment and to contain the infestation, whole classrooms will be checked for head lice upon the report of possible infestation by a classroom teacher. The Administrative Team, his or her designee, school nurse, or another qualified professional will examine the child in question and their classmates. Siblings of students found with lice and their classmates will also be checked if there is the suspicion that infestation may exist. Due to the possible and very probable epidemic infestation of head lice in the school environment, anyone exhibiting head lice will be isolated immediately.

Any student found to have head lice will be removed from the classroom with their belongings. The parent/guardian and/or listed emergency contact will be contacted so they can pick up the student and begin treatment immediately. A student suspected of infestation will not ride the bus. The student will be held in the front office or the nurse's office until the parent/guardian arrives in order to avoid further infestation.

Parents/guardians should be provided with printed educational information on head lice treatment. The educational material should include details explaining the problem, and list the procedures for treatment and requirements for re-entering school.

The student may return to school after being successfully treated so that no live lice or eggs are detected by the school nurse or a designated school official. The student's parent/guardian must accompany the student upon returning to school and remain present during the recheck. With the presence of nits or lice at the time of recheck, the student will continue to be excluded from school.

In the interest of the health and welfare of students enrolled in the Charter School, no student will be permitted to attend classes if they are infested with head lice or the eggs of head lice.

All other children in the classroom where lice or nits have been reported will be checked and given a letter to take home explaining the situation and the need for parents to inspect their children carefully. Any child who is suspected of having lice will be treated with the utmost discretion.

Legal Reference: I.C. § 33-512 Governance of Schools

Policy History: Adopted on: 8/7/18; Revised on:

3520C Contagious Or Infectious Diseases During Health Emergency

Contagious or Infectious Diseases During Health Emergency

Symptoms of Illness

Students who are ill, feeling ill, diagnosed as ill, or otherwise demonstrating symptoms of illness must not come to school.

Students who have a fever or exhibit other signs of illness while at school must be isolated in a designated area until such time as the student's parent/guardian may arrive at the school to retrieve the ill student. To the best of the District's ability, all surfaces and areas touched by the student should be thoroughly cleaned and disinfected by a designated staff once the student has vacated the area. Students may engage in alternative delivery of education services during the period of illness or be permitted to make up work in accordance with Policy 3050.

Parents/guardians or caregivers of students who are ill, feeling ill, diagnosed as ill, or otherwise demonstrating symptoms of illness must not be present at the school for any reason including but not limited to gatherings or to drop off or pick up students except as provided by this policy. To avoid exposing others to illness, parents/guardians who are ill must make arrangements with others to transport students to school events, if at all practicable. If not practicable, parents/guardians must not leave their vehicle during pickup or drop off and must arrange with the District staff to accompany the student to the vehicle in accordance with physical distancing guidelines.

Student Arrival

Hand hygiene stations will be available at the entrance of any school building, so that children can clean their hands before they enter. If a sink with soap and water is not available, the District will provide hand sanitizer containing at least 60% alcohol. Hand sanitizer will be kept out of elementary students' reach and student use will be supervised by staff.

A District employee will greet children outside the school as they arrive to ensure orderly compliance with the provisions of this policy.

Non-Invasive Daily Health Screening

Designated staff are authorized to test the temperature of students with an approved no-contact or touchless temperature reader. Such temperature checks shall be conducted in a manner that ensures privacy and ensures only those with a need to know are informed if a student has a fever. Students who have a fever or are exhibiting other

signs of illness must be isolated in a designated area until such time as a parent or caregiver may arrive at the school to retrieve the student. To the best of the District's ability, all surfaces and areas touched by the student should be thoroughly cleaned and disinfected by a designated staff member once the student has vacated the area. Such sanitizing should be carried out by staff utilizing safety measures in accordance with state and/or local health standards as applicable.

Students who have a fever or are exhibiting other signs of illness must be isolated in a designated area until such time as a parent or caregiver may arrive at the school to retrieve the student. To the best of the District's ability, all surfaces and areas touched by the student should be thoroughly cleaned and disinfected by a designated staff member once the student has vacated the area. Such sanitizing should be carried out by staff utilizing safety measures in accordance with state and/or local health standards as applicable.

The District is required to provide educational services to all school age children who reside within its boundaries. Attendance at school may be denied to any child diagnosed as having a contagious or infectious disease that could make the child's attendance harmful to the welfare of other students. In the instance of diseases causing suppressed immunity, attendance may be denied to a child with suppressed immunity, in order to protect the welfare of the child with suppressed immunity when others in the school have an infectious disease which, although not normally life threatening, could be life threatening to the child with suppressed immunity.

The Board recognizes that communicable diseases that may afflict students range from common childhood diseases, acute and short-term in nature, to chronic, life-threatening diseases such as human immunodeficiency virus (HIV) infection. The District shall rely on the advice of the public health and medical communities in assessing the risk of transmission of various communicable diseases to determine how best to protect the health of both students and staff.

Management of common communicable diseases will be in accordance with Idaho Department of Health and Welfare guidelines and communicable diseases control rules.

Students who complain of illness at school may be referred to the school nurse or other responsible person designated by the Board and may be sent home as soon as the parent or person designated on the student's emergency medical authorization form comes to retrieve them.

The District reserves the right to require a statement from the student's primary care provider authorizing the student's return to school. In all proceedings related to this policy, the District shall respect the student's right to privacy.

When information is received by a staff member or volunteer that a student is afflicted with a serious communicable disease, the staff member or volunteer shall promptly

notify the school nurse or other responsible person designated by the Board to determine appropriate measures to protect student and staff health and safety. The school nurse or other responsible person designated by the Board, after consultation with and on the advice of public health officials, shall determine which additional staff members, if any, have need to know of the affected student's condition.

Only those persons with direct responsibility for the care of the student or for determining appropriate educational accommodation will be informed of the specific nature of the condition, if it is determined there is a need for such individuals to know this information.

Parents of other children attending the school may be notified that their child has been exposed to a communicable disease without identifying the particular student who has the disease.

Legal Reference: I.C. § 33-512 District Trustees - Governance of Schools

Policy History: Adopted on;; Revised on;; Reviewed on:

HISTORY

Adopted by Res. [2020-06](#) on 10/6/2020

3525 Immunization Requirements

Attendance at the Charter School may be denied to any child who does not provide an immunization record to the Charter School regarding the child's immunity to certain childhood diseases. Immunity requirements are met if the child has received or is in the process of receiving immunization as specified by the Board of Health and Welfare or has previously contracted the disease. The parent or legal guardian of the child must comply with the immunization requirements at the time of admission and before attendance for the child.

| Summary of Immunization Requirements | | | |
|--------------------------------------|------------------------------------|--|--|
| Immunization Requirement | Child born after September 1, 2005 | Child born after September 1, 1999 through September 1, 2005 | |
| Measles, | | | Diph 5 5 4 3 H 3 3 H e 2 0 V 2 0 |

| | | | | | | | | | | | | |
|--------------------------|---------|---------|--------------------------------|--------|-------|---------|---------|--------|----------------|--------|-----------|--------|
| Mumps, and Rubella (MMR) | 2 doses | 2 doses | Diphtheria, Tetanus, Pertussis | 1 dose | Polio | 3 doses | Measles | 1 dose | Whooping Cough | 1 dose | Varicella | 1 dose |
|--------------------------|---------|---------|--------------------------------|--------|-------|---------|---------|--------|----------------|--------|-----------|--------|

| Summary of Seventh Grade Immunization Requirements | | |
|--|--|-----------------|
| Immunization Requirement | | Number of doses |
| Diphtheria, Tetanus, Pertussis | | 1 dose |
| Meningococcal | | 1 dose |

| Summary of Twelfth Grade Immunization Requirements | | |
|--|---|--|
| Immunization Requirement | Child admitted to 12th grade during 2020-2021 school year and each year thereafter, if student received their first dose of Meningococcal vaccine at 16 years of age or older, or if student has never received a dose. | Child admitted to the 12th grade during 2020-2021 school year and each year thereafter, if student received their first dose of Meningococcal vaccine before the age of 16 |
| Meningococcal | 1 dose | 2 doses |

Immunization Certification

The immunization record must be signed by a physician or physician’s representative or another licensed health care professional including osteopaths, nurse practitioners, physicians’ assistants, licensed professional nurses, registered nurses, and pharmacists stating the type, number, and dates of the immunizations received.

Intended Immunization Schedule

The schedule of intended immunizations statement must be provided by the parent/guardian of a child who is in the process of receiving or has been scheduled to receive the required immunizations. A form is provided by the Department of Health and Welfare or a similar one may be used provided it includes the following information:

1. Name and date of birth of child;

2. Grade child is enrolling in and attending;
3. Types, numbers, and dates of immunizations to be administered;
4. Signature of the parent/custodian/guardian; and
5. Signature of a licensed health care professional providing care to the child.

Children admitted to the Charter School and failing to continue the schedule of intended immunizations will be excluded from school until documentation of administration of the required immunizations is provided by the child's parent/custodian/guardian.

Exemptions: Immunization exemptions are allowed, in accordance with Idaho Code 39-4802, and include medical, religious, and 'other' exemptions. Parents/guardians may check the 'Religious/Other' exemption provided on the immunization requirements form, or may include a signed written statement regarding religious/other exemptions.

1. Any child who submits a certificate signed by a physician licensed by the State Board of Medicine stating the physical condition of the child is such that all or any of the required immunization would endanger the life or health of the child is exempt from the immunization requirements.
2. Any minor child whose parent or guardian submits a signed statement to Charter School officials stating their objections on religious or other grounds is exempt from the immunization requirements.
3. A child who has laboratory proof of immunity to any of the childhood diseases listed above will not be required to be immunized for that disease.
4. A child who has had varicella (chickenpox) diagnosed by a licensed physician upon personal examination will not be required to be immunized for the disease provided they submit a signed statement from the diagnosing physician.

A child exempted under one of the above requirements may be excluded by the Charter School in the event of a disease outbreak.

Communication of Immunization Requirements and Exemptions

In accordance with Idaho law, all communication to parents/guardians regarding immunization requirements shall also describe the exemptions and make reference to 39-4802, Idaho Code. For purposes of this section, 'communication' includes letters, phone calls, registration packets, etc.

Reporting

The Charter School shall submit a report of the Charter School's immunization status to the State Department of Education on or before the first day of November of each year.

The report shall include:

1. Inclusive dates of the reporting period;
2. Name and address of the Charter School and county;
3. Grade being reported and total number of children enrolled in the grade;
4. Name and title of the person completing the report form;
5. Number of children who meet all of the required immunizations listed in the tables above;
6. Number of children who do not meet all of the required immunizations listed in the tables above, but are in the process of receiving the required immunizations; and
7. Number of children who claimed exemption to the required immunizations listed in the tables above.

Legal Reference: I.C. § 39-4801 - Immunization Required; I.C. § 39-4802 - Exemptions; IDAPA 16.02.15 - Immunization Requirements for Idaho School Children

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

3530 Suicide

Although neither a school nor a teacher has a duty to warn of the suicidal tendencies of a student absent the teacher's or school's knowledge of direct evidence of such suicidal tendencies, the Charter School may, in its sole discretion, provide the following programs in order to prevent student suicide by:

1. Offering and providing help and assistance including early identification;
2. Support and/or counseling by Charter School support personnel for low-risk students;
3. Referral to appropriate sources outside the Charter School for high and moderate-risk students;
4. Attendance to the rights of the student and his or her family; and
5. After care support by the Charter School for faculty, staff, and students after a sudden death has occurred.

Legal Reference: I.C. § 33-512B - Suicidal Tendencies – Duty to Warn

Policy History: Adopted on: 8/17/18

3540 Emergency Treatment

The Board of Directors recognizes that the Charter School is responsible for providing first aid or emergency treatment in case of sudden illness or injury to a student, but that further medical attention is the responsibility of the parent or guardian.

Each parent or guardian must provide an emergency telephone number where the parent or designee of the parent can be reached.

When a student is injured, staff shall provide immediate care and attention until relieved by a superior, a nurse, or a doctor. The Executive Director or designated staff member should immediately contact the parent so that the parent can arrange for care or treatment of the injured student.

If a child develops symptoms of illness while at school, the responsible Charter School officials shall do the following:

1. Isolate the child immediately from other children in a room or area segregated for that purpose:
2. Inform the parent or guardian as soon as possible about the illness and request that he or she pick up the child: and
3. Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

In the event that the parent cannot be reached and, in the judgment of the Executive Director or person in charge, immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he or she may elect to continue the treatment or make other arrangements.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3545 Student Interviews, Interrogations, Or Arrests

Interviews by School Administrators (Student Victims/Witnesses)

When a violation of Board policy or Charter School rule occurs, the Administrative Team or designee may question a potential student victim or students who may have relevant information without prior consent of the parent/guardian/legal custodian. Another adult should be present during the questioning of students.

Interrogations by Charter School Administrators (Student Suspect)

In situations where a student is suspected of violating Board policy or Charter School rule, the Administrative Team or designee may interrogate the suspected student without the prior consent of the student's parent/guardian/custodian. The Charter School official must first have reasonable grounds, however, to suspect that the student committed such a violation. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will be afforded the opportunity to present his or her side of the story, orally or in writing.

Interviews and Interrogations by Law Enforcement Officials (Charter School-Related Violation)

When a suspected violation of criminal law has occurred on Charter School grounds, at a Charter School sponsored activity, or an activity involving Charter School operations, law enforcement officers may be notified by Charter School officials to request a criminal investigation. Law enforcement officers may also independently determine that an investigation requiring student interviews and interrogations is necessary. When law enforcement officers question a student victim, witness, or suspect in such instances, Charter School officials shall make an effort to notify the student's parent/guardian/custodian in advance of the interview or interrogation.

When students are interviewed or interrogated by law enforcement officers, the Administrative Team or designee shall request that police officers observe all procedural safeguards prescribed by law. However, Charter School personnel are not responsible for a police officer's compliance with the law. If a parent or student refuses to consent to police questioning, it is the law enforcement officer's responsibility to respond appropriately to such refusal.

Charter School discipline investigations conducted by Charter School administrators and criminal investigations conducted by law enforcement officers shall be conducted in a parallel manner rather than as a joint investigation. Therefore, a Charter School discipline investigation need not stop as soon as the Administrative Team believes that a crime has been committed. The results of the parallel investigations may be shared among Charter School officials and the police.

Interviews and Interrogations by Law Enforcement Officers (Non-School-Related Violation)

The Charter School strives to maintain cooperative working relations between law enforcement, child protective, and Charter School authorities. Law enforcement officers may wish to interview students regarding their knowledge of suspected criminal activity and may wish to interrogate students who are themselves suspected of engaging in criminal activity. Except when law enforcement officers have a warrant or other court order, or when an emergency or other exigent circumstance exists, such interviews and interrogations are discouraged during the student's class time. The Administrative Team and his or her designee have the right and the obligation to take reasonable steps to prevent disruption of Charter School operations and the educational process while at the same time cooperating with law enforcement efforts. Accordingly, the Administrative Team or designee shall work together with law enforcement officers to coordinate efforts and minimize or prevent such disruption in cases of student interviews and interrogations. In the event of disagreement, the Administrative Team or designee shall immediately contact the area administrator or legal counsel for assistance.

Before any student interview or interrogation begins regarding suspected criminal activity, the Administrative Team or designee shall ascertain that the law enforcement officer has proper identification evidencing affiliation with an identified law enforcement agency. The Administrative Team or designee shall request that all procedural safeguards prescribed by law are observed by the law enforcement officers when interviewing student witnesses or interrogating student suspects. An effort shall be made to notify the student's parent/guardian/custodian in advance of the interview or interrogation regarding suspected criminal activity. Whether or not to postpone the interview or interrogation until the parent arrives is ultimately the law enforcement officer's decision. **In cases involving investigation of reported child abuse of a student where the suspected perpetrator is a member of the student's family, such parent/guardian contact would not be warranted. The Idaho Department of Health and Welfare or law enforcement may exclude Charter School personnel from any child abuse investigations/interviews and may use a Charter School building to conduct the interview.**

Arrests by Law Enforcement Officers

A law enforcement officer may take a student into custody if the student has been placed under arrest or if the student's parent/guardian/custodian and the student consent to such release. The officer must first notify the Administrative Team or designee so that the student may be summoned to the Administrative Team's office and taken into custody in a manner that is as inconspicuous as possible and minimizes disruption of Charter School operations and the educational process. When an emergency situation arises and the student is taken into custody or arrested on Charter School premises without prior notification to the Administrative Team or designee, the law enforcement officer should notify Charter School authorities of the situation as soon as possible.

When a student is removed from school by law enforcement officers for any reason, Charter School officials will make every reasonable effort to notify the student's parent/guardian/custodian. The Charter School official will document such effort in writing. Before removing the student from the Charter School, the police shall sign a release form in which they assume full responsibility for the student. If a Charter School official has reason to believe that a student was removed from the school by a law enforcement officer without making a valid arrest or without the consent of the student and the parent/guardian/custodian, the Charter School official will attempt to immediately contact the Administrative Team or legal counsel.

Charter School officials will notify the Administrative Team of the removal of any student from school by law enforcement under any circumstance. Charter School officials shall request that all procedural safeguards prescribed by law are observed by law enforcement officers conducting an arrest. Charter School personnel are not, however, responsible for an officer's legal compliance with respect to said arrest.

Definitions

"Interview" shall mean the questioning of a student who may be a witness or victim of an incident.

"Interrogation" shall mean the questioning of a student suspected of violating Board and/or Charter School policy, Charter School rules, or criminal law.

"Reasonable Grounds to Suspect" shall mean more than a generalized suspicion or a mere hunch, but not requiring certainty that a violation has occurred. For example, it may be based upon, among other things, direct observations or the reported observations or experiences of others. It involves a common-sense conclusion about human behavior based upon all of the circumstances presented.

"Probable Cause" shall mean a set of probabilities grounded in factual and practical considerations, which would cause a reasonable person to believe that a violation has occurred. It requires having more evidence for than against.

Cross Reference: 4400 - Relations with Law Enforcement and Child Protective Agencies; 4410 - Investigations and Arrests by Police; 5260 - Abused and Neglected Child Reporting

Legal Reference: I.C. § 6-904(1) - Exceptions to Governmental Liability; I.C. § 16-1605 - Reporting of Abuse, Abandonment or Neglect; I.C. § 16-1606 - Immunity; I.C. § 16-1607 - Reporting in Bad Faith—Civil Penalties; I.C. § 16-1631 - Authorization for Department to Act; I.C. § 20-516 - Apprehension and Release of Juvenile—Detention; Idaho Attorney General Opinion 93-2

Policy History: Adopted on: 8/7/18; Revised on:

3545F1 Form For Signature Of Arresting Officer

Student Interviews, Interrogations, or Arrests

Student Arrest Form

Form for Signature of Arresting Officer

I, _____, a duly sworn peace officer and member of the _____ Department, _____, have asked that _____, a student in the _____ Charter School, be surrendered to me, and pursuant thereto have taken said student into my custody and am assuming full responsibility for the student's arrest.

Date: _____ Signature: _____

Time: _____ Badge Number: _____

School Action

Date and time parents notified. If more than one attempt is made, include such information here:

Signature of Administrative Team member

One copy each shall be made for:

- 1. School records;
- 2. Parent mailing;
- 3. The police officer; and
- 4. The witnessing administrator.

3545F2 Form For Signature Of Interviewing Officer

Student Interviews, Interrogations, or Arrests

Student Interview Form

Form for Signature of Interviewing Officer

I, _____, a duly sworn peace officer and member of the _____ Department, _____ have asked that _____, a student in the Project Impact STEM Academy Charter School, be made available for interview.

Date: _____ Signature: _____

Time: _____ Badge Numer: _____

School Action

Date and time parents notified. If more than one attempt is made, include such information here:

Signature of Administrative Team member

One copy each shall be made for:

- 1. School records;
- 2. Parent mailing;
- 3. The police officer; and
- 4. The witnessing administrator.

3550 Removal Of Student During School Hours

The Board of Directors recognizes its responsibility for the proper care of students during school hours. Students shall not be removed from Charter School grounds, any Charter School building, or Charter School function during school hours except by a person duly authorized in accordance with Charter School procedures. Before a student is removed or excused, the person seeking to remove the student must present, to the satisfaction of the Administrative Team, evidence of his or her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone unless the request is approved by the Administrative Team. The Administrative Team is directed to establish procedures for the removal of a student during school hours.

Policy History: Adopted on: 8/7/18; Revised on:

3550P Removal Of Student During School Hours

The Charter School must exercise a high order of responsibility for the care of students while they are in school. The removal of a student during the school day may be authorized in accordance with the following procedures:

1. Law enforcement officers, upon proper identification, may remove a student from the Charter School as provided in Policy 4410P.
2. Any other agencies must have a written administrative or court order directing the Charter School to give custody to them. Proper identification is required before the student shall be released.
3. A student shall be released to the custodial parent. When in doubt as to custodial rights, Charter School enrollment records must be relied upon, as the parents/guardians have the burden of furnishing the Charter School with accurate, up-to-date information.
4. The Charter School should always check with the custodial parent before releasing the student to a non-custodial parent.
5. Prior written authorization from the custodial parent or guardian is required before releasing a student into someone else's custody, unless an emergency situation justifies a waiver.
6. Police should be called if a visitor becomes disruptive or abusive.

Cross Reference: 4400 - Relations with the Law Enforcement and Child Protective Agencies

Procedure History: Promulgated on: 8/7/18; Revised on:

3560 Video Surveillance

The Board believes that the use of video taping equipment can make positive contributions to the health, safety, and welfare of all students, staff, and visitors to the District, as well as safeguard District facilities and equipment. Having carefully weighted and balanced the rights of privacy of students, staff, and visitors against the Charter School's goal of ensuring the safety of every student, employee, and visitor while they are on Charter School property and also safeguarding Charter School facilities and equipment, the Board of Directors hereby authorizes the use of video cameras on Charter School property as follows:

Video surveillance shall be used to promote order, to maintain the security, health,

welfare, and safety of all staff, students, and visitors on Charter School property and to safeguard Charter School facilities and equipment.

The Charter School shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on Charter School property. Additionally, notices shall be posted on or about Charter School property alerting those on Charter School property that the Charter School is utilizing the use of video surveillance.

Review of any video recordings is restricted to those who have a security, safety, or a legitimate educational interest.

Video recordings may become a part of a student's educational record or a staff member's personnel record. The Charter School shall comply with all applicable State and federal laws related to record maintenance and retention. Video tapes that are records of student and/or staff behavior shall be secured in a locked file until the tapes are either reused or erased. The video tape shall be considered a student and/or staff record and shall be subject to current law for the release of student record information and/or personnel record.

Video surveillance may be used for investigations of criminal activity by appropriate law enforcement agencies and may be used by the Charter School to investigate violations of Charter School policy.

Students or staff in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Video cameras may be installed in public locations as deemed appropriate by the Administrative Team, and shall not be installed in areas with a reasonable expectation of privacy.

Audio shall not be part of the video recordings made, reviewed, or stored by the Charter School.

Cross-Reference: 3570 - Student Records

Legal Reference: I.C. § 33-512 - Governance of Schools; Books v. Logan, 127 Idaho 484, 903 P.2d 73 (1995); Rife v. Long, 127 Idaho 841, 908 p.2d 143 (1995).; 34 C.F.R. Part 99 - Family Educational Rights and Privacy Act (FERPA)

Policy History: Adopted on: 8/7/18; Revised on:

3570 Student Records

Charter School student records are confidential, and information from them shall not be

released other than as provided by law. State and federal laws grant students and parents certain rights, including the right to inspect, copy, and challenge Charter School records. The information contained in Charter School student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The Charter School may release directory information as permitted by law, but parents shall have the right to object to the release of information regarding their child. Military recruiters and institutions of higher education may request and receive the names, addresses, and telephone numbers of all high school students except for those whose parents have notified the Charter School not to release this information.

The Administrative Team shall implement this policy consistent with state and federal law and may develop administrative procedures to assure compliance with state and federal law. The Administrative Team or a designee shall inform staff members of this policy, and shall inform students and their parents of it, as well as their rights regarding student school records.

Cross Reference: 3575 - Student Data Privacy and Security; 4175 - Required Annual Notices; 4260 - Records Available to the Public

8605 - Retention of District Records

Legal Reference: 20 U.S.C. § 1232g - Family Education Rights and Privacy Act; 34 C.F.R. 99 - Family Education Rights and Privacy Act; I.C. 33-133 - Student Data – Use and Limitations; I.C. § 33-209 - Transfer of Student Records -- Duties; I.C. § 32-717A - Parents' Access to Records and Information; No Child Left Behind Act of 2001, P.L. 107-334

Policy History: Adopted on: 06/05/18; Revised on:

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021

3570F Student Records

Notification to Parents and Students of Rights Concerning a Student's School Records

The Charter School will maintain a file for each student that shall contain information including but not limited to the following:

1. Unique student identifier;
2. Basic identifying information;
3. Academic transcripts;

4. Attendance record;
5. Immunization records;
6. Intelligence and aptitude scores;
7. Psychological reports;
8. Achievement test results;
9. Participation in extracurricular activities;
10. Honors and awards;
11. Teachers' anecdotal records;
12. Special education files;
13. Verified reports or information from non-educational persons;
14. Verified information of clear relevance to the student's education;
15. Information pertaining to release of this record; and
16. Disciplinary information

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. **The right to inspect and copy the student's education records within a reasonable time of the day the Charter School receives a request for access.**

Students less than 18 years of age have the right to inspect and copy their permanent record. Parents/guardians or students should submit to the Executive Director or appropriate Charter School official a written request that identifies the records they wish to inspect.

The Administration Team will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.

The Charter School charges a nominal fee for copying, but no one will be denied their right to copies of their records for inability to pay this cost.

The rights contained in this section are denied to any person against whom an order of protection has been entered concerning a student.

When the student reaches 18 years of age, or is attending an institution of post-secondary education, all rights and privileges accorded to the parent become exclusively those of the student.

2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, irrelevant, or improper.

Parents/guardians or eligible students may ask the Charter School to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the Administration Team or records custodian, clearly identifying the part of the record they want changed, and specify the reason.

If the Charter School decides not to amend the record as requested by the parent/guardian or eligible student, the Charter School will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Such notice shall be in writing and provided within a reasonable period of time after the hearing. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA or state law authorizes disclosure without consent.

Disclosure is permitted without consent to Charter School officials with legitimate educational or administrative interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member including health or medical staff and law enforcement unit personnel; a person serving on the Board of Directors; a person or company with whom the Charter School has contracted to perform a special task such as an attorney, auditor, medical consultant, or therapist; or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another Charter School official in performing his or her tasks.

A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the Charter School will disclose education records without consent to officials of another charter school or school district in which a student has enrolled or intends to enroll, as well as to any person specifically required by state or federal law.

Before information is released to individuals described in this paragraph, the parent/guardian will receive written notice of the nature and substance of the information and an opportunity to inspect, copy, and challenge such records.

The right to

challenge Charter School student records does not apply to:

- a. Academic grades of their child, or
- b. References to expulsions or out-of-school suspensions

if the challenge is made at the time the student's Charter School student records are forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting, or planning, provided that no student or parent/guardian can be identified; any person named in a court order; and appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

- 4. The right to a copy of any Charter School student record proposed to be destroyed or deleted.**
- 5. The right to prohibit the release of directory information concerning the parent's/guardian's child.**

Throughout the school year, the Charter School may release directory information regarding students, limited to their:

- a. Name;
- b. Address;
- c. Gender;
- d. Grade level;
- e. Birth date and place;
- f. Parents'/guardians' names and addresses;
- g. Academic awards, degrees, and honors;
- h. Information in relation to Charter School-sponsored activities, organizations, and athletics;
- i. Major field of study; and
- j. Period of attendance at the Charter School

Any parent(s)/guardian(s) or eligible student may prohibit the release of

any or all of the above information by delivering a written objection to the Administration Team within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent/guardian or eligible student is specifically informed otherwise.

6. The right to request that that information not be released to military recruiters and/or institutions of higher education.

Pursuant to federal law, the Charter School is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request.

Parents/guardians and eligible students may request that the Charter School not release this information, and the Charter School will comply with the request.

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3570P Student Records

Maintenance of Charter School Student Records

The Charter School shall maintain a record for each student that shall contain information, including but not limited to the following:

1. Birth certificate;
2. Proof of residency;
3. Unique student identifier;
4. Basic identifying information;
5. Academic transcripts;
6. Immunization records;

7. Attendance records;
8. Intelligence and aptitude scores;
9. Psychological reports;
10. Achievement test results;
11. Participation in extracurricular activities;
12. Honors and awards;
13. Verified reports or information from non-educational persons;
14. Verified information of clear relevance to the student's education;
15. Log pertaining to release of student's record; and
16. Disciplinary information.

Information in student files shall be maintained as described in Policy 8605.

Records for a special education student with disabilities who graduates or permanently withdraws from the Charter School, including eligibility documentation, IEPs, consents, and written notices, will, for at least six years, be maintained until such time or when the Charter School has been given written consent from the parent and/or adult former student to destroy the records or transfer the records to the parent or to the student if the student has succeeded to the rights of the parents. Such written records of individual students are confidential and shall be shredded or burned under supervision of the staff member responsible for the records if not released to the parent(s) and/or adult former student. The records manager should maintain a log that documents the date of destruction or release of records.

The School's public records custodian, in conjunction with the Executive Director's designee shall be responsible for the maintenance, retention, or destruction of a student's records, in accordance with the Charter School's procedure established by the Executive Director.

The unique student identifier is a number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled. The unique student identifier shall follow the student from each school or Local Education Agency (LEA) or upon return to a school or LEA after an absence no matter the length of absence.

Access to Student Records

The Charter School shall grant access to student records as follows:

1. The Charter School or any Charter School employee shall not release, disclose, or grant access to information found in any student record except under the

conditions set forth in this policy and consistent with the provisions of state and federal law.

2. The parents of a student under 18 years of age shall be entitled to inspect and copy information in the student's school records. Such requests shall be made in writing and directed to the records custodian. Access to the records shall be granted within fifteen days of the Charter School's receipt of such a request.

Where the parents are divorced or separated, both shall be permitted to inspect and copy the student's school records unless a court order indicates otherwise. The Charter School shall send copies of the following to both parents at either one's request, unless a court order indicates otherwise or parental rights have been terminated by court order or parental agreement:

- a. Academic progress reports or records;
- b. Health reports;
- c. Notices of parent-teacher conferences;
- d. School calendars distributed to parents/guardians; and
- e. Notices about open houses and other major Charter School events, including pupil-parent interaction.

When the student reaches 18 years of age, graduates from high school, marries, enters military service, or becomes legally emancipated all rights and privileges accorded to the parent become exclusively those of the student. The parents of dependent students, as defined by the Internal Revenue Service (i.e. student termed dependent for income tax purposes) may have access to student educational records if the parents establish, via either a copy of the applicable tax forms and/or a Parental Affidavit for Educational Records attesting to the student's dependent status.

Access shall not be granted to the parent or the student to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment, or the receipt of an honor or award, if the student has waived his or her right of access, after being advised of his or her right to obtain the names of all persons making such confidential letters or statements.

3. The Charter School may grant access to, or release information from, student records to employees or officials of the Charter School or the Idaho State Board of Education, provided a current, demonstrable, educational or administrative need is shown, without parental consent or notification. Access in such cases shall be limited to the satisfaction of that need.

4. For purposes of an audit or evaluation by a federal or state-supported education program, and to comply with federal requirements related to such a program. The receiving entity must be a state or educational authority or another entity allowed by the Family Educational Rights and Privacy Act (FERPA), or must be an authorized representative of such an entity.

For each new audit, evaluation, or enforcement effort, the District shall enter into a written agreement when designating anyone other than its employee as its authorized representative. The District shall be responsible for using reasonable methods to ensure, to the greatest extent practicable, that the authorized representative

- a. Uses the personal information only for the authorized purpose;
 - b. Protects the personal information from further unauthorized disclosures or other uses; and
 - c. Destroys the personal information when it is no longer needed for the authorized purpose. Such destruction shall be effected by any specified time period set forth in the written agreement.
5. The Charter School may grant access to, or release information from, student records without parental consent or notification to any person, for the purpose of research, statistical reporting, or planning, provided that no student or parent can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records. Any such release in this regard shall be consistent with Idaho Code and Policy 3575 relating to the limitations on the release of student data.
 6. The Charter School shall grant access to, or release information from, a student's records pursuant to a court order or appropriate subpoena. In most instances, the parent or qualified student shall be given prompt written notice of such order or subpoena, a general statement of the documents which will be released, and the proposed date of release of the documentation requested. However, there are very limited circumstances under the USA Patriot Act where schools are required to disclose information without notice to the parent or student to the Attorney General of the United States upon an ex parte order in connection with the investigation or prosecution of terrorism crimes or other such specified situations when the court order prohibits disclosure (i.e. Federal Grand Jury Subpoena or Law Enforcement Subpoena wherein such order indicates disclosure is not permitted).
 7. The Charter School shall grant access to or release information from any student record as specifically required by federal or state statute.
 8. The Charter School shall grant access to, or release information from, student records to any person possessing a written, dated consent, signed by the parent

or eligible student with particularity as to whom the records may be released, the information or record to be released, and the reason for the release. One copy of the consent form will be kept in the records, and one copy shall be mailed to the parent or eligible student by the Executive Director. Whenever the Charter School requests the consent to release certain records, the records custodian shall inform the parent or eligible student of the right to limit such consent to specific portions of information in the records.

9. The Charter School may release student records to the principal or an official with similar responsibilities in a school in which the student has enrolled or intends to enroll, upon written request from such official.
10. Prior to the release of any records or information under items 6, 7, 8, and 9 above, the Charter School shall provide prompt written notice to the parents or eligible student of this intended action except as specified in item 6. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents.
11. The Charter School may release student records or information in connection with an emergency, without parental consent, if the knowledge of such information is necessary to protect the health or safety of the student or other persons. The records custodian shall make this decision taking into consideration the nature of the emergency, the seriousness of the threat to the health and safety of the student or other persons, the need for such records to meet the emergency, and whether the persons to whom such records are released are in a position to deal with the emergency. Any release that is made must be narrowly tailored considering the immediacy, magnitude, and specificity of the information concerning the emergency and the information should only be released to those persons whose knowledge of the information is necessary to provide immediate protection of the health and safety of the student or other individuals (i.e. law enforcement, public health officials, trained medical personnel). The exception is temporarily limited to the period of the emergency and does not allow for a blanket release of personally identifiable information from a student's records. The Charter School shall notify the parents or eligible student as soon as possible of the information released, the date of the release, the person, agency, or organization to which the release was made, and the purpose of the release and the same information shall be recorded in the student's record log.
12. The Charter School will comply with an ex parte order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or consent of the student's parent/guardian.
13. The Charter School may charge a fee for copying information in the student's records. No parent or student shall be precluded from copying information because of financial hardship. See Policy 4260 for information regarding the

Charter School copy fee schedule.

14. A log of all releases of information from student records (including all instances of access granted, whether or not records were copied) shall be kept and maintained as part of such records. This log shall be maintained for the life of the student record and shall be accessible only to the parent or eligible student, records custodian, or other such person. The log of release shall include:
 - a. Information released or made accessible;
 - b. The name and signature of the records custodian;
 - c. The name and position of the person requesting the release or access;
 - d. The legitimate interests the parties had in requesting or obtaining the information;
 - e. The date of the release or grant of access;
 - f. A copy of any consent to such release; and
 - g. Any additional information required by state or federal law.

Directory Information

The Charter School may release certain directory information regarding students, except that parents may prohibit such a release. Directory information shall be limited to:

1. Name;
2. Address;
3. Gender;
4. Grade level;
5. Birth date and place;
6. Parents'/guardians' names and addresses;
7. Academic awards, degrees, and honors;
8. Information in relation to Charter School-sponsored activities, organizations, and athletics;
9. Major field of study; and
10. Period of attendance at the Charter School.

The notification to parents and students concerning school records will inform them of their right to object to the release of directory information.

Military Recruiters/Institutions of Higher Education

Pursuant to federal law, the Charter School is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request. The notification to parents and students concerning school records will inform them of their right to object to the release of this information.

Student Record Challenges

The parents may challenge the accuracy, relevancy, or propriety of the records, except for grades and references to expulsions or out-of-school suspensions if the challenge is made when the student's Charter School records are being forwarded to another school. They have the right to request a hearing at which each party has the right to:

1. Present evidence and to call witnesses;
2. Cross-examine witnesses;
3. Counsel;
4. A written statement of any decision and the reasons therefore; and
5. Appeal an adverse decision to an administrative tribunal or official, to be established or designated by the State Board.

The parents may insert a written statement of reasonable length describing their position on disputed information. The Charter School will include the statement in any release of the information in dispute.

Procedure History: Promulgated on: 06/05/18; Revised on:

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021

Amended by Res. [2022-04](#) on 6/7/2022

3575 Student Data Privacy And Security

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data has increased and technology has advanced, the need to exercise care in the handling of confidential student information has intensified. The privacy of students and the use of confidential student information is protected by federal and State laws, including the Family Educational Rights and Privacy Act (FERPA) and the Idaho Student Data Accessibility, Transparency, and Accountability Act of 2014 (Idaho Data Accountability Act).

Student information is compiled and used to evaluate and improve Idaho's educational

system and improve transitions from high school to postsecondary education or the workforce. The Data Management Council (DMC) was established by the Idaho State Board of Education to make recommendations on the proper collection, protection, storage, and use of confidential student information stored within the Statewide Longitudinal Data System (SLDS). The DMC includes representatives from K-12, higher education institutions and the Department of Labor.

This policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, the Charter School shall adopt, implement and electronically post this policy to its website. It is intended to provide guidance regarding the collection, access, security, and use of education data to protect student privacy. This policy is consistent with the DMC's policies regarding the access, security, and use of data maintained within the SLDS. Violation of the Idaho Data Accountability Act may result in civil penalties.

Definitions

Administrative Security consists of policies; procedures; and personnel controls including security policies; training and audits; technical training; supervision; separation of duties, rotation of duties; recruiting and termination procedures; user access control; background checks; performance evaluations; and disaster recovery, contingency, and emergency plans. These measures ensure that authorized users know and understand how to properly use the system in order to maintain security of data.

Aggregate Data is collected or reported at a group, cohort, or institutional level and does not contain PII.

Data Breach is the unauthorized acquisition of PII.

Logical Security consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights, and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation.

Personally Identifiable Information (PII) includes: a student's name; the name of a student's family; the student's address; the students' social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth, or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.

Physical Security describes security measures designed to deny unauthorized access to facilities or equipment.

Student Data means data collected at the student level and included in a student's educational records.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Collection

The Charter School shall follow applicable State and federal laws related to student privacy in the collection of student data.

Access

Unless prohibited by law or court order, the Charter School shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.

The Executive Director or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.

Access to PII maintained by the Charter School shall be restricted to:

1. The authorized staff of the Charter School who require access to perform their assigned duties; and
2. Authorized employees of the State Board of Education and the State Department of Education who require access to perform their assigned duties; and
3. Vendors who require access to perform their assigned duties.

Security

The Charter School shall have in place administrative security, physical security, and logical security controls to protect from a data breach or unauthorized data disclosure. The Charter School shall immediately notify the executive director of the Idaho State Board of Education and the state principal of public instruction in the case of a confirmed data breach or confirmed unauthorized data disclosure. The Charter School shall also notify in a timely manner affected individuals, students, and families if there is a confirmed data breach or confirmed unauthorized data disclosure.

Use

Publicly released reports shall not include PII and shall use aggregate data in such a manner that re-identification of individual students is not possible.

Charter School contracts with outside vendors involving student data, which govern databases, online services, assessments, special education, or instructional supports, shall include the following provisions which are intended to safeguard student privacy and the security of the data:

1. Requirement that the vendor agree to comply with all applicable State and federal law;
2. Requirement that the vendor have in place administrative security, physical security, and logical security controls to protect from a data breach or unauthorized data disclosure;
3. Requirement that the vendor restrict access to PII to the authorized staff of the vendor who require such access to perform their assigned duties;
4. Prohibition against the vendor's secondary use of PII including sales, marketing, or advertising;
5. Requirement for data destruction and an associated timeframe; and
6. Penalties for non-compliance with the above provisions.

The Charter School shall clearly define what data is determined to be directory information.

If the Charter School chooses to publish directory information which includes PII, parents must be notified annually in writing and given an opportunity to opt out of the directory. If a parent does not opt out, the release of the information as part of the directory is not a data breach or unauthorized data disclosure.

Cross Reference: 3570 – 3570P - Student Records

Legal Reference: 20 U.S.C. § 1232g - Family Education Rights and Privacy Act; 34 C.F.R. 99 - Family Education Rights and Privacy Act; I.C. § 33-133 - Idaho Student Data Accessibility, Transparency, and Accountability Act

Policy History: Adopted on: 06/05/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

3580 Relations With Non-Custodial Parents

Access to Students

The parent with whom the student primarily resides shall be recognized by the Charter School as the custodial parent unless a current legal document or signed parental

agreement indicates otherwise. Unless there are specific court-imposed restrictions on custody or visitation, such as a final divorce decree, interim orders (in the case that the parents are separated), or a restraining order, the non-custodial parent, upon written request may visit the child briefly at school. If restrictions are made relative to these rights, the custodial parent will be required to submit a certified copy of all relevant court orders, to the Administration Team, which curtails these specific rights.

While both parents, absent a court document described above can visit the student at school, only the custodial parent has the right to remove the student from school property. Only a verified note from the custodial parent will be cause for exception to this provision. If school personnel anticipate a possible student abduction, law enforcement personnel are to be notified immediately.

Access to Student Records

Unless informed otherwise, the Charter School assumes that there are no restrictions regarding the non-custodial parent's right to be kept informed of the student's school progress and activities. If restrictions are made relative to these rights, the custodial parent will be required to submit to the Administration Team a certified copy of all relevant court orders which curtail these specific rights. Otherwise, the non-custodial parent, upon written request may view the student's educational, medical or similar records maintained in such student's cumulative record, receive school progress reports and have an opportunity to conference with the student's teacher(s).

The custodial parent has the responsibility to keep the school office informed as to the address of the student's primary residence, in a manner determined by the school, and how he or she may be contacted at all times. The Charter School reserves the right to request verification in the form of a certified court document from any party presenting legal documents.

Legal Reference: Federal Family Educational Rights and Privacy Act of 1974; Department of Education 34 C.F.R. Part 99 (May 9, 1980 45FR 30802) regs. Implementing; FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232G) – Parent and Student Privacy and Other Rights with Respect to Educational Records

Policy History: Adopted on: 8/7/18; Revised on:

3610 Records Of Missing Children

Upon notification by the Idaho State Police of a missing or runaway child currently enrolled in the Charter School, that student's records shall be flagged in such a manner that whenever a copy of the record or information regarding it is requested, the Charter School is alerted to the fact that the record is that of a missing or runaway child. If a

request is made for a flagged record, the record shall not be forwarded and the local law enforcement agency shall be notified of the request for the flagged record.

Any request concerning flagged records or knowledge as to the whereabouts of a missing or runaway child shall immediately be reported to the local law enforcement agency. Upon notification by the Idaho State Police of the return of the missing or runaway child, the Charter School shall remove the flag from the student's record.

Legal Reference: I.C. § 18-4511 - School Duties—Records of Missing Child—Identification Upon Enrollment—Transfer of Student Records

Policy History: Adopted on: 8/7/18; Revised on:

3620 Transfer Of Student Records

Receiving School

Within 14 days after enrolling a transfer student, the Charter School shall request directly from the student's previous school a certified copy of his or her record and exercise due diligence in obtaining the copy of the record requested.

Forwarding School

A certified copy of the permanent, or cumulative, file of any student and the file containing special education records of any student shall be forwarded by mail or electronically to a local educational agency or accredited school in which the student seeks to or intends to enroll within ten days after receipt of a written or electronic request, except as provided in 3610 Records of Missing Children. The files that are forwarded must include information concerning violent or disruptive behavior or disciplinary action, however, such information shall be contained in a sealed envelope, marked as "confidential" and addressed to the principal or other administrator of the receiving school.

Cross Reference: 3570 & 3570P - Student Records; 3610 - Records of Missing Children

Legal Reference: I.C. § 18-4511 - School Duties—Records of Missing Child—Identification Upon Enrollment—Transfer of Student Records; I.C. § 33-209 - Transfer of School Records - Duties

Policy History: Adopted on: 8/7/18; Revised on:



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4000 Goals

The Board, through the leadership of the Administration Team and the assistance of the total staff, will seek to enhance the Charter School's community relations by striving to achieve the following goals:

1. To encourage and enhance communications, understanding, trust, and mutual support between the Charter School and the people it serves;
2. To increase both the quality and quantity of public participation in school affairs, activities, and programs;
3. To strengthen and improve relations and interactions among staff, Directors, citizens, parents, and students; and
4. To promote understanding and cooperation between the schools and community groups.

Policy History: Adopted on: 8/7/18; Revised on:

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4100 Public Relations

The Charter School shall strive to maintain effective two-way communication channels with the public. Such channels shall enable the Board and staff to interpret the Charter Schools' needs to the community and provide a means for citizens to express their needs and expectations to the Board and staff.

The Administration Team shall establish and maintain a communication process within the school system and between it and the community. Such a public information program shall provide for news releases at appropriate times, arrange for news media coverage of school programs and events, provide for regular direct communications between individual schools and the citizens they serve, and assist staff in improving their skill and understanding in communicating with the public.

Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses, and other such events or activities which may bring staff and citizens together.

Policy History: Adopted on: 8/7/18; Revised on:

4105 Public Participation In Board Meeting

All regular and special meetings of the Board shall be open to the public, but any person who disturbs good order may be required to leave. The Board of Directors encourages all citizens of the Charter District to express their ideas and concerns. The Board may offer the ability to attend their meeting remotely, including the ability to submit patron input electronically ahead of time at a time and in a manner identified by the Board. Such electronically provided input shall be provided to the trustees. The comments of the community will be given careful consideration. In the evaluation of such comments, the first priority will be Charter School students and their educational program.

NOTICE

DUE TO THEIR SENSITIVE NATURE, COMMENTS OR COMPLAINT ABOUT PERSONNEL AND INDIVIDUAL STUDENTS WILL ONLY BE HEARD IN EXECUTIVE SESSION. ADDITIONALLY, OTHER TOPICS YOU WISH TO

ADDRESS MAY ONLY BE APPROPRIATE FOR EXECUTIVE SESSION. IN SUCH INSTANCES, THE BOARD WILL DETERMINE IF YOUR COMMENTS ARE APPROPRIATE FOR OPEN OR EXECUTIVE SESSION AND WILL NOTIFY YOU ACCORDINGLY.

A PERSON WHO DISRUPTS THE EDUCATIONAL PROCESS OR WHOSE PRESENCE IS DETRIMENTAL TO THE MORALS, HEALTH, SAFETY, ACADEMIC LEARNING OR DISCIPLINE OF THE PUPILS OR WHO LOITERS IN SCHOOLS OR ON SCHOOL GROUNDS, IS GUILTY OF A MISDEMEANOR.

Any complaint about the Charter School, including instruction, discipline, school personnel policy, procedure, or curriculum, should be referred through proper administrative channels before it is presented to the Board for consideration and action. All complaints should be resolved through proper channels in the following order:

1. Teacher or staff;
2. Supervisor, if applicable;
3. Director, if applicable;
4. Administration Team; then
5. Board of Directors.

Please also see Charter School Policy No. 4110 Public Complaints and Suggestions.

Members of the public will not be recognized by the Chair as the Board conducts its official business except when the Board schedules public comment period on a particular item. The Board will listen to the public but, at the same time, expects the public to listen and speak only when properly recognized.

At each regular and special meeting of the Board the agenda will provide time for public comment before the Board. Persons wishing to address the Board will be required to submit a "Request to Address the Board" form. Forms are available from the Board Clerk and will be available at each meeting.

The Board shall ensure that members of the following groups, listed in no particular order, are given priority to participate in Board meetings:

1. Students who attend the Charter school;
2. Parents/guardians of such students;
3. Charter School employees; and
4. People who reside within the Charter District.

Attendees who do not belong to any of these groups will only be allowed to speak after members of the groups listed above have provided comment and only if there is still time available within the public comment period.

Total time allotted for public comment will not exceed 30 minutes. Public participation will be limited to the time allotted on the agenda. Each speaker will be limited to 5 minutes. Public comment will be taken on matters scheduled on the agenda. Should a large number of the public wish to speak on the same issue or topic, members of the public are encouraged to select one or more representatives to summarize their position. Additionally, the Board Secretary will accept written comments for distribution to the Board. The Board may decline to hear repetitive comments. The Chair may also deny an individual the opportunity to address the Board if the individual has previously addressed the Board on the same subject within the past two months.

Written materials for Directors must be submitted to the Board Secretary. The written material must include the name, address, and telephone number of the person submitting it. A copy of the materials that meet these requirements will be forwarded to Directors if received by noon the Friday preceding the Board meeting. Materials should not be sent directly to Directors, other than the Secretary when managing the duties of the Board Clerk. Materials may be presented or mailed to the Board Secretary or Board Clerk at: 1577 N Linder Rd MB 162 Kuna, ID 83634.

If a topic is being considered by a committee established for that purpose, the Chair may refer the public comment to that committee.

Because of the diversity of issues and the confines of the Open Meeting Laws, members of the Board will not respond to public comment, nor engage in discussion with individuals or entities presenting public input. Instead, issues may be recorded and referred to the proper staff person for follow-up, and/or considered by the Board in addressing the pending agenda items through open discussion or voting. The Chair may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive, obscene, repetitive, irrelevant, or irrelevant/threatening to any individual. The Board of Directors as a whole shall have the final decision in determining the appropriateness of all such rulings.

Nothing in this policy shall prohibit the removal of any person who, in the judgement of the Board Chair, willfully disrupts a meeting to the extent that orderly conduct is seriously compromised. Defamatory or abusive remarks are always out of order, and any person may be removed from the meeting if they are engaging in illegal conduct. The presiding officer may terminate the speaker's privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

If a special meeting has been held to obtain public comment on a specific issue, the Chair of the Board may elect not to recognize speakers wishing to comment on the same topic at a regular meeting of the Board.

Cross Reference: 4110 - Public Complaints; 4120 - Uniform Grievance Policy; 4320 - Disruption of School Operations

Legal Reference: I.C. § 33-512 (11) - Governance of Schools; I.C. § 74-206 - Executive Sessions—When Authorized

Policy History: Adopted on: 8/7/18; Revised on:12/06/2022

HISTORY

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

4105F Request To Address The Board

NOTICE

DUE TO THEIR SENSITIVE NATURE, COMMENTS OR COMPLAINTS ABOUT PERSONNEL AND INDIVIDUAL STUDENTS WILL ONLY BE HEARD IN EXECUTIVE SESSION. ADDITIONALLY, OTHER TOPICS YOU WISH TO ADDRESS MAY ONLY BE APPROPRIATE FOR EXECUTIVE SESSION. IN SUCH INSTANCES, THE BOARD WILL DETERMINE IF YOUR COMMENTS ARE APPROPRIATE FOR OPEN OR EXECUTIVE SESSION AND WILL NOTIFY YOU ACCORDINGLY.

A PERSON WHO DISRUPTS THE EDUCATIONAL PROCESS OR WHOSE PRESENCE IS DETRIMENTAL TO THE MORALS, HEALTH, SAFETY, ACADEMIC LEARNING, OR DISCIPLINE OF THE PUPILS OR WHO LOITERS IN SCHOOLS OR ON SCHOOL GROUNDS, IS GUILTY OF A MISDEMEANOR.

Any complaint about the Charter School, including instruction, discipline, Charter School personnel policy, procedure, or curriculum, should be referred through proper administrative channels before it is presented to the Board of Directors for consideration and action. All complaints should be resolved through proper channels in the following order:

1. Teacher or staff;
2. Supervisor, if applicable;
3. Director, if applicable;
4. Administrative Team; then
5. Board of Directors.

If these channels have been exhausted, this form should be filled out and handed to the Board Secretary prior to the beginning of the meeting to indicate you wish to provide public comment.

The Board of Directors follows a written agenda, a copy of which is available to assist you in participating in the meeting.

If you have indicated on this form your desire to speak, the Chair will announce your name at the appropriate time.

You will have the floor a maximum of 5 minutes.

The Board of Directors encourages input from the public. If you want the Board to receive more information than time permits, please reduce your concerns to written form and send them to the Board Secretary/Clerk. Written Comments must include your name, address, telephone number, and relationship to the Charter School.

All individuals appearing before the Board are expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board Chair.
2. Identify oneself and be brief. Comments shall be limited to 5 minutes. In unusual circumstances, and when an individual has made a request in advance to provide public comment for a longer period of time, the individual may be allowed to speak for more than 5 minutes. If additional time is approved by the Chair
3. The Board Chair may shorten or lengthen an individual's opportunity to speak. The Chair may also deny an individual the opportunity if the individual has previously addressed the Board on the same subject within the past two months.
4. Speakers who are Charter School students, parents/guardians of Charter School students, Charter School employees, and Charter District residents will be given priority over speakers who are not members of any of these categories. Attendees who do not belong to any of these groups will only be allowed to speak after members of these groups have provided comment and only if there is still time available within the public comment period
5. The Board Chair shall have the authority to determine procedural matters regarding public participation not otherwise defined in Board policy.
6. Patrons and community members who are unable to attend meetings in-person, are encouraged to submit public comment in writing. The Board Secretary/Clerk will provide written comments to the Board during the period of public comment.
7. Presentations are to be civil and respectful. Public input shall not disrupt the

public meeting. There shall be no intimidation against the Board, members of the Board, school employees, or students of the Charter School. Shouting, loud statements, threats, name calling, profanity, or other improper conduct is strictly forbidden. Individuals engaging in inappropriate conduct will be asked to leave the meeting. Nothing in this policy shall prohibit the removal of any person who willfully disrupts a meeting to the extent that orderly conduct is, in the determination of the Board Chair, seriously compromised. Any person otherwise engaged in illegal conduct at the meeting may also be removed. Failure to leave may result in law enforcement intervention.

Request to Address the Board

Date: _____

Name: _____ (Please Print)

Relationship to Charter School (Please check all that apply):

- ___ Parent/Guardian of a Charter School Student
- ___ Employee of the Charter School
- ___ Charter School Student
- ___ Resident of the Charter District
- ___ Other: _____

Subject Matter Desiring to Address:

Check if any of the below identified subject matters are matters you wish to address in your presentation to the Board:

- ___ The hiring of a public school employee.
- ___ The qualifications of any individual employed/prospective employee.
- ___ The evaluation or performance of any individual employed by the Charter School.

- _____ A complaint or concern about any individual employed by the Charter School.
- _____ A complaint or concern about any student enrolled at the Charter School.

HISTORY

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

4110 Public Complaints And Suggestions

The Board is committed to providing an effective means for parents and the community to voice concerns and offer suggestions to improve the operation of Project Impact STEM Academy. The Board also strives to resolve matters raised by members of the school community whenever possible. To this end, the Board has established the following process to address concerns, complaints, and suggestions that do not fall within the scope of:

1. Any School complaint policy;
2. Policy 2530 Learning Materials Review; or
3. Any other complaint or appeal process specifically provided in policy.

Each complaint or suggestion shall be considered on its merits.

Suggestions

The Board believes that a continuing two-way dialogue between the school and the public is necessary. It shall be the policy of the Board to give consideration to suggestions posed to the Board by residents of the School’s attendance area, students of the School and their parents/guardians, and School employees and volunteers. Those wishing to make suggestions should submit them in writing to the appropriate school administrator, to the Executive Director, or to the Board clerk to forward to the Board Directors as appropriate.

Complaints

Complaints will be processed according to the step-by-step process outlined below. However, if a person designated to hear a complaint is the subject of the complaint, the process will begin at the next highest step and the process shall be modified as needed to meet the objectives of this policy. If a complaint is directly based on official Board action, the complaint shall be directed to the Clerk of the Board. The complaint may be heard by the Board at the sole discretion of the Board.

Level 1: Address Complaint with Employee Involved or at the Level of the Complaint

The complaint should be received and addressed with the employee involved or at the level closest to which the complaint originated. For example, a complaint regarding a

classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the Executive Director.

Any employee receiving a complaint should verify whether the complaint has been appropriately referred to them and, if not, assist the complainant by identifying the appropriate employee to receive the complaint.

Once appropriately referred, the employee should work with the complainant to resolve the issue. If the complainant is unable to resolve the matter with the employee, the employee should direct them to this policy.

Level 2: Executive Director

If the complaint is not resolved at Level 1, the complainant may provide a written complaint to the Executive Director stating:

1. The nature of the problem and the date the complainant attempted to address the matter as described in Level 1; and
2. The remedy requested.

It must be signed and dated by the complainant. The written complaint must be filed with the Executive Director within 60 days of the event or incident, or from the date the complainant could reasonably become aware of such occurrence.

The Executive Director shall investigate and attempt to resolve the complaint within 30 school business days. If either party is not satisfied with the decision of the Executive Director, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within 15 days of receiving the Executive Director's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Executive Director to the Board bears the burden of proving a failure to follow Board policy.

Level 4: The Board

When the Board receives a written appeal of the decision of the Executive Director in which the complainant alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration at the earliest time convenient to the Board.

The Board has the sole discretion in determining how to handle the complaint review, including but not limited to the option of solely reviewing the written record and making a determination or seeking to speak with both sides of a complaint during a properly noticed meeting of the Board.

A decision by the Board shall be made and reported in writing to all parties within 30

days of the Board's review, whether by written record or via meeting with the parties.
The decision of the Board

Cross References: 2530 Learning Materials Review
3060 Education of Homeless Children
3085 Sexual Harassment, Discrimination and Retaliation Policy
3085P Title IX Sexual Harassment Complaint Procedure, Requirements and
Definitions
4120 Uniform Complaint Policy
5250 Certificated Staff Complaints
5800 Classified Employment, Assignment, and Complaint
5800P Classified Employee Complaint Procedure will be final.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

4120 Uniform Grievance Procedure

It is the Board of Director's desire that administrative procedures for settling complaints and grievances of any and all persons (i.e., staff, students, patrons, hereinafter "grievant") be an orderly process within which solutions may be pursued. Further, that the procedure provide prompt and equitable resolution at the lowest possible administrative level. Additionally, it is the Board's desire that each grievant be assured an opportunity for orderly presentation and review of complaints without fear of reprisal.

The Administrative Team shall describe the Staff Grievance Procedure within the Employee Handbook and validate that each staff member has received a copy of the handbook. For all others, the procedure is defined below.

Grievance Procedure

This grievance procedure should be followed if a grievant believes that the Board, its employees or agents have violated the grievant's rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy.

The Charter School will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable

resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

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

Level 2: Administrative Team

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating the nature of the grievance and the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Administration Team within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the Administrative Team shall investigate and attempt to resolve the complaint. If either party is not satisfied with the Administrative Team's decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the Administrative Team's decision. This request must be submitted to the Board within fifteen (15) days of the Administrative Team's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504, of the Rehabilitation Act, or sexual harassment, the Administrative Team shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The Charter School has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Administrative Team within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Administrative Team agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Administrative Team rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: The Board

Upon receipt of a written appeal of the decision of the Administrative Team, and assuming the individual alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties

within thirty (30) days of that meeting. The decision of the Board will be final.

Policy History: Adopted on: 8/7/18; Revised on:

4120F Uniform Grievance Procedure Form

Concern You Would Like Addressed

(Please keep your presentation to one sheet. Thank you.)

Name: _____ Date: _____

Mailing Address: _____

Phone Number(s): _____

Subject: _____

Problem: _____

Examples that demonstrate the problem: _____

Results: _____

Suggested Solutions: _____

Response Date: _____ Person Responding:

Project Impact STEM Academy

Response to Concern

Person Responding: _____ Response Date:

Method used to communicate response:

Actions taken to investigate concern:

People contacted in gathering information upon which to make
decision: _____

Findings of the investigation:

Decision:

Results of communicating the decision:

Signature: _____

4130 Public Access To Charter School Website

In order to comply with various state laws and to ensure that the public is provided with web accessible information, the Charter School shall develop and maintain a publicly available internet based website for the posting of Charter School information.

The Charter School shall make available to the public on its website the annual budget approved by the Board of Directors which will be posted within thirty (30) days after its approval.

The Charter School shall also make available to the public on its website the Board's Continuous Improvement Plan. The plan must be reviewed, updated annually, and posted no later than October 1 each year.

The Charter School shall also make available to the public on its website its Student Data Privacy and Security policy.

Notice of negotiations sessions between the Charter School and any local education organization shall be posted on the front page of the School's website. This shall be done at the earliest time practicable for the Charter School. The Charter School shall also make available to the public on its website any current master collective bargaining agreement approved by the Board.

The Charter School shall make available to the public on its website the posting of District expenditures that is easily accessible from the main District webpage. The expenditure data shall be provided as open structure data that can be downloaded by the public in one of the following formats:

1. Non-searchable PDF;
2. Searchable PDF;
3. Spreadsheet; or
4. Database.

The Charter School shall ensure that the expenditure website includes the following data concerning all expenditures made by the Charter School:

1. The name and location or address of the entity receiving moneys;
2. The amount of expended moneys;
3. The date of the expenditure;

4. A description of the purpose of the expenditure, unless the expenditure is self-describing;
5. Supporting contracts and performance reports upon which the expenditure is related when these documents already exist; and
6. To the extent possible, a unique identifier for each expenditure.

The Charter School shall update the expenditure data contained on the website at least every thirty (30) days and archive all expenditures so that they remain accessible for three (3) years after the fiscal year in which they were made consistent with the Charter School's records retention policy.

Cross Reference: 1530 - Records Available to Public; 4135 - Records Available to Public; 8605 - Retention of Charter School Records

Legal Reference: Title 9, Chapter 3 Public Records; I.C. § 9-339 - Response to Request for Examination of Public Records; I.C. § 33-133 - Idaho Student Data Accessibility, Transparency, and Accountability Act; I.C. § 33-320 - Continuous Improvement Planning and Training; I.C. § 33-357 - Creation of Internet Based Expenditure Website; I.C. § 33-1273A - Negotiations in Open Session

Policy History: Adopted on: 06/05/18; Revised on:

4130F Charter School Record Request Form

To Be Completed By Requester:

Requester's Name

Date of Request

Requester's Mailing Address

City, State, Zip Code

Requester's Telephone Number

Requester's Email Address

Record(s) Requested:

To Be Completed By School Personnel:

Date Request Received in Charter School Office:

_____ 10-Day Extension Requested. Document(s)/Item(s) Due: _____

_____ Record Requested Granted. Date Mailed to Requester: _____

_____ Record Request Partially Denied. Date Letter Mailed to Requester:

_____ Record Request Denied. Date Letter Mailed to Patron: _____

School Personnel Comments/Notes:

Itemized Statement of Fees:

Per page cost for copies \$ _____

Hourly rate of employees \$ _____

Hourly rate of attorneys \$ _____

Actual time spent responding to request: _____

Estimated Fees \$ _____ Collected Fees \$ _____ Returned Fees
\$ _____

4135 Website Accessibility And Nondiscrimination

The Charter School is committed to ensuring that people with disabilities have an

opportunity equal to that of their nondisabled peers to participate in the Charter School's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration.

Benchmarks for Measuring Accessibility

In order to assure that people with disabilities have an opportunity equal to that of their nondisabled peers to access information delivered through electronic and information technology, all pages on the Charter School's website will conform to the W3C Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 techniques for web content, or updated equivalents of these guidelines, except where doing so would impose an undue burden or create a fundamental alteration.

Website Accessibility

With regard to the Charter School's website and any official Charter School web presence which is developed by, maintained by or offered through third party vendors and open sources, the Charter School is committed to compliance with the provisions of the Americans with Disabilities Act (ADA), Section 504 and Title II so that students, parents and members of the public with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as those without disabilities, which substantially equivalent ease of use; and that they are not excluded from participation in, denied benefits or, or otherwise subjected to discrimination in any Charter School programs, services, and activities delivered online.

All existing web content produced by the Charter School, and new, updated, and existing web content provided by third party developers, will conform to the WCAG 1.0 Level AA and the WAI-ARIA 1.0 techniques for web content or updated equivalents. This policy applies to all new, updated, and existing web pages, as well as all web content produced or updated by the Charter School or provided by third-party developers.

Website Accessibility Concerns, Complaints, and Grievances

A student, parent, or member of the public who wishes to submit a complaint or grievance regarding a violation of the ADA, Section 504 or Title II related to the accessibility of any official Charter School web presence that is developed by, maintained by, or offered through the Charter School, third party vendors and/or open sources may complain directly to a school administrator. The initial complaint or grievance should be made using the Charter School's Uniform Grievance Form, upon request at the Charter School office, however, a verbal complaint or grievance may be made. When a school administrator receives the information, they shall immediately

inform the Charter School's website compliance coordinator. The Complainant need not wait for the investigation of any grievance or complaint in order to receive the information requested.

Whether or not a formal complaint or grievance is made, once the Charter School has been notified of inaccessible content, effective communication shall be provided as soon as possible to the reporting party to provide access to the information.

Testing and Accountability

The Charter School will ensure website accessibility training to all appropriate personnel, including employees who are responsible for developing, loading, maintaining, or auditing web content functionality. The website compliance coordinator will be responsible for reviewing and evaluating new material that is published by school staff and uploaded to the website for accessibility on a periodic basis. The website compliance coordinator will be responsible for reviewing all areas of the Charter School's website and evaluating its accessibility on a periodic basis, and at least once per quarter. Any non-conforming webpages will be corrected in a timely manner.

Cross Reference: 4120 - Uniform Grievance Procedure; 4120F - Uniform Grievance Form

Legal Reference: Title II of the Americans with Disabilities Act of 1990; Section 504 of the Rehabilitation Act

Policy History: Adopted on: 8/7/18; Revised on:

4140 Visitors To The Schools

While the Charter School encourages visits by Board members, parents, and citizens to the Charter School, all visitors are required to report to the office upon entering the school building.

The Administration Team shall ensure that prominent notices are posted at each entrance requiring that all visitors must first report to the office. This includes all parents, Directors, volunteers, social service workers, invited speakers, maintenance and repair persons not employed by the Charter School, salespersons, representatives of the news media, former students, and any other visitors.

Visits to individual classrooms during instructional time shall be permitted only with the Executive Director's and teacher's approval and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Conferences should be held outside school hours or during the teacher's conference or prep time.

Cross Reference: 4320 - Disruption of School Operations; 4420 - Sex Offenders

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

4150 Accommodating Individuals With Disabilities

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities on a basis equal to those without disabilities and will not be subject to illegal discrimination.

The Charter School may provide auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

The Executive Director is designated the Americans With Disabilities Act, Title II Coordinator and, in that capacity, is directed to:

1. Oversee the Charter School's compliance efforts, recommend necessary modifications to the Board of Directors, and maintain the Charter School's final Title II self-evaluation document and keep it available for public inspection for at least three (3) years after its completion date [(valid at such time the Charter employees 50 or more employees)]; and
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Executive Director if they have a disability which will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Executive Director, as the Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.

The Charter School will provide the parent or guardian of each student who has a disability with a copy of the Procedural Safeguards Notice available on the website of the Idaho State Department of Education. This notice will be provided one time each year. It will also be provided, as outlined in 34 C.F.R. 330.504(a), upon initial referral or

parental request for an evaluation, upon filing a request for a due process hearing, upon a disciplinary action constituting a change in placement, and upon the request of a parent or guardian. The notice must be provided in the parent or guardian's native language unless it is not feasible to do so.

Cross Reference: 3210 - Uniform Grievance Procedure

Legal Reference: Americans with Disabilities Act, 42 U.S.C. §§ 12111, et seq., and 12131, et seq.; 28 C.F.R. Part 35.; Individuals with Disabilities Education Act, 20, U.S.C. §§ 1415; Procedural Safeguards Notice, 34 C.F.R. § 300.504

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

4160 Parents Right-To-Know Notices

*NOTE: This list of parental notice requirements is limited to those required by ESSA 20 USC § 6312(e), other notices to parents are found in other policies. **The only notices applying to schools that do not receive Title I funds are those regarding student privacy.** The notices described in this policy are paraphrased; please see the specific ESSA section cited for the exact requirements.*

Academic Notices

1. **Teacher Qualifications:** At the beginning of each school year, the school shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the school will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
 - a. Whether the teacher has met the state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - b. Whether the teacher is teaching under emergency or other provisional status through which State qualifications or licensing criteria has been waived;
 - c. Whether the teacher is teaching in the field or discipline consistent with the teacher's certification; and
 - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.

2. **Student Performance:** The school must provide parents the following information on the level of achievement of the parent's child:
 - a. Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required by law; and
 - b. Timely notice that the student has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Testing Transparency Notices

1. **Testing Notification:** At the beginning of each school year, the school shall notify the parents of each student that the parents may request, and the school will provide the parents in a timely manner, information regarding any state or school policy regarding student participation in any required assessments which information shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
2. **Testing Information:** The school shall make widely available through public means (including by posting in a clear and easily accessible manner on the school's website and, where practicable, on the website of each school served by the school) for each grade served by the school, information on each test or assessment required by ESSA 20 USC § 6311, other assessments required by the State, and where such information is available and feasible to report, assessments required by the local educational agency, including:
 - a. The subject matter to be assessed; the purpose for which the assessment is designed and used; the source of the requirement for the assessment; and, if available, the amount of time the students will spend taking the assessment, the schedule for the assessment, and the time and format for disseminating test results.

English Learner Program Notices

1. **Initial Program Notice:** The school shall, not later than thirty (30) days after the beginning of the school year, inform a parent of an English learner identified for participation or participating in such a program of:
 - a. The reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
 - b. The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

- c. The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- d. How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- e. How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- f. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- g. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in Section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- h. Information pertaining to parental rights that includes written guidance—
 - i. Detailing the right of parents to have their child immediately removed from such program upon their request;
 - ii. Detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - iii. Assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

2. **Program Notice During school Year:** For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the school shall notify the children's parents during the first two (2) weeks of the child being placed in a language instruction educational program consistent with subparagraph (1), above.

3. **Parental Participation:** The school shall provide the parents of English Learners information regarding how the parents can: be involved in the education of their children; be active participants in assisting their children to attain English proficiency; achieve at high levels within a well-rounded

education; and meet the challenging State academic standards expected of all students; and shall implement an effective means of outreach to parents of the above include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of English Learners.

4. **Program Exclusion and Admission:** A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

Parent and Family Engagement

Parents shall be notified of the parent and family engagement policy as outlined in 2420-2420P, in an understandable and uniform format and, to the extent practicable, 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 the school.

Education of Homeless Children and Youths

1. The school shall provide written notice, at the time any homeless child or youth seeks enrollment in a school, and at least twice annually while the child or youth is enrolled in the school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth), which shall be signed by the parent or guardian, that:
 - a. Sets forth the general rights provided by the McKinney-Vento Act as set forth in school Policy No. 3060; and
 - b. Specifically states:
 - i. The choice of schools homeless children and youths are eligible to attend;
 - ii. That no homeless child or youth is required to attend a separate school for homeless children or youths;
 - iii. That homeless children and youths shall be provided comparable services, including transportation services, educational services, and meals through school meals programs;
 - iv. That homeless children and youths should not be stigmatized by school personnel; and
 - v. Includes contact information for the local liaison for the homeless children and youths.
2. In the case of an unaccompanied homeless youth, the school shall ensure that

the homeless liaison assists in placement or enrollment decisions, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

The school shall ensure that public notice of the educational rights of homeless children is disseminated where such children and youths receive services, such as family shelters and soup kitchens.

Persistently Dangerous schools

A “persistently dangerous school” is defined as a school which, for three consecutive years, meets the following criteria:

1. In each of the three consecutive years, there is one instance of: suicide; sexual offense; or kidnapping; or
2. The school exceeds an expulsion or student conviction rate of: 1 % of the student body; or three students, whichever number is greater, for violent criminal offenses or for violations of federal or state gun free schools requirements on school property or at a school sponsored event while school is in session.
3. For the purposes of this definition, a “violent criminal offense” is defined as conduct which could be charged as a felony or misdemeanor involving the threat of or actual physical injury, a sexual offense, homicide, rape, robbery, aggravated assault, aggravated battery, stalking, first degree kidnapping or aggravated arson.

If a school is identified by the state as a “persistently dangerous school,” the Executive Director, or designee, shall ensure the following actions are accomplished in a timely manner:

1. Notify the parents of all students attending the school that the state has identified the school as persistently dangerous. Notification to the parents must occur within ten school days from the date the state provided such notice to the school.
2. Offer all students in such school the opportunity to transfer to a safe public school. If there is no other school, the school is encouraged, but not required, to explore other options such as an agreement with a neighboring district to accept transfer students. The offer to transfer students should occur within 20 school days from the time the school received notice from the state.
3. For those students who accept the offer, the transfer should be completed within 30 school days from the date the school notified the affected parents.
4. Parental notification regarding the status of the school and the offer to transfer student may be made simultaneously.

5. For student(s) choosing a transfer:
 - a. Students should be transferred to a school that is not identified as being in need of improvement, corrective action, or restructuring.
 - b. Transfers may be temporary or permanent, but must be in effect as long as the school is identified by the state as persistently dangerous.
 - c. In the event there is no other qualifying school to accept the transferring student(s), the Executive Director should explore other options, such as an agreement with a neighboring district to accept the student(s). (See, Idaho Code §§ 33-1402, 33-1404.)

School Intervention Action Plan: For any school identified as “persistently dangerous” for two consecutive years, the school shall identify the problems and implement a written intervention action plan to ensure a safe school environment for students, faculty, and other school employees. Within 30 days of being notified, the intervention action plan shall be submitted to the State Department of Education (SDE) for approval. SDE will monitor the school progress.

Safe School Option for Victims: If a student is a victim of a violent criminal offense while attending school during normal school hours or at a school sponsored event, the school shall provide the following safe school options:

1. Within ten school days the Executive Director or designee shall ensure that the student is offered the opportunity to transfer to a safe school;
2. If there is no qualifying school, the school is encouraged, but not required, to explore other options such as an agreement with a neighboring district to accept the student.

To the extent feasible, the school will work with local victim assistance programs to determine whether they have services or funds available to help students in these circumstances. The Executive Director or designee should contact the office of the local county attorney to identify and locate qualified programs in the county.

Student Privacy

1. The student privacy policies developed by the school shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in the school. At a minimum, the school shall provide such notice at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in such policies; and offer an opportunity for the parent to opt the student out of the activity.
2. The school shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The Board has adopted and continues to use

policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.”

Program Notices to Parents Format

The notice and information provided to parents under this policy shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents of English Learners can understand.

Cross Reference: 2385 - Limited English Proficiency Programs; 2100 - Curriculum Development and Assessment; 2140 - Student and Family Privacy Rights; 2385 - Limited English Proficiency Programs; 2420 - Parent and Family Engagement; 3000 - Entrance, Placement, and Transfer; 3060 - Education of Homeless Children

Legal Reference: 20 U.S.C. § 6311et seq. - State Plans; 20 U.S.C. § 6312(e) - Parents Right to Know; 20 U.S.C. 1414(d) - Individuals with Disabilities Education Act; 20 U.S.C. 6318 - Parental Involvement, as amended by ESSA of 2015; 20 U.S.C. § 6321 - Fiscal Requirements; 20 U.S.C. § 7912 - Unsafe school Choice Option; 20 U.S.C. §§ 1232g, et seq., - Family Education Right to Privacy Act

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

4170 School Operated Social Media

The Charter School recognizes the value in using social media tools to reach students, parents, and community members in an effective and efficient manner. This policy establishes guidelines for the use of Charter School-operated social media sites. The policy does not apply to private student or parent organizations.

The best, most appropriate Charter School use of social media tools fall generally into three categories:

1. As a means of disseminating time-sensitive information as quickly as possible (example: school closure due to weather conditions);
2. To promote upcoming Charter School events, such as athletic competitions and other curricular and extracurricular events; and
3. To recognize outstanding achievement on the part of students and teachers.

Each Charter School that operates a social media site shall designate a staff member

“Content Manager” who shall be responsible for the content and maintenance of the social media site(s). This person shall be identified as the responsible Content Manager in social media and Charter School websites and contact information shall be provided.

Social media sites shall be in compliance with all relevant Charter School policies and state and federal rules and regulations, including without limitation, the Idaho Code of Ethics for Professional Educators, student and personnel acceptable Internet use policies, records retention policies, and applicable privacy and confidentiality policies adopted by the Charter School or as provided by State or federal law. No confidential or proprietary information of the Charter School shall be posted. No student records shall be posted.

Directory information regarding students may be posted on social media, which may include photos, student names, grade level, academic awards and information in relation to school-sponsored activities, organizations, and athletics. Any parent/student who has not opted out of providing directory information pursuant to Charter School Policies 3570 and 3575 consents to the publishing of student directory information on social media, and such content shall not be a violation of applicable Charter School policy or State or federal law.

Users and visitors to social media sites shall be notified that the intended purpose of the site is to serve as a mechanism for communication between the Charter School and students, parents, and members of the community.

The Content Manager may remove any material that would:

1. Disrupt the educational process or compromise the safety of students or staff;
2. Violate the rights of others;
3. Invade the privacy of others;
4. Infringe on a copyright;
5. Be obscene, vulgar, or indecent;
6. Promote, foster or perpetuate discrimination on the basis of race, ethnicity, age, religion, gender, national origin, physical or mental disability or sexual orientation;
7. Include sexual content or links to sexual content;
8. Encourage illegal activity;
9. Constitute hazing, harassment, intimidation, bullying, or cyberbullying;
10. Solicit commerce.

These guidelines must be displayed to users or made available by hyperlink. Any

content removed based on these guidelines must be retained, including the time, date, and identity of the poster when available.

The Charter School or Content Manager reserves the right to restrict or remove any content that is deemed in violation of this social media policy or any applicable law.

Cross Reference: 3570-3570P - Student Records; 3575 - Student Data Privacy and Security; 4130 - Public Access to Charter School Website; 4260 - Records Available to Public; 5280 - Professional Standards Commission Code of Ethics; 5325-5325P - Employee Use of Social Media Sites, Including Personal Sites; 8605 - Retention of Charter School Records

Legal Reference: 20 U.S.C. § 1232g - Family Education Rights and Privacy Act; 34 C.F.R. 99 - Family Education Rights and Privacy Act; Title 74 Chapter 1 - Public Records Act; I.C. § 33-133 - Idaho Student Data Accessibility, Transparency, and Accountability Act; I.D.A.P.A. 08.02.02.076 - Code of Ethics for Idaho Professional Educators; I.D.A.P.A. 08.02.02.077 - Definitions for Use with the Code of Ethics for Idaho Professional Educators

Policy History: Adopted on: 06/05/18; Revised on:

4175 Required Annual Notices

The following policies, procedures, and forms shall be distributed to students and their parents/guardians on an annual basis. This requirement may be met by distribution in the District's student handbook. In some cases, additional notices may be necessary to reach staff, applicants, or others.

2140, 2140F Student and Family Privacy Rights
2425 Parental Rights
3280 Equal Education, Nondiscrimination, and Sex Equity
3295P Hazing, Harassment, Intimidation, Bullying, and Cyber Bullying
3320 Substance and Alcohol Abuse 3330 Student Discipline
3335 Academic Honesty
3500 Student Health/Physical Screenings/Examinations
3570F1 Student Records
3575 Student Data Privacy and Security
4160 Parent Right-to-Know Notices
5120 Equal Employment Opportunity and Non-Discrimination
5265 Employee Responsibilities Regarding Student Harassment, Intimidation, and Bullying
8200 Local School Wellness
8245 Unpaid School Meal Charges

Note: This list only includes those for which general notice is required in all school districts.

Policy History: Adopted on: 8/3/2021; Revised on:; Reviewed on:

HISTORY

Adopted by Res. [2021-04](#) on 8/19/2021

4180 Community Involvement In Student Nutrition And Exercise

The effectiveness of school-based nutrition programs and services can be enhanced by outreach efforts in the surrounding community. Personnel should be familiar with the health and nutritional resources available through the community and local agencies. Contacts should be made with the health department, community nutrition programs, health centers, local food pantries, and fitness programs. Once contact has been established, collaborative efforts should be made with other community agencies to positively influence the health and nutritional status of school-age children.

The School may work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.

Parent Involvement

The Charter School will support parents' efforts to provide a healthy diet and daily physical activity for their children. The School will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. In addition, the School will provide opportunities for parents to share their healthy food practices with others in the school community.

The School will support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Parents are to be advised that their children are participating in a nutrition education or counseling experience, encouraging their support at home. Parent involvement can be in person or through communication sent to the home. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels;

Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, open houses, health fairs, teacher inservices, etc.

Nutrition education from evidence-based sources (such as USDA's Team Nutrition and My Plate) may be provided in the form of handouts, postings on the School website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Legal Reference: 7 CFR § 210.12 Student, Parent, and Community Involvement

Policy History:

Adopted on:

Revised on:

Reviewed on:

HISTORY

Adopted by Res. [2022-15 Summer1 2022](#) on 3/7/2023

4200-4299 Public Access

[4210 Community Use Of Charter School Facilities](#)

[4210F Fee Schedule For Community Use Of School Facilities](#)

[4210P Community Use Of School Facilities](#)

[4220 Facilities Use Agreement](#)

[4230 Use Of School Property For Posting Notices](#)

[4240 Distribution Of Fund Drive Literature Through Students](#)

[4260 Records Available To Public](#)

[4260F Record Request Form](#)

4210 Community Use Of Charter School Facilities

Charter School facilities are available to the community for education, civic, cultural, and other non-commercial uses consistent with the public interest, when such use does not interfere with the Charter School program or Charter school-sponsored activities. Use of Charter School facilities for school purposes has precedence over all other uses. Persons on Charter School premises must abide by the Charter School's conduct rules at all times.

Student and Charter School-related organizations shall be granted the use of Charter School facilities at no cost. Other organizations granted the use of the facility shall pay fees and costs. The Executive Director shall develop procedures to manage community use of school facilities, which shall be reviewed and approved by the Board. Use of Charter School facilities requires the Executive Director's (or designee's) approval and is subject to Charter School procedures.

Authorization for use of Charter School facilities shall not be considered an endorsement of or approval of the activity, person, group, or organization nor the

purposes they represent.

The Executive Director or designee shall approve and schedule the various uses of the Charter School facilities. A master calendar will be kept in the office for scheduling dates to avoid conflicts during the school year. Requests for use of the Charter School facilities must be submitted in advance of the event to the Executive Director's office.

Proper protection, safety, and care of Charter School property shall be primary considerations in the use of Charter School facilities. All facility use shall comply with State and local fire, health, safety, and police regulations. All individuals using Charter School facilities shall comply with the policies of this Board.

Legal Reference: I.C. § 33-601 Real and Personal Property – Acquisition, Use or Disposal of Same; I.C. § 33-602 Use of School Property or buildings for Senior Citizen Centers; I.C. § 33-5204 - Nonprofit Corporation—Liability—Insurance; *Lamb's Chapel v. Center Moriches Union Free School Dist.*, 113 S.Ct. 2141 (1993)

Policy History: Adopted on:; Revised on:; Reviewed on:

HISTORY

Amended by Res. [2019-02](#) on 11/5/2019

4210F Fee Schedule For Community Use Of School Facilities

| Building/Area | Rate of Charge |
|-------------------------------------|----------------|
| Lunchroom: | |
| | |
| Lunchroom without kitchen equipment | \$225 |
| Lunchroom with kitchen equipment* | \$250 |

*When kitchen equipment is used, a school representative must be present.

| Building/Area | Rate of Charge |
|-------------------|----------------|
| Interior: | |
| | |
| Single Classroom | \$170 |
| Multipurpose Room | \$225 |

| Building/Area | Rate of Charge |
|--------------------------------------|----------------|
| School Grounds (outdoor space only): | |
| | |
| | |
| Grounds | \$200 |

All charges are based on a per-day charge.

If an extended agreement is made for multiple day rental (3 or more days in a single month or more than 10 days in the school year), a per-day discount of \$10.00 (ten) will be applied to the agreement.

Should the services of additional personnel be required due to the nature of the use request, the charges will be based on the cost for such additional employee or services.

HISTORY

Amended by Res. [2019-02](#) on 11/5/2019

Amended by Res. [2022-18 Rental Fees](#) on 4/4/2023

4210P Community Use Of School Facilities

Facility Use Applications

Applications requesting use of the Charter School facility must be presented to the Executive Director at least ten (10) days in advance of the time desired and must be signed by a qualified representative of the organization desiring to use the building.

When considering facility use applications, the following should be taken into consideration:

1. The activity should not interfere with the schedule of normal activities of the Charter School; and
2. The content of the activity should be reasonably appropriate in a school setting.

The renting of Charter School facilities will ordinarily be on a first-come-first-serve basis for eligible organizations, except that Charter School-related activities shall have priority.

Right of Refusal

The use of the Charter School premises will be denied when, in the opinion of the Executive Director or the Board of Directors, such use may be construed to be solely for

commercial purposes, there is probability of damage or injury to Charter School property, or the activity is deemed to be improper to hold in school buildings.

Fees

The Executive Director or designee shall establish a schedule of fees and make additional adjustments in the fees as necessary for the use of any Charter School facility or Charter School grounds. Fees and rental charges shall cover costs of wages of Charter School personnel involved and utilities. The Board will review this fee schedule annually. Fees may be waived by the Executive Director or designee in consideration of services rendered by public institutions or nonprofit organizations in direct support of public school students or staff.

Fees will be invoiced and the sponsoring organization whose name appears on the application shall be held responsible for any and all damages to Charter School property and equipment.

Insurance Coverage

The Board may require facility users to carry a commercial general liability insurance policy with a minimum limit per occurrence of \$1,000,000. A Certificate of Insurance for the policy, naming the Project Impact STEM Academy Charter School as an additional insured, may also be required along with the facility use request. The Board reserves the right to require increased insurance coverage on any event.

Charter School Equipment

Use of Charter School equipment in conjunction with the use of Charter School facilities must be specifically requested in writing and may be granted by the procedure by which permission to use facilities is granted. The user of Charter School equipment must accept liability for any damage to or loss of such equipment that occurs while it is in use. Where rules so specify, no item of equipment may be used except by a qualified operator. No Charter School equipment shall be removed from the premises for use by non-Charter School personnel unless otherwise provided for in policy.

Supervision

At least one Charter School employee must be on hand, paid for by the organization, when in the opinion of the Executive Director or designee it is necessary to supervise the individuals and protect Charter School property. The number of paid employees shall depend on the type of service, number to be served, and number of volunteer helpers.

Whenever a cafeteria is used, it shall be under the supervision of a school employee. The group using the facility shall reimburse the Charter School for the salary of the employee.

No school building or facility shall be used for any purpose which could result in picketing, rioting, disturbing the peace, or damage to property or for any purpose prohibited by law.

No access to other rooms or equipment in the building shall be permitted unless designated by agreement.

Usage

The following applies to all Charter School, indoor and outdoor facility rentals:

1. The rental group shall be responsible for the full replacement cost of any facility or equipment damage;
2. Arrangements for keys for any rented facility must be made prior to the event by contacting the school Office Manager director;
3. The procedure for cancellation of outdoor events due to threatening weather and/or field conditions is as follows:
 - a. If outdoor field conditions are such that play and/or grounds traffic is not recommended, the Executive Director shall notify the rental group as far in advance as possible that the event must be cancelled.
 - b. If there is rain the day of the scheduled event, any outdoor rental is considered cancelled and grounds are not to be used. Questions can be answered by calling the Office Manager and Executive Director, in that order.
4. All equipment items the rental group desires must be listed on the rental agreement; and
5. Requests for night rentals will be reviewed on a case-by-case basis.

Procedure History: Promulgated on;; Revised on;; Reviewed on:

HISTORY

Amended by Res. [2019-02](#) on 11/5/2019

4220 Facilities Use Agreement

Facilities Use Agreement

Organization or Individual Requesting Facility Use:

Facility Requested:

Date and Hours of Requested Use:

Purpose of Use:

Equipment/Services Needed:

Insurance and Other Special Charter School Requirements for Use:

Use Charge for Services/Facilities Listed:

Date and Amount Paid:

Executive Director's Approval:

Date: _____

Premises and Conditions

Conditions of Facilities Use: Use of Charter School facilities is conditioned upon the following covenants:

1. That no alcoholic beverages, tobacco, or other drugs be sold or consumed on the premises by the requesting organization or individual or any of its employees, patrons, agents, or members;
2. That no illegal games of chance or lotteries be permitted;
3. That no functional alteration of the premises or functional changes in the use of such premises be made without specific written consent of the Charter School; and
4. That adequate supervision be provided by the requesting organization or individual to ensure proper care and use of Charter School facilities.

Rent and Deposit

The requesting organization or individual agrees to pay the Charter School, as rent for

the premises and as payment for special services provided by the Charter School (if any), the sum of \$_____. This shall be due _____ days in advance. The requesting organization or individual shall be responsible for all actual damages, including costs, disbursements, and expenses resulting while it has use of the premises.

Insurance and Indemnification

The requesting organization or individual, by signature below, hereby guarantees that the organization shall indemnify, defend, and hold harmless the District and any of its employees or agents from any liability, expenses, costs (including attorney's fees), damages, and/or losses arising out injuries or death to any person or persons or damage to any property of any kind in connection with the organization or individual's use of the District facility which are not the result of fraud, willful injury to a person or property, or the willful or negligent violation of a law.

The requesting organization or individual shall provide the Charter School with a certificate of insurance prior to the use of the facility. The certificate shall show coverage for comprehensive general liability insurance in an amount not less than \$1,000,000 for injuries to or death of any person or damage to or loss of property arising out of or in any way resulting from the described use of the facility.

Non-Discrimination

The requesting organization or individual agrees to abide non-discrimination clauses as contained in the Idaho Human Rights laws and federal anti-discrimination laws.

DATED this _____ day of _____, 20__.

**Charter School
Organization/Individual**

Requesting

By _____

By _____

Address

Phone

Additional Obligations:

HISTORY

Amended by Res. [2019-02](#) on 11/5/2019

4230 Use Of School Property For Posting Notices

Non-school related organizations may ask the Executive Director permission to:

1. Display posters in the area reserved for community posters; or
2. Have flyers distributed to students.

Posters and/or flyers subject to a request must be student-oriented and have the sponsoring organization's name prominently displayed. Permission will be denied to post or distribute any material that would:

1. Disrupt the educational process;
2. Violate the rights of others;
3. Invade the privacy of others;
4. Infringe on a copyright; or
5. Be obscene, vulgar, or indecent.

No commercial publication shall be posted or distributed unless the purpose is to further a Charter School activity, such as graduation, class pictures, or class rings. No information from any candidates for non-student elective offices shall be posted in the school, except on election day, or distributed to the students.

If permission is granted to distribute, the organization must arrange to have copies delivered to the Charter School. Distribution of the material will be arranged by the administration.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

4240 Distribution Of Fund Drive Literature Through Students

Non-school related organizations may ask the Executive Director permission to:

1. Display posters in the area reserved for community posters; or
2. Have flyers distributed to students.

Posters and/or flyers subject to a request must be student-oriented and have the sponsoring organization's name prominently displayed. Permission will be denied to post or distribute any material that would:

1. Disrupt the educational process;
2. Violate the rights of others;
3. Invade the privacy of others;
4. Infringe on a copyright; or
5. Be obscene, vulgar, or indecent.

No commercial publication shall be posted or distributed unless the purpose is to further a Charter School activity, such as graduation, class pictures, or class rings. No information from any candidates for non-student elective offices shall be posted in the school, except on election day, or distributed to the students.

If permission is granted to distribute, the organization must arrange to have copies delivered to the Charter School. Distribution of the material will be arranged by the administration.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

4260 Records Available To Public

Subject to the limitations provided herein, and as provided by law, full access to public records concerning the administration and operations of the Charter School shall be afforded to the public. Public access to Charter School records shall be afforded according to appropriate administrative procedures.

Every person has the right to examine and take a copy of any public record at all reasonable times. All Charter School records except those restricted by state and federal law shall be made available to citizens upon written request for inspection at the Charter School office.

The Executive Director shall serve, or designate someone to serve, as "Public Records Coordinator" with the responsibility and authority for ensuring compliance with the display, indexing, availability, inspection, retention, and copying requirements of federal law, state law, and this policy. Responsibility and authority for indexing shall include identifying the general subject matter of all public records kept or maintained by the Charter School, the custodian of these records, and their physical location. The

identified physical location of the Charter School's records is provided in the Retention of Charter School Records Policy. The Public Records Coordinator shall authorize the inspection and copying of the Charter School's records only in accordance with the criteria set forth in this policy and in compliance with state and federal laws.

A written copy of the Board's minutes shall be available to the general public within a reasonable time after the meeting in which they are approved. Drafts of the Board's minutes are considered to be public records and shall be produced upon request. However, the Charter School shall watermark such public records with the statement "Unofficial Draft Minutes not yet reviewed or approved by Board."

Definitions

A written copy of the Board's minutes shall be available to the general public within a reasonable time after the meeting in which they are approved.

A "Public record" includes any writing containing information relating to the conduct or administration of the public's business prepared, owned, used, or retained by any state agency, independent public body corporate and politic, or local agency regardless of physical form or characteristics.

A "Writing" includes, but is not limited to, handwriting, typewriting, printing, photocopying, photographing, and every means of recording, including letters, words, pictures, sounds, or symbols, or combination thereof, and all papers, maps, magnetic or paper tapes, photographic films and prints, magnetic or punched cards, discs, drums, or other documents.

Public records of the Charter School do not include the personal notes and memoranda of staff that remain in the sole possession of the maker and which are not generally accessible or revealed to other persons.

Records Exempt from Disclosure

In accordance with Idaho Code, the following records shall **NOT** be subject to public inspection and/or copying:

1. Any public record exempt from disclosure by federal or state law or federal regulations to the extent specifically provided for by such law or regulation;
2. Retired employees' and retired public officials' home addresses, home telephone numbers, and other financial and non-financial membership records;
3. Records of a current or former employee other than the employee's duration of employment with the Charter School, position held, and location of employment. This exemption from disclosure does not include the contracts of employment or any remuneration, including reimbursement of expenses. All other personnel information relating to an employee or applicant including, but not limited to,

information regarding sex, race, marital status, birthdate, home address and telephone number, applications, testing and scoring materials, grievances, correspondence, retirement plan information and performance evaluations, shall not be disclosed to the public without the employee's or applicant's written consent;

4. Records relating to the appraisal of real property, timber, or mineral rights prior to its acquisition, sale, or lease by the Charter School;
5. Any estimate prepared by the Charter School that details the cost of a public project until such time as disclosed or bids are opened, or upon award of the contract for construction of the public project;
6. Records of any risk retention or self-insurance program prepared in anticipation of litigation, or for analysis of, or settlement of potential or actual money damage claims against the Charter School and/or its employees except as otherwise discoverable under the Idaho or federal rules of civil procedure. These records shall include, but are not limited to, claims evaluations, investigatory records, computerized reports of losses, case reserves, internal documents, and correspondence relating thereto. At the time any claim is concluded, only statistical data and actual amounts paid in settlement from public funds shall be deemed a public record unless otherwise ordered to be sealed by a court of competent jurisdiction. Provided however, nothing in this subsection is intended to limit the attorney client privilege or attorney work product privilege otherwise available to any public agency or independent public body corporate and politic;
7. Computer programs developed or purchased by or for the Charter School for its own use. As used in this subsection, "computer program" means a series of instructions or statements which permit the functioning of a computer system in a manner designed to provide storage, retrieval, and manipulation of data from the computer system, and any associated documentation and source material that explain how to operate the computer program. Computer program does not include:
 - a. The original data including, but not limited to, numbers, text, voice, graphics, and images;
 - b. Analysis, compilation, and other manipulated forms of the original data produced by use of the program; or
 - c. The mathematical or statistical formulas that would be used if the manipulated forms of the original data were to be produced manually.
8. Personal information from any file maintained for students. Information from student records shall be disclosed only in accordance with the requirements of the Family Educational Rights and Privacy Act, Idaho Code, and adopted Charter School policy;
9. Test questions, scoring keys, or other examination data used to administer

academic tests;

10. Records relevant to a controversy to which the Charter School is a party but which records would not be available to another party under the rules of pre-trial discovery for cases pending resolution;
11. Records of buildings, facilities, infrastructures, and systems when the disclosure of such information would jeopardize the safety of persons or the public safety. Such records may include emergency evacuation, escape, or other emergency response plans, vulnerability assessments, operation and security manuals, plans, blueprints, or security codes.

However, all personnel records of a current or former public official reflecting public service or employment history, classification, pay grade and step, longevity, gross salary and salary history, status, workplace, and employing agency are subject to public inspection and/or copying.

If the record requested for inspection and/or copying contains both information exempted from disclosure and non-exempt information, the Charter School shall, to the extent practicable, produce the record with the exempt portion deleted and shall provide a written explanation for the deletion.

Response to Requests

The Charter School may require that a public records request be submitted in writing with the requester's name, mailing address, email address, and telephone number. A request for public records may be conducted by electronic mail. The Charter School may provide the requester information to help the requester narrow the scope of the request or to help the requester make the request more specific when the records requested are voluminous or costly.

The Charter School shall either grant or deny a person's request to examine or copy public records within three (3) working days of the date of the receipt of a request for public records. If a longer period of time is needed to locate or retrieve the records, the Charter School shall notify the person requesting the records of the same and provide the records to such person not later than ten (10) working days following the request. In the event an individual requests a record be provided in electronic format, the Charter School shall provide the record in electronic format if the record is available in that format. If a record is requested in electronic format and the record cannot easily be converted to electronic format within ten (10) working days, the Charter School shall notify the person requesting the records of this fact and provide them with an estimate of the time necessary to complete the conversion. The documents shall then be provided at a time mutually agreeable to the parties giving consideration to any limitations that may exist regarding electronic conversion.

If the Charter School fails to respond, the request shall be deemed to be denied within ten (10) working days following the request. If the Charter School denies the request for

examination or copying the public records or denies in part and grants in part the request for examination and copying of the public records, the public records coordinator shall notify the person in writing of the denial or partial denial of the request for the public record. The notice of denial or partial denial shall state that the attorney for the Charter School has reviewed the request or shall state that the Charter School has had an opportunity to consult with an attorney regarding the request for examination or copying of a record and has chosen not to do so. The notice of denial or partial denial also shall indicate the statutory authority for the denial and indicate clearly the right to appeal the denial or partial denial and the time periods for doing so.

The Public Records Coordinator is authorized to seek an injunction to prevent the disclosure of records otherwise suitable for disclosure when it is determined that there is reasonable cause to believe that the disclosure would not be in the public interest and would substantially or irreparably damage any person or would substantially or irreparably damage vital governmental functions.

Fee Waiver

The Charter School will adhere to its copying fee schedule unless it is determined by the Public Records Coordinator that the individual making such a request has demonstrated information sufficient to fulfill the following test:

1. That the requester's examination and/or copying of public records is likely to contribute significantly to the public's understanding of the operations and activities of the government;
2. That the requester's examination and/or copying of public records is not primarily in the individual interest of the requester including, but not limited to, the requester's interest in litigation in which the requester is or may become a party; and
3. That the requester's examination and/or copying of public records will not occur if fees are charged because the requester has insufficient financial resources to pay such fees.

Upon a request that fees not be charged, and the Public Records Coordinator's consideration of the above factors, the Public Records Coordinator shall notify the requester in writing of their decision within ten (10) working days following the request. If the fee waiver is denied, the requester shall then have seven (7) days to file an appeal of the denial with the Executive Director. The Executive Director shall review the denial and either affirm or reverse the denial of the public records coordinator in writing within ten (10) working days of receipt of the appeal. In the event that the Executive Director is the Public Records Coordinator then the appeal shall be filed within seven (7) days to the Board of Directors. At the Board's next regularly scheduled meeting, the Board shall review the denial of fee waiver and either affirm or reverse it. There shall be no further appeal beyond the Board.

The request shall not be fulfilled or prepared, and the time for response will not begin to run, until such time as the final determination as to fees has been addressed and any fees to be charged have been paid.

A requester may not file multiple requests for public records solely to avoid payment of fees. If the Charter School suspects that this is the case then it can aggregate the related requests and charge based upon its copying fee schedule.

Fee Schedule

The copying fee schedule of the Charter School is as follows:

1. The Charter School shall not charge a fee for the first 100 pages of records or the first two (2) hours of labor in responding to a request;
2. Copies of public records - ___¢ per page (cannot exceed actual cost) for copies beyond the first 100 pages or beyond the first (2) hours of labor in responding to a request;
3. The Charter School will charge for the labor costs associated with locating and copying documents if:
 - a. The request is for more than 100 pages of records;
 - b. The request includes non-public information that must be redacted from the public records; and/or
 - c. The labor associated with locating and copying the records exceeds two (2) hours.
4. The fees for labor associated with responding to a public records request shall be charged at the per hour pay rate of the lowest paid administrative staff employee of the Charter School who is necessary and qualified to process the request;
5. The fees associated with redactions required to be made by an attorney employed by the Charter School shall be charged at the lowest paid hourly rate of the lowest paid attorney employed by the Charter School or if there are no attorneys employed by the Charter School than the rate shall be no more than the usual and customary rate of the attorney retained by the Charter School.
6. Copy of a duplicate computer disc or similar record system the fee shall not exceed:
 - a. The Charter School's cost of copying the information in that form;
 - b. The Charter School's cost of conversion, or the cost of conversion charged by a third party, if the electronic record must be converted to electronic form.

Fees shall be collected in advance. The Charter School shall provide requesters with an itemized statement of fees to show the per page costs for copies and the hourly rate of employees and attorneys involved in responding to the request.

Cross Reference: 3570-3570P - Student Records; 4130 - Public Access to District Website; 8605 - Retention of Charter School Records

Legal Reference: Title 74 Chapter 1 - Public Records Act; I.C. § 74-204 - Written Minutes of Meetings; IDAPA. 08.01.01.100 - Procedures for Responding to Requests for Examination and/or Copying Public Records
Idaho Public Records Law Manual, July 2015

Policy History: Adopted on: 06/05/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

4260F Record Request Form

Request for Public Records

I request: to examine to copy to receive an electronic copy of the following records:

Name (Please Print)

Mailing Address:

Date of Request

Daytime Phone Number

Received By: _____

Date Received: _____
Public Agency _____

_____ Initial if Applicable: More than three (3) working days are needed to locate or retrieve the requested records. A response shall be provided within ten (10) working days of the request unless the field below has been initialed.

_____ Initial if Applicable: The record requested must be converted from one electronic format to another and doing so will require more than ten working days. The agency shall provide the converted public record at the following time, which has been mutually agreed upon between the agency and the requester, with due consideration given to any limitations that may exist due to the process of conversion or due to the use of a third party to make the conversion: _____

Payment received for _____ Copies _____
Amount Received

Payment received for _____ Labor _____
Amount Received

Receipt Number _____

HISTORY
Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

- [4300-4399 Public Conduct](#)**
- [4300 Conduct On School Property](#)
- [4310 Contact With Students](#)
- [4320 Disruption Of School Operations](#)

4300 Conduct On School Property

In addition to prohibitions stated in other Charter School policies, no person, including a student, on school property shall:

1. Injure or threaten to injure another person;
Damage another's property or that of the Charter School;
2. Violate any provision of the criminal law of the State of Idaho or any town or county ordinance;
3. Smoke or otherwise use tobacco products;
4. Consume, possess, or distribute alcoholic beverages or illegal drugs, or possess dangerous weapons at any time;

5. Impede, delay, or otherwise interfere with the orderly conduct of the Charter School's educational program or any other activity occurring on Charter School property;
6. Enter upon any portion of the Charter School premises at any time for purposes other than those which are lawful and authorized by the Board;
7. Willfully violate other Charter School rules and regulations; or
8. To threaten by word or act to use a firearm or other dangerous or deadly weapon to commit an act of violence to any other person on school grounds.

As circumstances warrant, appropriate action will be taken by the Charter School's administrators.

Definitions

"School property" means within Charter School buildings, in vehicles used for Charter School purposes, or on owned or leased Charter School grounds.

"School grounds" means on the property of or in a public or private elementary school or secondary school.

"Dangerous or deadly weapon" means a weapon, device, instrument, substance, or material that is used for or capable of causing serious bodily injury or death.

"Firearm" means any weapon, whether loaded or unloaded, that a shot, projectile, or other object may be discharged by force of explosion, combustion, gas, and/or mechanical means, regardless of whether such weapon is operable.

"Tobacco use" means the use of a cigarette, cigar, pipe, or smokeless tobacco in any form, and other smoking products specifically including electronic cigarettes, electronic nicotine delivery systems, or vaporizer smoking devices.

Cross Reference: 3295 - Hazing, Harassment, Intimidation, Bullying, Menacing; 3305 - Prohibition of Tobacco Possession and Use; 3330 - Student Discipline; 4320 - Disruption of School Operations

Legal Reference: 20 U.S.C. § 6081 - Pro-Children Act of 1994; I.C. § 18-3302I - Threatening Violence on School Grounds; I.C. § 33-205 - Denial of School Attendance; I.C. § 33-512 - Maintenance of Schools; I.C. § 39-5503 - Prohibitions – Exceptions

Policy History: Adopted on: 8/7/18; Revised on:

4310 Contact With Students

Students are entrusted to the schools for educational purposes. Although educational purposes encompass a broad range of experiences, Charter School officials must not assume license to allow unapproved contact with students by persons who are not employed by the Charter School for educational purposes. Teachers may arrange guest speakers on appropriate topics relative to the curriculum. The Executive Director may approve school assemblies on specific educational topics of interest and relevance to the Charter School program. Other types of contact by non-Charter School personnel will normally not be permitted. Outside organizations desiring to use the captive audience in a school for information, sales material, or special interest curricula will not be allowed access to the Charter School.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

4320 Disruption Of School Operations

If any person disrupts or obstructs any Charter School program, activity, or meeting; or threatens to do so; or commits, threatens to imminently commit, or incites another to commit any act that will disturb, interfere with, or obstruct any lawful task, function, process, or procedure of any student, official, employee, or invitee of the Charter School, the staff member in charge shall immediately notify the local law enforcement authorities of the incident.

The staff member in charge shall make a written report detailing the incident not later than twenty-four (24) hours from when the incident occurred. A copy of the report shall be given to the staff member's immediate supervisor.

Cross Reference: 4140 - Visitors to the Schools

Legal Reference: I.C. § 33-512 - Governance of Schools; I.C. § 33-205 - Denial of School Attendance; I.C. § 33-1222 - Freedom from Abuse; I.C. § 18-916 - Abuse of School Teachers; I.C. § 18-6409 - Disturbing the Peace

Policy History: Adopted on: 8/7/18; Revised on:

4400-4499 Relations With Governmental Agencies

[4400 Relations With The Law Enforcement And Child Protective Agencies](#)

[4410 Investigations And Arrests By Police](#)

[4420 Visitors, Including Sex Offenders](#)

[4420F1 Letter To Parents](#)

[4420F2 Letter To Employers And Contractors](#)

4400 Relations With The Law Enforcement And Child Protective Agencies

The primary responsibility for maintaining proper order and conduct in the Charter School is that of staff. Staff shall be responsible for holding students accountable for infractions of Charter School rules, which may include minor violations of the law occurring during school hours or at Charter School activities. Where there is substantial threat to the health and safety of students or others such as in the case of bomb threats, mass demonstrations with a threat of violence, individual threats of substantial bodily harm, trafficking in prohibited drugs, or the scheduling of events where large crowds may be difficult to handle, the law enforcement agency shall be called upon for assistance. Information regarding major violations of the law shall be communicated to the appropriate law enforcement agency.

The Charter School shall strive to develop and maintain cooperative working relationships with the law enforcement agencies. Procedures for cooperation between law enforcement, child protective, and Charter School authorities shall be established. Such procedures shall be made available to affected staff and periodically revised.

Cross Reference: 4320 - Disruption of School Operations

Legal Reference: I.C. § 33-205 - Denial of School Attendance

Policy History: Adopted on: 8/7/18; Revised on:

4410 Investigations And Arrests By Police

All contact between the Charter School and the police department on matters involving students shall be made through the administrative office. The police have ample opportunity to talk to a student away from the Charter School and before or after school hours. They should be encouraged to do so. Law enforcement authorities should only be allowed to conduct an interview in the Charter School if they can show that special circumstances exist or if the interview is at the request of the school. This determination should be made by the Administrative Team.

1. If the police have a warrant for the student's arrest, they must be permitted to arrest the student; however, whenever possible, the arrest should be conducted in the administration office out of view of other students. Before removing a student from school, the police shall sign a release form in which they assume full responsibility for the student;
2. Law enforcement personnel should not be allowed to roam about the Charter School until the student is found. They should remain in the administration office while Charter School personnel seek out the student;

3. If possible, the educational program of the student should not be disrupted to allow for police questioning;
4. Any questioning by police should be conducted in a private room or area where confidentiality can be maintained;
5. If law enforcement officials are to be allowed to question a student under the age of eighteen (18), a reasonable attempt shall be made to notify the parents, except in cases of suspected child abuse or child neglect involving the parent. The parents should be given the opportunity to come to the Charter School prior to the questioning;
6. If the parents are notified and able to attend, they should be allowed to be present at the interview. A member of the Administration Team should be present at the interview, but should not take part in any questioning. The member of the Administration Team should at all times remain a neutral observer.

Policy History: Adopted on: 8/7/18; Revised on:

4420 Visitors, Including Sex Offenders

The Charter School recognizes the danger sex offenders pose to student safety. Therefore, in an effort to protect students while under the control and supervision of the Charter School, the Charter School is implementing this policy.

Visitors to and Conduct on School Property

For purposes of this policy, “school property” means Charter School buildings, whether or not they are being used as a school; vehicles used for Charter School purposes; any location being utilized during a Charter School athletic event or other Charter School-sponsored event; properties posted with a notice that they are used by a Charter School; and Charter School grounds.

Visitors are welcome on school property provided their presence will not be disruptive. All visitors, including parents of students (unless otherwise exempted), must initially report to the administrative office. Any person wishing to confer with a staff member must contact that staff member by telephone to make an appointment. Conferences with teachers are held outside school hours or during the teacher’s conference or preparation period.

The Charter School expects mutual respect, civility, and orderly conduct among all individuals on school property or at a school event. No person on school property or at a school event shall:

1. Injure, threaten, harass or intimidate a staff member, a school board member, sports official or coach, or any other person;
2. Damage or threaten to damage another's property;
3. Damage or deface Charter School property;
4. Violate any Idaho law, or town or county ordinance;
5. Smoke or otherwise use tobacco products;
6. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs, or possess dangerous devices or weapons;
7. Impede, delay, disrupt or otherwise interfere with any Charter School activity or function, including using cellular phones in a disruptive manner;
8. Enter upon any portion of Charter School premises at any time for purposes other than those that are lawful and authorized by the Board of Directors;
9. Operate a motor vehicle in a risky manner, in excess of twenty (20) miles per hour, or in violation of an authorized Charter School employee's directive;
10. Engage in any risky behavior, including rollerblading, roller skating, or skateboarding; or
11. Violate other Charter School policies or regulations, or an authorized Charter School employee's directive.

Convicted Sex Offender

State law prohibits a person who is currently registered or is required to register under the sex offender registration act to:

1. Be on or remain on the premises of a school building or school grounds, or upon other properties posted with a notice that they are used by a school, when the person believes children under the age of eighteen (18) years are present and are involved in a school activity or when children are present within thirty (30) minutes before or after a school activity;
2. Loiter on a public way within five hundred (500) feet of the property line of school grounds or a school building when children under the age of eighteen (18) years are present;
3. Be in any vehicle owned, leased or contracted by a school to transport students to or from school or school-related activities when children under the age of eighteen (18) years are present in the vehicle; or
4. Reside within five hundred (500) feet of a school, measured from the nearest point of the exterior wall of the offenders' dwelling unit to the school's property line, unless the person's residence was established prior to July 1, 2006.

All notices posted as required by Idaho Code, shall be at least one hundred (100) square inches, make reference to I.C. § 18-8329, include the term “registered sex offender” and be placed at commonly used entrances to the property.

Sample posted notice:

This property is used by or as a school. Pursuant to I.C. § 18-8329, registered sex offenders only have limited rights to enter upon or be near school property. Please contact the school at 208-576-4811 or your probation or parole officer for more information.

Provided, however, section numbers 1 and 2 immediately above shall not apply when the person:

1. Is a student in attendance at the school;
2. Resides at a state licensed or certified facility for incarceration, health care, or convalescent care;
3. Is exercising his or her right to vote in public elections;
4. Is taking delivery of his or her mail through an official post office located on school grounds;
5. Has contacted the Charter School Office annually to obtain written permission from the Charter School to be on the school grounds or upon other property posted with a notice that the property is used by a school; or
6. Stays at a homeless shelter or resides at a recovery facility if such shelter or facility has been approved for sex offenders by the county sheriff or municipal police chief.

[Note: These provisions are required for an individual who is dropping off or picking up a student and is the student’s parent or legal guardian, is attending an academic conference or other scheduled extracurricular event, or is temporarily on school grounds, during school hours, for the purpose of delivering mail, food, or other items.]

An individual seeking written permission as outlined above must contact the Charter School at least ten (10) work days prior to the first visit. In determining whether to grant written permission as provided above, the Charter School may, in its discretion, consider the nature of the offense committed, the time since an offense has been committed, the safety of the students, the likely disruption caused by the individual’s access to the property, or any other factor. The Charter School will provide a response to the requesting individual within seven (7) days of receipt of the request.

Sex Offender Registry Notification

The Executive Director or his or her designee shall request notification of registered sex

offenders in the same or contiguous zip codes as the Charter School. The request can be made of either the Idaho State Police, the local Sheriff's Department, or the Idaho State Superintendent of Public Instruction. Such request and notification shall be made in accordance with Idaho Code. The information in the sex offender registries is for purposes of protecting the public. It is not to be used for the purpose of harassing or intimidating anyone.

Staff Notification

At a quarterly meeting, the Executive Director shall disseminate sex offender registry information received. The Executive Director shall inform staff of the roles and responsibilities of staff in dealing with instances of convicted sex offenders on school property, including, but not limited to, sex offenders on school property without approval, and if a staff member is the school official assigned to escort the sex offender.

When sex offender registry information is disseminated by the Executive Director, it shall include a notice that such information should not be shared with others and may only be used for the purposes discussed in this policy and in accordance with Idaho Code. Employees who share registry information with others may be disciplined.

Enforcement

Any staff member may request identification from any person on Charter School property. Any staff member shall seek the immediate removal of any person who refuses to provide requested identification.

As circumstances warrant, the Charter School's administrators shall take appropriate action to enforce this policy. Violations will be handled as follows:

1. Anyone observing a parent/guardian or other person violating this policy shall immediately notify the Administration Team or designee. The Administration Team member or designee will request that the person act civilly or otherwise refrain from the prohibited conduct. If the person persists with uncivil or prohibited behavior, the Administration Team member shall request that the person immediately leave Charter School property and may contact law enforcement, if appropriate; and
2. If a sex offender violates this policy, Charter School officials shall immediately contact law enforcement.

Legal Reference: I.C. § 18-916 - Abuse of School Teachers; I.C. § 18-8323 - Public Access to Sexual Offender Registry Information; I.C. § 18-8324 - Dissemination of Registry Information; I.C. § 18-8326 - Penalties for Vigilantism or Other Misuse of Information; I.C. § 18-8329 - Adult Criminal Sex Offenders – Prohibited Access to

School Children; I.C. § 33-512(11) - Governance of Schools

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021

Amended by Res. [2022-04](#) on 6/7/2022

4420F1 Letter To Parents

LETTER TO PARENTS REGARDING VISITS TO SCHOOL
BY CONVICTED SEX OFFENDERS

Dear Parents/Guardians:

The purpose of this letter is to help the school comply with State law placing restrictions on sex offenders' access to school children and school property.

If you would like to obtain information regarding convicted sex offenders in your area, you can contact the Idaho State Police or your local Sheriff's Department. The Idaho State Police has a website available to provide this information. Currently, that website is: http://isp.idaho.gov/sor_id/

State law prohibits a sex offender from:

1. Being on or remaining on the premises of a school building or school grounds, or upon other properties posted with a notice that they are used by a school, when the person believes children under the age of eighteen (18) years are present and involved in a school activity or when children are present with thirty (30) minutes before or after a scheduled school activity.
2. Loitering on a public way within five hundred (500) feet of the property line of school grounds or a school building when children under the age of eighteen (18) years are present for a school activity, or when students are present thirty (30) minutes before or after such activity.
3. Being in any vehicle owned, leased, or contracted by a school to transport students to or from school or school-related activities when children under the age of eighteen (18) years are present in the vehicle.
4. Residing within five hundred (500) feet of a school, measured from the nearest point of the exterior wall of the offender's dwelling unit to the school property line, unless the person's residence was established prior to July 1, 2006.

The following applies if you are a parent/guardian who is a convicted sex offender:

You need to immediately return this letter with the blanks completed to the

administration office where your child is enrolled. This letter must be completed and returned to the Charter School at least ten (10) days before your first anticipated visit to the Charter School. The Charter School will crosscheck responses with the list the Charter School receives from law enforcement identifying sex offenders living within its jurisdiction.

When you visit your child at school or a Charter School event that you have not already described on the form below, you must inform the office staff that you need to make an entry on your record of Charter School visits. This record will be kept on file in the building administration office where your child is enrolled.

The following must be completed by a convicted sex offender who is a parent or guardian of a student enrolled in the school.

TO BE COMPLETED ONLY IF YOU ARE A PARENT/GUARDIAN AND ARE A CONVICTED SEX OFFENDER

Student's Name (please print): _____

Student's Signature: _____

Name of Parent/Guardian (please print): _____

Parent/Guardian Signature: _____

Date: _____

- At least once annually you need to obtain advance written permission to visit Charter School property. Once written permission is obtained for the year, you will not need to obtain advance written permission for each individual visit, though you must comply with the procedures outlined in this letter, Charter School policy, and with State and federal law.
- You must provide the information requested below for the times you anticipate visiting the Charter School, such as, after school to pick-up your child, during specific sporting events, and during parent-teacher conferences.
- For all other visits, you must go immediately and directly to the administration office and provide the information on your record of visits.
- You must remain under the direct supervision of the assigned Charter School official.
- When you are to leave, you must go immediately and directly to the administration office and provide the time that you are leaving. You must then immediately leave the Charter School grounds.

Record of Visits

| Date | Location & Purpose | School Official Assigned | Time In | Time Out |
|------|--------------------|--------------------------|---------|----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

The following applies if you know someone who is a convicted sex offender who would like to visit school property:

If you know a convicted sex offender who is not a parent/guardian of a student enrolled in the school, but who would like to visit school property, please refer them to the administration office to request permission. A sex offender who is not a parent/guardian of a student enrolled in the school must complete a form in order to be granted permission to visit school property. This form must be completed at least once annually.

If permission is granted, the Administration Team member or designee, who is a certified employee, will supervise the sex offender whenever the sex offender is in a student's vicinity.

TO BE COMPLETED IF YOU ARE A CONVICTED SEX OFFENDER AND ARE REQUESTING PERMISSION TO VISIT SCHOOL PROPERTY

A convicted sex offender who is not a parent/guardian of a student enrolled in the Charter School must complete this form in order to seek permission to visit school property whenever students are present. This form must be provided to the Charter School at least ten (10) days prior to the anticipated visit. After a decision is made whether to grant or deny permission to visit, a copy will be returned to you. This information will be kept in the administration office where you are seeking permission to visit. Please be specific in completing this form.

Name (please print): _____

Residence Address: _____

Residence City, State, Zip Code: _____

Signature: _____ Date

_____ **Visit Request**

| | | |
|--|--|--|
| | | |
|--|--|--|

| Date and Time Requested | Location of Visit | Purpose of Visit |
|-------------------------|-------------------|------------------|
| | | |

The following is to be completed by Charter School personnel only:

Permission Granted Permission Denied

Signature: _____ (Administration Team Member, Designee, or Board Chair)

Date: _____

Visit Supervision:

Time In: _____

Time Out: _____

Signature of Supervisor
(certified employee)

Date

4420F2 Letter To Employers And Contractors

Sex Offenders

LETTER TO EMPLOYERS & CONTRACTORS
REGARDING ACCESS TO SCHOOL PROPERTY BY SEX OFFENDERS

Dear Employer/Contractor:

The purpose of this letter is to help the Charter School comply with State law placing restrictions on sex offenders' access to school children and school property. State law prohibits a sex offender from:

1. Being on or remaining on the premises of a school building or school grounds, or upon other properties posted with a notice that they are used by a school, when the person believes children under the age of eighteen (18) years are present and are involved in a school activity or when children are present within thirty (30) minutes before or after a scheduled school activity.
2. Loitering on a public way within five hundred (500) feet of the property line of school grounds or a school building when children under the age of eighteen (18) years are present for a school activity, or when students are present thirty (30) minutes before or after such activity.
3. Being in any vehicle owned, leased, or contracted by a school to transport students to or from school or school-related activities when children under the age of eighteen (18) years are present in the vehicle.

4. Residing within five hundred (500) feet of a school, measured from the nearest point of the exterior wall of the offender's dwelling unit to the school's property line, unless the person's residence was established prior to July 1, 2006.

The following applies if you and/or your employee(s), subcontractor(s), delivery personnel, etc. is a convicted sex offender:

You need to immediately return this letter with the blanks completed to the office.

It is your responsibility to inform your employee(s), subcontractor(s), delivery personnel, etc. of this requirement. Anyone who is a convicted sex offender must complete this form and return it to the office prior to accessing Charter School grounds.

When you and/or your employee(s), subcontractor(s), delivery personnel, etc. access Charter School grounds that you have not already described on the form below, you must inform the office that you need to make an entry on your record of Charter School visits. This record will be kept on file in the office where you are performing work or accessing Charter School grounds.

The following must be completed by a convicted sex offender who is accessing Charter School grounds for the purposes of maintenance, deliveries, contract work, etc.

Name of Convicted Sex Offender
(please print)

Date

Signature

Date

- At least once annually you need to obtain advance written permission for you to visit Charter School property. Once written permission is obtained for the year, you will not need to obtain advance written permission for each individual visit, however, the work that you are to perform, reason for visit, or deliveries that you will complete must be known and approved of by the Administration Team prior to you accessing Charter School grounds.
- You must provide the information requested below for the times you anticipate visiting the Charter School, such as when work will be performed, when deliveries will be made, etc.
- For all other visits, you must go **immediately and directly** to the office and provide the information on your record of visits.
- You must remain under the direct supervision of the assigned Charter School official.

- When you are to leave, you must go immediately and directly to the office and provide the time that you are leaving. You must then immediately leave the Charter School grounds.

Record of Visits

| Date | Location & Purpose | School Official Assigned | Time In | Time Out |
|------|--------------------|--------------------------|---------|----------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

[4500-4599 Gifts](#)

[4500 Public Gifts/Donations To The Schools](#)

[4500P1 Public Gifts/Donations To The Schools](#)

[4500P2 Public Gifts To The Schools](#)

[4520 Soliciting And Accepting Grants Or Donations](#)

4500 Public Gifts/Donations To The Schools

The Board of Directors assumes responsibility, within its financial capabilities, for providing at public expense all items of equipment, supplies, and services that may be required in the interest of education in the school units under its jurisdiction. Gifts, donations, grants, or bequests will be accepted and the action recorded, provided the conditions of acceptance do not remove any degree of control of the Charter School from the Board and will not cause inequitable treatment of any student(s) or student group(s).

A gift shall be defined as money, real or personal property, or personal services provided without consideration. Gifts from organizations, community groups, and/or individuals that will benefit the Charter School shall be encouraged by the Charter School administration. Individuals or groups contemplating presenting a gift to the Charter School shall be encouraged to discuss with the Administration Team, in advance, what gifts are appropriate and needed.

Community groups or individuals may donate equipment to the Charter School. Such equipment shall be added to the Charter School’s inventory, provided it is operative at the time of donation and meets an educational purpose of the Charter School.

The Charter School reserves the right to accept or decline any proposed gifts. In determining whether a gift will be accepted, consideration shall be given to Charter School policies, goals, and objectives, with particular emphasis on the goal of providing educational opportunities to all students, and adherence to the basic principles outlined

in Board-approved regulations.

Propositions giving funds, equipment, or materials to the Charter School with a “matching agreement” or restriction are generally not acceptable. Acceptance of donated equipment or materials may depend upon compliance with the Board’s policy of standardizing materials and equipment in the Charter School which could restrict gifts given by the parent-teacher organizations to individual schools. While the intent of donations will be considered, the Charter School reserves the right to modify the use if the needs of the students or the Charter School change.

Any person or organization desiring to give a gift or make a donation, grant, or bequest to the Board should contact the Administration Team who may accept the gift, thank the donors, and inform the Board, except that offers of real property will be accepted only by the Board. Also, where the appropriateness of a gift is in doubt, the Administration Team will refer the matter to the Board for its acceptance or rejection. For example, single gifts of considerable value exhibiting the donor’s name or business shall be considered on an individual basis by the Board.

All conditional gifts must be approved by the Board.

Any gift or grant accepted by the Board or the Administration Team as its executive officer shall become the property of the Board of Education and will comply with all State and federal laws.

Cross Reference: 2510 & 2510P Selection of Library Materials

Legal Reference: Title IX, Education Amendment of 1972, 20 U.S.C §1681, et seq.

Policy History: Adopted on: 8/7/18; Revised on: 12/06/2022

HISTORY

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

4500P1 Public Gifts/Donations To The Schools

The following basic principles shall apply to all gifts accepted by the Charter School:

1. Gifts to employ “regular” full- or part-time personnel shall be discouraged;
2. Gifts that involve significant costs for installation or maintenance, or initial or continuing financial commitments from Charter School funds shall be discouraged;
3. Gifts to individual members of the staff by students, parents, or organizations shall be discouraged;

4. Gifts on a matching basis requiring money, property, or services by the Charter School shall be discouraged;
5. Gifts to the Charter School become the property of the Charter School and are subject to the same controls and regulations that govern the use of all Charter School-owned property;
6. Any purchased to be funded by a cash donation must be processed in accordance with Charter School policy;
7. Gifts of library materials will only be added to a school library's collection if they meet the standards for selection of library materials. Policy 2510 and Procedure 2510P provide further detail on the donation of library materials
8. Gifts that meet the definition of a fixed asset as outlined in the Charter School policy on inventories must be added to the school's fixed assets inventory;
9. Gifts with a value of \$1,000 or less will be accepted by the authority of the appropriate director or program manager. Gifts with a value in excess of \$1,000 but less than \$10,000 will only be accepted by the authority of the Administration Team or designee. Contributions with a value in excess of \$10,000 will be presented to and acted upon by the Board of Directors; and
10. At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift. It is the responsibility of the director or program manager to approve and accept the gift, process the appropriate forms to update inventory, and to send an acknowledgement letter to the donor.

Procedure History: Promulgated on: 8/7/18; Revised on: 12/06/2022

HISTORY

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

4500P2 Public Gifts To The Schools

Donations of Material or Equipment Affecting Building Structure or Maintenance

Organizations desiring to donate equipment or material that will affect the physical structure of a building, either in appearance or in operating maintenance expense, must have the project approved by the Charter School administration.

Items to be donated must meet the technical specifications and standards of similar equipment or materials purchased by the Charter School. If items are not new, the condition or the equipment or materials must be evaluated by qualified persons other than the organization making the donation.

The following procedures shall apply to filing a project request:

1. The organization desiring to make the donation must ensure the proposed project will not cause inequitable treatment of any student(s) or student group(s);
2. The organization will discuss the proposed project with the Finance Committee prior to bringing the issue to the Board of Directors;
3. After discussion such discussion, the organization will submit a written request to the Executive Director specifying the type of item to be donated; the technical specifications of the item; and information regarding installation, maintenance, and replacement of the item;
4. The request will be evaluated by the finance committee. The committee will use the following criteria in evaluating the proposed project:
 - a. Educational value to the student body;
 - b. Cost factors in relation to the Board of Directors' approved budget including:
 - i. Immediate costs such as installation or remodeling;
 - ii. Long-range costs such as operation and maintenance; and
 - iii. Replacement costs when the item is no longer operable.
 - c. Technical quality of the proposed donated item; and
 - d. Commitment of the donating organization to continuance of the project.
5. Based upon the committee's evaluation and recommendations, the Executive Director will approve or disapprove the request. If the request is disapproved, the committee will make recommendations to the requesting organization as to requirements necessary to approve the request.
6. If a project is disapproved by the committee and the Executive Director, the requesting organization may appeal the decision to the Board of Directors.

Procedure History: Promulgated on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

4520 Soliciting And Accepting Grants Or Donations

Prior to seeking any grant or donation on behalf of the Charter School, an applicant must obtain prior approval from the Charter School. Any staff, administrators, school-related groups, or members of the public seeking grants or donations on behalf of the school or for the benefit of the school and/or its students should first discuss such

request with the Administration Team.

Prior to finalization of any grant or donation associated with the Charter School and/or its students, all requests for grants or donations must be approved by the Administration Team. When the appropriateness of a request is in doubt or if the grant/donation obligates the school to engage in specific actions, obligations or involves the addition of Charter School funding, the Administration Team shall refer the request to the Board for final acceptance or rejection.

Grants for projects that will affect the physical structure of a building may be referred by the Executive Director to a committee in the same manner as requests to make donations that will affect a building's physical structure, as described in Policy 4510.

Approval of a grant or donation requests shall depend on factors including but not limited to availability of existing Charter School resources and the following principles:

1. Conformance with the Charter School's policies, goals, and objectives;
2. The Charter School's instructional priorities, strategies, and standards;
3. Equity in funding;
4. Conformance to Charter School governance and decision-making procedures of the Board and administrative staff;
5. Provision of value or benefit that is greater than the obligation under the grant award;
6. Lack of conditions that would divert efforts away from the Charter School's primary mission;
7. Conditions that obligate the Charter School to engage in specific actions or obligations;
8. Any financial impact upon the Charter School associated with required additions of Charter School funds to the grant activity; and
9. Charter School criteria for accepting gifts.

The Board reserves the right to deny approval of solicitation of any funding or grant application or to refuse acceptance of any funds awarded or donated.

Cross Reference: 4500 - Public Gifts/Donations to the Schools; 4500P - Public Gifts/Donations to the Schools; 4510 - Public Gifts to the Schools: Donations of Material/Equipment Affecting Building Structure or Maintenance

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

[4600-4699 Volunteers](#)

[4600 Volunteer Assistance](#)

[4600F1 Volunteer Application](#)

[4600F2 Volunteer Confidentiality](#)

[4600P Volunteer Assistance Procedures](#)

4600 Volunteer Assistance

The Charter School recognizes the valuable contribution made to the total school program through the volunteer assistance of parents and other citizens. In working with volunteers, Charter School staff shall clearly explain the volunteer's responsibility in Charter School, on the playground, and on field trips. On field trips both students and volunteers are to be informed of the rules of student behavior and the means by which they are to be held accountable to those rules.

Definition of Volunteer

Volunteers are persons who assist in the Charter School or Charter School programs. Volunteers are encouraged to use their time and effort to support the Charter School and its programs.

A volunteer shall be an individual who:

1. Has not entered into an express or implied compensation agreement with the Charter School;
2. Is excluded from the definition of "employee" under appropriate State and federal statutes;
3. May be paid expenses, reasonable benefits, and/or nominal fees in some situations; and
4. Is not employed by the Charter School in the same or similar capacity for which he or she is volunteering.

Volunteers who have unsupervised access to children are subject to the Charter School's policy mandating background checks.

The Executive Director or designee shall be responsible for developing and implementing procedures for the utilization of volunteers. The procedures will facilitate effective communication with persons who volunteer. The selection and use of volunteers will be consistent with the procedures outlined in 4600P Volunteer Assistance Procedure.

The final decision to accept or reject a volunteer applicant rests exclusively with the

Executive Director and/or volunteer coordinator.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

4600F1 Volunteer Application

**CHARTER SCHOOL
VOLUNTEER APPLICATION**

Thank you for your interest in serving as a Charter School volunteer. The application procedure helps us to provide the safest environment for our students. Prior to completing the volunteer application it is required that you read the Charter School's policy regarding volunteers. A criminal history/ fingerprint check will be obtained. The school's volunteer coordinator will contact you upon the application process being completed.

Last Name: _____ First Name:

Social Security Number: _____ Date of Birth:

City of Birth: _____ State of Birth:

Gender: _____ Race:

Home Phone: (____) _____ Business Phone:
(____) _____

Home Address:

City: _____ State: _____ Zip: _____

If you have children attending the Charter School, list the child's name and grade:

Child's First and Last Name:

Grade: _____

Child's First and Last Name:

Grade: _____

Child's First and Last Name:

Grade: _____

Volunteer Availability: I am available at the following times:

| | Morning | Afternoon |
|-----------|---------|-----------|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |

Education Information

Highest Level of Education Completed:

Employment Information

Current Employer: _____

Address: _____

Position: _____

Years with Employer: _____

Past Volunteer Experience

Name of Organization: _____

Contact Name: _____

Address: _____

Can We Contact Supervisor's Phone: ___ Yes ___ No

Name of Supervisor & Supervisor's Position:

Phone Number: (____) _____

When did you volunteer? From: _____ To: _____

References

List two references who have known you for at least one year and are not related to you. Please notify your references to expect us to contact them.

Name #1: _____ Name #2:

Phone: _____ Phone:

Relationship: _____ Relationship:

Email: _____

Email: _____

Background Security Information

To safeguard the children we serve, _____ Charter School screens volunteer applicants. All information is confidential and will not be shared.

I will cooperate with the _____ Charter School in obtaining fingerprint background check. ___ Yes ___ No

Have you ever been convicted of a felony? ___ Yes ___ No if yes, please explain:

Have you ever committed any criminal offenses against a minor? ___ Yes ___ No

Have you ever been arrested, found guilty, entered a plea of no contest, or had adjudication withheld in a criminal offense other than a minor traffic violation? ___ Yes ___ No

Statement of Understanding & Signature (Required)

I have read the Charter School's policy and procedure regarding volunteers. I fully understand the policy and procedure and agree to abide by them.

I affirm that all of my responses are true, complete, and correct to the best of my knowledge and are made in good faith. In addition, I certify that I have reviewed the above criminal history information and responded truthfully. I understand that all involvement with students is restricted to approved Charter School activities. In exchange for the benefit I receive from being allowed to volunteer within the Charter School I agree to indemnify _____ Charter School from any and all responsibility of liability that they may incur as a result of volunteering my services to the Charter School.

Signature: _____ Date:

Name Printed: _____ Date:

4600F2 Volunteer Confidentiality

Volunteers may see student records whether they are doing data entry or not. To make sure volunteers know the importance of keeping records confidential, the Charter School requires all volunteers to sign this Volunteer Code of Confidentiality.

Volunteer Code of Confidentiality

1. All student records should be considered confidential.
2. Records should be not be left in a place where they can be viewed by others.
3. Copies of records can only be shared with administrative approval.
4. Volunteers should not discuss or repeat information overheard while in the staff lounge or offices from teachers or administrators.
5. Volunteers should not discuss information obtained while in a classroom, such as a student's grade or behavior, with anyone other than the student's teacher.
6. Directory information, including students' and staff's names, addresses, telephone numbers, dates and places of birth, students' photographs, participation in officially recognized activities and sports, weight and height of student members of athletic teams, dates of attendance and awards received, and previous educational agencies or institutions attended can only be shared with administrative approval.
7. Concerns or questions regarding student records of issues of confidentiality should be brought to the attention of the staff member that supervises the volunteer and to the Administration Team.
8. Any knowledge of a violation of this Code of Confidentiality should be immediately reported to the Administration Team and the staff member who supervises the volunteer.

By signing, I acknowledge that I have read, understand, and will comply with the Volunteer Code of Confidentiality.

Date: _____ Signature: _____

4600P Volunteer Assistance Procedures

The Charter School supports and encourages volunteers in our school. Volunteers work in cooperation with the Charter School to help meet the needs of children and the Charter School staff. The final decision to accept or reject a volunteer applicant rests exclusively with the Principal and/or volunteer coordinator. The following procedural guidelines are set with regard to volunteers.

Qualifications and Requirements

The qualifications and requirements of a volunteer include:

1. Being a community member of good standing and possessing an aptitude for and interest in working with students and teachers;
2. Being dependable and of appropriate character to work with students and

teachers;

3. Completing a Criminal History Records Check. All volunteers must complete a Criminal History Records Check supplied by the Charter School prior to service and will be subject to a background check. Any volunteer applicant who does not disclose his or her criminal background will not be eligible for service;
4. Reading the Charter School's policy and procedure regarding volunteers; and
5. Completing a Volunteer Application provided by the Charter School.

Fair Labor Standards Act, Section 3(e) of the Fair Labor Standards Act, 29 U.S.C. § 203(e)(4)(A), provides that individuals performing volunteer services for units of state and local governments will not be regarded as "employees" under the statute if several criteria are met:

1. The employee must perform the voluntary service without promise, expectation, or receipt of compensation for services rendered;
2. Individuals will be considered volunteers only where their services are offered freely and without pressure, direct or implied, from any employer; and
3. The individual may not be employed by the same school Charter School to perform the same type of services as those for which the individual proposes to volunteer.

Additional Requirements

1. Any volunteer who falsifies information on his or her application will not be eligible for service;
2. Volunteers will work with students in areas designated by school staff;
3. Volunteers will treat all students equally regardless of gender, gender identity and expression, sexual orientation, race, religion, or culture and refrain from making any comments that can be construed as racist, sexist, homophobic, transphobic, or bigoted;
4. Volunteers must refrain from promoting religious doctrines or beliefs, political candidates or parties, or commercial products;
5. Disciplinary issues should be referred to the student's teacher;
6. Volunteers may not be in possession of or under the influence of alcohol or illegal substances; and
7. Smoking or the use of tobacco products is not permitted on school grounds or supervised trips.

If a volunteer is unwilling to agree to the requirements of the Charter School's policy

and procedure regarding volunteers, the Administrative Team will inform the applicant that he or she may not perform volunteer services in the Charter School.

Background Check

The Charter School shall conduct, at Charter School expense, a state criminal records check on all volunteers who have contact with students on a regularly scheduled and/or continuing basis, or who have supervisory responsibility for children at the Charter School site or on Charter School-sponsored trips. No volunteer shall be utilized to supervise students, or deemed to have the authority to supervise students, unless the volunteer has been designated to supervise students by the Administrative Team or designee and the volunteer has undergone the required records check.

If the background check reveals evidence of convictions as identified in the paragraph below or other concerns regarding past behavior, the candidate will not be recommended.

1. Convicted of any crime against persons;
2. Found to have sexually assaulted or exploited any minor or to have physically abused any minor;
3. Found by a court in a domestic relations proceeding to have sexually abused or exploited any minor or to have physically abused any minor or their spouse; or
4. Found in any disciplinary board final decision to have sexually abused or exploited any minor or to have physically abused any minor or their spouse.

If a criminal background check reveals a conviction or pending charge which substantially relates to the nature of the position and which the candidate failed to disclose as required on the Charter School application form, his or her application for volunteer assignment may be rejected.

If the criminal background check confirms a conviction or pending charge which the candidate acknowledged on the application form, a determination shall be made, in consultation with legal counsel, whether or not to reject the application based upon a consideration of the circumstances of the conviction/pending charge and whether the circumstances substantially relate to the nature of the particular position for which the candidate has applied.

Selection and Placement of Volunteers

Placement of volunteers shall be the responsibility of the Administrative Team who shall base placement decisions on data regarding staff needs. Volunteers shall not correct or make decisions regarding students or other personnel. No volunteer shall be placed unless a need has been identified and approved by the Administrative Team.

Supervision

All volunteers shall provide assistance only under the direct supervision of a member of the professional administrative and teaching staff. Volunteers who assist in the Charter School on a scheduled and/or continuing basis shall be provided with a written task description detailing responsibilities and expectations, as well as specific qualifications that may be required.

Volunteers who jeopardize the security or safety of a facility or office may be denied access to the Charter School. Additionally, volunteers who are inappropriately dressed may be denied access to the Charter School.

If a volunteer is injured while on school premises or providing volunteer services, he or she will report this injury to the Administrative Team as soon as reasonably possible.

Relationship Between Schools and Volunteers

When arriving at the Charter School during regular school hours, volunteers will sign in and be issued a badge.

Charter School staff will be courteous to volunteers and show respect for their contributions. Likewise, volunteers will be expected to extend courtesy and respect to the Charter School staff. Any issues that may arise will be referred to the volunteer coordinator or Administrative Team as appropriate.

All volunteers working in schools will be under the direct supervision of an accountable member of the Charter School's staff. Periodic assessments should be made to ensure volunteers are working productively with students.

Orientation and Training

The Administrative Team or designee shall develop orientation materials to be provided to all volunteers who have contact with students on a regularly scheduled or continuing basis. These materials shall include, but not be limited to, pertinent policies and safety and emergency procedures. Volunteers shall be provided appropriate training consistent with their tasks and existing Charter School standards. This training shall be developed under the leadership of the Administrative Team.

Duties and Responsibilities

A volunteer's assignment shall be limited to assisting staff members with duties such as routine tutorial, clerical, housekeeping, and material preparation tasks. The assignment shall be limited to situations which may be supervised by a certificated staff person. In some instances, volunteers may perform clerical and material preparation tasks away from the Charter School site. Volunteers with special talents, hobbies, or experiences may share those with students on a scheduled basis in a suitable educational setting. Volunteers will not discuss the performance or actions of students except with the

student's teacher, counselor, or Administrative Team.

Additional specific areas in which a volunteer may be used are as follows:

1. Reading stories to students;
2. Assisting in supervising the loading and unloading of buses;
3. Helping in learning centers, computer labs, libraries, cafeterias, offices, etc.;
4. Lecturing on special topics;
5. Assisting with technology;
6. Helping set up science experiments;
7. Acting as host for school functions;
8. Providing exhibits;
9. Arranging and assisting on field trips;
10. Assisting in supervising playgrounds;
11. Tutoring;
12. Contacting groups of parents by telephone;
13. Organizing parents for special projects;
14. Mentoring; and
15. Participating in business and community partnerships.

Volunteers will supplement and enrich programs and services in the Charter School but will not substitute for employee activities and functions.

Orientation

The Charter School should thoroughly orient volunteers to the duties they will perform. Volunteers also should be acquainted with the overall operation of the Charter School, including what is expected of all employees and volunteers. They should be cautioned to discuss Charter School matters outside of the Charter School only in a responsible manner.

1. Training should not be held simultaneously with Charter School-sponsored functions. Volunteers should not have to choose between attending a Charter School function or a volunteer training. However, it is appropriate to hold trainings prior to or immediately following a Charter School-sponsored event;
2. Each volunteer coordinator will provide all volunteers with a handout of expectations, guidelines, and procedures;

3. All volunteers will be oriented on the following:
 - a. Volunteer guidelines, policies, and procedures;
 - b. Expectations for creating positive school climate;
 - c. Safety and security issues;
 - d. Confidentiality: All communications are to be kept strictly confidential. Information about a student may be shared only with the teacher, Principal, or guidance counselor of the Charter School;
 - e. Transportation;
 - f. Dress code;
 - g. Sexual harassment; and
 - h. Blood borne pathogens
4. Volunteer training dates will be posted at the Charter School office or on the Charter School website; and
5. Beginning in October, the Charter School's volunteer coordinator will hold one training session at the Charter School office each month.

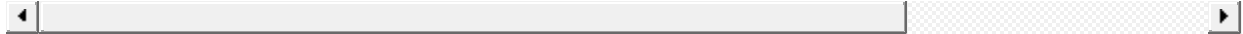
Termination

Although the Charter School is not limited to the reasons below, a volunteer can be terminated for the following:

1. Breach of confidentiality concerning student or other privileged information;
2. Unlawful conduct or breach of the Charter School rules and regulations;
3. Physical or emotional stress which incapacitates the volunteer;
4. Inability to cooperate and work effectively with site staff and students;
5. Activities that threaten the order or security of the site or the safety of the volunteer;
6. Erratic or unreliable attendance or behavior;
7. Unsatisfactory service;
8. Sexual misconduct;
9. Providing falsified information on the application;
10. Establishing inappropriate relationships with youth served; or
11. Criminal charges or conviction of a crime.

A volunteer may be asked to terminate his or her services when circumstances, in the judgment of the Administrative Team, necessitate termination.

Procedure History: Promulgated on: 4/10/18; Revised on:



5000 Series - PERSONNEL

[5000-5099 Board Goal/Personnel](#)

[5100-5199 Hiring](#)

[5200-5399 Employee Rights, Responsibilities And Conduct](#)

[5400-5499 Compensation And Benefits](#)

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[5700-5799 Employment Practices](#)

[5800-5899 Classified Employees](#)

5000-5099 Board Goal/Personnel

[5000 Board Goal/Personnel](#)

5000 Board Goal/Personnel

The human resources of the Charter School are valuable and significant in creating an effective educational program and learning environment. The Charter Schools functions most efficiently and successfully when highly qualified individuals are employed to staff the needs of the Charter School. Opportunities for staff development should be provided periodically. Supervision is a necessary, ongoing function of the Charter School's leadership. The Board of Directors seeks to promote an efficient and positive school climate in all educational endeavors, in order that students may work toward their greatest potential, and the community will be proud of its investment.

Nothing contained in the policies or administrative procedures included herein is intended to limit the legal rights of the Board or its agents except as expressly stated.

Should any provision of Board policy or administrative procedure be held to be illegal by a court of competent jurisdiction, all remaining provisions shall continue in full force and effect.

Policy History: Adopted on: 3/20/18; Revised on:

5100-5199 Hiring

[5100 Hiring Process And Criteria](#)

[5101 School Specific Teaching Certificates](#)

[5100F1 Authorization For Release Of Information Form](#)

[5100F2 Request To Employer Form](#)

[5100F3 Request For Verification Of Certificate Form](#)

[5100P Procedures For Obtaining Personnel Records For Applicants](#)

[5105 Certificated Personnel Reemployment](#)

[5107 Informal Review](#)

- [5110 Criminal History / Background Checks](#)
- [5120 Equal Employment Opportunity And Non-Discrimination](#)
- [5125 Reporting New Employees](#)
- [5130 Administrative Leave](#)

5100 Hiring Process And Criteria

The Board of Directors has the legal responsibility of hiring all employees. The Board assigns to the Executive Director the process of recruiting personnel. The Executive Director may involve various administrative and teaching staff as may be needed in recruiting potential personnel. All personnel selected for employment must be recommended by the Executive Director or designee and approved by the Board. All personnel selected for employment must also go through the applicable screening process outlined in Idaho Code 33-1210.

To aid in obtaining quality staff members, the following non-exclusive list of factors will be considered, along with any other factors relevant to the position: qualifications, training, experience, personality, character, and ability to relate well with students. Every effort will be made to maintain wide diversity in staff experience and educational preparation. However, the welfare of the children of the Charter School will be a paramount consideration in the selection of teachers and administrators.

All applicants applying for a certificated position who are pursuing an alternate route to certification shall be considered on a case-by-case basis. They must hold or demonstrate ability to hold any state certification required for the position and demonstrate they meet the alternate route requirements.

Except where otherwise specified, this policy applies to the hiring of all certificated and classified staff members in the Charter School except for the Executive Director and the Business Manager. This policy shall be made available to any Charter School employee or person seeking employment with the School.

Guidelines

1. There will be no discrimination in the hiring process. See Policy 5120.
2. If the vacant position is that of the Executive Director, the hiring process and the review of all applicants is the responsibility of the Board of Directors.
3. Applicants for teaching and administrative positions shall provide evidence of meeting State requirements for certification as described below and sign a statement authorizing current and past school district employers, including those outside the state of Idaho, to release to the Charter School all information relating to job performance or job related conduct, and making available to the School copies of all documents in the applicant's previous personnel files, investigative files, or other files. Such statement will also release the applicant's

current and past employers from any liability for providing such information and documentation. Applicants who do not sign the statement/release shall not be considered for employment. The Charter School will consider information received from current and past school district employers only for the purpose of evaluating applicants' qualifications for employment in the position for which they have applied. No Charter School employees shall disclose this such information to anyone, other than the applicant, who is not directly involved in the process of evaluating the applicants' qualifications for employment. Applicants may be employed on a non-contracted provisional basis as allowed by law. Applicants shall not be prevented from gaining employment if current or past out-of-state employers are prevented from or refuse to cooperate with the Charter School's request. See Forms 5100F1 and 5100F2.

4. Applicants must meet the applicable State standards for the position they are applying for. Applicants for high school and middle school teaching positions should have a major or its equivalent in the field they will be teaching. Applicants for elementary school teaching positions should have a major or its equivalent in elementary education or in their area of assignment.
5. Applicants for all teaching positions should have a minimum over-all grade point average of 2.5 (A-4, B-3, C-2, D-1). All candidates should have a grade point average of 2.75 in their respective major teaching field(s).
6. considering coaching assignments in secondary schools, preference for hiring will be given to a qualified certificated professional employee in the school where the coaching vacancy exists. The Executive Director will be responsible for assuring that all qualified and interested applicants within the building have been given consideration. Giving such individuals consideration does not mean that such an individual will necessarily be retained for a coaching position. Another individual who is not a certificated employee may receive the position in question.
7. required in Idaho Code 65-505, the Charter School will observe preference for veterans and disabled veterans when considering hiring employees to fill vacancies, selecting new employees, or implementing a reduction in force.
8. required in Idaho Code 33-130 and 33-512(15), the School will conduct a criminal history check for applicable positions. See Policy 5110.
9. newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.
10. must have an understanding of the Charter School mission and vision and a desire to meet the intent of the Charter School in addressing its unique reason for establishment.

The employment of any certified staff member is not official until the contract is

approved by the Board and signed by both the Board Chair and the applicant.

To assist administrators in complying with the above policy for the hiring of staff, the following guidelines shall be utilized:

Notice of Vacancies

Vacancies in certificated positions will be posted only after the Board has approved written resignation from a contracted professional employee of the Charter School, a termination has occurred, or if a new position is created within the School. The Executive Director shall develop procedures for the posting of available positions within the Charter School.

1. Job Vacancy Notices: Any notice from Project Impact Academy STEM will contain the following information:
 - a. Position available and job description.
 - b. Requirements for completed application, as applicable for position, include but are not limited to:
 - i. A completed Charter School application form;
 - ii. Official transcripts of all university or college credits;
 - iii. A placement center file;
 - iv. A personal resume
 - v. ;
Verification or eligibility of Idaho certification; and
 - vi. A signed statement/release for current and past school district employers.
 - c. Timeline for receiving application.
Process notification of how applications will be handled.
2. Application Procedures: It will be the responsibility of any applicant to provide the information required for a completed application listed in 1-B above.
 - a. Such information must be received prior to the cutoff date for receiving applications as specified in the vacancy notice.
 - b. It will be at the discretion of the Executive Director or the appropriate administrator to determine whether such deadlines should be extended to accommodate individuals where placement center files, transcripts, or other materials are not yet received by the Charter School for consideration. Such time extension will be restricted to a reasonable time frame.

- c. In addition to the certification information provided by the applicant, the Charter School will also request from the Office of the Superintendent of Public Instruction verification of certification status, any past or pending violations of the professional code of ethics, any detail as to any prior or pending conditions placed upon a certificate holder's certificate, any prior or pending revocation, suspension, or the existence of any prior letters of reprimand and information relating to job performance.
- d. D. Within three business days of receipt of the statement releasing information from prior school district employers, as required by I. C. 33-1210, such statement shall be sent to the prior employers with a request for release of information and documentation to be provided as required by that section.

Because responses to such requests may take up to 20 days, or possibly more for out-of-state school district employers, information received pursuant to such request may be reviewed prior to or after interviews have been concluded, at the discretion of the Charter School. Where possible, such information should be utilized as part of the screening process. However, due to considerations of time, such early review may not be possible, and such information received pursuant to this process may be reviewed or utilized up to any time prior to offering employment to an applicant.

- e. Upon receipt of the completed applications, those applications will be placed in a file for review and consideration at the Charter School Office.

Preliminary Screening

For certificated and classified vacancies, at either the time the job vacancy is published, or prior to the conclusion of the application period, the Executive Director will provide notice to the appropriate administrator of the desired number of qualified individuals to be included in the "screening pool". The screening pool shall be defined as the number of individuals having completed applications that may be submitted to the administrator for final screening. In the event the open position is deemed by the Board to be an administrative or director position, including principal, the size of the screening pool shall be determined by the Executive Director.

Should the Executive Director desire to have applicants prioritized, he or she shall make such known to the administrator who will provide the prioritized list of a number consistent with the pool.

Screening

1. The administrator may establish a committee to assist in the final screening process for certificated and classified positions. This committee will act in an advisory capacity to the Superintendent and to the Board.
2. The committee, upon receiving the written applications from the administrator, will review those applications for the purpose of:
 - a. Determining those most suited to the position;
 - b. Making personal telephone contact with one or more references submitted by the applicant;
 - c. Contacting individuals who might know the candidate, but were not listed as references, if needed; and
 - d. Inviting the top candidates to be interviewed for the position.
3. The committee will establish the procedures at the building or program level for interviewing the successful applicants and will have thoroughly vetted all applicants prior to committee review.
4. For those applicants who have no prior public school work experience or whose out-of-state former employers will not release documentation requested pursuant to I.C. § 33-1210, the screening committee or administrator may engage in whatever background checks it deems appropriate but, at a minimum, shall verify all prior work experience and educational achievement listed by the applicant as the committee or administrator deems appropriate, preferably by contacting the prior employers and/or educational institutions listed by the applicant, and shall communicate with every person listed as a reference by the applicant.
5. Upon determining the qualified applicant, the administrator will submit to the Executive Director the written recommendation for the applicant to be offered a contract.

Procedure

Once the Committee or administrator has selected the final candidate, the name will be provided to the Executive Director who will review the applicant's credentials with the administrator. If the Executive Director concurs with the recommendation, the Executive Director will:

1. Authorize a statement of intention to employ, pending Board approval, to be made to the candidate.
2. If, at the time the statement of intention to employ is made, the Charter School has not yet received documentation requested pursuant to I.C. 33-1210(3), the School may provisionally employ such applicant for a certificated position on a non-contracted basis for up to 30 days after receipt of the documentation. Within

that 30 day time period, the Board may issue a written statement to the applicant identifying why a standard contract will not be issued and specifying which information justifies such decision. The Board may not identify any reason for non-issuance of a standard contract not based on the documentation received. If, within 30 days from the receipt of the information requested pursuant to I.C. 33-1210(3) no contract is issued or the written statement of non-employment is not provided to the applicant, the employee will be deemed to be employed pursuant to the appropriate type of contract. During this provisional employment, the applicant shall be provided the same compensation and benefits as if the employee had been employed on a standard certificated contract.

- a. If no documentation is received from out of state employers, the Charter School may employ the applicant for the certificated position on the appropriate type of standard contract without utilizing the provisional, non-contracted employment.
3. Upon receiving a verbal or written statement of intention to accept employment, pending Board approval, by the candidate, the Executive Director will prepare the necessary papers for recommendation to the Board of Directors at the next regular or special Board meeting.
4. Submit to the Board of Directors such recommendation.

Board Action

When approving the hiring of an employee the The Board of Directors of Project Impact STEM Academy will:

1. Have placed before it the name of the final candidate for the position; and
2. Discuss hiring and, in situations wherein the individual qualifications of the applicant are discussed, go into executive session pursuant to law; and
3. Vote relating to approval or disapproval of the candidates. If members of the Board personally have knowledge not available to the administrator and the screening committee the Board will not take action until all concerns have been reviewed by the administrator.

Approval

Upon approval by the Board of Directors, a contract, which may comply with the forms recommended by the State Superintendent of Public Instruction, will be sent or given to the applicant pursuant to the requirements set out in I.C. 33-5206(4). The applicant must sign the contract and return it within ten days from the date the contract is delivered to them. If the person willfully refuses to acknowledge receipt of the contract or if the contract is not signed and returned to the Board in the designated period of

time, the Board or designee may declare the position vacant. If the candidate is not approved, or if the person willfully refuses to acknowledge receipt of the contract or if the contract is not signed and returned to the Board, the Executive Director will remand the situation to the administrator and screening committee to provide the next applicant's name for consideration.

Any person on provisional employment pursuant to I.C. 33-1210(7) shall be subject to the same time limits and provisions for return of a signed contract when and if such contract shall be provided to them for signature.

Certification

To qualify for employment, each teacher, pupil service staff, or administrator must have, and maintain during the entire school year, a valid Idaho instructional/pupil service/staff/administrative certificate on file in the Charter School Office at the beginning of the school year. If at any time the teacher/pupil service staff/administrator's certification lapses, is revoked, or suspended, the certificated employee may be subjected to action declaring a contract violation and action will be taken to terminate the employment of the individual with the School.

Cross Reference: 5100 - Hiring Process and Criteria; 5100F1 - Authorization for Release of Information Form; 5100F2 - Request to Employer Form; 5100F3 - Request for Verification of Certificate Form; 5110 - Fingerprinting and Criminal Background Investigations; 5500 - Personnel Files

Legal Reference: I.C. § 33-130 - Criminal History Checks for School District Employees or Applicants for Certificates; I.C. § 33-512 - Governance of Schools; I.C. § 33-513 - Professional Personnel; I.C. § 33-1210 - Information on Past Job Performance, IC. § 65-501, et seq. Rights and Privileges of Veterans, IC § 74-206 Executive Sessions— When Authorized, IDAPA 08.02.02.015.02 Standard Pupil Service Staff Certificate , IDAPA 21.01.06 Rules for the Enforcement of the Veteran's Preference in Public Employment

Policy History: Adopted on: 3/20/18; Revised on: 12/06/2022

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

5101 School Specific Teaching Certificates

Project Impact STEM Academy (Pi STEM) teachers shall be required to hold a teaching certificate. This may be a standard instructional certificate or interim certificate as

described in Idaho Code 33-1201 et seq. and IDAPA 08.02.02 or it may be a charter school-specific teaching certificate. Teachers employed in any special education assignment must have a standard instructional certificate, not a charter school-specific teaching certificate.

To obtain a school-specific teaching certificate with Pi STEM a teacher must meet the following criteria:

1. Be at least 18 years of age.
2. Be free from contagious diseases. If at any time there is probable cause to believe the person has a contagious disease, the situation shall be addressed as described in Policy 5235.
3. Have on file with the State Department of Education the results of a criminal history check as described in IC 33-130.
4. Have no conviction for a felony listed in IC 33-1208.

The teacher must also hold a bachelor's degree from an accredited institution unless they are teaching career technical education courses and satisfy the following requirements:

1. Hold or have held an approved industry certification in a field closely related to the content area they will teach or demonstrate a minimum of 6,000 hours of professional experience in a field closely related to the content area they will teach; and
2. Complete an educator training program or courses approved by the Division of Career Technical Education.

Whether an industry certification or field of professional experience is closely related to the area to be taught will be as defined by the Division of Career Technical Education.

The School shall apply to the State Board of Education for a school-specific teaching certificate for any teacher it wishes to grant such a certificate to. The State Board of Education may refuse to issue or authorize a certificate to any applicant for any reason that would be grounds for revoking a certificate.

Teachers with a school-specific teaching certificate shall receive mentoring and professional development as approved by the Board of Directors and meet any other requirements imposed by the Board.

The Board of Directors may accept a school-specific teaching certificate issued by another charter school if the requirements to receive that certificate meet or exceed those of the Pi STEM's school specific teaching certificate.

Teachers holding school-specific teaching certificates must meet the same ongoing education and professional development requirements as teachers holding standard instructional certificates.

Holders of school-specific teaching certificates are required to comply with and conform to Idaho law and the Code of Ethics of the Idaho Teaching Profession.

Cross References: 5235 Health Examination

Legal References:

- IC § 33-103 Removal of Members — Cause
- IC § 33-1201 et seq. Teachers
- IC § 33-2205 State Board to Appoint Administrator — Designation of Assistants — Division of Career Technical Education — Duties and Powers
- IC § 33-5206(6) Requirements and Prohibitions of a Public Charter School
- IDAPA 08.02.02 Rules Governing Uniformity

Policy History:

Adopted on:

Revised on:

Reviewed on:

HISTORY

Adopted by Res. [2022-17 Fall 2022](#) on 3/7/2023

5100F1 Authorization For Release Of Information Form



Project Impact STEM Academy

AUTHORIZATION FOR RELEASE OF INFORMATION ON PAST EMPLOYMENT WITH SCHOOL EMPLOYERS IDAHO CODE 33-1210

Idaho Law requires applicants for any position at any Idaho public school to allow the

hiring school employer to obtain a copy of past public school employer personnel file materials and other documentation relating to the performance of the applicant when such applicant was employed by any other public school, whether in Idaho or any other state.

Before hiring an Applicant for any position, the Charter School must request the Applicant sign this form. Should the Applicant refuse or fail to sign this form, the Charter School is not permitted to hire the Applicant for any position. This authorization does not limit any employer from seeking additional information or disclosures from any applicant.

This form:

1. Authorizes current or past public school employers of the applicant/undersigned on this form, including applicants outside of the State of Idaho, to release to the hiring school all information relating to the job performance and/or job related conduct of the applicant and make available to the hiring school copies of all documents in the previous employer's personnel file, investigative file (regardless of outcome or finding, if any), or other files relating to the job performance of the applicant; and
2. Releases the undersigned applicant's current and past employers, and employees acting on behalf of the employer, from any liability for providing the above-mentioned information.

Pursuant to state law, "documentation related to the job performance or job related conduct of any employee or applicant is defined as, and may be limited by the producing district to include all annual evaluations, letters of reprimand, letters of direction, letters of commendation or award, disciplinary actions and documentation of disciplinary investigations, recommendations for probation, notices of probation, notices of removal from probation, recommendations for termination or nonrenewal, notices of termination or nonrenewal, notices from the professional standards commission of Idaho, or any other such similar state agency action taken against an individual's certificate and any rebuttal documentation filed by the employee relative to any of the above documents." I.C. § 33-1210(2)(b).

§ 33-1210 RELEASE:

I understand that the above requirements are a condition of my obtaining employment with the Charter School and I consent to my current and former employers, both inside and outside the State of Idaho, upon receipt of this signed authorization, complying with Idaho law. I further consent that such authorization may be provided to the hiring Charter School via electronic means.

Signature of Applicant

Date

Printed Name of Applicant

Identifying Employee Number/Name of Applicant or other Identifying Information for Past Employer

- Information obtained through the use of this release will be used only for the purpose of evaluating the qualifications of the applicant for employment. This information will not be disclosed in any manner other than as provided by statute.
- A copy of this release and all information obtained through use of this release will be placed into the applicant's personnel file with the Charter School upon employment of the applicant, if any.
- An applicant's failure to disclose any former school employer, whether within or outside of the State of Idaho, will serve as the basis for immediate termination and, for certificated personnel, may also result in the Charter School's reporting of the individual to the Idaho Professional Standards Commission for a potential violation of the Code of Ethics for Professional Educators.
- By accepting an executed copy of this form, the hiring Charter School makes no guarantee or promise of employment to the applicant. Further, the hiring Charter School may employ the applicant on a conditional basis pending review of information gathered pursuant to this release. Such conditional employment is not a guarantee or promise of continued employment with the hiring School for any length of time or pursuant to any additional conditions.

5100F2 Request To Employer Form



Project Impact STEM Academy
REQUEST TO EMPLOYER
IDAHO CODE 33-1210

Idaho Code 33-1210 requires all Idaho school employers to obtain past school employer performance information regarding any individual they are considering for hire, with regard to any position at an Idaho public school. Specifically, the code section language states:

Before hiring an applicant, a School shall request, in writing, electronic or otherwise, the Applicant's current or past employers, including out-of-state employers, to provide the information described in subsection (2)(a) of this section, if any.

The aforementioned subsection (2)(a) of the statute requires applicants to sign a statement:

authorizing the applicant's current and past employers (meaning school employers), including employers outside of the State of Idaho, to release to the hiring School all information relating to the job performance and/or job related conduct, if any, of the Applicant and making available to the hiring School copies of all documents in the previous employer's personnel, investigative, or other files relating to the job performance by the Applicant.

Enclosed please find a copy of the signed Authorization for Release of Information from _____, an applicant for employment with Project Impact STEM Academy. This individual has identified your school as a prior employer. Accordingly, we are requesting that you please provide to the Charter School a copy all information relating to this individual's performance as an employee with your school. In accordance with the terms of the statute in question, we request receipt of this information within twenty (20) business days after receipt of this request. This information may be sent either as written documentation or in electronic format. We would request that you advance this information to:

Executive Director
1577 N Linder Rd. MB 162
Kuna, ID 83634
208-576-4811
office@pistem.org

It should be noted that this statute provides that any school or employee acting on behalf of the school, who in good faith discloses information pursuant to this section either in writing, printed material, electronic material, or orally is immune from civil liability for the disclosure. An employer is presumed to be acting in good faith at the time of the disclosure under this section unless the evidence establishes that:

1. The employer knew the information disclosed was false or misleading;
2. The employer disclosed the information with reckless disregard for the truth; or
3. The disclosure was specifically prohibited by a State or federal statute.

Should you have any questions regarding this matter, please contact:
_____ at the above contact information.

HISTORY
Amended by Res. [2022-04](#) on 6/7/2022

5100F3 Request For Verification Of Certificate Form



Project Impact STEM Academy

REQUEST FOR VERIFICATION OF CERTIFICATE STATUS

Attn: Christina P. Linder
Director of Certification/Professional Standards
Idaho State Department of Education
650 W. State Street
P.O. Box 83720
Boise, ID 83720-0027

Pursuant to § 33-1210(5), Idaho Code, the Charter School is seeking information regarding the following individual:

Name of Applicant: _____
Date of Birth: _____

Specifically, pursuant to the above-referenced statute, the Charter School is seeking the following information in order to address a hiring decision:

1. Certificate status;
2. The existence of any past findings or complaints relating to violations of the Code of Ethics for Professional Educators;
3. The existence of any current complaints or investigations relating to alleged violations of the Code of Ethics for Professional Educators; and
4. Any information relating to job performance as defined by the State Board of Education, pursuant to Subsection (11) of Idaho Code 33-1210, for any applicants for certificated employment.

The Charter School would greatly appreciate it if this information could be advanced to the attention of _____ on or before the _____ day of _____ in order to allow a timely decision as to employment matters. This information may be mailed at the above address or sent via electronic format to _____.

Sincerely,

Executive Director

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5100P Procedures For Obtaining Personnel Records For Applicants

1. Before hiring an applicant for employment in a certificated or non-certificated position the Charter School shall have the applicant sign Form 5100F1 Authorization for Release of Information and provide a list of their previous school employers. The list may be obtained via resume or application. The Charter School will not hire an applicant who refuses or fails to sign the statement/release.
2. The signed release will then be sent by the Charter School to all of the applicant's current or past, in state or out of state, school employers along Form 5100F2 Request to Employer.

(Note: The Charter School does not have to request the information for all applicants. The Charter School only has to request the information for the applicant(s) who are considered being offered the position. However, in the interests of timeliness, as it may take up to twenty (20) days to receive such information, the Charter School may request the information of every applicant who has sent a signed statement/release.)

3. The Charter School may follow up with current or past school employers if the information requested has not been received twenty-five (25) days from the date the request was sent. The Charter School may hire non-certificated applicants on a conditional basis pending receipt of the information requested. Applicants shall not be prevented from being hired if an out of state current or past school employer refuses to comply with the request. The Charter School will attempt to obtain a written refusal along with the reason for the refusal from the non-compliant out of state school employer. The written refusal shall be kept as a part of the applicant's file.
4. The Charter School shall also request State Department of Education verification of certification status as well as any past or pending violations of the Professional Code of Ethics and information related to the job performance of the applicants for any certificated position using Form 5100F3 Request for Verification of Certificate Status.
5. When such information and documentation is not received prior to screening or interviews, the Charter School will review such information no less than thirty (30) days after it has been received. If an applicant has been offered provisional employment pursuant to I.C. 33-1210(7), the Charter School should review the documentation within ten (10) days of receipt. If a written statement of non-

employment is to be provided to the provisional employee, it shall be provided before the end of thirty (30) days after the receipt of the documents. If the provisional employee is to be employed by the Charter School, a written contract should be provided prior to the end of the thirty (30) day period. It is the goal of the Charter School to avoid any situation where an applicant or provisional employee is employed by default or without a written contract.

6. The Charter School shall use information received from applicant's current or past employers only for the purposes of evaluating an applicant's qualifications for employment in the position for which the applicant has applied. No Director or Charter School employee shall disclose the information received to any person, other than the applicant, who is not directly involved in the process of evaluating the applicant's qualifications for employment.

Procedure History: Promulgated on: 3/20/18; Revised on:

5105 Certificated Personnel Reemployment

Definitions

Certificated personnel are "at-will" employees and are hired are on a limited one (1) year contract after August 1st or the spouse of a Director hired under the limited provisions of Section 33-507(3), Idaho Code. Contracts will be renewed based on annual evaluations completed by the Executive Director.

Notice

Certificated employees shall be provided a written statement of reason for non-reemployment by no later than July 1st and shall, upon written request, be given the opportunity for an informal review of such decision by the Board. The parameters for the informal review will be determined by the Board. Before the Board determines not to renew the contract for the unsatisfactory performance, such employees shall be entitled to a defined period of probation as established by the Board, following at least one (1) evaluation. In no case shall the probationary period be less than eight (8) weeks. The probation shall be preceded by written notice from the Board, with the reasons for the probationary period and the areas of work which are deficient and with provisions for adequate supervision and evaluation of the employees' performance during the probationary period.

Supplemental Contracts

An extra duty assignment is, and extra duty supplemental contracts may be issued for, an assignment which is not part of a certificated employee's regular teaching duties.

Any supplemental contract for extra duties shall be separate and apart from the

certificated employee's underlying contract and no property rights shall attach. A written notice of non-reissuance of the extra duty supplemental contract with a written statement of reasons shall be provided. Upon written request, the certificated employee shall be given the opportunity for an informal review of such decision by the Board. The parameters for the informal review will be determined by the Board.

An extra day assignment is, and supplemental extra day contracts may be issued for, an assignment of days of service in addition to the standard contract length used for the majority of certificated employees of the Charter School. Such additional days may be in service of the same activities as the employee's regular teaching duties. Any such extra day contracts shall provide the same daily rate of pay and rights to due process and procedures as provided by the certificated employee's underlying contract.

Delivery of Contract

Delivery of a contract may be made only in person; by certified mail, return receipt requested; or electronically, return receipt requested. If delivery is made in person, the delivery must be acknowledged by a signed receipt.

If a Charter School delivers contracts via electronic means, with return electronic receipt, and the Charter School has not received a returned signed contract and has not received an electronic read receipt from the employee, the Charter School shall then resend the original electronically delivered contract to the employee via certified mail, return receipt requested, and provide such individual with a new date for contract return.

Return of the Contract

A person who receives a proposed contract from the Charter School shall have 10 days from the date of delivery to sign and return the contract.

Failure to Accept or Acknowledge

Should a person willfully refuse to acknowledge receipt of the contract or if the contract is not signed and returned to the Board within the designated time period, the Board may declare the position vacant. Through this policy the Board delegates to the Executive Director the power, as the designee of the Board, to declare such position vacant should a signed contract not be returned within the designated period.

Cross Reference: Policy 5340 - Evaluation of Certificated Personnel; Policy 6100 - Superintendent

Legal Reference: I.C. § 33-507 - Limitation upon Authority of Trustees; I.C. § 33-513 - Professional Personnel; I.C. § 33-514 - Issuance of Annual Contracts – Support programs – Categories of Contracts – Optional Placement; I.C. § 33-514A - Issuance of Limited Contract – Category 1 Contract; I.C. § 33-515 - Issuance of Renewable

Contracts; I.C. § 33-515A - Supplemental Contracts

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5107 Informal Review

The following events and circumstances create a right allowing the specified employees to request an informal review for the Board of Director's decision to not reemploy or reissue an employment contract:

1. Non-reemployment of Category 3 or renewable contract teachers;
2. An administrative employee reassignment;
3. Non-reissuance of Supplemental Extra-Duty Contracts; and
4. Any other circumstance specified in Idaho law creating a right to request an informal review.

The parameters for the Informal Review will be determined by the Board.

The request for an informal review must be in writing and include a statement explaining the reasoning for disagreement with the Board's decision. The statement must not exceed to two (2) pages.

The Charter School will use the following procedure:

1. The employee must request, in writing, an informal review within 14 days of the date notice of the events creating a right to informal review. The request must be submitted to the Board clerk. Failure to request informal review within 14 days will result in the employee waiving the right to an informal review.
2. The employee will be given an opportunity to meet with the Board in executive session within 30 days of the date that the request for informal review is submitted to the Board, or alternately, at the next regularly scheduled Board meeting, as determined by the Board. At the option of the Board, the employee may be permitted to provide the Board with documentation in support of the employee's position. The Board, in its discretion, may limit the amount of time allotted for presentation of any additional information by the employee during the informal review.
3. The Administration shall have the right to be present during the informal review and may respond to the employee's presentation and/or respond to any inquiries by the Board.
4. The Board shall make a decision to uphold the earlier employment decision, or

make some other decision regarding the issue(s) raised during the executive session. Such decision must be made by the Board in open session, identifying the employee by number or letter (i.e.: “Subsequent to the Informal Review, the Board upholds the prior employment decision regarding employee “A”).

5. The Board shall notify the employee, in writing, of its final decision in the matter within fifteen (15) days of the date of the informal review.

The employee does not have the right to be represented by an attorney, present evidence other than that detailed above, or to present or cross-examine witnesses unless specifically agreed to by the Board. The Board may elect to ask questions of the employee or administrator present at the informal review, but this does not confer upon the employee the right to ask questions of the Board or the administration.

Cross Reference: 5105 - Certificated Personnel Reemployment

Legal Reference: I.C. § 33-514 - Issuance of Annual Contract; I.C. § 33-515 - Issuance of Renewable Contracts; I.C. § 33-515A - Supplemental Contracts

Policy History: Adopted on: 3/20/18; Revised on:

5110 Criminal History / Background Checks

General

It is the policy of the Charter School not to employ or to continue the employment of classified, professional or administrative personnel who may be deemed unsuited for service by reason of arrest and/or criminal conviction. While an arrest or conviction of a crime, in and of itself, may not be an automatic bar to employment, if an arrest or conviction relates to suitability of the individual to perform duties in a particular position, such person may be denied employment or in the case of current employees, may face disciplinary action, up to and including termination.

It is the policy of this Charter School to perform criminal history checks as required by Idaho law and to perform other types of background checks on employees or volunteers including, but not limited to:

1. Contacting prior employers for references;
2. Contacting personal references; and/or
3. Contacting other persons who, in the discretion of the Charter School, could provide valuable information to the Charter School.

Where a prior conviction is discovered, the Charter School will consider the nature of

the offense, the date of the offense, and the relationship between the offense and the position for which application is sought, or in which the person is employed. Any individual convicted of a felony offense listed in I.C. § 33-1208(2) shall not be hired.

If an applicant or employee makes any misrepresentation or willful omission of fact regarding his or her prior criminal history, such misrepresentation or omission shall be sufficient cause for disqualification of the applicant or termination of employment.

Initial Hires

In order to protect the health, safety, and welfare of the students of the Charter School, Idaho law requires the following employees to be subject to criminal history checks:

1. Certificated and noncertificated employees;
2. All applicants for certificates;
3. Substitute staff;
4. Individuals involved in other types of student training such as practicums and internships; and
5. All individuals who have unsupervised contact with students.

A criminal history check shall be based on a complete ten (10) finger fingerprint card or scan and include, at a minimum, the following:

1. Idaho Bureau of Criminal Identification;
2. Federal Bureau of Investigation (FBI) criminal history check; and
3. Statewide sex offender register.

Employees will be required to undergo a criminal history check within five (5) days of starting employment or unsupervised contact with students, whichever is sooner.

The fee charged to an employee shall be forty dollars (\$40.00). All criminal history check records will be kept on file at the State Department of Education. A copy of the records will be given to the employee upon request.

Employee Arrest or Conviction

All employees shall have the continuing duty to notify the Charter School of any arrest or criminal conviction that occurs subsequent to being hired by the Charter School. In the event that any employee, whether full-time or part-time, probationary or non-probationary, classified or certified, is arrested, charged, or indicted for a criminal violation of any kind, whether misdemeanor or felony, with the exception of minor traffic infractions, he or she is required to report such arrest promptly to the employee's

supervisor or department head within one (1) business day unless mitigating circumstances exist. This reporting requirement applies regardless of whether such arrest has occurred on-duty or off-duty. Failure to comply with this reporting requirement shall be grounds for disciplinary action, up to and including termination.

Additionally, if an employee has a protection order served against him or her, the employee shall follow the same reporting requirements as outlined above.

Supervisors or department heads shall contact the Executive Director or designee upon receiving notification that an employee has been arrested or has a protection order served against him or her. The Charter School reserves the right to determine appropriate disciplinary action in such cases, up to and including termination, depending upon the facts and circumstances surrounding the incident.

It is at the discretion of the Charter School whether to terminate or take other action against any employee that has either been convicted of one (1) or more of the felony offenses set forth in I.C. § 33-1208 or made a material misrepresentation or omission on their job application.

Substitute Teachers

The State Department of Education shall maintain a statewide list of substitute teachers. To remain on the statewide substitute teacher list, the substitute teacher shall undergo a criminal history check every five (5) years. If a substitute teacher has undergone a criminal history check within five (5) years as a result of employment with another Charter School or District, the Charter School, may in its sole discretion, not require a substitute to undergo a criminal history check. If the Charter School does desire a substitute teacher who has undergone a criminal history check within the last five (5) years to undergo an additional criminal history check, the Charter School will pay the costs of such check.

Other Employees

The Charter School may require that any employee be subjected to criminal history checks. If required, the Charter School will pay the costs of such checks.

Volunteers

Any volunteer in the Charter School who has regular unsupervised access to students, as determined by the Executive Director or designee, shall submit to a fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration for volunteering in the schools of this Charter School.

Any requirement of a volunteer to submit to a fingerprint background check shall be in compliance with the Volunteers for Children Act of 1998 and applicable federal regulations. If a volunteer has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the

facts must be reviewed by the Executive Director, who shall decide whether the volunteer is suitable to be in the presence of the students in the Charter School. Arrests resolved without conviction shall not be considered in the hiring process unless the charges are pending.

Contractors

The Charter School maintains a safe environment for students by developing a system that cross-checks all contractors or other persons who have irregular contact with students against the statewide sex offender register.

Confidentiality

Outstanding warrants, criminal charges, and/or protective orders may be confidential. An employee who is provided access to such information relating to another employee shall ensure that the information remains confidential. If an employee discloses such information without authorization, the employee shall be subject to disciplinary action.

Legal Reference: I.C. § 33-130 - Criminal History Checks for School District Employees or Applicants for Certificates; I.C. §33-512 - Governance of Schools; I.C. §9-340(C) - Records Exempt from Disclosure; Public Law 105-251, Volunteers for Children Act

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5120 Equal Employment Opportunity And Non-Discrimination

The Charter School shall provide equal employment opportunities to all persons, regardless of their race, color, religion, creed, national origin, sex, gender identity and expression, sexual orientation, age, ancestry, marital status, military status, citizenship status, pregnancy, use of lawful products while not at work, physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodations, and other legally protected categories.

The Charter School will make reasonable accommodation for an individual with a disability known to the Charter School if the individual is otherwise qualified for the position, unless the accommodation would impose an undue hardship upon the Charter School.

Inquiries regarding discrimination should be directed to the Title IX or Nondiscrimination Coordinator. Specific written complaints should follow the Uniform Grievance Procedure.

In compliance with federal regulations, the Charter School will notify annually all students and applicants of this policy and the designated coordinator to receive inquiries. Notification should include the name and location of the coordinator.

Cross Reference: 5250 - Uniform Grievance Procedure; 5500 - Hiring Process and Criteria

Legal Reference: 29 U.S.C. §§ 621, et seq. - Age Discrimination in Employment Act; 42 U.S.C. §§ 12111, et seq. - Americans with Disabilities Act, Title I; 29 U.S.C. § 206(d) - Equal Pay Act; 8 U.S.C. §§ 1324(a), et seq. - Immigration Reform and Control Act; 29 U.S.C. §§ 791, et seq. - Rehabilitation Act of 1973; 42 U.S.C. §§ 2000(e), et seq., 29 C.F.R., Part 1601 - Title VII of Civil Rights Act; 20 U.S.C. §§ 1681, et seq., 34 C.F.R., Part 106 - Title IX of the Education Amendments; 29 CFR 1604.10 - Pregnancy Discrimination Act - Employment Policies Relating to Pregnancy and Childbirth; I.C. § 67-5909 - Acts Prohibited

Policy History: Adopted on: 3/20/18; Revised on:

5125 Reporting New Employees

The Idaho Legislature has established an automated state directory of new hires to be administered by the Idaho Department of Labor (herein after “Department”). The state directory of new hires provides a means for employers to assist in the State’s efforts to prevent fraud in the welfare, worker’s compensation, and unemployment insurance programs; to locate individuals to establish paternity; to locate absent parents who owe child support; and to collect support from those parents by reporting information concerning newly hired and rehired employees directly to a centralized state database.

The Charter School will report the hire or rehire of an individual by submitting to the Department a copy of the employee’s completed and signed United States Internal Revenue Service form W-4 (employee’s withholding allowance certificate). Before submitting the W-4 form, the Charter School will ensure that the W-4 form contains the following information:

1. The employee’s name, address, and social security number;
2. The Charter School’s name, address, and federal tax identification number;
3. The Charter School’s Idaho unemployment insurance account number, which must be designated at the bottom of the form; and
4. The employee’s date of hire or rehire, which must be designated at the bottom of the form.

This Charter School will report the hiring or rehiring of any individual to the Department

within twenty (20) calendar days of the date the employee actually commences employment for wages or remuneration. The report will be deemed submitted on the postmarked date or, if faxed or electronically submitted, on the date received by the department. A copy of the report will be retained by the Charter School, and the copy will set forth the date on which the report was mailed, faxed, or electronically transmitted.

Should the Charter School choose to file its report electronically, the Charter School will comply with the Department's regulations of such transmissions. Electronically transmitted reports will be filed by two monthly transmissions, if necessary, not less than twelve (12) days apart and not more than sixteen (16) days apart.

The Charter School is not liable to the employee for the disclosure or subsequent use of the information by the Department or other agencies to which the Department transmits the information.

Legal Reference: I.C. § 72-1601et seq. - State Directory of New Hires

Policy History: Adopted on: 3/20/18; Revised on:

5130 Administrative Leave

Delegation and Limited Use of Unpaid Leave

The Board of Directors hereby delegates to the Executive Director and any designee of the Executive Director the Board's authority to place a certificated employee on a period of paid administrative leave or paid suspension if the Executive Director or designee believes that such action is in the best interest of the Charter School.

Should this authority be exercised and any certificated employee placed onto a period of paid administrative leave or suspension, this action shall be presented to the Board within twenty-one (21) days of taking such action, whether at the next regularly scheduled Board meeting or a special meeting.

At the time the Board is presented with the action they shall either ratify or nullify the act of placing the certificated employee onto a period of paid leave or suspension. The Board may continue the period of administrative leave or suspension at the time the Board takes action.

Legal Reference: I.C. § 33-513 - Professional Personnel

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5200-5399 Employee Rights, Responsibilities And Conduct

[5200 Applicability Of Personnel Policies](#)

[5205 Job Descriptions](#)

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[5260F Report Of Suspected Child Abuse, Abandonment, Or Neglect](#)

[5265 Employee Responsibilities Regarding Student Harassment](#)

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[5300 Political Activity - Staff Participation](#)

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[5320F1 Drug And Alcohol Abuse Testing Acknowledgement](#)

[5320F2 Drug And Alcohol Abuse Testing Agreement](#)

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[5325 Employee Use Of Social Media Sites, Including Personal Sites](#)

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[5330 Employee Electronic Mail And Online Services Usage](#)

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[5340 Evaluation Of Certificated Personnel](#)

[5350 Certified Personnel Resignation \(Release From Contract\)](#)

[5360 Dress And Appearance](#)

[5370 Nonschool Employment By Professional Staff Members](#)

[5380 Professional Research And Publishing](#)

5200 Applicability Of Personnel Policies

Except where expressly provided to the contrary, personnel policies apply uniformly to the employed staff of the Charter School. However, where there is a conflict between the terms of a collective bargaining agreement and the Charter School's policy, the law provides that the terms of the collective bargaining agreement shall prevail for the staff covered by that agreement.

When a matter is not specifically provided for in an applicable collective bargaining agreement, the policies of the Board to effectively and efficiently manage the Charter School shall govern.

Classified employees are employed at will and the Charter School policy manual is not intended to express a term of an employment agreement. The provisions of this policy manual do not create a property right which would modify the Charter School's right to terminate the employment relationship of classified employees at will.

Legal Reference: Metcalf v. Intermountain Gas Co., 116 Idaho 622 (1989).

Policy History: Adopted on: 3/20/18; Revised on:

5205 Job Descriptions

There shall be written job descriptions for all positions and for all employees of the Charter School. The "job description" will describe the essential characteristics, requirements, and general duties of the job or position. All personnel shall be subject to the requirements delineated in the job descriptions so that they may effectively contribute to the goals and purposes for the Charter School. The descriptions shall not be interpreted as complete or limiting definitions of any job, and employees shall continue in the future, as in the past, to perform duties assigned by the Board of Directors, supervisors, or other administrative authorities.

Once each year or as provided by Idaho Code, the supervisors of all employees shall confer with each person under his or her supervision to review the individual's work.

The evaluation shall be documented by use of the Charter School evaluation form for classified or certified personnel. No evaluation should be signed before it is fully discussed by both the employee and the supervisor. One signed copy will be given to the employee and one signed copy will be given to the Administrative Team to be maintained in the employee's personnel file.

Cross Reference: 5500 - Personnel Records

Legal Reference: I.C. § 33-514 - Issuance of Annual Contracts; I.C. § 33-515 - Issuance of Renewable Contracts; I.C. § 33-517 - Noncertificated Personnel

Policy History: Adopted on: 3/20/18; Revised on:

5210 Work Day

For purposes of this policy, work day for certificated employees is defined as the time an employee is expected to be on the Charter School's premises. The Board of Directors and administration recognize that certificated teaching professionals put in hours far in excess of those hours which they are expected to be at the school; however, this excess time is not considered as part of the work day for the purposes of

this policy.

Work day for classified employees is defined as the length of time of scheduled work for the individual classified employee. No work outside of this time frame is expected, required, or approved.

The length of a work day for a certified employee shall be 8 hours for a full-time certified employee. The work day is generally exclusive of lunch and extracurricular assignments, but inclusive of preparation time and assigned duties. Arrival time shall generally be one-half (1/2) hour before classes begin or as otherwise directed by the Executive Director.

Other conditions pertaining to certified work day, preparation periods, lunches, etc., are found in the employee handbook approved by the Board of Directors. Such handbooks may change from time to time and a new handbook will be approved by the Board for each school year.

Length of Work Day - Classified

The length of a classified work day is governed by the number of hours for which the employee is assigned. A "full-time" employee shall be considered to be an eight-(8)-hour per day/forty (40)-hour per week employee. The work day is exclusive of lunch but inclusive of breaks unless otherwise and specifically provided for by the individual contract. The schedule will be established by the supervisor. Normal office hours in the Charter School will be 8 a.m. to 3:25 p.m.

Breaks

A daily morning and afternoon rest period of fifteen (15) minutes may be available to all full-time, classified employees. Hourly personnel may take one (1) fifteen-(15)-minute rest period for each four (4) hours that are worked in a day. Breaks will normally be taken approximately in mid-morning and mid-afternoon and should be scheduled in accordance with the flow of work and with the approval of the employee's supervisor.

Cross Reference: 5810 - Compensatory Time and Overtime/Classified Employees

Legal Reference: 29 USC 201 to 219 - Fair Labor Standards Act of 1985; 29 CFR 516, et seq. - FLSA Regulations Idaho Department of Labor

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5220 Assignments, Reassignments, Transfers

All staff shall be subject to assignment, reassignment, and/or transfer of position and duties by the Executive Director. Teachers shall be assigned at the levels and in the subjects for which their certificates are endorsed. The Executive Director shall provide for a system of assignment, reassignment, and transfer of classified staff, including voluntary transfers and promotions. Nothing in this policy shall prevent the reassignment of a staff member during the school year.

Classified Staff

The right of assignment, reassignment, and transfer shall remain that of the Charter School. Written notice of a reassignment or involuntary transfer shall be given to the employee. Opportunity shall be given for the staff member to discuss the proposed transfer or reassignment with the Administrative team.

Teaching

All teachers shall be given notice of their teaching assignments relative to grade level and subject area before the beginning of the school year, recognizing that such placement could change subsequent to this initial notice including during the course of the school year.

Legal Reference: I.C. § 33-513 - Professional Personnel; I.C. § 33-515 - Issuance of Renewable Contracts

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5230 Accommodating Individuals With Disabilities

Individuals with disabilities shall be provided a reasonable opportunity to participate in all school-sponsored services, programs, and activities on an equal basis to those without disabilities and will not be subject to illegal discrimination. The Charter School will provide auxiliary aids and services where necessary to afford individuals with disabilities the equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Executive Director is designated the Americans With Disabilities Act, Title II Coordinator and, in that capacity, is directed to:

1. Oversee the Charter School's compliance efforts, recommend necessary modifications to the Board, and maintain the Charter School's final Title II self-evaluation document and keep it available for public inspection; and
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Executive Director if they have a disability which will require special assistance or services and, if so, what services are required. This notification should occur as far as possible before the school-sponsored function, program, or meeting.

Cross Reference: 5250 - Uniform Grievance Procedure

Legal Reference: Americans with Disabilities Act, 42 U.S.C. §§ 12111, et seq., and 12131, et seq.; 28 C.F.R. Part 35.

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5235 Health Examination

The Charter School has a legal obligation to protect the morals, health, and safety of the Charter School's students and personnel and in furtherance of such has an obligation to prohibit the presence of and/or provide for the removal of individuals whose presence is detrimental to the morals, health, safety, academic/learning environment, or discipline of pupils. The Charter School further has a legal obligation to assure that professional teaching personnel are free from contagious disease.

Should a situation arise where the Administrative Team or designee has reasonable and articulable grounds to believe that any school employee, certificated or non-certificated, is suffering from a physical or mental illness and that such illness:

1. Prevents or impairs the ability of the employee to perform his or her duties;
2. Poses a risk and/or is detrimental to the health, welfare, or safety of students;
3. Poses a risk and/or is detrimental to the health, welfare, or safety of other employees; or
4. Falls within the requirements of Section 33-1202(3), Idaho Code, for certificate holders to be free from contagious diseases that may pose a health or safety risk to students or other employees;

Administrative Team or designee may require the employee to secure a physical or mental examination and obtain a written medical certificate clearing the employee for work to be submitted to the Administrative Team and may put such employee on a period of paid leave, pursuant to Charter School and State statutory leave requirements until such time as the examination and clearance to return to work has been obtained. Should such a request be made:

1. The requested examination shall be at the cost of the Charter School;
2. The information obtained by the Charter School as a result of the examination shall remain confidential and disclosed only to employees in a position to require knowledge; and
3. The employee shall not suffer any loss of compensation during the period of absence associated with the requested examination.

Legal Reference: I.C. § 33-512 - Governance of Schools; I.C. § 33-1202 - Eligibility for Certificate

Policy History: Adopted on: 3/20/18; Revised on:

5240 Sexual Harassment/Sexual Intimidation In The Workplace

According to the Equal Employment Opportunity Commission, sexual harassment is defined as unwelcome sexual advances; requests for sexual favors; and other verbal or physical conduct of a sexual nature, including unwanted touching, verbal comments, sexual name calling, gestures, jokes, profanity, and spreading of sexual rumors.

The Charter School shall do everything in its power to provide employees an employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment, as defined and otherwise prohibited by State and federal law. In addition, Directors are expected to take appropriate steps to make all employees aware of the contents of this policy. A copy of this policy will be given to all employees.

Charter School employees shall not make sexual advances or request sexual favors or engage in any conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of substantially interfering with the

individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms "intimidating", "hostile", or "offensive" include, but are not limited to, conduct which has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all of the circumstances.

Aggrieved persons who feel comfortable doing so, should directly inform the person engaging in sexually harassing conduct or communication, that such conduct or communication is offensive and must stop.

Employees who believe they may have been sexually harassed or intimidated should contact the Title IX coordinator or an administrator, who will assist them in filing a complaint. An individual with a complaint alleging a violation of this policy shall follow the Uniform Grievance Procedure.

Investigation

When an allegation of sexual harassment is made of any employee, the designated school officials will take immediate steps to:

1. Protect the grievant from further harassment;
2. Discuss the matter with and obtain a statement from the accused and his or her representative, if any;
3. Obtain signed statements of witnesses; and
4. Prepare a report of the investigation.

Confidentiality

Due to the damage that could result to the career and reputation of any person falsely or in bad faith accused of sexual harassment, all investigations and hearings surrounding such matters will be designed to the maximum extent possible to protect the privacy of, and minimize suspicion towards, the accused as well as the complainant. Only those persons responsible for investigating and enforcing this policy will have access to confidential communications. In addition, all persons involved are prohibited from discussing the matter with co-workers and/or other persons not directly involved in resolving the matter.

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge.

Cross Reference: 5250 - Uniform Grievance Procedure

Legal Reference: Title VII of the Civil Rights Act, 42 U.S.C. §§ 2000(e), et seq., 29 C.F.R. § 1604.11; Title IX of Education Amendments, 20 U.S.C. §§ 1681, et seq.; I.C. § 67-5909 - Acts Prohibited

Policy History: Adopted on: 3/20/18; Revised on:

5240F Sexual Harassment/ Intimidation In The Workplace Policy

Acknowledgment

I have read and been informed about the content and expectations of the Sexual Harassment/Intimidation in the Workplace Policy. I have received a copy of the policy and agree to abide by the guidelines as a condition of employment and continuing employment by the Charter School.

Employee Signature

Employee Printed Name

Date

5250 Certificated Staff Grievances

It is the Board of Directors' desire that procedures for settling certificated staff grievances be an orderly process within which solutions may be pursued. Further, that the procedures provide prompt and equitable resolution at the lowest possible administrative level. Additionally, it is the Board's desire that each certificated employee be assured an opportunity for orderly presentation and review of grievances without fear of reprisal.

Grievance Definition

A grievance pursuant to this policy shall be a written allegation of a violation of Board approved Charter School policies.

Grievance Procedure

A certified staff member with a grievance is encouraged to first discuss it with their immediate supervisor with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment or violation of any other protected status should be discussed with the first line administrator that is not involved in the alleged harassment. This attempt at informal resolution is not a required component of the grievance policy but is suggested in an effort to attempt to resolve disputes

informally.

If the grievance is not resolved informally, and the grievant wishes to continue to seek to address the grievance, the grievant shall file the written grievance with the employee's reporting administrator. The written grievance shall state:

1. The policy or policies the employee believes were violated;
2. The alleged date of violation;
3. The actor involved in the alleged violation; and
4. The remedy requested by the employee.

The written grievance must be filed with the PiSA Personnel Committee within seven (7) calendar days of a failed good faith effort to resolve the dispute. The committee is comprised of the Administrative Team and Department Leads.

Within fourteen (14) calendar days of receipt of the written grievance, the Personnel Committee will inform the employee of the decision to schedule a formal meeting. If a formal meeting is scheduled, it will be scheduled at a mutually convenient time and place for discussion of the complaint with all parties involved, but no event later than twenty (20) calendar days after receipt of the written grievance and after notification to the employee.

The Personnel Committee will hold a hearing and render a decision, as established by a majority vote of the members of the Personnel Committee. If the Director or any member of the Personnel Committee is an involved party, he/she will be precluded from hearing the grievance and participating in the decision. The decision shall be rendered within seven (7) calendar days of the completion of the final hearing. Any such proceedings shall be conducted in closed session, unless otherwise requested by the employee. The employee may not have counsel present at the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision shall be made within seven (7) calendar days of the last committee hearing.

The decision of the Personnel Committee shall be final unless appealed by the employee to the Board of Directors, who may review and modify the decision of the Personnel Committee if it finds that the Committee failed to properly follow the grievance process described above. A request for an appeal must be submitted to the Executive Director within seven (7) calendar days of the decision of the Personnel Committee. After receiving an appeal request, the Board of Directors shall schedule a meeting with the Personnel Committee to consider such an appeal as soon as administratively practical. Any employee or affiliate, who is an interested party, shall excuse themselves from any reviews of Personnel Committee decisions. Any such proceedings shall be conducted in closed session, unless requested otherwise by the employee. The employee may not have counsel participate in any such proceedings.

Written notice of the result of the review shall be sent to the employee and the members of the Personnel Committee within seven (7) calendar days.

Policy History: Adopted on: 3/20/18; Revised on: 7/3/18

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5260 Abused And Neglected Child Reporting

The personal safety and welfare of each child is of paramount concern to the Board of Directors, employees and patrons of the Charter School. It is of particular importance that employees within the Charter School become knowledgeable and thoroughly educated as to their legal and ethical responsibilities on observation and reporting of suspected child abuse, child abandonment, and child neglect. The supervisor shall review with staff the legal requirements concerning suspected child abuse at the commencement of each year.

"Abuse" is defined in I.C. § 16-1602 of the Idaho Code as any case in which a child has been the victim of conduct or omissions resulting in skin bruising; bleeding; malnutrition; burns; fracture of any bone; subdural hematoma; soft tissue swelling.....sexual conduct including rape; molestation; incest; prostitution; obscene or pornographic photographing, filming, or depiction for commercial purposes; or other similar forms of sexual exploitation harming or threatening the child's health or welfare; or mental injury to the child; abandonment; or neglect.

"Abandoned" means the failure of the parent to maintain a normal parental relationship with his or her child including, but not limited to, reasonable support or regular personal contact. Failure to maintain this relationship without just cause for a period of one (1) year shall constitute prima facie evidence of abandonment. I.C. § 16-1602(2).

"Neglected" means a child is without proper parental care and control, or subsistence, education, medical, or other care or control necessary for his or her well-being because of the conduct or omission of his parents, guardian, or other custodian; or their neglect or refusal to provide them; See I.C. § 16-1602(25).

A Charter School employee who has reasonable cause to suspect that a student may be an abused, abandoned, or neglected child or who observes a child being subjected to conditions which would reasonably result in abuse, abandonment, or neglect shall report or caused to be reported such a case to local law enforcement or the Department of Health and Welfare within twenty-four (24) hours.

The Charter School employees shall notify their supervisor immediately of the case. The supervisor shall immediately notify the , Administrative Team who shall in turn report or caused to be reported the case to local law enforcement or the Department of

Health and Welfare.

Any person who has reason to believe that a child has been abused, abandoned, or neglected and, acting upon that belief, makes a report of abuse, abandonment, or neglect as required in Idaho Code § 16-1605 shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any person who reports in bad faith or with malice is not entitled to immunity from any civil or criminal liability that might otherwise be incurred or imposed. I.C. § 16-1606.

In addition:

any person who makes a report or allegation of child abuse, abandonment, or neglect knowing the same to be false or who reports or alleges the same in bad faith or with malice shall be liable to the party or parties against whom the report was made for the amount of actual damages sustained or statutory damages of five hundred dollars (\$500), whichever is greater, plus attorney's fees and costs of suit. If the court finds that the defendant acted with malice or oppression, the court may award treble actual damages or treble statutory damages, whichever is greater. I.C. § 16-1607

Any Charter School employee who fails to report a suspected case of abuse, abandonment or neglect to the Department of Health and Welfare or local law enforcement, or who prevents another person from doing so, may be civilly liable for the damages proximately caused by such failure or prevention, and is guilty of a misdemeanor. The employee will also be subject to disciplinary action up to and including termination.

Legal Reference: I.C. § 16-1602 - Definitions; I.C. § 16-1605 - Reporting of Abuse, Abandonment or Neglect; I.C. § 16-1606 - Immunity; I.C. § 16-1607 - Reporting in Bad Faith-Civil Damages

Policy History: Adopted on: 3/20/18; Revised on:

5260F Report Of Suspected Child Abuse, Abandonment, Or Neglect

Original to: ___ Local Law Enforcement ___ Department of Health and Welfare

Copy to: ___ Executive Director

From: _____ Title: _____

School: _____ Phone: (____) _____

Person contacted: Principal Teacher School Nurse Other

Name of Minor: _____ Date of Birth: _____

Address: _____ Phone: _____

Date of Report: _____ Attendance Pattern: _____

Father: _____ Phone: (____) _____

Address: _____

Mother: _____ Phone: (____) _____

Address: _____

Guardian or Step-Parent: _____ Phone: (____) _____

Address: _____

Any suspicion of injury/neglect to other family members:

Nature and extent of the child's injuries, including any evidence of previous injuries, and any other information which may be helpful in showing abuse or neglect, including all acts which lead you to believe the child has been abused, abandoned and/or neglected:

Previous action taken, if any:

Follow-up by Local Law Enforcement/Department of Health and Welfare (copy to be completed and returned to the Executive Director):

Date Received: _____ Date of Investigation: _____

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5265 Employee Responsibilities Regarding Student Harassment

The personal safety and welfare of each child is of paramount concern to the Board of Directors, employees, and patrons of the Charter School. It is of particular importance that employees within the Charter School become knowledgeable and thoroughly educated as to their legal and ethical responsibilities regarding intervention and reporting of student harassment, intimidation, and bullying.

Intervention

Charter School employees are authorized and expected to intervene or facilitate intervention on behalf of students facing harassment, intimidation, and bullying.

Intervention shall be designed to:

1. Correct the problem behavior;
2. Prevent another occurrence of the problem;
3. Protect and provide support for the victim of the act; and
4. Take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Professional Development

The Charter School shall provide ongoing professional development to assist school employees in preventing, identifying, intervening, and responding to harassment, intimidation, and bullying.

The content of ongoing professional development for Charter School employees shall include, but is not limited to:

1. School philosophy regarding school climate and student behavior expectations;
2. Definitions of harassment, intimidation, and bullying with specific examples;
3. School prevention strategies or programs including the identification of materials to be distributed annually to students and parents;
4. Expectations and examples of staff intervention to harassment, intimidation, and bullying; and
5. School process for responding to harassment, intimidation, and bullying including the reporting process for students and staff, investigation protocol, the involvement of law enforcement, related student support services, and parental

involvement.

Student Discipline

When disciplinary action is necessary for students engaging in harassment, intimidation and bullying, employees shall follow relevant Charter School policies [3330 and 3340].

Reporting

Any Charter School employee who has witnessed, or has reliable information, that a student has been subject to harassment, intimidation or bullying, must report the incident to the designated school official in accordance with Charter School policy and procedure [3295 and 3295P].

Knowingly submitting a false report under this policy shall subject the employee to discipline up to and including termination.

The Executive Director and/or their designee shall be responsible for receiving complaints alleging student harassment, intimidation, and bullying and will ensure that documented complaints will be maintained as a confidential file in the Charter School office and reported as required by the State Department of Education.

Policy Distribution

The Executive Director or designee shall annually distribute and review with employees the requirements, policies, and procedures to be followed concerning the handling of student harassment, intimidation, and bullying and shall include this information in employee handbooks. All new employees will be given these policies and procedures as part of their orientation program.

Cross Reference: 3295-3295P - Hazing, Harassment, Intimidation, Bullying, Cyber Bullying; 3330 - Student Discipline; 3340 - Corrective Actions and Punishment

Legal References: I.C. § 18-917 - Hazing; I.C. § 18-917A - Student Harassment – Intimidation – Bullying; I.C. § 33-1630 - Requirements for Harassment, Intimidation, and Bullying Information and Professional Development; I.D.A.P.A. 08.02.03.160 - Safe Environment and Discipline

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5270 Personal Conduct

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

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

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

School employees who are contacted by the media should direct such inquiries to either the individual in question or to the Executive Director, or his or her designee.

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

Insubordinate Conduct

In the educational setting there are high expectations for employee behavior. This is necessary to ensure effective and efficient operation of the Charter School and to model and reinforce appropriate professional interactions for our students. Accordingly, employees shall treat all administrators and colleagues in an appropriate professional manner.

Employees shall comply with all work-related orders, instructions, and directives issued by a proper authority. Insubordination; manifest disrespect; acts or language which hamper(s) the school's ability to control, manage, or function; displays of unacceptable modeling of rules for students or staff; or any other serious breaches involving improper attitudes or improper action toward persons in positions of authority are just cause for and may result in employee discipline, up to and including possible termination.

Examples of improper conduct include, but are not limited to:

1. Disobeying an appropriate order, instruction or directive of a supervising employee or administrator;

2. Refusing to accept a reasonable and proper work assignment or directive of a supervising employee or administrator;
3. Disputing or ridiculing authority;
4. Exceeding authority; and/or
5. Using vulgar or profane language to a supervising employee or administrator.

Legal Reference: I.C. § 33-1208 - Revocation, Suspension or Denial of Certificate – Grounds Code of Ethics of the Idaho Teaching Profession

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5280 Professional Standards Commission (PSC) Code Of Ethics

The Code of Ethics for Idaho Professional Educators was developed by the Professional Standards Commission, approved by the Idaho State Board of Education, and approved by the Idaho Legislature.

The Charter School's professional educators are required to comply with the most current version of the Code of Ethics provided in IDAPA 08.02.02.076.

Legal Reference:

IC § 33-1208 Teachers - Revocation, Suspension, Denial, or Place Reasonable Conditions on Certificate — Grounds

IC § 33-1208A Teachers - Reporting Requirements and Immunity

IC § 33-1209 Teachers - Proceedings to Revoke, Suspend or Deny or Place Reasonable Conditions on a Certificate

IC § 33-5204A Applicability of Professional Codes and Standards – Limitations upon Authority

IC § 33-5206(6) Requirements and Prohibitions of a Public Charter School

IDAPA 08.02.02.076 of Ethics for Idaho Professional Educators

IDAPA 08.02.02.077 Definitions for Use with the Code of Ethics for Idaho Professional

Educators

IDAPA 08.02.04.300 Public Charter School Responsibilities

Policy History:

- Adopted on: 3/20/18;
- Revised on:12/06/2022

HISTORY

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

5285 Solicitations

Solicitations by Staff Members

Teachers will not sell, solicit for sale, advertise for sale for personal gain any merchandise or service nor will teachers organize students for such purposes without the approval of the Executive Director.

Solicitations to Staff Members

No non-Charter School organization may solicit funds from employees or distribute flyers related to fund drives through the schools without the approval of the Executive Director.

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5300 Political Activity - Staff Participation

The Board recognizes its individual employees' rights of citizenship, including, but not limited to, engaging in political activities. An employee of the Charter School may seek an elective office, provided that the staff member does not campaign on Charter School property during working hours, and provided all other legal requirements are met. The Charter School assumes no obligation beyond making such opportunities available.

No person may attempt to coerce, command, or require a public employee to support or oppose any political committee, the nomination, or election of any person to public office, or the passage of a ballot issue.

No Charter School employee may solicit support for, or opposition to, any political committee, the nomination or election of any person to public office, or the passage of a ballot issue while on the job or at his or her place of employment. However, nothing in this section is intended to restrict the right of a Charter School employee to express his or her personal political views.

No Charter School employee may use public facilities or equipment, including but not limited to, telephones, fax machines, copy machines, computers, e-mail, etc.; or supplies, including, but not limited to, paper clips, staples, pens, pencils, paper, envelopes, tape, etc., that are purchased with public funds for election or political campaigns, private or charitable organizations, or foundations or ballot issues.

No Charter School employee may work on election, political campaigns, ballot issue, or issue dealing with private or charitable organizations or foundations during the time that they are also working for the Charter School.

Legal Reference: 5 USC 7321, et seq. - Hatch Act; Idaho Constitution Article III, Section 1 Legislative Power; Idaho Attorney General Opinion No. 95-07

Policy History: Adopted on: 3/20/18; Revised on:

5310 Tobacco Free Policy

The Charter School maintains tobacco free buildings and grounds. Use of tobacco will not be allowed in any buildings, grounds, or on any school property, buses, vans, or vehicles that are owned, leased, or controlled by the Charter School. Nor will employees be allowed to use tobacco while on duty. New employees of the Charter School will be hired with the understanding that they will be directed not to use tobacco in Charter School buildings or grounds or on any Charter School property, buses, vans, or vehicles that are owned, leased, or controlled by the Charter School. Limitations or prohibitions on tobacco use are applicable to all hours.

Definition

For the purposes of this policy, tobacco use shall be defined as the use of a cigarette, cigar, pipe, smokeless tobacco in any form, and other smoking products specifically including electronic cigarettes, electronic nicotine delivery systems, or vaporizer smoking devices.

Legal Reference: I.C. § 39-5501 et seq. - Clean Indoor Air Act

Policy History: Adopted on: 3/20/18; Revised on:

5320 Drug- And Alcohol-Free Workplace

Purpose

The Charter School is committed to a safe working environment, to making adequate provisions for the safety and health of its employees at their place of employment, and to the safety and health of the students we serve as well as the general public.

The use of illegal drugs, alcohol, and the misuse of prescription drugs is unacceptable. All Charter School workplaces are hereby declared to be drug- and alcohol-free workplaces. A copy of this policy will be provided to each employee with materials describing the dangers of drug use in the workplace and information on any drug counseling, rehabilitation, or employee assistance programs available.

All employees are prohibited from:

1. Unlawful manufacturing, dispensing, distributing, possessing, being under the influence of a controlled substance, or using illegal drugs or drug paraphernalia while on Charter School premises, while performing work for the Charter School, or in attendance at Charter School-approved or school-related functions;
2. Distributing, manufacturing, selling, consuming, using, possessing, or being under any degree of intoxication or odor from alcohol while on Charter School premises, while performing work for the Charter School, or in attendance at School-approved or School-related functions; and
3. Taking prescription drugs above the level recommended by the prescribing physician and using prescribed drugs for purposes other than those for which they are intended. In addition, employees will not distribute a prescribed drug to another employee or student.

As a condition of employment, each employee shall:

1. Abide by the terms of the Charter School policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her Administrator of his or her conviction under any criminal drug statute including but not limited to the use of controlled substances, alcohol, prescription drugs, or over-the-counter drugs for a violation occurring on the Charter School premises or while performing work for the Charter School, no later than five (5) days after such a conviction.

Definitions as Used in This Policy

"Illegal use of drugs" means the use of drugs, the possession or distribution of which is unlawful. Such term does not include the use of a drug taken under the supervision by a

licensed health care professional.

"Drug" or "illegal drug" means a controlled substance as defined in Schedules I through V of Section 202 of the Controlled Substances Act found in Chapter 27, Title 37 Idaho Code.

"Conviction" means a finding of guilt, including a plea of no-contest, or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.

"Criminal Drug Law" means a federal or non-federal criminal statute involving the manufacture, distribution, dispensing, possession, or use of any controlled substance.

Controlled Substance" means any drug or substance that is:

1. Not legally obtainable;
2. Being used in a manner different than prescribed;
3. Legally obtainable, but has not been legally obtained; or
4. Referenced in federal or state controlled substance acts.

"Substance Abuse" is the misuse or illicit use of alcohol, drugs, or controlled substances, including but not limited to marijuana, heroin, or cocaine.

Confidentiality

Records that pertain to the Charter School's employee required substance screens are recognized to be private and sensitive records. They shall be maintained by the Principal or his or her designee in a secure fashion to ensure confidentiality and privacy and be disclosed only to the extent necessary to address any work-related safety risks occasioned by either the drug or alcohol use. Medical records, and information relating directly thereto, shall be maintained in accordance with provisions of Idaho law and used with the highest regard for employee privacy consistent with law and the purpose of achieving and maintaining a drug free workplace. All personnel records and information regarding referral, evaluation, substance screen results, and treatment shall be maintained in a confidential manner and no entries concerning such shall be placed in an employee's personnel file.

Pre-Employment Testing

Applicants being considered for employment positions may be required to submit to a urinalysis test for the detection of the illegal use of drugs. Applicants shall be given a copy of this policy in advance of employment. Applicants must acknowledge having read or had this policy explained to them and should understand that as a condition of employment they are subject to its contents. Applicants shall sign an acknowledgment

prior to substance screening, permitting the summary result to be transmitted to the Principal or designee.

An applicant refusing to complete any part of the drug testing procedure shall not be considered a valid candidate for employment with the Charter School, and such will be considered as a withdrawal of the individual's application for employment. If substance screening shows a confirmed positive result for which there is no current physician's prescription, a second confirming test may be requested by the Principal or designee. If the first or any requested second confirming test is positive, any job offer shall be revoked.

Physical Examination/Screening Based Upon Reasonable Suspicion

Whenever the Board, through its authorized designee, and/or the Director, reasonably suspects that an employee's work performance or on-the-job behavior may have been affected in any way by illegal drugs or alcohol or that an employee has otherwise violated the Charter School's Drug-Free Workplace Substance Abuse Policy, the employee may be required to submit a breath, saliva, urine, and/or blood sample for drug and alcohol testing. When a supervisor observes or is notified of behaviors or events that lead the supervisor to believe that the employee is in violation of the Drug-Free Workplace Substance Abuse Policy, the supervisor shall notify the Principal.

An employee who is required to submit to drug/alcohol testing based upon reasonable suspicion and refuses shall be charged with insubordination, and necessary procedures will be taken to terminate the employee in accordance with Board policy and state law.

An employee who tests positive on a reasonable suspicion test will be in violation of this policy. Violation of this policy shall constitute grounds for termination in accordance with Board policy and State law.

The Charter School's authorized designee, or the Directors are the only individuals in the Charter School authorized to make the determination that reasonable suspicion or cause exists to order a drug screen and are the only individuals who may order an employee to submit to a drug screen.

Two (2) types of cases for which reasonable suspicion procedures may be invoked are:

1. Chronic cases: Deteriorating job performance or changes in personal traits or characteristics where the use of alcohol or drugs may be reasonably suspected as the cause; and
2. Acute case: Appearing to be under the present influence of alcohol and/or drugs or investigation of an accident where the use of alcohol or drugs is reasonably suspected to be a contributing cause in a specific incident or observation.

Circumstances under which substance screening may be considered, in either the chronic or acute cases, include but are not limited to the following:

1. Observed use, possession, or sale of illegal drugs and/or use, possession, sale, or abuse of alcohol, and/or the illegal use or sale of prescription drugs;
2. Apparent physical state of impairment of motor functions;
3. Marked changes in personal behavior not attributable to other factors;
4. Employee involvement in or contribution to an accident where the use of alcohol or drugs is reasonably suspected or employee involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury; and
5. Violations of criminal drug law statutes involving the use of illegal drugs, alcohol, or prescription drugs and/or violations of drug statutes.

The circumstances under which substance screening may be considered, as outlined above, are strictly limited in time and place to employee conduct on duty or during work hours, or on or in Charter School property, or at Charter School-approved or school-related functions.

Post-Accident Testing

Drivers while on Charter School business or operating a School vehicle involved in a motor vehicle accident which involves either a fatality or the issuance of a citation for a moving violation to the Charter School employee will be tested for alcohol misuse and controlled substance abuse.

The driver will contact the Charter School at the time of the accident unless he or she is physically impaired as a result of the accident. The Charter School will contact the testing lab. The testing lab will specify where the alcohol and/or controlled substance testing is to be completed.

If a driver is not able to produce enough breath to test for alcohol using a state approved breath analyzer, a blood test may be done for alcohol.

Law enforcement officials may require a driver involved in an accident to submit to tests administered as part of their jurisdiction. For purposes of this policy, only the test results provided by the Charter School testing laboratory will be accepted.

Failure of an employee to submit to testing for either alcohol or a controlled substance will be considered a positive test and will be determined as cause for disciplinary action.

Testing for alcohol must be done within eight (8) hours of the time of the accident. Testing for controlled substances must be done within thirty-two (32) hours of the time of the accident.

The driver subject to post-accident testing must refrain from consuming alcohol for either eight (8) hours following the accident or until he or she submits to an alcohol test, whichever comes first. Failure to do so will constitute a positive test result and will be determined as cause for disciplinary action.

Opportunity to Contest or Explain Test Results

Employees or job applicants who have a positive confirmed test result may explain or contest the result to the Director or designee within five (5) working days after the Director or designee contacts the employee or job applicant and shows him or her the positive test result as it was received from the laboratory in writing.

Return to Duty Testing

An employee who has been given the opportunity to undergo rehabilitation for drugs or alcohol shall, as a condition of returning to duty, be required to agree to a reasonable follow-up testing established by the Director or his or her designee. The extent and duration of the follow-up testing will depend upon the safety or security nature of the employee's position and the nature and extent of the employee's substance abuse problem. The Director designee is to review the conditions of continued employment with the employee prior to the employee's returning to work. Any such condition for continued employment shall be given to the employee in writing. This agreement must be signed by the employee before the employee is allowed to return to the job. Prior to the employee coming back on the job, the employee must complete a drug and/or alcohol test which shows negative results.

The Director or designee may consult with the employee's rehabilitation program in determining an appropriate follow-up testing program, including the frequency of any substance screening contained in a follow-up testing program. In no instance shall such screening be ordered by the Director or designee more than one (1) time within a seventy-two (72) hour period. In the event of positive test results, the Director or designee will work out disciplinary procedures, if any, in accordance with Board policy and state law.

Any employee subject to return to duty testing that has a confirmed positive drug test shall be in violation of this policy. Violation of this policy shall constitute grounds for immediate termination in accordance with Board policy and state law.

Inspections

Employees may be assigned Charter School-owned offices, vehicles, lockers, desks, cabinets, etc. for the mutual convenience of the Charter School and personnel. Employees have no expectation of privacy in any of these locations or any personal belongings which they may place in such areas.

Whenever the Board reasonably suspects that an employee's work performance or on-

the-job behavior may have been affected in any way by alcohol or drugs or that an employee has sold, purchased, used, or possessed alcohol, drugs, or drug paraphernalia on Charter School premises, the Board may search the employee and the employee's locker, desk, or other Charter School property under the control of the employee.

Inspections under this policy are limited to investigations into work-related misconduct and offenses. Any searches for law enforcement purposes must comply with all applicable state laws.

Charter School Action Upon Violation of Policy

Employees in violation of the provisions of this policy shall be subject to disciplinary action up to and including termination. Alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse employee-assistance rehabilitation program. The fact that an employee has been referred for assistance and his or her willingness or ability to rehabilitate are appropriate considerations as to what, if any, disciplinary action may be taken.

Should the Charter School employees be engaged in the performance of work under a federal contract or grant, or under a state contract or grant of \$5,000 or more, the Director or designee shall notify the appropriate state or federal agency from which the Charter School receives contract or grant moneys of the employee's conviction, within ten (10) days after receiving notice of the conviction.

In determining whether and to what extent an employee will be disciplined or discharged in regard to violating this policy, the Board will consider the following factors: the degree to which the nature of the criminal offense reduces the Charter School's ability to maintain a safe working environment; the degree to which the nature of the criminal offense unreasonably endangers the safety of other employees and/or students; the degree to which the conviction unreasonably undermines the public confidence in the Charter School's operations; the nature of the criminal offense; the nature of the employee's job with the Charter School; the existence of any explanatory or mitigating facts or circumstances; whether the employee promptly reports the conviction; and any other facts relevant to the employee, including but not limited to years of service and record of performance with the Charter School.

An employee can be discharged for work-related misconduct as provided in I.C. 72-1366, for the following reasons:

1. A confirmed positive drug and/or alcohol test, with a test result of not less than .02 BAC;
2. The employee refusing to provide a sample for testing purposes;
3. The employee altering or attempting to alter a test sample by adding a foreign substance; or

4. The employee submitted a sample that is not his or her own.

Within thirty (30) days after receiving notice of a conviction, the Charter School will take appropriate disciplinary action and/or refer the employee to an appropriate substance abuse rehabilitation program.

Legal Reference: Drug Free Workplace Act of 1988; I.C. 72-1701 through 72-1716

Policy History: Adopted on: 3/20/18; Revised on:

5320F1 Drug And Alcohol Abuse Testing Acknowledgement

I have read and been informed about the content, procedures, and expectations of the Drug and Alcohol Abuse Testing Policy and Procedures. I have received a copy of the policy and procedures and agree to abide by the guidelines as a condition of employment and continuing employment by the Charter School.

I understand that if I have questions, at any time, regarding the Drug and Alcohol Abuse Testing Policy and Procedures, I should consult the Director or his or her designee.

I understand that refusal to sign this document constitutes a refusal to test and the Director will follow the Drug and Alcohol Abuse Testing Policy and Procedures regarding a refusal to test in accordance with Board policy and State law.

Employee Signature

Employee Printed Name

Date

5320F2 Drug And Alcohol Abuse Testing Agreement

I agree to be tested according to the drug and alcohol testing policy and procedures.

I understand that agreeing to be tested according to the drug and alcohol testing policy and procedures is a condition of employment and continuing employment by the Charter School.

I understand that if I have questions, at any time, regarding the Drug and Alcohol Abuse Testing Policy and Procedures, I will consult the Director or his or her designee.

I understand that refusal to sign this document constitutes a refusal to test and the

Administrator will follow the Drug and Alcohol Abuse Testing Policy and Procedures regarding a refusal to test in accordance with Board policy and State law.

Employee Signature

Employee Printed Name

Date

5320P Drug And Alcohol Abuse Testing Program And Procedures

Drug and Alcohol Abuse Testing Program and Procedures

Drug and Alcohol Abuse Testing Program

1. Purpose. The purpose of this procedure is to establish guidelines to be followed in the drug/alcohol testing of applicants for positions with the Charter School as well as current Charter School employees.
2. Program Responsibility. The Director or his/her designee has the overall responsibility for this program and will be responsible for reviewing the results of drug tests; reviewing and interpreting each confirmed positive test to determine if there is an alternative medical explanation for the positive result; conducting an interview with the individual testing positive to determine if the positive result was caused by legally prescribed medication; requiring a retest of the original specimen if the Director or his/her designee deems it necessary; and verifying that the laboratory report and the specimen are correct.

If the Director or his/her designee determines that there is a legitimate medical explanation for the positive test other than the use of a prohibited drug, the Director or his/her designee will conclude that the test is negative and will not take any further action.

Any employee or prospective employee, who has a positive test result, may request that the same sample be retested by a laboratory mutually agreed upon by the employee and the Charter School.

3. Designation of Laboratory. Redwood Toxicology Laboratory, Inc. has been selected to perform the testing on specimens submitted. _____ will be responsible for performing the required drug test. _____ will also be responsible for properly handling specimens for alcohol testing. Redwood Toxicology Laboratory, Inc. is a certified lab approved for drug testing. A breath analysis test will be performed by a certified Breath Alcohol Technician.

4. Collection Site. Redwood Toxicology Laboratory, Inc. is the designated collection site for collecting urine specimens.
5. Authorization for Testing. When the person reports to the collection site, the drug and/or alcohol screening procedure will be explained and the person will be asked to assist in completing any necessary forms. All persons subject to testing for any reason shall be asked to sign the necessary authorization forms which will allow the test to be performed and for the information to be provided to the Director about the required drug and/or alcohol test.
6. Refusal to Test. The following constitutes refusal to test:
 - a. Refusing to sign any of the following forms:
 - i. Statement that a copy of alcohol and drug testing procedures and policy has been given and explained.
 - ii. Agreement to be tested according to the alcohol and drug testing procedures and policy.
 - b. The following constitutes alcohol testing refusals:
 - i. Refusal by any employee to complete and sign the breath alcohol testing form.
 - ii. Failure to provide adequate breath without a valid medical explanation in writing.
 - iii. Failure of employee to remain readily available for testing for eight (8) hours following an accident that requires testing.
 - c. The following constitutes drug testing refusals:
 - i. Failure to provide a urine sample within four (4) hours, without a valid medical explanation in writing.
 - ii. Conduct that clearly obstructs testing procedures.
 - d. Failure of employee to remain readily available for testing for thirty-two (32) hours following an accident requiring testing
7. Specimen Retention. The retention of specimens for possible future analysis is the responsibility of _____. _____ will retain all specimens for a minimum period of one (1) week. At such time, negative specimens will be discarded. Positive specimens will be resealed and retained in a separate and secure area for a minimum of one (1) year. Within this one (1) year period, the person tested or the Director or his/her designee can request in writing that the laboratory retain the sample for an additional reasonable period specified in the request. If no proper written request is received within the one (1) year period, the sample may be discarded.

8. Notification and Administrative Processing of Positive Results. All analytical results, negative and positive, will be reported by the laboratory to the Director within an average of five (5) days after receiving the specimens. The Director or his/her designee will interview the person to determine if there is any satisfactory explanation for the positive result. The Director or his/her designee may conduct an additional medical interview with the individual and may require the original specimen to be reanalyzed if necessary.
9. Record Retention. Confidentiality Records of drug tests results are recognized to be private and sensitive records, which will be maintained in a secure fashion to insure confidentiality. Records showing an employee passed a drug test will be kept for at least one (1) year. Records showing that an employee failed a drug test, the type of test (e.g., reasonable suspicion), the illegal drug(s) used by the employee, and the disposition of each employee will be kept for at least five (5) years. These records, or any of them, may be maintained by the Director or his/her designee's discretion for an indefinite period of time beyond the above specified minimums.

Information regarding an individual's drug testing results is confidential and will be released by the Director or his/her designee only upon the written consent of the individual, except that results may be released and relied upon by the Charter School in any administrative or court action by the employee involving the drug test or any discipline resulting from a violation of this policy, including employment and court proceedings.

10. Collections of Specimens - At least 30 ml of urine will be required to complete the test, or the test will be rejected and must be re-performed. The designated collection site shall have an enclosure within which private urination can occur, a toilet for completion of urination, and a source of water for washing hands. Procedures for collecting urine specimens shall allow individual privacy unless there is reason to believe that a particular individual may alter or substitute the specimen. Examples of reasonable cause to believe a specimen will be altered or substituted include: the presentation of a urine specimen that falls outside the normal temperature range (90.0 deg. F - 100.0 deg. F) and presentation of a specimen with a specific gravity of less than 1.0003.
11. Changes to Procedures - This procedure may be amended from time to time to facilitate changes in the Charter School's Drug Free Workplace Substance Abuse Policy as necessary.

Drug and Alcohol Abuse Testing Procedures for Job Applicants

1. All applicants will be furnished a copy of the Drug Free Workplace Substance Abuse Policy in advance of the drug testing and alcohol testing and will have the screening procedure explained to them.

2. Applicants will be asked to sign an authorization for the tests which will release the Director to disclose the results of the drug and alcohol test. In the event an applicant refuses to execute the appropriate authorization or to submit to the drug and alcohol tests, the Director will suspend the procedures at that point.
3. The Director or his/her designee will review the analytical results of the drug and alcohol tests, and interview the applicant, either by phone or in person, to determine whether there is any satisfactory explanation for a positive result.
4. The Director or his/her designee may require the original specimen to be reanalyzed if necessary.
5. The Director or his/her designee will advise the applicant that he or she has tested positive and, if requested, will allow the applicant a reasonable period, not to exceed three (3) days, to provide additional medical evidence of a proper prescription for the drug(s) which caused the positive test. Nothing herein shall be construed as requiring the Director or his/her designee to disclose to the applicant the drug(s) for which the applicant tested positive. Rather, it is the duty of the applicant to disclose to the Director or his/her designee and, upon request, to provide the Director or his/her designee with evidence of all drugs taken by prescription.

Drug and Alcohol Testing of Current Employees Reasonably Suspected of Drug or Alcohol Abuse

1. Once the determination has been made that an employee is to be tested based upon reasonable suspicion, the Director or his/her designee should then transport the employee to the collection site or make other appropriate arrangements for transportation. The collection site personnel should be notified that the reason for testing is reasonable suspicion.
2. Upon arriving at the collection site, the employee will be asked to sign a release for testing and to assist in completing the necessary forms for testing. After the employee has signed the necessary releases for testing, then the standard procedures for drug and alcohol testing should be followed by the collection site personnel.
3. Once the procedure has been completed, the employee should be transported back to the Director's office where the employee will be placed on administrative leave with pay until the results of the tests are available.
4. If the employee refuses to sign the release or refuses to be tested by _____, the employee should be advised that refusal under Board Policy is insubordination. If the employee continues to refuse, the employee should be transported back to the Director's office. The Director will place the employee on administrative leave with pay with instructions to call his/her office before the normal reporting time for that employee on the following workday.

5. If the Director or his/her designee feels that the employee is in no condition to operate a vehicle, then the employee should be transported home. Under no circumstances should the employee be allowed to drive, and if the employee insists, the Director or his/her designee should tell the employee that if he/she gets in a vehicle to drive that he/she will call the police or the Sheriff's Department and give them the location, license plate number, etc.
6. In the event of positive test results, the Director or his/her designee will review other records of the employee and work out proper disciplinary procedures, if any, in accordance with Board policy and state law.
7. Once the employee has been scheduled for testing, if the employee refuses to be tested, the employee will be considered insubordinate and subject to disciplinary procedures. If an employee has been notified to go for testing and fails to show up for the test, this will be considered the same as refusal to test unless a medical emergency or accident prevents the employee from testing, in which case credible documentation will be required that substantiates the reason for being absent from the testing. If in the sole discretion of the Director, the employee is allowed to be tested at a later date, the above procedure will be repeated. In no case will an employee be allowed more than one (1) opportunity to be rescheduled for testing.
8. Employees who refuse to be tested or who do not appear for testing and do not have a documented credible reason for being absent from the testing time will be subject to disciplinary procedures and will cease to be considered a viable candidate for the current position and for any future position openings in this classification until the employee has signed a release for drug testing at the time of submitting any future applications for this classification. The collection site personnel should notify the Director in the event an employee refuses to test or does not show for testing. In the event of positive test results, the Director will then review other records of the employee work out proper disciplinary procedures, if any, in accordance with Board policy and state law.

Policy History: Adopted on: 3/20/18; Revised on:

5325 Employee Use Of Social Media Sites, Including Personal Sites

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

Protect Confidential and Proprietary Information

Employees shall not post confidential or proprietary information about the Charter

School, its employees, students, agents or others. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the Charter School or as provided by state or federal law.

Do Not Use Charter School Name, Logos, or Images

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

Respect Charter School Time and Property

Limited Use of Social Media on Charter School Equipment Permitted

Employees will use e-mail and social media for personal purposes only during non-work times, such as during lunch or before or after school. Any use must occur during times and places that the use will not interfere with job duties, negatively impact job performance, or otherwise be disruptive to the school environment or its operation.

On Personal Sites

If you identify yourself as a Charter School employee online, it should be clear that the views expressed, posted or published are not necessarily those of the Charter School, its Board of Directors, employees, or agents.

Opinions expressed by staff on a social networking website have the potential to be disseminated far beyond the speaker's desire or intention, and could undermine the public perception of fitness of the individual to educate students, and thus undermine teaching effectiveness. In this way, the effect of the expression and publication of such opinions could potentially lead to disciplinary action being taken against the staff member, up to and including termination or nonrenewal of the contract of employment

Keep Personal and Professional Accounts Separate

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

Contact with Students

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. Pursuant to the Code of Ethics for Idaho Professional Educators, individuals shall maintain a

professional relationship with all students, both inside and outside of the classroom. Excessive informal and/or social involvement with students is therefore prohibited. This includes:

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

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

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

Rules Concerning Charter School-Sponsored Social Media Activity

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

1. The employee must set up the club, etc. as a group list which will be “closed and moderated”;
2. The employee must set up mechanisms for delivering information to students that are not members of the group via non-electronic means;
3. Members will not be established as “friends” but as members of the group list;
4. Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g. teacher, administrator,

or supervisor). Persons desiring to access the page may join only after the employee invites them and allows them to join;

5. Parents shall be permitted to access any site that their child has been invited to join. Parents shall report any communications they believe to be inappropriate by students or Charter School personnel to Charter School Administration;
6. Access to the site may only be permitted for educational purposes related to the club, activity, organization, or team;
7. The employee responsible for the site will monitor it regularly;
8. The employee's supervisor shall be permitted access to any site established by the employee for a Charter School-related purpose;
9. Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such Charter School-sponsored social media activity. This includes maintaining a separation between the Charter School activity pages and employees' personal social media profiles and pages;
10. Postings made to the site must comply with the Charter School's Employee Electronic and On-Line Services Usage Policy; and
11. The Executive Director reserves the right to shut down or discontinue the group if he/she believes it is in the best overall interest of the students.

Cross Reference: 3270P - Acceptable Use of Electronic Networks;

Legal Reference: Code of Ethics for Idaho Professional Educators

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5325P Recommended Practices For Use Of Social Media Sites

Think Before Posting

Privacy does not exist in the world of social media, therefore the Charter School recommends that employees consider what could happen if a post becomes widely known or how that may reflect on the poster, the Charter School, or its patrons. Search engines can turn up posts years after they are created, and comments can be easily forwarded or copied. If you would not say it at a Board Meeting or to a member of the media or a colleague consider the propriety of posting it online.

Remember Your Audience

Be aware that a presence in the social media world is or easily can be made available to the public at large. This includes students, fellow employees, and peers. Consider this before publishing to ensure the post will not unnecessarily alienate, harm, or provoke any of these groups.

Contact with Students

Pursuant to the Code of Ethics for Idaho Professional Educators, individuals shall maintain a professional relationship with all students, both inside and outside of the classroom. In order to avoid the appearance of partiality or impropriety, all electronic communications with students should be through the official Charter School email or your work phone. Do not list current students as friends on social media sites, do not give students your personal e-mail address or phone number, and do not text students.

Keep Personal and Professional Use Separate

Staff members who decide to engage in personal social media activities will maintain separate professional and personal email addresses. Staff members will not use their Charter School email address for personal social media activities. Such uses will be considered a violation of Charter School policy and may result in disciplinary action. The Charter School reserves the right to monitor communications transmitted and received through the Charter School network. This may include social media messages and updates sent to a Charter School email account.

Notify the Charter School

Employees that have or would like to start a Charter School social media page should contact their Director or his/her designee. All Charter School pages must have an appointed employee who is identified as being responsible for content. Charter Schools should outline the duties of the employee responsible for the site, including how often the site must be checked for comments and who is allowed to post to the site. Directors should be aware of the content on the site, arrange for periodic monitoring of the site, and for the receipt and addressing of any complaints about the content on the site. The Director reserves the right to shut down or discontinue the site if he or she believes it is in the best overall interest of the students.

Have a Plan

Charter Schools should consider their messages, audiences, goals, and strategy for keeping information on social media sites up to date, accurate, and in the best interest of the students.

Protect the Charter School Voice

Posts on Charter School affiliated social media sites should protect the Charter School's voice by remaining professional in tone and in good taste. Carefully consider the naming of pages or accounts, the selecting of pictures or icons, compliance with

Charter School policy, state, and federal laws with regard to student and employee confidentiality, and the determination of content.

Procedure History: Promulgated on: 3/20/18; Revised on:

5330 Employee Electronic Mail And Online Services Usage

Electronic mail (“email”) is defined as a communications tool whereby electronic messages are prepared, sent and retrieved on personal computers. Online services such as the internet are defined as a communications tool whereby information, reference materials, and messages are sent and retrieved electronically on personal computers.

Internet access and interconnected computer systems are available to the Charter School’s faculty. Electronic networks, including the internet, are a part of the Charter School’s instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.

In order for the Charter School to be able to continue to make its computer network and internet access available, all users must take responsibility for appropriate and lawful use of this access.

The use of the Charter School’s electronic networks shall comply with the selection criteria for instructional materials and library-media center materials. Staff may, consistent with the Charter School’s educational goals, use the internet throughout the curriculum.

Because of the unique nature of email and the internet, and because of the Charter School’s desire to protect its interest with regard to its electronic records, the following rules have been established to address e-mail and internet usage by all employees.

The Charter School email and internet systems are provided for educational purposes only. The Charter School’s electronic network is part of the curriculum and is not a public forum for general use.

Uses

Use for other informal or personal purposes is permissible within reasonable limits provided it does not interfere with work duties and complies with Charter School policy. All e-mail and internet records are considered Charter School records and should be transmitted only to individuals who have a need to receive them and only relating to educational purposes. Staff has no expectation of privacy in any materials that are stored, transmitted, or received via the Charter School’s electronic network or via Charter School computers. The Charter School reserves the right to access, monitor, inspect, copy, review, and store, at any time and without prior notice, any and all usage

of the computer network and internet access and any and all information transmitted or received in connection with such usage, including email and instant messages.

Unacceptable Uses of Network

Unacceptable uses of the network which constitute a violation of this policy shall include, but not be limited to:

1. Uses that violate the law or encourage others to violate the law, including local, State, or federal law; information pertaining to the manufacture of weapons; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
2. Uses that cause harm to others or damage their property, person, or reputation, including but not limited to engaging in defamation; employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating; reading or sharing another person's communications or personal information; or otherwise using his or her access to the network or the internet.
3. Uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information. Staff will immediately notify the Charter School's system administrator if they have identified a possible security problem. Staff will not go looking for security problems, because this may be construed as an illegal attempt to gain access.
4. Uses amounting to harassment, sexual harassment, bullying, or cyber-bullying defined as using a computer, computer system, or computer network to convey a message in any format that is intended to harm another individual.
5. Uses that jeopardize the security of access and of the computer network or other networks on the internet; uses that waste Charter School resources.
6. Uses that are commercial transactions, including commercial or private advertising.
7. The promotion of election or political campaigns, issues dealing with private or charitable organizations or foundations, ballot issues, or proselytizing in a way that presents such opinions as the view of the Charter School.
8. Sending, receiving, viewing, or downloading obscene materials, materials harmful to minors, materials that depict the sexual exploitation of minors, or other inappropriate materials.
9. Sharing one's password with others or allowing them to use one's account.
10. Downloading, installing, or copying software or other files without authorization of the Principal or the Principal's designee.

11. Posting or sending messages anonymously or using a name other than one's own.
12. Attempting to access the internet using means other than the Charter School network while on campus or using Charter School property.
13. Sending unsolicited messages such as advertisements, chain letters, junk mail, and jokes.
14. Sending e-mails that are libelous, defamatory, offensive, or obscene.
15. Notifying patrons or the public of the occurrence of a Charter School election by providing anything other than factual information associated with the election – such as location, purpose, etc. Such factual information shall not promote one position over another.
16. Forwarding or redistributing the private message of an e-mail sender to third parties or giving the sender's e-mail address to third parties without the permission of the sender.
17. Downloading or disseminating copyrighted or otherwise protected works without permission or license to do so.

The Internet Safety Coordinator will hear staff claims that the Charter School internet filtering system has denied access to internet material that is not inappropriate or within the prohibitions of Charter School policy. The Internet Safety Coordinator will determine whether these materials should be unblocked, and direct them to be unblocked when appropriate. If a staff member disagrees with the decision of the Internet Safety Coordinator, they may appeal the decision to the Executive Director.

Records

Charter School records, including e-mail/internet records are subject to public records requests, disclosure to law enforcement or government officials, or to other third parties through subpoena or other processes. The Charter School may review any and all e-mail of any employee, at any time, with or without cause. Consequently, employees should always ensure that all information contained in e-mail or internet messages is accurate, appropriate, and lawful. E-mail can be used to communicate with parents however, it is important that confidential information about a student never be transmitted via email. A letter, telephone call, or a parent conference may be more appropriate. Please be aware that student-teacher and parent-teacher communication via email is not secure and that any email can become a public record or possibly be obtained by unauthorized users. When communicating with students and parents by e-mail, employees should use their Charter School email rather than a personal e-mail account. Email and internet messages by employees may not necessarily reflect the views of the Charter School. Abuse of the email or internet systems, through excessive and/or inappropriate personal use, or use in violation of the law or Charter School policies, will result in disciplinary action, up to and including termination of employment.

E-mail messages and internet records are to be treated like shared paper files, with the expectation that anything in them is available for review by the Directors.

Privacy

While the Charter School does not intend to regularly review employees' email or internet records, employees have no right or expectation of privacy in email or the internet, and the Charter School may review any and all email of any employee, at any time, with or without cause. Employees shall not use the Charter School's equipment, e-mail, network, software, etc. to engage in otherwise confidential communications as there is no right or expectation of privacy in any communication using Charter School property and any such communications are subject to review by Charter School personnel. Depending upon content, email and internet communications may potentially be disclosed to any member of the public through a public records request. The Charter School owns the computer, networks, and software making up the email and internet system and permits employees to use them in the performance of their duties for the Charter School.

Confidentiality of Student Information

Personally identifiable information concerning students may not be disclosed or used in any way on the internet without the permission of a parent or guardian and the student or, if the student is eighteen (18) or over, the permission of the student. Staff should be aware that conduct on the Charter School's computer and/or using the Charter School's server may be subject to public disclosure depending upon the nature of the communication. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

Internet Access Conduct Agreements

Each staff member will be required to sign the Employee Electronic Mail and On-Line Services Use Acknowledgment Agreement upon the adoption of this policy or upon hiring.

Warranties and Indemnification

The Charter School makes no warranties of any kind, express or implied, in connection with its provision of access to or use of its computer networks and the internet provided under this policy. The Charter School is not responsible for any information that may be lost, damaged, or unavailable when using the network, or for any information that is retrieved or transmitted via the internet. The Charter School will not be responsible for any unauthorized charges or fees resulting from access to the internet, and any user is fully responsible to the Charter School and shall indemnify and hold the Charter School, its Directors, administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from such user's access to its computer network

and the internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user.

Violations

If any staff member violates this policy, they may be subject to disciplinary action. The system administrator and/or the Internet Safety Coordinator and/or the Directors will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations. Actions which violate local, State, or federal law may be referred to the local law enforcement agency.

Cross Reference: 5290 - Political Activity-Staff Participation; 5325 - Employee Use of Social Media Sites, Including Personal Sites

Legal Reference: Idaho Attorney General Opinion No. 95-07; Board of County Commissioners v. Idaho Health Facilities Authority, 96 Idaho 498 (1975)

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5330F Employee Electronic Mail And Online Services Use Policy.

Acknowledgment

I have read and been informed about the content, procedures, and expectations of the Employee Electronic Mail and On-Line Services Use Policy. I have received a copy of the policy and agree to abide by the guidelines as a condition of employment and continuing employment by the Charter School.

Employee Signature

Employee Printed Name

Date

5340 Evaluation Of Certificated Personnel

The Charter School has a firm commitment to performance evaluation of Charter School personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, in achieving Charter School goals, and to assist with

decisions regarding personnel actions. This policy applies to certificated personnel, but the Charter School shall differentiate between non-instructional and pupil instructional personnel. The Executive Director is hereby directed to create procedures that differentiate between certificated non-instructional and certificated pupil instructional personnel in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible and aligns to the pupil staff's applicable national standards.

Each certificated staff member shall receive at least one written evaluation to be completed by no later than June 1st for each annual contract year of employment and shall use multiple measures that are research based and aligned to the Charlotte Danielson Framework for Teaching Second Edition domains and components. The evaluation of certificated personnel shall annually include a minimum of two documented observations, one of which shall be completed prior to January 1st. In situations where certificated personnel are unavailable for two documented classroom observations, due to situations such as long-term illness, late year hire, etc., one documented classroom observation is acceptable.

Objectives

The formal performance evaluation system is designed to:

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

Responsibility

The Executive Director or his or her designee shall have the overall responsibility for

the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

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

The Immediate Supervisor is the employee's evaluator and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two documented observations annually for certificated personnel, one of which shall be completed prior to January 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluations as required; and

The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five years of conducting any evaluations.

Written Evaluation

A written summative evaluation will be completed for each certificated employee by June 1st. A copy will be given to the employee. The original will be retained by the

Immediate Supervisor. The evaluation should be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the evaluator and the employee as to the job description and major performance objectives.

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

Evaluation Measures

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

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

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

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

Individuals who hold a Professional or Advanced Professional Endorsement will be annually evaluated in at least two domains, including Domain 2 or Domain 3. Whether the District evaluates on only two domains or all domains is left to the discretion of the individual principal and may be decided on a case-by-case basis for each employee. All other instructional or pupil service staff employees must be evaluated across all domains.

1. Planning and Preparation

- a. Demonstrating Knowledge of Content and Pedagogy;
- b. Demonstrating Knowledge of Students;
- c. Setting Instructional Outcomes;
- d. Demonstrating Knowledge of Resources;
- e. Designing Coherent Instruction; and
- f. Designing Student Assessments.

2. Classroom Learning Environment

- a. Creating an Environment of Respect and Rapport;
- b. Establishing a Culture for Learning;
- c. Managing Classroom Procedures;
- d. Managing Student Behavior; and
- e. Organizing Physical Space.

3. Instruction and Use of Assessment

- a. Communicating with Students;
- b. Using Questioning and Discussion Techniques;
- c. Engaging Students in Learning;
- d. Using Assessment in Instruction; and
- e. Demonstrating Flexibility and Responsiveness.

4. Professional Responsibilities

- a. Reflecting on Teaching;
- b. Maintaining Accurate Records;
- c. Communicating with Families;
- d. Participating in a Professional Community;

- e. Growing and Developing Professionally; and
- f. Showing Professionalism.

Meeting with the Employee

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

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

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

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

Rebuttals/Appeal

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

If a written rebuttal/appeal is received by the supervisor within seven days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of ten working days, the supervisor may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the evaluation as requested.

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

If the supervisor chooses not to amend the evaluation as requested by the employee then the evaluation along with the written rebuttal/appeal, and the supervisor's response, if any, will be forwarded to the Executive Director, or the designee, for review in a sealed envelope, marked "Personnel-Evaluation". The supervisor will also retain a copy of the completed evaluation including any rebuttal/appeal and responses.

Action

Each evaluation will include identification of the actions, if any, available to the Charter School as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew an individual's contract the Charter School will comply with the requirements and procedures established by State law.

Records

Permanent records of each certificated personnel's evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

Reporting

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

Legal Reference: I.C. § 33-514 - Issuance of Annual Contracts – Support Programs – Categories of Contracts – Optional Placement – Written Evaluation; I.C. § 33-515 - Issuance of Renewable Contracts; I.C. § 33-518 - Employee Personnel Files; I.C. § 33-1001 - Definitions; IDAPA 08.02.02.120 - Local Charter School Evaluation Policy

Policy History: Adopted on: 4/10/18; Revised on:

HISTORY

Amended by Res. [2021-04](#) on 8/19/2021

5350 Certified Personnel Resignation (Release From Contract)

Applicants for teaching positions with the Charter School who are issued a contract and employees who are on contract should recognize that their contract with the Charter School carries responsibilities. Certified personnel will generally be expected to fulfill the terms of their contract unless there are clearly compelling, mitigating circumstances which prevent the certified or exempt individual from doing so; and until such time as the Board of Directors releases the certified individual from the terms of the contract upon the recommendation of the Principal.

Employees, including those employees who have just signed their first contract, will not be released from contract during the school year or within forty-five (45) days of the start of the school year unless a suitable replacement can be found. The Board may make exceptions to this rule for serious health problems or if a replacement can be found to fill the position being vacated.

The Employee may make a written request for release from contract during the school year or immediately prior to the start of the school year, stating the date of requested release. The request should be submitted to the Charter School offices so that a search for a suitable replacement can be initiated. The request for release will be submitted to the Board at the time specified by the employee. If finding a replacement is not imminent, the Charter School offices will advise the person submitting the request that the administration will recommend to the Board that the request be denied. The Charter School offices will also give the person making the request the opportunity to hold the request until finding a suitable replacement is imminent at which time the resignation would then be submitted to the Board. If no time is specified for the request to be submitted to the Board, it will be submitted when the administration feels that finding a suitable replacement is imminent. The person making the request will be advised of that action.

A determination of availability of a suitable replacement, approved by the Executive Director as per Idaho Code, will be made by the administration before recommendation will be made to the Board that the employee be released from contract. If, in the judgment of the administration, there is not a suitable replacement, and/or if retention of a new employee is not approved by the Executive Director, recommendation will be

made that the Board not release the employee from contract.

Should any certificated employee abandon the contract of employment with the Charter School without the prior written release from the contract by the Board, the Board of Directors will report such event to the Professional Standards Commission, alleging that the certificated employee is guilty of unethical practices and has violated the Code of Ethics for Idaho Professional Educators.

In addition, should any certificated employee abandon the contract of employment with the Charter School without the prior written release from the contract by the Board, the Charter School and/or Board may, in its discretion, pursue any and all available legal remedies, including damages to recoup all losses caused by such breach of contract, including without limitation costs for substitutes, recruiting, loss of state funding, legal fees, etc.

Classified Personnel

Classified Employees not under contract are expected to give due written notice that will permit the Charter School to conduct a search for a suitable replacement. Generally speaking, the Board expects a two (2) week notice.

All resignations should be in writing. Requests for resignation shall be transmitted to the Board as part of the regular personnel report.

Any classified personnel who, without approval or without taking leave, does not show up for work for more than 3 consecutive days will be considered to have abandoned his or her position, and shall be deemed to have resigned.

Legal Reference: I.C. § 33-524 - Principals to Determine New Staffing; I.D.A.P.A. 08-02.02.076.09 - Code of Ethics for Idaho Professional Educators; I.C. § 72-1366 - Personal Eligibility Conditions

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5360 Dress And Appearance

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

As professionals in our schools, we realize and value the public’s perception of our

roles as mentors and models for students. We, therefore, set in policy the following outline of “reasonable expectations” for all professional staff.

The following dress code will apply to all teachers, counselors, aides, secretaries, and administrators throughout the Charter School. It is to be applied for all of the days students are present, parent-teacher conferences, and professional development days.

Dressing up is encouraged.

The following is considered an outline of acceptable dress, unless otherwise specified by the Executive Director:

Men:

1. Pinpoint or button-down dress shirts;
2. Knit shirts, but not t-shirts;
3. Slacks, khakis, and Docker-type slacks;
4. Dress shoes, boots, athletic shoes, and casual shoes;
5. Socks;
6. Neckties;
7. Business suits;
8. Sport coats or sweaters;
9. Holiday, theme, or school sweatshirts;
10. Blue jeans on activity days, such as spirit days, special classroom activities, and field days; and
11. Wind suits and sweat suits on spirit or activity days.

Women:

1. Business suits;
2. Jumpers, dresses, skirts of appropriate fit and length (denim and chambray fabric acceptable);
3. Slacks, khakis, and Dockers-type slacks;
4. Dress shoes, casual shoes, boots, athletic shoes;
5. Blouses, knit shirts, cotton shirts, and sweaters with moderate necklines;
6. Holiday, theme, and school sweatshirts;
7. Dress shorts and skorts of appropriate professional fit and length;

8. Knit dress pants with tunic length top;
9. Dress “crop slacks” that are loose fitting;
10. Leggings, only if worn under a long shirt, tunic, or dress
11. Blue jeans on activity days such as spirit days, special classroom activities, and field days; and
12. Wind suits and sweat suits on spirit or activity days.

Inappropriate/Unacceptable Attire:

1. Backless, see-through, tight fitting, or low-cut blouses, tops, and dresses;
2. T-shirts, lycra, spandex, midriff tops, tank tops, and muscle shirts;
3. Cut-offs and jeans shorts;
4. Sweatpants;
5. Coaching shorts, and spandex shorts or pants of any length;
6. Mini-skirts;
7. Jogging suits;
8. Denim overalls; and
9. Apparel with offensive logos.

Exceptions:

1. Gym Teachers: Gym clothing as appropriate to activity, shorts restricted to gym or outdoor P.E. areas;
2. Field Trips/Field Days: Modest clothing appropriate to the activity;
3. Special Days: Holiday clothing, school spirit clothing, and thematic clothing with Executive Director’s permission; and
4. The Executive Director may grant exceptions based on job-related needs.

Any casual dress or accessories not stated above must at all times meet or exceed standards set for our students in each of their respective schools.

Enforcement

Charter School staff members who do not, in the judgment of the Executive Director or supervisor, reasonably conform to this dress code shall receive a written notice from the DoE or program supervisor. Repeated violations could result in disciplinary action by the Executive Director against the staff member. In cases where a staff member refuses

to comply with the directions of the Executive Director or program supervisor, the staff member's employment could be terminated. The decision of the Executive Director is final regarding administration of this policy.

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5370 Nonschool Employment By Professional Staff Members

The outside work or self-employment by a staff member is of concern to the Board of Directors insofar as it may:

1. Prevent the employee from performing assigned responsibilities in an effective manner.
2. Be prejudicial to proper effectiveness in the position or compromise the Charter School.
3. Raise a question of conflict of interest, for example, where the employee's position in the Charter School permits access to information or other advantage useful to the outside employer.

Therefore a regular, full-time employee's position in the Charter School shall take precedence over any type of outside work or self-employment. Employees are free to carry on individual work or self-employment projects as long as no Charter School facilities, equipment, or school(s) are used, except as provided by policy, and the outside work or self-employment does not interfere with the employees' performance of Charter School assigned duties.

In addition, an employee may not perform any duties related to outside work or self-employment during regular Charter School working hours or during the additional time that is needed to fulfill the responsibilities of the Charter School position. Employees who violate this policy are subject to reprimand, suspension, or termination.

Except by prior written authorization from the Administrative team, Charter School buildings are not to be used for private tutoring or classes for which students pay a fee to a staff member unless a rental contract has been entered into with the Charter School.

1. A staff member is not permitted to provide tutoring for pay to any student who attends or is registered in any of his or her own classes with the exception of music students; and
2. The Executive Director shall provide safeguards to assure that equal protection

opportunity is provided each student in every music department where a teacher may be involved in tutoring or private lessons.

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5380 Professional Research And Publishing

The Board of Directors considers that the Charter School has proprietary rights to publications, instructional materials and devices prepared by employees during their paid work time. However, the Board also recognizes the importance of encouraging its professionals' writing, research, and other creative endeavors.

When original materials are developed by employees or staff committees during working time or as part of regular or special assignments for which they are paid, the Charter School will have sole rights in matters of publication or reproduction; however, the identity of the employee who created the materials will be clearly recognized and noted.

In situations where the proprietary rights to material is in doubt, for example when original instructional materials have been developed partially during working time or as part of a paid assignment, and partially during the staff member's own time, arrangements will be made for the appropriate assignment of rights and any profits.

However, a staff member may use his or her knowledge of programs and operations in professional writing of any type without the Board claiming any rights to the materials or authority to approve them prior to publication, except that articles purporting to represent Charter School policy will be cleared by the Executive Director who may, if the subject warrants, seek Board approval before they are released.

Cross-reference: 4250 - Educational Research

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5400-5499 Compensation And Benefits

[5400 Leaves Of Absence](#)

[5405 Proof Of Illness For Sick Leave](#)

[5410 Family And Medical Leave](#)

[5410P Family And Medical Leave](#)

[5412 Jury Duty](#)

[5413 Witness For Court Appearance Leave](#)

[5420 Long-Term Illness/Temporary Disability](#)

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[5430 Insurance Benefits For Employees And The Board Of Directors](#)

[5440 School Holidays](#)

[5460 Workers' Compensation Benefits](#)

[5470 Leaves Of Absence - Military Leave](#)

5400 Leaves Of Absence

The Board has the authority to grant any employee's request for a leave of absence. A leave of absence may be at the request of the employee or may be done involuntarily by action of the Board. The Board may also delegate this authority to a designee.

Delegation of Authority

Through this policy, the Board has delegated this ongoing authority to the Executive Director, both with regard to acceptance of an employee's request for leave of absence as well as an action of placing a certificated employee on an involuntary leave of absence.

Upon the Executive Director's action to place a certificated employee on a period of involuntary leave of absence, the Board shall ratify or nullify action of the Executive Director at the next regularly scheduled meeting of the Board or at a special meeting of the Board should the next regularly scheduled meeting of the Board not be within a period of 21 days from the date of the action. Whether such leave is with pay or without pay shall be determined when applying the appropriate principles of Section 33-513(7), Idaho Code.

The Executive Director's acceptance of a certificated employee's request for leave of absence shall be put before the Board for ratification at the next regularly scheduled meeting of the Board or within twenty-one (21) days, whichever comes first.

The Executive Director is delegated the authority to address most classified personnel leave without notification to the Board and is delegated authority to address classified personnel discipline and termination without Board approval.

Considerations for Involuntary Leave

If the Executive Director or Board is making a decision as to whether or not to place an employee on a period of involuntary leave of absence, some of the considerations in making such a decision may include:

1. Whether or not the conduct at issue involves a possible:
 - a. Criminal act;

- b. Violation of the Code of Ethics for Idaho Professional Educators;
 - c. A violation of federal or state education laws or regulations; or
 - d. A violation of Charter School Policy and/or Procedure.
2. Whether or not the conduct at issue involves the health, welfare, or safety of the Charter School's students or employees.
 3. Whether or not there is an event identified.
 4. If the event involves an allegation of abuse of a student or minor, is there an "identified victim" or some other information that provides indicia of credibility.
 5. If the event involves an allegation of abuse of a student or minor, is the report in question anonymous or are there any other indicia of credibility.
 6. Whether or not there is an identified victim or identified event that the Charter School could investigate.
 7. Whether or not there a concern that the presence of the employee on school property could be detrimental to the investigation process and/or a concern that the employee and/or the presence of the employee interfere with the investigation process.
 8. Whether or not there is an ongoing/related criminal investigation associated with the same alleged event or allegations.

Sick, Personal, and Vacation Leave (Personal Leaves)

Classified employees who regularly work twenty (20) hours or more per week and certificated employees that work more than half time or more per week shall be granted sick leave and other leaves in accordance with State law. Leave for such classified employees shall be calculated proportionate to the average hours worked per day. Classified employees who regularly work (20) hours or less per week will be granted unpaid leave as authorized. Leave for certificated employees, that work less than full time, shall be calculated by the day, or percentage thereof, as defined in his or her individual employment contract.

In accordance with I.C. 33-1216, certificated employees and classified employees who work full time shall be granted one (1) day of paid sick leave for each month during the school year in which they are working a majority of that month. In addition, each full-time employee will be granted three (3) paid personal leave days per school year. Procedures regarding the request and use of leave will be at the discretion of the Executive Director.

"Year-round" certified and classified employees, defined as those working for 25 or more days than the current year standard certified contract days, will receive one (1) additional day personal leave for a total of four (4) paid personal leave days.

Compensation shall not be provided for unused leave.

The Charter School, may in its discretion, require proof of illness when deemed appropriate, including but not limited to cases of suspected abuse of sick leave or false claims of illness and certificated employees who work half time or more per week.

“Sick leave” means a leave of absence, with pay, for a sickness suffered by an employee or his or her immediate family. “Immediate family” for purposes of sick leave shall mean the employee’s spouse and children residing in the employee’s household. Nothing in this policy guarantees approval of the granting of such leave in any instance. Each request will be judged by the Charter School in accordance with this policy and the needs of the Charter School.

It is understood that seniority shall accumulate while a teacher or employee is utilizing accumulated sick leave credits. Seniority will not accumulate unless an employee is in a paid status. Abuse of sick leave is cause for discipline up to and including termination.

Accrual of Unused Sick Leave

Employees may accrue unused sick leave. Upon retirement, an employee’s accumulated unused sick leave must be reported by the Charter School to the public employee retirement system.

Bereavement Leave

An employee who has a death in the immediate family shall be eligible for bereavement leave. “Immediate family” for purposes of bereavement leave shall mean Parent, Spouse, Sibling, Child, Step-Child, In-Law, or Grandchild. The Executive Director shall have the authority to give bereavement leave for up to five (5) days. Bereavement leave of greater than five (5) days must be approved by the Board. Such leave shall not exceed ten (10) days.

Personal and Emergency Leave

Upon recommendation of the Executive Director, and in accordance with law and Charter School policy, classified staff may be granted personal leave pursuant to the following conditions:

1. Leave will be without pay unless otherwise stated. If leaves are to include expenses payable by the Charter School, the leave approval will so state;
2. Leave will only be granted in units of half or full days.
3. Notice of at least one (1) week is required for any personal leave of less than one (1) week. Notice of one (1) month is required for any personal leave

exceeding one (1) week.

4. The Executive Director, with approval of the Board, shall have the flexibility, in unusual or exceptional circumstances, to grant personal leave to employees not covered by sick or any other Charter School recognized leave. During any personal leave of greater than fifteen (15) days, the employee will not receive fringe benefits. During the leave, the employee may pay the Charter School's share of any insurance benefit program in order to maintain those benefits, provided that such is acceptable to the insurance carrier. Staff using personal leave shall not earn any sick leave or annual leave credit or any other benefits during the approved leave of absence.

Legal Reference: 42 USC 2000(e) - Equal Employment Opportunities; I.C. § 33-513 - Professional Personnel; I.C. § 33-1216 et seq. - Sick and Other Leave; I.C. § 33-1228 - Severance Allowance at Retirement

Policy History: Adopted on: 7/3/18; Revised on: 6/4/19

HISTORY

Amended by Res. [2020-5](#) on 9/1/2020

5405 Proof Of Illness For Sick Leave

The Board of Directors or a designee of the Board may require proof of illness in a form adequate to protect the Charter School from any employee abusing sick leave through such actions as malingering or false claims of illness.

If the Board or a designee of the Board makes such a request of any employee, the employee shall provide written documentation from a provider of the healing arts as to the illness and/or necessity of the employee to be absent from work to the Charter School's Administrative Office.

Legal Reference: I.C. § 33-1216 - Sick and Other Leave

Policy History: Adopted on: 3/20/18; Revised on:

5410 Family And Medical Leave

In accordance with the provisions of the Family Medical Leave Act of 1993, a leave of absence of up to twelve (12) weeks during a twelve-(12)-month period may be granted to an eligible employee for the following reasons:

1. The birth of a child;
2. The placement of a child for adoption or foster care with the employee;

3. Because of a serious health condition that makes the employee unable to perform the functions of the job;
4. To care for the employee's spouse, child, or parent with a serious health condition; or
5. For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent of the employee is on active duty status, or has been notified of an impending call to active duty status, in the Armed Forces.

An employee is eligible to take FMLA leave if the employee has been employed for at least twelve (12) months, and has worked at least 1,250 hours during the twelve (12) months immediately prior to the date when the leave is requested. Further, an employee may only be eligible if there have been at least fifty (50) Charter School employees within a seventy-five (75) mile radius.

An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to twenty six (26) weeks of leave in a single twelve (12) month period to care for the service member.

Employees will be required to use appropriate paid leave while on FMLA Leave. Workers Compensation absences will not be designated FMLA Leave.

The Board of Directors has determined that the twelve-(12)-month period during which an employee may take FMLA leave is: July 1 to June 30.

Medical certification shall be required to determine FMLA initial or continued eligibility as well as fitness for duty.

Legal Reference: 29 CFR 825, 29 USC 2601, et seq. - Family Medical Leave Act – National Defense Authorization Act for FY 2008 (NDAA), Pub. L. 110-181

NOTE: The FMLA applies to all School Charter Schools as they are public agencies, and therefore covered employees under the act. However, depending on the size of the Charter School, Charter School employees may not be eligible employees. This policy applies to Charter Schools with fifty (50) or more employees. Those Charter Schools with less than fifty (50) employees must comply with notice and record retention but are not obligated to provide the leave as a benefit of any employee's employment.

Policy History: Adopted on: 7/3/18; Revised on:

5410P Family And Medical Leave

Who Is Eligible

Employees are eligible if they have worked for the Charter School for at least one (1) year, and for one thousand two hundred fifty (1,250) hours over the previous twelve (12) months, and if there are at least fifty (50) Charter School employees within a seventy-five (75) mile radius.

Benefit

Under certain conditions, eligible employees, if qualified, may be entitled to up to twelve (12) weeks leave with continuing participation in the Charter School's group insurance plan.

An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty on active duty is entitled to up to twenty six (26) weeks of leave in a single twelve (12) month period to care for the service members.

Reasons for Taking Leave

Unpaid leave will be granted to eligible employees for any of the following reasons:

1. To care for the employee's child after birth, or placement of a child for adoption or foster care with the employee; or
2. To care for the employee's spouse, child, or parent (does not include parents in-law) who has a serious health condition; or
3. For a serious health condition that makes the employee unable to perform the employee's job; or
4. For any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent of the employee is on active duty status, or has been notified of an impending call to active duty status, in support of a contingency operation.

Substitution of Paid Leave

Paid leave will be substituted for unpaid leave under the following circumstances:

1. Accumulated sick or personal leave will be utilized concurrently with any FMLA leave that is taken for a serious health reason as described in 2 or 3 above;
2. Accumulated vacation or personal leave will be utilized concurrently with any FMLA leave that is taken for a family reason as described in 1 above;
3. Accumulated sick leave will be utilized concurrently with FMLA leave whenever the FMLA leave is taken for reasons which qualify for sick leave benefits pursuant to Charter School policy; and

4. Whenever appropriate workers' compensation absences shall be designated FMLA leave.

When Spouses Are Charter School Employees

If spouses are employed by the Charter School, they each are entitled to a total of twelve (12) weeks of leave per year. However, where the reason for the leave is for birth of a child, or because of adoption or foster care, or to care for a sick parent, such leave may be limited to an aggregate of 12 weeks, between two employees who are married to one another.

Advance Notice

Employees must provide thirty (30) days advance notice when the leave is foreseeable. In other situations, an employee must give notice as soon as practicable. Leave may be allowed in emergency situations when no advance warning is possible. Inexcusable delays in notifying the Charter School may result in the delay or denial of leave.

Requests

A sick leave request form is to be completed whenever an employee is absent from work for more than three (3) days or when an employee has need to be absent from work for continuing treatment by, or under the supervision of, a health care provider.

Medical Certification

The Charter School will require medical certification, at employee expense, to support a request for leave or any other absence because of a serious health condition, and may require second or third opinions, at the employer's expense, and a fitness for duty report to return to work statement.

Intermittent or Reduced Leave

FMLA leave may be taken "intermittently or on a reduced leave schedule" under certain circumstances. Where leave is taken because of birth or placement of a child for adoption or foster care, an employee may take leave intermittently or on a reduced leave schedule only with the approval of the Charter School. Where FMLA leave is taken to care for a sick family member or for an employee's own serious health condition, leave may be taken intermittently or on a reduced leave schedule when medically necessary. An employee may be reassigned to accommodate intermittent or reduced leave. When an employee takes intermittent leave or leave on a reduced leave schedule, increments will be limited to the shortest period of time that the Charter School's payroll system uses to account for absences or use of leave.

Insurance

An employee out on FMLA leave is entitled to continued participation in the appropriate

group health plan, but it is incumbent upon the employee to continue paying the portion of the premiums the employee usually pays throughout the leave period. An employee's eligibility to maintain health insurance coverage will lapse if the premium payment is more than thirty (30) days late. The Charter School will mail notice of delinquency at least fifteen (15) days before coverage will cease.

Return

Upon return from FMLA leave, reasonable effort shall be made to place the employee in the original or equivalent position with equivalent pay, benefits, and other employment terms.

Record Keeping

Employees, supervisors and building administrators will forward requests, forms, and other material to payroll to facilitate proper record keeping.

Summer Vacation

During summer vacation and other scheduled breaks, such as Christmas, which an employee would not have been required to work will not count against that employee's FMLA leave entitlement.

Special Rules for Instructional Employees

Leave More Than Five (5) Weeks Before End of Term: If an instructional employee begins FMLA leave more than five (5) weeks before the end of term, the Charter School may require the employee to continue taking leave until the end of a semester term if:

1. The leave is at least three (3) weeks; and
2. The employee's return would take place during the last three-(3)-week period of the semester term.

Leave Less Than Five (5) Weeks Before End of Term: If an instructional employee begins FMLA leave for a purpose other than that employee's own serious health condition less than five (5) weeks before the end of term, the Charter School may require the employee to continue taking leave until the end of a semester term if:

1. The leave is longer than two (2) weeks; and
2. The employee's return would take place during the last two-(2)-week period of the semester term.

Leave Less Than Three (3) Weeks Before End of Term: If an instructional employee begins FMLA leave for a purpose other than that employee's own serious health condition less than three (3) weeks before the end of term, the Charter School may

require the employee to continue taking leave until the end of the academic term if the leave is longer than five (5) days.

Intermittent or Reduced Leave: Under certain conditions, an instructional employee needing intermittent or reduced leave for more than twenty percent (20%) of the total working days over the leave period may be required by the Charter School to:

1. Take leave for a period(s) of particular duration not to exceed the duration of treatment; or
2. Transfer to an alternate but equivalent position.

Procedure History: Promulgated on: 7/3/18; Revised on:

5412 Jury Duty

Serving on a jury is a fundamental responsibility of citizenship, and the Charter School supports this important role in our society. Upon receipt of the initial, official notification, an employee selected for jury duty must submit a copy of such notice to the immediate supervisor and to the Charter School office as soon as possible so that appropriate substitute needs can be met. If the absence would pose a significant hardship for the Charter School, the employee may be asked to request a postponement of jury duty from the court.

Upon being excused from jury service during any day, an employee shall return to complete his or her assignment for the remainder of the regular work day.

Jury duty leave is paid for up to ten (10) work days. Employees must submit all compensation paid by the Court to be eligible for compensated jury duty leave.

Policy History: Adopted on: 3/20/18; Revised on:

5413 Witness For Court Appearance Leave

Charter School employees who are subpoenaed into court as a witness will be allowed leave for required court appearances. Employees are expected to use only the portion of the work day or days required for their appearance as a witness. Employees are required to receive prior approval of the Executive Director and their immediate supervisor, such as the maintenance, school lunch, or bus supervisor. The employee will be granted leave to be a witness for the court appearance with pay providing the person submits a copy of the subpoena to the Charter School office as soon as possible.

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5420 Long-Term Illness/Temporary Disability

Employees may use sick leave for long-term illness or temporary disability, and upon the expiration of sick leave and family medical leave, the Board of Directors may grant eligible employees leave without pay if requested. Medical certification of the long-term illness or temporary disability shall be required.

Long-term illness or temporary disability shall be construed to include pregnancy, miscarriage, childbirth, and recovery therefrom.

Leave without pay arising out of any long-term illness or temporary disability, including pregnancy, miscarriage, childbirth, and recovery therefrom, shall commence only after sick leave and FMLA leave has been exhausted.

Cross Reference: 5410 – 5410P - Family Medical Leave

Legal Reference: 29 CFR 825, 29 USC 2601, et seq. - Family Medical Leave Act – National Defense Authorization Act for FY 2008 (NDAA), Pub. L. 110-181; 29 CFR 1604.10 - Pregnancy Discrimination Act - Employment Policies Relating to Pregnancy and Childbirth

Policy History: Adopted on: 3/20/18; Revised on:

5420P Long-Term Illness/Temporary Disability

The following procedures will be used when an employee has a long-term illness or temporary disability.

1. When any illness or temporarily disabling condition is “prolonged”, an employee will be asked by the administration to produce a written statement from a physician stating that the employee is temporarily disabled and is unable to perform the duties of his or her position, but at some point in the future will be able to return to work.
2. In the case of any other extended illness, procedures for assessing the probable duration of the temporary disability will vary. The number of days of disability will vary according to different conditions, individual needs and the assessment of individual physicians. Normally, however, the employee should expect to return on the date indicated by the physician unless complications develop which are further certified by a physician.

3. Maternity leave will be treated as any other disability. As a disabling condition, maternity leave is not available to fathers.

Procedure History: Promulgated on: 3/20/18; Revised on:

5430 Insurance Benefits For Employees And The Board Of Directors

Newly hired certificated employees will be eligible for insurance benefits offered by the Charter School consistent with the terms of the current collective bargaining agreement, if applicable.

Classified employees who work twenty (20) hours or more per week shall be entitled to the same group health insurance benefits as applicable to certificated personnel.

Board Directors will not be allowed to participate in the Charter School's group health insurance program.

Legal Reference: I.C. § 33-517A - School Districts – Noncertificated Employees – Group Health Insurance; I.C. § 67-5763 - Governmental Body Authorized to Make Contracts for Group Insurance for Officers and Employees

Policy History: Adopted on: 3/20/18; Revised on:

5440 School Holidays

The Charter School designates the following days as school holidays:

1. New Year's Day;
2. Memorial Day;
3. Independence Day;
4. Thanksgiving Day; and
5. Christmas Day.

In those cases where an employee, as defined above, is required to work any of these holidays, another day shall be granted in lieu of such holiday unless the employee elects to be paid for the holiday in addition to the employee's regular rate of pay for all time worked on the holiday.

If a holiday occurs during the period in which vacation is being taken by an employee, the holiday shall not be charged against the employee's annual leave.

Legal Reference: I.C. § 33-512 - Governance of Schools; I.C. § 73-108 - Holidays Enumerated

Policy History: Adopted on: 3/20/18; Revised on:

5460 Workers' Compensation Benefits

All employees and volunteers of the Charter School are covered by Workers' Compensation benefits pursuant to, and in accordance with, the terms of the Charter School's Worker's Compensation insurance policy. In the event of an injury or accident:

1. The injured employee shall immediately obtain first aid or emergency medical care as necessary to stabilize their medical condition. This treatment shall, to the extent possible, be in accordance with the requirements of the Charter School's Worker's Compensation insurance policy.

Absent the need for emergency medical care, all school employees who require medical attention in the event of a workplace injury should communicate with the school's Executive Director with regard to seeking out medical attention at one of the designated Occupational Health Clinics.

2. The injured employee shall promptly report the accident and injury to his or her immediate supervisor.
3. The employee shall, if possible, immediately remediate the hazardous condition. If immediate remediation is not possible, the employee shall report the hazardous condition so it can be remediated as soon as possible.
4. The employee shall complete the Charter School's Worker's Compensation report of injury forms with the Charter School's Human Resources Department within forty-eight (48) hours of the accident (unless prohibited by the employee's medical condition, in which case the forms shall be completed as soon as the employee's medical condition reasonably allows).
5. On behalf of the employee, the Charter School's Human Resources Department shall immediately report the injury and claim to the Charter School's Worker's Compensation carrier to coordinate income, medical, and other benefits available to the employee under Idaho's Worker's Compensation Law.
6. In the event the employee is unable to work, the Charter School shall allow the employee to take available sick leave benefits until the date that Worker's Compensation income benefits are made available to the employee under the Charter School's Worker's Compensation insurance policy.

The Charter School's Human Resources Department shall notify the immediate supervisor of the report and shall consult with the immediate supervisor when

completing the required reports.

An employee who is injured in an accident may be eligible for Workers' Compensation benefits.

Upon receipt of a report of an accident, the Charter School shall conduct an investigation to determine:

1. Whether continuing hazardous conditions exist that require remediation ; and
2. Whether the employee's work environment caused or contributed to the reported accident.

The employee is required to cooperate with the Charter School's Worker's Compensation insurance carrier to coordinate and effectuate appropriate medical treatment and to secure other available Worker's Compensation benefits, including but not limited to income benefits.

In all instances where an employee is unable to work as a result of an injury, the employee must obtain a written work release from their treating physician prior to returning to work. This release shall be provided to the employee's immediate supervisor who will make a copy and provide the original to the Human Resources Department for placement in the employee's personnel file.

Legal Reference: I.C. § 72-101, et seq. - Workers' Compensation Act

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5470 Leaves Of Absence - Military Leave

General Policy

All Charter School employees, other than those who are employed on a temporary basis, are entitled to a military leave of absence when ordered to active duty for training as members of the Idaho National Guard or any component of the U.S. Armed Forces. Employees who volunteer, are drafted, or are ordered to extended active duty with any component of the U.S. Armed Forces shall be entitled to reinstatement to their former positions or comparable positions if the right is exercised in a timely manner as noted below.

The Charter School shall notify each employee entitled to rights and benefits under the Uniformed Services Employment and Reemployment Rights Act (USERRA) of their

rights, benefits, and obligations under USERRA and those of the Charter School. Such notice may be provided by posting the notice provided in 5470F in the place(s) where the Charter School customarily places notices for employees

Notice to Charter School

All employees should provide either written or oral notice of upcoming military training to the Charter School as soon as reasonably practical. The employee or an appropriate officer of the branch of military in which the employee will serve may provide the notice. Employees who are ordered for such duty shall provide one copy of their orders to the Principal. Notice shall include date of departure and date of return for purposes of military training ninety (90) days prior to the date of departure.

Military Leave for Training or Short Term Duty

Employees who are required to attend annual training or special active duty for training shall not suffer any loss of salary, seniority, or efficiency rating during the first fifteen (15) days of such absence in any calendar year. Leave will be without loss of benefits.

Completion of Military Training

Upon completion of military training, the employee shall give evidence of the satisfactory completion of such training immediately thereafter. The employee shall be restored to his or her previous or similar position with the same status, pay, vacation leave, sick leave, bonus, advancement, and seniority. Such seniority shall continue to accrue during such period of absence.

Benefits for Uniformed Service Personnel On Active Duty

Salary: *(Note: Federal law does not require an employer to pay the salary of an employee on military leave.)*

For any period of active duty up to 3 months, the employee shall be entitled to receive from the Charter School salary or wages equal to the difference between the employee's military pay and the employee's Charter School salary, provided the employee's military pay does not exceed his or her Charter School salary or wages. The employee must provide the Charter School with all documentation necessary to permit the aforementioned computation. For periods beyond 3 months, the Board of Directors will review and consider approval for any further extensions. Employees who do not request Charter School pay or who fail to provide the documentation required in this policy shall not be entitled to receive any Charter School salary or wages as set forth in this policy.

Pension and Retirement Plans: Pension and retirement plans are considered a benefit to which reinstated employees are entitled. Any normal contributions will continue to be made for service members who are absent for ninety (90) days or fewer.

If the employee has been absent for military service for ninety-one (91) days or more, the Charter School may elect to delay making retroactive pension contributions until the employee submits satisfactory reemployment documentation.

Medical Insurance: Health benefits will be offered to the extent they are available to other employees on leave. An employee performing military service for thirty (30) days or fewer is not required to pay more than the normal employee share of any health premium. If the employee's military service is for thirty-one (31) days to 3 months, the health plan will offer continuous coverage. An employee on military leave may elect to continue health care coverage through the Charter School for up to 3 months after the military leave begins or for the period of military service, whichever is shorter. The Charter School's obligation to provide health benefits ends once an employee's military leave exceeds 3 months. When the employee is reinstated, a waiting period or exclusion cannot be imposed if health coverage would have been provided to the employee had he or she not been absent for military service.

Reporting to Charter School Once Military Leave is Complete

The standard military service length and reporting times are:

1 to 30 Days of Military Service: The employee reports to the Charter School by the beginning of the first scheduled work day that falls eight hours after the end of the last calendar day of military service.

31 to 180 Days of Military Service: The employee must submit an application for reemployment no later than fourteen (14) days after completion of service in the armed forces. If the fourteenth (14th) day falls on a day when the Charter School's offices are not open or available to accept a reemployment application, the time extends to the next business day.

181 Days or More of Military Service: The employee must submit an application for reemployment no later than ninety (90) days after completion of military service. If the ninetieth (90th) day falls on a day when the employee's offices are not open or available to accept a reemployment application, the time extends to the next business day.

Cases of Disability: Employees who are hospitalized or recovering from a disability that was incurred or aggravated during the period of military service leave have up to two (2) years to submit an application for reemployment.

There is an exception to these guidelines for those employees who, through no fault of their own, find themselves in a situation that makes it impossible or unreasonable to meet the required timetables. In those cases the employee must return to work as soon as possible.

Disqualification from Returning to Work

There are four (4) conditions that disqualify an employee from exercising his or her right to reemployment after military service:

1. A dishonorable or bad conduct discharge;
2. Separation from the service under “other than honorable conditions”;
3. A commissioned officer’s dismissal via court martial or by order of the President;
4. When a service member has been dropped from the rolls for being absent without authority or for civilian imprisonment.

Reinstatement to Positions After Extended Duty

Employees who volunteer, are drafted, or called to active duty for extended periods will be placed on “Military Leave of Absence” upon written application and be entitled to reinstatement to their former or similar positions upon their return and under the following conditions:

1. They must not have remained on active duty beyond their first opportunity for honorable or general release; and
2. They must report to claim reinstatement within 14 days after completion of service; or 7 days in the case of individuals who undergo only 31 months/days active training or less.

After an employee has been absent for thirty-one (31) days or more of military service, the Charter School may ask the employee or the employee’s military unit for documentation showing that:

1. The employee submitted a timely application for reemployment;
2. The employee’s length of military service has not exceeded the five (5) year limitation; and
3. The employee’s separation from the military service meets the requirement for reemployment.

As a general rule, employees returning from military service must be reemployed in the job that they previously held, or would have attained had they not been absent for military service. If the employee was disabled while on military duty, or a disability is aggravated by military service, the Charter School will make reasonable efforts to accommodate the disability.

Legal Reference: I.C. § 46-407 - Militia and Military Affairs/Reemployment Rights; I.C. § 46-224 - Militia and Military Affairs/Entitled to Restoration of Position After Leave of

Absence for Military Training; I.C. § 46-225 - Militia and Military Affairs/Vacation, Sick Leave, Bonus and Advancement Unaffected by Leave; USERRA, Title 38, Part 3, Chapter 43 U.S. Code

Policy History: Adopted on: 3/20/18; Revised on:

5500-5599 Certified Personnel Records

5500 Personnel Files

5500P Procedures For Releasing Personnel Records To Hiring Schools

5500 Personnel Files

The Charter School maintains a complete personnel record for every employee, certificated and classified. Much of the information contained in employee personnel files is confidential and access to such files should be limited to the Executive Director, supervisor, the employee, the employee's designee or representative, and schools requesting information based upon Idaho Code for hiring.

A log of those persons, other than the Directors or other administrative staff, will be kept indicating the date and time of inspection, name of person requesting access, description of the records copies, if any, and the initials of the person providing the access and/or copies requested.

In accordance with federal law, the Charter School shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents upon request for any teacher or paraprofessional who is employed by a school receiving Title I funds and who provides instruction to their child at that school. Access to other information contained in the personnel records of Charter School employees is governed by Policy 4260 Records Available to the Public.

In accordance with state law, not later than twenty (20) days after receiving a request, the Charter School shall release information regarding job performance or job related conduct, as defined by Idaho Code, to schools requesting such information for hiring purposes. See Policy 5100 Hiring Process and Criteria and Procedure 5500P Procedures for Releasing Personnel Records to Hiring Schools.

Certificated Employees

The Charter School shall maintain official Charter School files for employees.

An employee's official file shall be kept in the administrative office. It should, at a minimum, include the following records:

1. Application materials;
2. Contracts of employment;

3. Communications from the administration;
4. Performance evaluations;
5. Rebuttals to performance evaluations;
6. Parental input materials;
7. Written reprimands, directives, commendations, or awards;
8. Original statements and releases to and from hiring school districts and charter schools;
9. A copy of the employee's job description signed by the employee;
10. A signed acknowledgement that the employee has received a copy of the Charter School's sexual harassment policy;
11. A signed acknowledgement that the employee has received a copy of the Charter School's email and internet use policy;
12. Documentation of additional training received, course work completed, in-services attended, etc.;
13. Documentation of fingerprints and background checks;
14. Documentation of record and/or reference checks pursuant to Idaho Code 33-1210;
15. Rebuttal documents;
16. Copies of certifications from the Office of the Superintendent of Public Instruction;
17. Transcripts of credits earned (for credit review purposes);
18. Salary schedule placement; and
19. Any information relevant to the evaluation of the employee.

The file may contain notes and observations. Letters of recommendation will be kept in a separate, sealed file maintained by the Director or a separate, sealed portion of the personnel file. Personal notes of supervisors should be placed in the personnel file if they are relevant to the evaluation of the employee.

Each employee will be provided written notice of all materials placed in an employee's personnel file. Notice shall be provided within ten (10) days of placement of information in the employee's file or, if possible, presented to the employee prior to placement in the file. An employee will have the opportunity to attach a rebuttal to any information placed in the employee's personnel file. An employee will have twenty-one (21) days from the date of written notice of placement to attach a statement or notification of rebuttal.

Upon request, an employee or the employee's designee or representative will have

access to the employee's personnel file, with the exception of letters of recommendation, and will be provided copies, upon request, within a reasonable period of time. The request, inspection, and/or copying of the file will be logged indicating the date and time, name of person requesting access, description of the records copied, if any, and the initials of the person providing the access and/or copies requested.

Other Files upon Separation

Idaho law recognizes that other files may be kept relative to employees, such as investigative files. Upon separation of employment, all documents from such files, including investigative files, shall be moved into the employee's personnel file. Names of students, fellow employees, or complainants (with the exception of the employee's administrative supervisor or other administrative authors) shall be redacted from such documents before they are placed in the personnel file. Copies of such documents shall be provided to the employee within ten (10) days of placement in the personnel file and written notice of their inclusion in the file by sending such to the employee's last known address via certified mail, return receipt requested. The employee shall be given the opportunity to file a rebuttal to such information in the same manner outlined above.

Record Keeping Requirements Under the Fair Labor Standards Act

In addition to the information to be placed in an employee's personnel file set forth hereinabove, any and all payroll information required by the Fair Labor Standards Act shall also be kept for each employee as follows:

1. Records required for ALL employees:
 - a. Name in full (same name as used for Social Security);
 - b. Employee's home address, including zip code;
 - c. Date of birth if under the age of nineteen (19);
 - d. Gender (may be indicated with Male/Female; M/F; or a Mr., Mrs., Miss, or Ms.);
 - e. Time of day and day of week on which the employee's work week begins;
 - f. Basis on which wages are paid (such as \$5/hour, \$200/week, etc.);
 - g. Any payment made which is not counted as part of the "regular rate";
 - h. Total wages paid each pay period; and
 - i. I-9.

2. Additional records required for non-exempt employees:

- a. Regular hourly rate of pay during any week when overtime is worked;
- b. Hours worked in any work day (consecutive twenty-four-(24)-hour period);
- c. Hours worked in any work week (or work period in case of 207[k]);
- d. Total daily or weekly straight-time earnings (including payment for hours in excess of forty (40) per week, but excluding premium pay for overtime);
- e. Total overtime premium pay for a work week;
- f. Date of payment and the pay period covered;
- g. Total deductions from or additions to wages each pay period;
- h. Itemization of dates, amounts, and reason for the deduction or addition, maintained on an individual basis for each employee;
- i. Number of hours of compensatory time earned each pay period;
- j. Number of hours of compensatory time used each pay period; and
- k. Number of hours of compensatory time compensated in cash, the total amount paid and the dates of such payments.

Cross Reference: 4260 - Records Available to the Public; 5100 - Hiring Process and Criteria; 5205 - Job Descriptions; 5240F - Sexual Harassment/Intimidation in the Workplace Policy Acknowledgement; 5330F - Employee Electronic Mail and On-Line Services Use Acknowledgment; 5340 - Evaluation of Certificated Personnel; 5500 - Personnel Files; 5820 - Evaluation of Non-Certified Staff

Legal Reference: 29 USC 201, et seq. - Fair Labor Standards Act; 29 C.F.R. § 516.2 and 3 - Record keeping requirements; I.C. § 74-106 - Records Exempt from Disclosure – Personnel Files, etc.; I.C. § 33-517 - Non-certificated personnel; I.C. § 33-518 - Employee personnel files; I.C. § 33-1210 - Information on past job performance

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5500P Procedures For Releasing Personnel Records To Hiring Schools

No later than twenty (20) days after receiving a request from a hiring school under the provisions of Idaho Code 12-1210 the Charter School shall provide the information requested and make available to the hiring school copies of all documents in the past or current employee's personnel file relating to job performance or job related conduct.

Note: The Charter School may provide records in electronic format.

1. Pursuant to state law, the only information or documentation that the Charter School must provide pursuant to a request under I.C. § 33-1210 is:
 - a. All annual evaluations;
 - b. Letters of reprimand;
 - c. Letters of direction;
 - d. Letters of commendation or award;
 - e. Disciplinary actions and documentation of disciplinary investigations,
 - f. Recommendations for probation;
 - g. Notices of probation and notices of removal from probation;
 - h. Recommendations for termination or nonrenewal;
 - i. Notices of termination or nonrenewal;
 - j. Notices from the professional standards commission of Idaho or any other such similar state agency of action taken against an individual's certificate; and
 - k. Any rebuttal documentation filed by the employee relative to any of the above documents.

In an effort to save time and expense in responding to such requests, the Charter School will provide only the above information in response to a requests for documentation under I.C. § 33-1210. Names of students or fellow employee complainants, other than the employee's administrative evaluator or other administrative authors of communication to the employee shall be redacted from information provided in response to a request.

2. No Board member or Charter School employee shall enter into any agreement that has the effect of suppressing information about negative job performance by a present or former employee or expunge information about performance or misconduct from any document in an employee personnel file.
3. In fulfilling a request from a hiring school, the Charter School may choose to expunge information from an employee's personnel file relating verbal or physical abuse or sexual misconduct that has not been substantiated.
4. In fulfilling a request from a hiring school, the Charter School shall expunge information from an employee's personnel file on any materials for which disclosure would violate FERPA, HIPAA, or any other applicable federal law. The Charter School shall also redact student names from investigative or other

documentation in the employee's/former employee's file as well as any medical documentation.

5. No Charter School employee who in good faith discloses information to the hiring school either in writing, printed material, electronic material, or orally shall be held civilly liable for the disclosure.

Procedure History: Promulgated on: 3/20/18; Revised on:

[5600-5699 Employee Health And Welfare](#)

[5600 Staff Health](#)

[5610 Prevention Of Disease Transmission](#)

5600 Staff Health

Medical Examinations

Through its overall safety program and various policies pertaining to school personnel, the Board of Directors shall promote the safety of employees during working hours and assist them in the maintenance of good health. It shall encourage all its employees to maintain optimum health through the practice of good health habits.

Under the circumstances defined below, the Board may require physical examinations of its employees. Results of such physical examinations shall be maintained in separate medical files and not in the employee's personnel file and may be released only as permitted by law.

Physical Examinations

If the work is of a physically demanding nature, subsequent to a conditional offer of employment and prior to a commencement of work, the Charter School may require an applicant to have a medical examination and to meet any other health requirements that may be imposed by the State. The Charter School may condition an offer of employment on the results of such examination, if all entering employees in the applicable job category are subject to such examination. If approved by personnel services, a thirty-(30)-day grace period beginning from the date of employment may be allowed for the employee to obtain the required medical examination.

All bus drivers, including full-time, regular part-time, or temporary part-time drivers, shall be required to have a satisfactory medical examination prior to employment.

Contagious or Infectious Diseases

If a staff person has a contagious or infectious disease and has knowledge that a person with compromised or suppressed immunity attends the school, the staff person must notify the school nurse or other responsible person designated by the Charter

School that he or she has a contagious or infectious disease which could be life threatening to an immune compromised person. The school nurse or other designated person must determine, after consultation with and on the advice of public health, if the immune compromised person needs appropriate accommodation to protect their health and safety.

An employee with a contagious or infectious disease shall not report to work during the period of time in which the employee is infectious. An employee afflicted with a contagious or infectious disease capable of being readily transmitted in the school setting (e.g., airborne transmission of tuberculosis) shall be encouraged to report the existence of the illness in case there are precautions that must be taken to protect the health of others. The Charter School reserves the right to require a statement from the employee's primary care provider prior to the employee's return to work.

Confidentiality

In all instances, Charter School personnel shall respect the individual's right to privacy and treat any medical diagnosis as confidential information. Any information obtained regarding the medical condition or history of any employee shall be collected and maintained on separate forms and in separate medical files and be treated as confidential information. Only those individuals with a legitimate need to know, such as those persons with a direct responsibility for the care of or for determining work place accommodation for the staff person, will be provided with necessary medical information.

Supervisors and managers may be informed of the necessary restrictions on the work or duties of the employee and necessary accommodations. First aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment.

Legal Reference: 29 U.S.C. 794, Section 504 of the Rehabilitation Act; 29 CFR, Section 1630.14(c)(1)(2)(3); 41 U.S.C. 12101, et seq. Americans with Disabilities Act

Policy History: Adopted on: 3/20/18; Revised on:

5610 Prevention Of Disease Transmission

All Charter School personnel shall be advised of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease or infection and from individuals without symptoms or with an undiagnosed disease.

The administration shall develop, in consultation with public health and medical

personnel, procedures to be followed by all staff. The procedures shall be distributed to all staff, and training on the procedures shall occur on a regular basis. Training and appropriate supplies shall be available to all personnel, including those involved in transportation and custodial services.

Policy History: Adopted on: 3/20/18; Revised on:

5700-5799 Employment Practices

5700 Substitutes

5710 Teachers' Aides And Para-Educators

5725 Private Service Providers And Consultants

5730 Volunteer - Authorization To Release Information

5740 Reduction In Force

5750 Employing Retired Teachers And Administrators

5700 Substitutes

The term “substitute teacher” as defined in I.C. § 33-512(15) is any individual who temporarily replaces a certificated classroom educator and is paid a substitute teacher wage for one (1) day or more during a school year.

The State Department of Education shall maintain a statewide list of substitute teachers. To remain on the statewide substitute teacher list the substitute teacher shall undergo a criminal history check every five (5) years.

The Board of Directors authorizes the use of substitute teachers as necessary to replace teachers who are temporarily absent. The Executive Director shall identify and maintain a list of qualified substitutes. Staff shall make every effort to arrange for a substitute in their absence and communicate this information to the Executive Director. Under no condition is a teacher to select or arrange for a private substitute.

The Board annually establishes a daily rate of pay for substitute teachers. Subject to the terms of a current collective bargaining agreement, no fringe benefits are given to substitute teachers.

Substitutes for classified positions will be paid by the hour.

Cross Reference:5110 - Criminal History / Background Checks

Legal Reference: I.C. § 33-130 - Criminal History Checks for School District Employees or Applicants for Certificates
I.C. § 33-512(15) - Governance of Schools

Policy History:

Adopted on: 3/20/18

Revised on:

HISTORY

Amended by Res. [2021-06](#) on 2/1/2022

5710 Teachers' Aides And Para-Educators

Paraprofessionals, teachers' aides, and paraeducators, as defined in the appropriate job descriptions, are under the supervision of the Executive Director and a teacher to whom the Executive Director may have delegated responsibility for close direction. The nature of the work accomplished by paraeducators will encompass a variety of tasks that may be inclusive of "limited instructional duties."

Under federal law, a paraprofessional, also known as a "paraeducator," an "education assistant" or an "instructional assistant," is defined as an individual who is employed in a preschool, elementary school, or secondary school under the supervision of a certificated or licensed teacher, and includes persons employed in language instruction educational programs, special education programs, and migrant education programs.

Paraeducators are employed by the Charter School mainly to assist the teacher. A paraeducator is an extension of the teacher, who legally has the direct control and supervision of the classroom or playground and responsibility for control and the welfare of the students.

In compliance with applicable legal requirements, the Board of Directors shall require all paraeducators with instructional duties that are newly hired in a Title I school-wide program, to have met the required standard of quality, and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects.

It is the responsibility the Executive Director and each teacher to provide adequate training for a paraeducator. This training should take into account the unique situations in paraeducators work and should be designed to cover the general contingencies that might be expected to pertain to that situation. During the first 30 days of employment, the supervising teacher or administrator shall continue to assess the skills and ability of the paraeducator to assist in reading, writing, and mathematics instruction.

The Eexecutive Director shall develop and implement procedures for an annual evaluation of teachers' aides and paraeducators. Evaluation results shall be a factor in future employment decisions.

Legal Reference: 20 USC § 6312 - Local Agency Plans, as amended by ESSA of 2015; 20 USC § 6314 - School Wide Programs, as amended by ESSA of 2015; 20 USC §§

7011, 7801 - Definitions, as amended by ESSA of 2015

Policy History: Adopted on: 4/10/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5725 Private Service Providers And Consultants

The Charter School encourages the use of private service providers and professional consultants as resource individuals when such consultative services will be helpful in the improvement of the educational program of the Charter School. The Charter School, through the Executive Director as its designee, may enter into contracts with private service providers and/or consultants to provide necessary services to students.

Services provided by a private service provider or consultant (hereinafter referred to as "PSP"), and the frequency and duration of such services, shall be pursuant to the terms of the contract between the PSP and the Charter School. Any contract the Charter School enters into with the PSP shall provide the responsibility for eligibility determination, choice of educational methodology, and other determinations of educational services and programs which shall be retained at all times by the Charter School.

Prior to being hired, the PSP shall undergo a background check as any new employee or volunteer of the Charter School would. The same requirements shall apply to the PSP.

The Executive Director his or her designee shall conduct periodic reviews of the services of the PSP. The Board of Directors may request that the Executive Director provide the Board with the review findings of the PSP.

Consultants shall exercise no authority over the work of Charter School employees, but shall act only as advisors in those fields in which they are qualified to offer assistance and for which they are employed.

Compensation

PSP compensation shall be approved by the Board prior to invitation and arrangement for visitation by such person or persons to the Charter School except when such compensation is within the amount specifically budgeted. If reimbursement is obtained through Medicaid, the PSP shall agree in the contract that those services will not exceed the approved Medicaid rate.

All consultants shall be hired based on a written contract which shall not exceed twelve (12) months.

Confidentiality

The PSP shall at all times maintain confidentiality pursuant to the Family Educational Records and Privacy Act (FERPA) of all records of services, including, but not limited to, identifying information regarding the student and services, observations, evaluations, and/or assessments.

Definition

Private service provider or consultant means a person, group, agency, or organization that meets the following conditions:

1. Is not an employee of the Charter School or a public agency with legal jurisdiction over the circumstances related to the provider or consultant's involvement with the student; and
2. Is paid for services provided to the student.

Examples of private service providers include psychologist, counselor, targeted service provider, behavioral therapist, speech therapist, occupational therapist, physical therapist, social worker, psychosocial rehabilitation specialist, etc.

Examples of consultants include attorney, auditor, architect, agents of record, and others with technical skills or professional training.

Cross Reference: 4600 - Volunteer Assistance; 4420 - Sex Offenders; 5110 - Fingerprints and Criminal Background Investigations; 5720 - Volunteers / Contractors

Legal Reference: I.C. § 33-512 Governance of Schools; Family Education Records and Privacy Act

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5730 Volunteer - Authorization To Release Information

To Whom it May Concern

I, _____, am seeking a volunteer assignment with the Charter School. I acknowledge that a complete investigation into my background is necessary to protect the safety and welfare of the children in the Charter School. I hereby expressly and voluntarily give the Charter School the right to make a thorough investigation of my past employment, education, and activities. I understand that the Charter School reserves the right to use any lawful method of investigation that, in its sole discretion, it deems reasonable and necessary.

This document is effective until revoked in writing by me.

Signature: _____ Date: _____

Print Full Name: _____

Print Full Address: _____

Birth Date: _____ SSN: _____

STATE OF IDAHO)

: ss.

County of)

On this ____ day of _____, 20____, before me, a notary public of the State of Idaho, personally appeared _____, known to me to be the person named in the foregoing Release, and acknowledged to me that _____ executed the same as _____ free act and deed, for the uses and purposes therein mentioned.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my notarial seal the day and year in this certificate first above written.

Notary Public, State of Idaho _____

County of _____

My commission expires _____

5740 Reduction In Force

It is recognized that the Board of Directors has the responsibility to maintain a good charter school and to implement the educational interest of the State, consistent with State and federal educational requirements, including Charter School improvement plans, accreditation requirements, and other school-based issues. However, recognizing also that it may become necessary to eliminate certificated staff positions in certain circumstances, this policy is adopted to provide a fair and orderly process should such elimination become necessary.

The Board has the sole and exclusive authority to determine the appropriate number of certificated employees and to eliminate certified staff positions consistent with the provisions of the State law. A reduction of certified employees may occur as a result of, but not be limited to, the following examples or from other conditions necessitating

reductions:

1. Decreases in student enrollment;
2. Changes in curriculum;
3. Financial conditions or limitations of the Charter School.

The need for implementation of a reduction in force and/or the elimination of certificated positions is left to the sole discretion of the Board provided however, that no such decision shall be made until after completion of the written evaluation for each certificated staff member and that the decision as to which employee(s) shall be subject to such reduction shall not be made solely on consideration of seniority or contract status.

The Board may choose to implement a reduction in force through:

1. The elimination of an entire program or portions of programs;
2. The elimination of positions in certain grade levels only;
3. The elimination of positions by category;
4. The elimination of positions in an overall review of the Charter School;
5. The elimination of positions through other considerations and implementation decisions; or
6. The elimination of a portion or percentage of a position(s) or any combination of the above.

Legal Reference: § I.C. 33-514 - Issuance of Annual Contracts; § I.C. 33-515 - Issuance of Renewable Contracts; § I.C. 33-522A - Reductions in Force; § I.C. 33-523 - Principals to Determine New Staffing

Policy History: Adopted on: 3/20/18; Revised on:

5750 Employing Retired Teachers And Administrators

One of the Board of Directors' personnel goals is to recruit, select, and employ the best qualified personnel to staff the schools within the Charter School. As such, retired employees who leave the Charter School in good standing may be re-employed according to the following guidelines:

1. The Charter School may employ a person previously employed as a school district or charter school instructional, pupil service, or other certificated staff member, certificated teacher or administrator who is receiving retirement

benefits from the public employee retirement system of Idaho (PERSI) for positions requiring such certification provided such individual was not promised “rehire” by the School before their retirement was in effect. These employees are referred to below as “retiree” or “retirees”.

- a. In addition, effective until June 30, 2026, the School may hire individuals who retired from any PERSI-eligible employer, so long as the individual retired on or after age 55, and so long as the individual acknowledges they may not accrue additional retirement benefits. All such employment under Idaho 59-1356(5) must end on or before June 30, 2026.
 - b. These employees are considered to be employed “at-will” and in accordance with the Standard Retired Teacher Contract or Standard Retired Administrator Contract form that has been approved by the State Superintendent of Public Instruction and which expires at the end of every school year..
2. Retirees employed consistent with this policy and State law shall accrue one (1) day per month of sick leave. No annual sick leave shall be accumulated unless additional sick leave has been negotiated between each individual retiree and the Charter School at the time of employment. Sick leave accrued under Idaho Code § 33-1004H does not qualify for unused sick leave benefits under Idaho Code § 33-1228.
 3. The Charter School will provide health insurance/life insurance benefits for retirees hired consistent with this policy.
 4. The Charter School shall not employ certificated teachers and administrators who receive or received benefits under the previously existing early retirement program provided in Idaho Code 33-1004G, now repealed.
 5. Retirees who qualify to be rehired are those who have:
 - a. Have reached
 - b. Reached the Rule of 90;

 - c. Are not participating in the early retirement program;
 - d. Who are retired at or after 60 years of age;
 - e. Have never received a “promise of rehire” before their retirement date; and
 - f. Have received at least one payment from their PERSI retirement account;
 - g. Meet all conditions and requirements of PERSI to qualify for this program, as such may change from time to time.

6. Any year in which a retired teacher or administrator is hired, the Executive Director shall sign a form to be retained by the School in the employee's personnel file attesting that:
 - a. Any retired teachers or administrators have been employed using the standard retired teacher or retired administrator contract, as appropriate;
 - b. The length of any such contract is one year; and
 - c. Rehire was not agreed to between the teacher or administrator and the School prior to retirement

Legal Reference: I.C. § 33-1004H - Employing Retired Teachers and Administrators; I.C. § 33-523 - Principals to Determine new Staffing; I.C. § 33-513 - Professional Personnel; I.C. § 33-1228 - Severance Allowance at; Retirement; I.C. § 59-1302 Definition – School Employee

I.C. § 59-1356 Reemployment of Retired Members I.C. § 59-1356 - Employment of Retired Members

Cross Reference: 5100 - Hiring Process and Criteria

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

5800-5899 Classified Employees

[5800 Classified Employment, Assignment, And Grievance](#)

[5800P Classified Employee Grievance](#)

[5810 Compensatory Time And Overtime/Classified Employees](#)

[5820 Evaluation Of Non-Certificated Staff](#)

[5825 Evaluation Of School Bus Drivers](#)

[5830 Drug And Alcohol Testing For School Bus And Commercial Vehicle Drivers](#)

[5830P Drug And Alcohol Testing For School Bus And Commercial Vehicle Drivers](#)

5800 Classified Employment, Assignment, And Grievance

Classified employees are those non-certificated employees who are employed by the Charter School or personnel hired in positions which do not require certification.

With the exception of those classified employees specifically hired by the Board as holding a status of not at-will, all classified employees shall be regarded as “at-will” employees and may be dismissed at the will of either party and the employment relationship may be terminated at any time for any or no reason, so long as the same does not violate public policy or violate any other provision of law. Such at-will

designation will be included in all job descriptions as mandated by I.C. § 33-517 and related written documentation, should the same be implemented by the Charter School. An employment period, as well as other terms and conditions of employment set forth in a job description and/or written documentation shall not create a property right as such are included for the specific purpose only of providing notice to the employee of the service and expectations of the Charter School so long as the employment relationship continues.

Classified employees shall have no expectation of continued employment, unless so expressly specified by the Charter School's Board. The Charter School reserves the right to change employment conditions affecting the employee's duties, assignment, supervisor, or grade.

The Board of Directors shall determine the salary and wages for classified personnel.

The grievance procedure for classified employees shall be the procedure set forth in I.C. § 33-517. Classified employees may file a written grievance alleging a violation of current, written Charter School approved policy, procedure, or employee handbook, a condition or conditions that jeopardize the health or safety of the employee or another, or tasks assigned outside of the employee's essential job functions and for which the employee has no specialized training. However, neither the rate of pay nor the decision to terminate an employee during the initial 180 days of employment shall be regarded as a proper grievable matter.

Cross Reference: 5800P - Classified Employee Grievance Procedure

Legal Reference: I.C. § 33-517 - Non-Certificated Personnel; I.C. § 33-1201 - Certificate Required; Metcalf v. Intermountain Gas Co., 116 Idaho 622 (1989)

Policy History: Adopted on: 3/20/18; Revised on:

5800P Classified Employee Grievance

Classified employees may file a written grievance alleging a violation of current, written Charter School approved policy, procedure, or employee handbook, a condition or conditions that jeopardize the health or safety of the employee or another, or tasks assigned outside of the employee's essential job functions and for which the employee has no specialized training in strict accordance with the procedure set forth herein. For the purposes of this procedure current, written Charter School policy means the policy in place and approved by the Board as of the date of the incident giving rise to the grievance and not any previous or subsequent policy.

Neither the rate of pay nor the decision to terminate an employee during the initial 180 days of employment shall be regarded as a proper grievable matter.

A classified employee filing a grievance pursuant to this procedure shall be entitled to a representative of their choosing at each step of the grievance process outlined herein. Additionally, the person against whom the grievance is filed and the Administrative team shall be entitled to a representative at each step of the grievance process outlined herein. None of these individuals will be qualified to sit on the advisory grievance panel.

Neither the Board nor any member of the administration shall take reprisals affecting the employment status of any party in interest. The employee filing a grievance shall not take any reprisals regarding the course of the outcome of the grievance nor take any reprisals against any party or witness participating in the grievance.

Level 1: Informal

A classified employee with a complaint is encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Administration

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating:

1. The nature of the grievance; and
2. The remedy requested.

It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Charter School's human resources administrator within six (6) working days of the event or incident giving rise to the grievance.

Within six (6) working days of receipt of the grievance, the Charter School's human resources administrator shall schedule an informal grievance meeting with the grievant, the employee against whom the grievance is filed, any known advocates, as well as a Charter School administrator who will not be involved in the statutory grievance process. The purpose of the meeting shall be to attempt to find a resolution to the employee grievance.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the person who received the written grievance shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The Charter School has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Principal within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If

the Director agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Director rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

Level 3: Administrative team

If a resolution is not reached during the informal grievance meeting, the individual against whom a grievance is filed shall file a written response to the employee grievance within six (6) working days after the conclusion of the informal grievance meeting. Thereafter, the employee may appeal the grievance to the Administrative team within six (6) working days of the receipt of the written response or within six (6) working days from the date the written response was due if the classified employee received no written response. Within six (6) working days of an appeal, the Director shall provide a written response to the employee.

Level 4: Hearing Panel

If the classified employee is not satisfied with the decision of the Director or there is no response from the Director the employee may request a review of the grievance by a hearing panel within six (6) working days of the response or lack thereof. A written appeal must be submitted to the Board and within ten (10) working days of receiving the appeal the Board shall convene a hearing panel consisting of three (3) persons; one (1) to be selected by the Board, one (1) to be selected by the employee and one (1) to be mutually agreed upon by the two (2) appointed members of the panel. The panel shall submit its decision in writing to the employee, the Director and the Board within ten (10) working days of completing its review.

Level 5: The Board

The panel's decision shall be final unless the Board overturns the panel's decision by resolution at the Board's next regularly scheduled public meeting. The decision of the Board will be final, unless appealed within forty-two (42) calendar days of the Board's resolution to overturn the panel's decision in the district court in the county in which the Charter School is located.

Procedure History: Promulgated on: 3/20/18; Revised on:

5810 Compensatory Time And Overtime/Classified Employees

Classified employees who work more than forty (40) hours in a given work week may receive overtime pay of one and one-half (1 1/2) times the normal hourly rate unless the Charter School and the employee agree to the provisions of compensation time at a rate of one and one-half (1 1/2) times all hours worked in excess of forty (40) hours in

any work week. No overtime is authorized for any classified employee without the specific approval of the Administrative team, except as the Administrative team shall otherwise prescribe.

A classified employee may not volunteer work time in an assignment similar to his or her regular work without pay.

A non-exempt employee who works overtime without authorization may be subject to disciplinary action.

A general notice from the Department of Labor explaining the explaining the Fair Labor Standards Act, as prescribed by the Department's Wage and Hour Division, will be posted prominently where it can be readily seen by employees and applicants and shall either be distributed to each new employee upon hiring or will be included in employee handbooks. No notification of rights under the Fair Labor Standards Act or related regulations should be construed to alter any applicable at-will employment relationship between the District and an employee.

Legal Reference: 29 USC 201, et seq. - Fair Labor Standards Act; 29 CFR 516.4 - Posting of Notices

Policy History: Adopted on: 3/20/18; Revised on:

5820 Evaluation Of Non-Certificated Staff

Each non-certified staff member's job performance shall be evaluated by the staff member's direct supervisor. The evaluation process includes scheduled evaluations, on forms applicable to the job classification and description, and day-to-day appraisals.

The supervisor shall provide a copy of the completed evaluation to the staff member and shall provide an opportunity to discuss the evaluation. The original should be signed by the staff member and filed with the Administrative team. If the staff member refuses to sign the evaluation, the supervisor should note the refusal and submit the evaluation to the Administrative team. The employee will be allowed the opportunity to attach a rebuttal to any information contained in the evaluation.

This policy shall be made available to any Charter School employee or person seeking employment with the Charter School.

Legal Reference: I.C. § 33-517 Noncertificated Personnel; I.C. § 33-518 Employee Personnel Files

Policy History: Adopted on: 3/20/18; Revised on:

5825 Evaluation Of School Bus Drivers

Each school bus driver shall be evaluated annually by the Executive Director or the Charter School's school bus driver trainer for the purpose of assessing driver performance. This evaluation shall be conducted in accordance with Policy 5820, and may use the model driver evaluation form provided by the State Department of Education's Transportation Department.

The completed evaluation and any rebuttal attached by the driver shall be retained in the driver's personnel file.

Cross Reference: 5205 - Job Descriptions; 5800 - Classified Employment, Assignment, and Grievance; 5820 - Evaluation of Non-Certified Staff

Legal Reference: I.C. § 33-517 - Non-certificated Personnel; I.C. § 33-518 - Employee Personnel Files; Standards for Idaho School Buses and Operations

Policy History: Adopted on: 7/3/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

5830 Drug And Alcohol Testing For School Bus And Commercial Vehicle Drivers

The Charter School shall adhere to federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers.

This program shall comply with the requirements of the Code of Federal Regulations, Title 49, §§ 382, et seq. The Administrative Team shall adopt and enact regulations consistent with the federal regulations, defining the circumstances and procedures for the testing.

Legal Reference: 49 U.S.C. § 2717, Alcohol and Controlled Substances Testing (Omnibus Transportation Employee Testing Act of 1991); 49 C.F.R. Parts 40 (Procedures for Transportation Workplace Drug and Alcohol Testing Programs), 382 (Controlled Substance and Alcohol Use and Testing), and 395 (Hours of Service of Drivers)

Policy History: Adopted on: 3/20/18; Revised on:

5830P Drug And Alcohol Testing For School Bus And Commercial Vehicle Drivers

School bus and commercial vehicle drivers shall be subject to a drug and alcohol

testing program that fulfills the requirements of the Code of Federal Regulations, Title 49, Part 382.

Other persons who drive vehicles designed to transport sixteen (16) or more passengers, including the driver, are likewise subject to the drug and alcohol testing program.

Testing procedures and facilities used for the tests shall conform with the requirements of the Code of Federal Regulations, Title 49, §§ 40, et seq.

Pre-Employment Tests

Tests shall be conducted before the first time a driver performs any safety-sensitive function for the Charter School.

Safety-sensitive functions include all on-duty functions performed from the time a driver begins work or is required to be ready to work, until he or she is relieved from work and all responsibility for performing work. It includes driving; waiting to be dispatched; inspecting and servicing equipment; supervising, performing, or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing driver requirements related to accidents; and performing any other work for the Charter School or paid work for any entity.

The tests shall be required of an applicant only after he or she has been offered the position.

Exceptions may be made for drivers who have had the alcohol test required by law within the previous six (6) months and participated in the drug testing program required by law within the previous thirty (30) days, provided that the Charter School has been able to make all verifications required by law.

Post-Accident Tests

Alcohol and controlled substance tests shall be conducted as soon after an accident as practicable on any driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life; or
2. Who receives a citation under State or local law, for a moving traffic violation arising from the accident.

Drivers shall make themselves readily available for testing, absent the need for immediate medical attention.

No such driver shall use alcohol within eight (8) hours following the accident, or until after he or she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within two (2) hours or if a drug test is not administered within thirty-two (32) hours, the Charter School shall prepare and maintain records explaining why the test was not conducted. Tests will not be given if not administered within eight (8) hours after the accident for alcohol or within thirty-two (32) hours for drugs.

Tests conducted by authorized federal, State, or local officials will fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the Charter School. Breath tests will validate only the alcohol test and cannot be used to fulfill controlled substance testing obligations.

Random Tests

Tests shall be conducted on a random basis at unannounced times throughout the year. Tests for alcohol shall be conducted just before, during, or just after the performance of safety-sensitive functions. The number of random alcohol tests annually must equal 25% of the average number of driver positions. The number of random drug tests annually must equal 50% of the average number of driver positions. Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made.

Reasonable Suspicion Tests

Tests shall be conducted when a supervisor or Charter School official trained in accordance with law has reasonable suspicion that the driver has violated the Charter School's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The observations may include indications of the chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before, or just after the period of the work day when the driver must comply with alcohol prohibitions. An alcohol test may not be conducted by the person who determines that reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within two (2) hours of a determination of reasonable suspicion, the Charter School shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after eight (8) hours.

A supervisor or Charter School official who makes observations leading to a controlled substance reasonable suspicion test shall make a written record of his or her observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

Enforcement

Any driver who refuses to submit to a post-accident, random, reasonable suspicion, or

follow-up test shall not perform or continue to perform safety-sensitive functions.

Drivers who test positive for alcohol or drugs shall be subject to disciplinary action up to and including dismissal.

A driver who violates Charter School prohibitions related to drugs and alcohol shall receive from the Charter School the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee shall be evaluated by a substance abuse professional who shall determine what help, if any, the driver needs in resolving such a problem. Any substance abuse professional who determines that a driver needs assistance shall not refer the driver to a private practice, person, or organization in which he or she has a financial interest, except under circumstances allowed by law.

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a substance abuse professional to determine that he or she has properly followed the prescribed rehabilitation program and shall be subject to unannounced follow-up tests after returning to duty.

Return-to-Duty Tests

A drug or alcohol test shall be conducted when a driver who has violated the Charter School's drug or alcohol prohibition returns to performing safety-sensitive duties.

Employees whose conduct involved drugs cannot return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result.

Employees whose conduct involved alcohol cannot return to duty in a safety-sensitive function until the return-to-duty alcohol test produces a verified result that meets federal and Charter School standards.

Follow-Up Tests

A driver who violates the Charter School's drug or alcohol prohibition and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with law. Follow-up alcohol testing shall be conducted just before, during, or just after the time when the driver is performing safety-sensitive functions.

Records

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with law. Upon written request, a driver shall receive copies of any records pertaining to his or her use of drugs or alcohol, including any records pertaining to his or her drug or alcohol tests. Records shall be

made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

Notifications

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the Charter School's policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify:

1. The person designated by the Charter School to answer driver questions about the materials;
2. The categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382;
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. Specific information concerning driver conduct that is prohibited by Part 382;
5. The circumstances under which a driver will be tested for drugs and/or alcohol under Part 382;
6. The procedures that will be used to test for the presence of drugs and alcohol, to protect the driver and the integrity of the testing processes, to safeguard the validity of test results, and to ensure that test results are attributed to the correct driver;
7. The requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382;
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation, and treatment;
10. The consequences for drivers found to have an alcohol concentration of 0.02 or greater but less than 0.04; and
11. Information concerning the effects of drugs and alcohol on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a coworker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

Drivers shall also receive information about legal requirements, Charter School policies, and disciplinary consequences related to the use of alcohol and drugs.

Each driver shall sign a statement certifying that he or she has received a copy of the above materials. This statement shall be retained by the Charter School.

Before any driver operates a commercial motor vehicle, the Charter School shall provide him or her with post-accident procedures that will make it possible to comply with post-accident testing requirements.

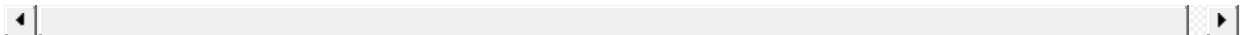
Before drug and alcohol tests are performed, the Charter School shall inform drivers that the tests are given pursuant to the Code of Federal Regulations, Title 49, Part 382. This notice shall be provided only after the compliance date specified in law.

The Charter School shall notify a driver of the results of a pre-employment drug test if the driver requests such results within sixty (60) calendar days of being notified of the disposition of his or her employment application.

The Charter School shall notify a driver of the results of random, reasonable suspicion, and post-accident drug tests if the test results are verified positive. The Charter School shall also tell the driver which controlled substance(s) were verified as positive.

Drivers shall inform their supervisors if at any time they are using a controlled substance which their physician has prescribed for therapeutic purposes. Such a substance may be used only if the physician has advised the driver that it will not adversely affect his or her ability to safely operate a commercial motor vehicle.

Procedure History: Promulgated on: 3/20/18; Revised on:



6000 Series - ADMINISTRATION

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6000 Goals

Definition

“The Administrative Team” refers to areas of shared leadership within the Charter School’s organizational structure. The members of the Administrative Team may include the Executive Director, Business Manager, and Program Coordinators..

Detailed descriptions of each position responsibilities are to be developed and maintained..

Goals

The administrative staff primary functions are to manage the Charter School and to facilitate the implementation of a quality educational program. It is goal of the Board of Directors that the administrative organization:

1. Provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;
2. Provide effective and responsive communication with staff, students, parents, and other citizens; and
3. Foster staff initiative and rapport.

The Charter School administrative organization shall be designed so that all divisions and departments of the Charter School are part of a single system guided by Board policies which are implemented through the Administrative Team. Other administrators are expected to administer their facilities in accordance with Board policy and the Administrative Team’s rules and procedures.

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

6010 Reports To The Board

The Administrative Team reports to the board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus, the board is supported in its strategic decision-making and risk management by also requiring the principal Administrative Team to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the Administrative Team must ensure that they:

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
2. Submit written reports covering the following management areas for each board meeting:
 - a. Student Achievement/Curriculum/Assessment
 - i. Enrollment
 - ii. Engagement
 - iii. Activities/Events
 - iv. Self-Review and Planning
 - v. Financial Reports
 - vi. Facility/Property
 - vii. Health and Safety
 - viii. Pending SDE/PCSC Requirements
3. Inform the board in a timely manner of any significant changes in staffing, programs, plans or processes that are under consideration
4. Submit any monitoring data required in a timely, accurate and understandable fashion
5. Report and explain financial variance against budget in line with the board's expectations
6. Report and explain enrollment variance against year levels and reasons on a per meeting basis

7. Present information in a suitable form – not too complex or lengthy
8. Inform the board when, for any reason, there is non-compliance of a board policy
9. Recommend changes in board policies when the need for them becomes known
10. Highlight areas of possible bad publicity or community dis-satisfaction
11. Coordinate management/staff reports to the board and present to the board under the principal's authority
12. Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
Report on any matter requested by the board and within the specified timeframe

Policy History: Adopted on: 3/20/18; Revised on:

[6100-6199 Principal](#)

[6100 Administrative Team](#)

[6100F Parent Or Guardian Input Form - Administrative Team Member Evaluation](#)

[6100P Board/Principal Relations](#)

6100 Administrative Team

Duties and Authorities

The Administrative Team is the Charter School's executive officer and is responsible for the administration and management of the Charter School, in accordance with Board policies and directives and State and federal law. The Administrative Team is hereby granted authority to act on behalf of the Board of Directors and the Charter School in all administrative matters with the exception of those matters specifically reserved for the Board in law or rule for which there lawfully cannot be any delegation by the Board. The Administrative Team is also authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities. Delegation of power or duty, however, shall not relieve the Administrative Team of responsibility for the action which was delegated.

The Board hereby delegates authority to the Administrative Team to declare positions vacant should an employee willfully refuse to acknowledge receipt of an employment contract or the employment contract is not signed and returned to the Board in the designated period of time.

Qualifications and Appointment

The Administrative Team must be of good character and of unquestionable morals and

integrity. The Administrative Team shall have the experience and the skills necessary to work effectively with the Board, Charter School employees, students, and the community. The Executive Director shall have a valid Administrator's certificate with any endorsement required by State law and administrative code.

When the either office of the Administrative Team becomes vacant, the Board will conduct a search to find the most capable person for the position. Qualified staff members who apply for the position will be considered for the vacancy.

Evaluation

The Administrative Team shall receive at least one written, formal evaluation to be completed no later than June 1st for each annual contract year of employment. The Executive Director evaluation shall use multiple measures that are research based and aligned to the State minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluations using the State's adopted model, the Charlotte Danielson Framework for Teaching Second Edition.

The process of developing criteria and procedures for Administrative Team evaluations will allow opportunities for input from stakeholders, including the Board, administrators, teachers, and parents and guardians.

Evaluation Objectives

The Charter School's Administrative Team Evaluation Program is designed to:

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

Responsibility

The Board shall have the responsibility for administering and monitoring the Charter School's Administrative Team Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Creating and implementing a plan for ongoing training and professional development and the funding thereof for Administrative Team in the Charter School's Performance Evaluation Program, including evaluation standards, forms, procedures, and processes and a plan for collecting and using data gathered from evaluation forms;
2. Creating a plan for ongoing review of the Charter School's Administrative Team Evaluation Program that includes stakeholder input from teachers, Board members, administrators, parents/guardians, and other interested parties;
3. Creating a procedure for remediation for a Administrative Team member that receives an evaluation indicating that remediation would be an appropriate course of action;
4. Creating an individualized evaluation rating system for how the Administrative Team's evaluation will be used to identify proficiency and record growth over time with a minimum of three rankings used to differentiate performance of Administrative Team including:
 - a. Unsatisfactory being equal to a rating of 1;
 - b. Basic being equal to a rating of 2; and
 - c. Proficient being equal to a rating of 3.

A fourth evaluation rating of Distinguished, being equal to "4," may be used in addition to the three minimum rankings at the discretion of the Board; and

5. Completing Administrative Team Evaluation annually, ensuring proper safeguards, and filing completed evaluations.

The individuals assigned this responsibility of the Executive Director's evaluation shall have received training in administrator evaluations based on the statewide framework for evaluations.

Written Evaluation

A written summative evaluation will be completed for the Administrative Team by the Board no later than June 1st for each annual contract year of employment. A copy will be given to the Administrative Team member. The original will be retained by the Board.

The evaluation shall be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Board and the Administrative Team as to the job description and major performance objectives.

The evaluation will identify the sources of data used in conducting the evaluation. Proficiency in conducting observations and evaluating effective teacher performance shall be included as one source of data for the Executive Director evaluation.

Evaluation Measures and Criteria

Professional Practice: Administrative Team must receive an evaluation in which a majority of the summative evaluation results are based on Professional Practice. All measures within the Professional Practice portion of the evaluation must be aligned at a minimum to the following Domains and Components based upon the Idaho Standards for Effective Principals.

Domain 1: School Climate: The Administrative Team promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. The Administrative Team articulates and promotes high expectations for teaching and learning while responding to diverse community interests and needs.

1. School Culture: The Administrative Team establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors;
2. Communication: The Administrative Team is proactive in communicating the vision and goals of the school or Charter School, the plans for the future, and the successes and challenges to all stakeholders; and
3. Advocacy: The Administrative Team advocates for education, the Charter School, teachers, parents, and students and engenders school support and involvement.

Domain 2: Collaborative Leadership: The Administrative Team promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, he or she uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. The Administrative Team uses research and/or best practices in student achievement, instructional programs, and improving the education program.

1. Shared Leadership: The Administrative Team fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates

- professional growth;
2. **Priority Management:** The Administrative Team organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities;
 3. **Transparency:** The Administrative Team seeks input from stakeholders and takes all perspectives into consideration when making decisions;
 4. **Leadership Renewal:** The Administrative Team strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others; and
 5. **Accountability:** The Administrative Team establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

Domain 3: Instructional Leadership: The Executive Director promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. The Executive Director provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

1. **Innovation:** The Executive Director seeks and implements innovative and effective solutions that comply with general and special education law;
2. **Instructional Vision:** The Executive Director ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn;
3. **High Expectations:** The Executive Director sets high expectations for all students academically, behaviorally, and in all aspects of student well-being;
4. **Continuous Improvement of Instruction:** The Executive Director has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson Framework for Teaching Second Edition and aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision;
5. **Evaluation:** The Executive Director uses teacher/principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness; and
6. **Recruitment and Retention:** The Executive Director recruits and maintains a high quality staff.

The evaluation will also include at least one of the following as a measure to inform the Professional Practice portion:

1. Input received from parents or guardians;

2. Input received from students;
3. Input received from teachers; and/or
4. Portfolios.

The Charter School has chosen 1, 2, and 3 as its measure to inform the Professional Practice portion. The Board shall determine the manner and weight of parental input, student input, and teacher input on the evaluation.

Student Achievement: Part of the evaluation must be based on multiple objective measures of growth in measurable student achievement as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one or both years of data. Growth in student achievement may be considered as an optional measure for all other Charter School-based administrators, as determined by the Board.

Annual Strategic Plan: The Board shall include progress towards the targets for student outcomes found in the Annual Strategic Plan in the evaluation by using relevant data to measure growth.

Strengths and Weaknesses: The evaluation should include a discussion of strengths and weaknesses in the year immediately preceding the evaluation, as well as performance areas needing improvement.

Proof of Proficiency in Teacher Evaluations

Proof of proficiency in evaluating teacher performance shall be required of all individuals assigned the responsibility for appraising, observing, or evaluating certificated personnel performance. The individuals assigned this responsibility shall have received training in administrator evaluations based on the statewide framework for evaluations.

Communicating Evaluation Results

Each evaluation shall include a meeting between the Board and Administrative Team wherein the Board will:

1. Discuss the evaluation with the Administrative Team, emphasizing strong and weak points in job performance. Commend the Administrative Team for a job well done if applicable and discuss specific corrective action if warranted. Recommendations should specifically state methods to correct weaknesses. Set mutual goals for the Administrative Team to reach before the next performance evaluation.
2. Allow the Administrative Team to make any written comments he or she desires. Inform the Administrative Team that he or she may turn in a written

rebuttal/appeal of any portion of the evaluation within seven days and outline the process for rebuttal/appeal. Have the Administrative Team sign the evaluation indicating that he or she has been given a copy.

Rebuttals/Appeals

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

If a written rebuttal/appeal is received by the Board within seven days, the Board shall provide the Administrative Team with a written response within ten working days either amending the evaluation as requested by the Administrative Team or stating the reason(s) why the Board will not be amending the evaluation as requested.

If the Board chooses to amend the evaluation as requested by the Administrative Team then the amended copy of the evaluation will be provided to, and signed by, the Administrative Team and retained in the Administrative Team member's personnel file.

If the Board chooses not to amend the evaluation as requested by the Administrative Team member then the evaluation along with the written rebuttal/appeal, and the Superintendent's response, if any, will be retained in the Administrative Team member's personnel file.

Action

Each evaluation will include identification of the actions, if any, available to the Charter School as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew a Executive Director's contract the Charter School will comply with the requirements and procedures established by State law.

Records

Permanent records of each Administrative Team evaluation and any submitted rebuttal/appeal documentation will be maintained in the Administrative Team member's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in state and federal law regarding the right to privacy.

Reporting

The Charter School shall submit an evaluation plan to the State Department of Education for approval. Any subsequent changes to the Charter School’s evaluation plan shall be resubmitted to the State Department of Education for approval. The Charter School shall report the rankings of individual Administrative Team evaluations annually to the State Department of Education.

Cross Reference: 1315 - Strategic Planning

Legal Reference: I.C. § 33-320 - Strategic Planning and Training; I.C. § 33-513 - Professional Personnel; I.C. § 33-1001 - Definitions; IDAPA 08.02.02.121 - Local District Evaluation Policy; Hancock v. Idaho Falls School District No. 91, No. CV-04-537-E-BLW, 2006 U.S. Dist. Ct. LEXIS 52243

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

6100F Parent Or Guardian Input Form - Administrative Team Member Evaluation

Administrative Team Member:

School Year: _____

Instructions:

1. Please complete the evaluation by circling the most appropriate number.
2. This form should be placed into the box located at the front office or mailed to:

PISA Board of Directors, 1577 N. Linder Rd, MB 162, Kuna, ID 83634

3. Only one form should be completed by each parent for this Administrative Team Member for each school year.
4. If a parent has a concern or wishes to more directly address a specific issue, please understand that this form alone will not directly address the parental concern. The parent should raise the concern with the Administrative Team or Board.
5. Please offer specific comments when possible. Specific comments will be considered in the preparation of the Administrative Team Member’s evaluation and will aid both the Charter School and the Administrative Team Member in addressing performance.

| | | | |
|--|---|---------|---------|
| | A | D is | D on |
|--|---|---------|---------|

| Area of Evaluation | g r e e | a g r e e | 't K n o w |
|---|------------------|-----------------------|------------------------|
| 1.Works with parents, staff, and students in development and promotion of the school's vision. | 1 2 3 4 5 | | 0 |
| | Comments: | | |
| 2.Promotes and maintains high standards of academic excellence for the performance of students and staff. | 1 2 3 4 5 | | 0 |
| | Comments: | | |
| 3.Manages all aspects of the school to ensure a positive educational experience for all students. | 1 2 3 4 5 | | 0 |
| | Comments: | | |
| 4. Listens to community members, parents, and students and timely responds to their concerns. | 1 2 3 4 5 | | 0 |
| | Comments: | | |
| 5. Treats students and adults with respect. | 1 2 3 4 5 | | 0 |
| | Comments: | | |
| 6. Communicates with community members accurately. | 1 2 3 4 5 | | 0 |
| | Comments: | | |
| 7. Shows awareness/understanding of developmental characteristics of different age groups. Acts with an understanding of social, racial, cultural, political, and economic forces that influence a positive school environment. | 1 2 3 4 5 | | 0 |
| | Comments: | | |
| 8. Encourages parental involvement in the educational process. | 1 2 3 4 5 | | 0 |
| | Comments: | | |
| | 1 2 3 | | 0 |

| | | |
|---|--------------|---|
| 9. Is a positive advocate for students | 4 5 | |
| 10. Is a strong and visible leader of the school | 1 2 3 4 5 | 0 |
| 11. Effectively coordinates school programs that promote student involvement, education, safety, growth, and development of responsibility. | 1 2 3 4 5 | 0 |
| 12. Administers student discipline fairly and consistently. | 1 2 3 4 5 | 0 |
| 13. Maintains a school climate that welcomes parents, families, and community members and invites their participation. Encourages teachers to provide opportunities to engage families to assist in student learning. | 1 2 3 4 5 | 0 |
| 14. Have you personally met with the Administrative Team Member? | 1 2 3 4 5 | 0 |
| 15. Have you had any reason to visit the Administrative Team Member's office? | 1 2 3 4 5 | 0 |
| 16. Were you satisfied that your concerns were addressed? | 1 2 3 4 5 | 0 |

Any additional comments you wish to share not covered by the above questions
(please feel free to attach a separate page):

Please complete and sign the form, and place it in a sealed envelope.

Name: _____

Signature: _____

Date: _____

Telephone No. _____

6100P Board/Principal Relations

The Board shall:

1. Select the Administrative Team and delegate to him or her all necessary administrative powers
2. Adopt policies for the operations of the Charter School and review administrative procedures.
3. Formulate a statement of goals reflecting the philosophy of the Charter School.
4. Adopt annual objectives for improvement of the Charter School.
5. Approve courses of study.
6. Approve textbooks.
7. Approve the annual budget.
8. Employ certificated and classified staff, in its discretion, upon recommendation of the Administrative Team.
9. Authorize the allocation of certificated and classified staff.
10. Approve contracts for construction, remodeling, or major maintenance.
11. Approve payment of vouchers and payroll.
12. Approve proposed major changes of Charter School plant and facilities.
13. Approve collective bargaining agreements.
14. Assure that appropriate criteria and processes for evaluating staff are in place.
15. Appoint citizens and staff to serve on special Board committees, if necessary.
16. Conduct regular and special meetings.

17. Serve as final arbitrator for staff, citizens, and students.
18. Promptly refer all criticisms, complaints, and suggestions called to its attention to the Administrative Team.
19. Authorize the ongoing professional enrichment of its administrative leader as feasible.
20. Approve appropriate Charter School expenditures recommended by the Administrative Team for the purpose of ongoing Charter School operations.

The Administrative Team shall:

1. Serve as chief executive officers of the Charter School.
2. Recommend policies or policy changes to the Board and develop procedures that implement Board policy.
3. Provide leadership in the development, operation, supervision, and evaluation of the educational program.
4. Recommend annual objectives for improvement of the Charter School.
5. Recommend courses of study.
6. Recommend textbooks.
7. Prepare and submit the annual budget.
8. Recommend candidates for employment as certificated and classified staff.
9. Recommend staff needs based on student enrollment, direct and assign teachers and other employees of the Charter School; organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the Charter School, subject to the approval of the Board.
10. Recommend contracts for major construction, remodeling, or maintenance.
11. Recommend payment of vouchers and payroll.
12. Prepare reports regarding Charter School plant and facilities needs.
13. Supervise negotiation of collective bargaining agreements.
14. Establish criteria and processes for evaluating staff.
15. Recommend formation of ad hoc citizens' committees.
16. As necessary attend all Board meetings and all Board and citizen committee meetings, serve as an ex-officio member of all Board committees and provide administrative recommendations on each item of business considered by each

of these groups.

17. Inform the Board of appeals and implement any such forthcoming Board decisions.
18. Respond and take action on all criticism, complaints, and suggestions as appropriate.
19. Undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations.
20. Diligently investigate and make purchases that benefit the most efficient and functional operation of the Charter School.

* A copy of the Executive Director's evaluation may be included.

Procedure History: Promulgated on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

[6200-6299 Charter School Organization](#)

[6200 Charter School Organization](#)

6200 Charter School Organization

The Administrative Team shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed, except in unusual circumstances.

The organization of Charter School positions of employment for purposes of supervision, services, leadership, administration of Board policy, and all other operational tasks shall be on a "line and staff" basis. Charter School personnel occupying these positions of employment shall carry out their duties and responsibilities on the basis of line and staff organization.

Policy History: Adopted on: 3/20/18; Revised on:

[6300-6399 Administrative Staff](#)

[6300 Duties And Qualifications Of Administrative Staff Other Than Principal](#)

[6310 Employment Restrictions For Administrative Personnel](#)

[6320 Evaluation Of Administrative Staff](#)

[6330 Professional Growth And Development](#)

6300 Duties And Qualifications Of Administrative Staff Other Than Principal

Duty and Authority

As authorized by the Administrative Team, administrative staff shall have full responsibility for the day-to-day administration of the area to which they are assigned. Administrative staff are governed by the policies of the Charter School and are responsible for implementing the administrative procedures that relate to their assigned responsibilities.

Each administrator's duties and responsibilities shall be listed in the job description for that position.

Qualifications

All administrative personnel shall have a valid certificate and appropriate endorsements issued by the State Board of Education, and other qualifications as specified in the position's job description.

Administrative Work Year

The administrators' work year shall be the same as the Charter School's fiscal year, unless otherwise stated in the employment agreement. In addition to legal holidays, the administrators shall have vacation periods as approved by the Administrative Team.

Compensation and Benefits

All administrators shall be placed on a written contract approved by the State Superintendent of Public Instruction.

Legal Reference: I.C. § 33-513 - Professional Personnel

Policy History: Adopted on: 3/20/18; Revised on:

6310 Employment Restrictions For Administrative Personnel

Time taken from the regularly assigned work schedule for such paid activities as consulting, college teaching, lecturing, etc., shall be subject to prior approval by the Administrative Team.

The amount of time lost to the Charter School will be, but is not restricted to being:

1. Deducted from vacation time;
2. Granted as additional personal leave as specified by Board policy; or

3. Prorated to a dollar amount and that amount deducted from the next regularly scheduled pay period.

Time taken from the regularly assigned work schedule for non-paid activities shall follow the format established above.

Policy History: Adopted on: 3/20/18; Revised on:

6320 Evaluation Of Administrative Staff

Each administrator shall be evaluated annually in order to provide guidance and direction to the administrator in the performance of his or her assignment. Such evaluation shall be based on the job description, accomplishment of annual goals and performance objectives, and established evaluative criteria. Such evaluation may include a section for input received from parents or guardians. Parental or guardian input forms may be made available on the main Charter School webpage. The Board shall determine the manner and weight of parental input on the evaluation if it is included.

At least thirty-three percent (33%) of the evaluation will be based on multiple, objective measures of growth in student achievement as determined by the Board and based upon research. The Board has selected the following as the Charter School's measure(s) of growth in student achievement for evaluating administrative staff:

The Administrative Team shall establish procedures for the conduct of these evaluations. Near the beginning of the school year, the Administrative Team shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the Charter School. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens, and programs; and staff evaluation.

Both staff members involved in the evaluation conference shall sign the written report and retain a copy for their records. The person being evaluated shall have the right to submit and attach a written statement to the evaluation within five (5) days following the conference.

Cross Reference: 6300 - Duties and Qualifications of Administrative Staff Other Than Principal

Legal Reference: I.C. § 33-513 - Professional Employees; I.C. § 33-518 - Employee Personnel Files

Policy History: Adopted on: 3/20/18; Revised on:

6330 Professional Growth And Development

The Board recognizes that training and study for administrators contribute to skill development necessary to better serve the needs of the Charter School. Each year the Administrative Team should develop an administrative in-service program based upon the needs of the Charter School, as well as the needs of individual administrators.

Administrative staff are encouraged to be members of and participate in professional associations which have as their purposes the upgrading of school administration and the continued improvement of education in general.

Policy History: Adopted on: 3/20/18; Revised on:

7000 Series - FINANCIAL MANAGEMENT

[7000-7099 Goals](#)

[7100-7199 Budget](#)

[7200-7299 Accounting System](#)

[7300-7399 Revenues](#)

[7400-7999 Expenses](#)

7000-7099 Goals

[7000 Goals](#)

7000 Goals

Since educational programs are dependent on adequate funding and the proper management of funds, Charter School goals can best be attained through efficient fiscal management. As officials responsible for local, State, and federal funds allocated for use in public education, the Board of Directors shall fulfill its responsibility to see that funds are used to achieve the purposes intended.

Because of resource limitations, fiscal concerns often overshadow the educational program. Recognizing this, the Charter School must take specific action to ensure that education remains primary. This concept shall be incorporated into Board operations and into all aspects of Charter School management and operation.

In the Charter School's fiscal management, the Board seeks to achieve the following goals:

1. Engage in advance planning, with staff and community involvement, to develop budgets that will achieve the greatest educational returns in relation to dollars expended;
2. Establish levels of funding which shall provide superior education for the Charter School's students; and
3. Provide timely and appropriate information to staff who have fiscal responsibilities; and
4. Establish efficient procedures in all areas of fiscal management.

Legal Reference: I.C. § 33-701 et seq. - Fiscal Affairs of School Districts

Policy History: Adopted on: 3/20/18; Revised on:

7100-7199 Budget

[7100 Budget And Program Planning](#)
[7110 Budget Implementation And Execution](#)
[7120 Budget Adjustments](#)

7100 Budget And Program Planning

The annual budget is evidence of the Board of Directors' commitment to the objectives of the instruction programs. The budget supports the immediate and long-range goals and established priorities within all areas: instructional, non-instructional and administrative programs.

Prior to presentation of the proposed budget for adoption, the finance committee shall prepare, for the Board's consideration, recommendations, with supporting documentation, which shall be designed to meet the needs of students within the limits of anticipated revenues.

Program planning and budget development shall provide for staff participation and the sharing of information with patrons prior to action by the Board.

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

7110 Budget Implementation And Execution

Once adopted by the Board of Directors, the operating budget shall be administered by the Administrative Team and their designees. All actions of the Administrative Team and designees in executing the programs and/or activities delineated in that budget are authorized according to these provisions:

1. Expenditure of funds for the employment and assignment of staff shall meet the legal requirements of the State of Idaho and adopted Board policies;
2. Funds held for contingencies may not be expended without approval from the Board;
3. A listing of warrants describing goods and/or services for which payment has been made must be presented for Board approval each month; and
4. Purchases shall be made according to the legal requirements of the State of Idaho and adopted Board policy.

Legal Reference: I.C. § 33-701 et seq. - Fiscal Affairs of School District

Policy History: Adopted on: 3/20/18; Revised on:

7120 Budget Adjustments

Any person(s) proposing a budget amendment must provide written notice of the same to each Director at least seven (7) days in advance of the meeting at which such budget amendment will be proposed.

Prior to the final vote on a budget amendment proposal, notice shall be posted and published once in the manner prescribed by Idaho law. The meeting to adopt a budget amendment shall be open and shall provide opportunity for any taxpayer to appear and be heard. Budget procedures shall be consistent with statutory requirements.

With timely notice of a public meeting, Directors, by sixty percent (60%) of the members of the Board of Directors, may declare by resolution that a budget amendment is necessary to reflect the availability of funds and the requirements of the Charter School. Budget amendments are specifically authorized by I.C. § 33-701.

Budget amendments shall be submitted to the State Superintendent of Public Instruction.

Legal Reference: I.C. § 33-701 - Fiscal Year – Payment and Accounting of Funds

Policy History: Adopted on: 3/20/18; Revised on: 2/5/19

7200-7299 Accounting System

[7200 Accounting System Design](#)

[7210 Fixed Assets And Management Discussion And Analysis \(GASB Statement 34\)](#)

[7215 Fund Accounting System \(GASB Statement 54\)](#)

[7218 Federal Grant Financial Management System](#)

[7220 Documentation And Approval Of Claims](#)

[7225 Financial Fraud And Theft Prevention](#)

[7230 Financial Reporting And Audits](#)

[7235 Fiscal Accountability And IDEA Part B Funds](#)

[7235F1 Federal Funds Semi-Annual Certification Form](#)

[7235F2 Personnel Activity Report](#)

[7235F3 Multiple Cost Objective Time And Effort Certification](#)

[7235P Written Compensation Procedure \(Time And Effort\)](#)

[7237 Retention Of Records Relating To Federal Grants](#)

[7240 Programs For Indian Children](#)

[7240B Programs For Indian Children Background](#)

[7240P Federal Impact Funds](#)

[7260 Student Activity Funds](#)

[7270 Property Records](#)

7200 Accounting System Design

The Charter School accounting system shall be established to present with full disclosure the financial position and results of the financial operations of the Charter School funds and account groups in conformity with generally accepted accounting principles. The accounting system must be in compliance with the accounting system requirements established by legislative action. It shall be possible to demonstrate the accounting system's compliance with finance-related legal and contractual provisions.

Policy History: Adopted on: 3/20/18; Revised on:

7210 Fixed Assets And Management Discussion And Analysis (GASB Statement 34)

Purpose

The Board of Directors recognizes the need to implement the required accounting and financial reporting standards set out in Governmental Accounting Standards Board Statement 34 ("GASB 34")

The primary objectives of implementing the GASB 34 are to assure compliance with state requirements, and to properly account for both the financial and economic resources, and to provide new and additional information to users of Charter School financial statements.

Authority

Participation of and reporting shall be in accordance with Board policy and State of Idaho Fiscal Policies manuals as prepared by the office of the State of Idaho Controller's Office and GASB 34.

Delegation of Responsibility

The responsibility to coordinate the compilation and preparations of all information necessary to implement this policy is delegated to the business manager in cooperation with the Charter School Accountant.

The designated individual shall be responsible for implementing the necessary procedures to establish and maintain a fixed asset inventory, including depreciation schedules. Depreciation shall be computed on a straight-line basis over the useful lives of the assets, using an averaging convention. Normal maintenance and repairs shall be charged to expense as incurred; major renewals and betterments that materially extend the life or increase the value of the asset shall be capitalized. A schedule of accumulated depreciation shall be consistent from year to year. The basis for

depreciation, including groups of assets and useful lives, shall be in writing and submitted for review to the Board of Directors.

The business manager in cooperation with the Charter School's Accountant may prepare the required Management Discussion and Analysis (MD&A). If prepared, the MD&A shall be in the form required by GASB Statement 34 and shall be submitted to the Board for approval, prior to publication.

Prior to submission of the MD&A for Board approval, the independent auditors shall review the MD&A, in accordance with SAS No. 52, "Required Supplementary Information."

Guidelines

In order to associate debt with acquired assets, and to avoid net asset deficits, any asset that has been acquired with debt proceeds shall be capitalized, regardless of the cost of the asset. Any assets capitalized should be depreciated using their estimated useful life, not their amortization schedule.

For all other assets not acquired by debt proceeds, the dollar value of any single item for inclusion in the fixed assets accounts shall be not less than \$5,000.

The capitalization threshold shall be set at a level that will capture at least 80 percent of all fixed assets.

The assets listed below do not normally individually meet capitalization threshold criteria:

1. Library books;
2. Classroom texts;
3. Computer equipment; and
4. Classroom furniture

These asset category costs shall be capitalized and depreciated as groups when that group's acquisition cost exceeds the capitalization threshold in any given fiscal year.

For group asset depreciation purposes, the estimated useful life of the group may be based on the weighted average or simple average of the useful life of individual items, or on an assessment of the life of the group as a whole. Periodically, the intermediate unit shall review the estimated life of groups of assets and adjust the remaining depreciation life of the group.

Assets that fall below the capitalization threshold for GASB 34 reporting purposes may still be significant for insurance, warranty service, and obsolescence/replacement policy tracking purposes. The intermediate unit may record and maintain these non-

GASB 34 asset inventories in subsidiary ledgers.

Legal Reference: Governmental Accounting Standards Board (“GASB”) Statement No. 34

Policy History: Adopted on: 3/20/18; Revised on: 6/19/18, 2/5/19

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

7215 Fund Accounting System (GASB Statement 54)

To enhance the usefulness of fund balance information, the Charter School will provide clear fund balance classifications and use fund type definitions consistently.

The policy is designed to encourage consideration of unanticipated events that could adversely affect the financial condition of the School and jeopardize the continuation of necessary public services. The School should maintain adequate fund balances and reserves in order to:

1. Provide sufficient cash flow for daily financial needs;
2. Secure and maintain investment grade bond ratings;
3. Offset significant economic downturns or revenue shortfalls; and
4. Provide funds for unforeseen expenditures related to emergencies.

Fund Types

The accounts of the Charter School are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund is accounted for by providing a separate set of self-balancing accounts. The following funds are maintained by the School:

1. The General Fund is used to account for all financial resources not accounted for and reported in another fund;
2. Special Revenue Funds are used to account and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specific purposes other than debt service or capital projects;
3. Debt Service Funds are used to account for all financial resources restricted, committed, or assigned to expenditure for principle and interest;
4. Capital Projects Funds or Plant Facilities Funds are used to account for all financial resources restricted, committed, or assigned to expenditure for the

acquisition or construction of capital assets.

5. Permanent Funds are used to account for resources restricted to the extent that only earnings, and not principle, may be used for purposes that support the Charter School's purposes.

Note: The above list is not comprehensive and the Charter School may have other funds such as an Activities Fund.

Fund Balance Reporting in Governmental Funds

The following definitions will be used in reporting activity in the Charter School's governmental funds. The School may or may not report all fund types in any given reporting period, based on actual circumstances and activity.

1. **Non-spendable Fund Balance:** Includes amounts that cannot be spent because they are either:
 - a. Not in spendable form; or
 - b. Legally or contractually required to be maintained intact.
2. **Restricted Fund Balance:** Includes amounts that can be spent only for the specific purposes stipulated by Charter School policy, external resource providers, or through federal regulations or State laws or rules.
3. **Committed Fund Balance:** Includes amounts that can be used only for the specific purposes determined by a formal action of the Board.
4. **Assigned Fund Balance:** Includes amounts intended to be used by the School for specific purposes, but do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed.

Authority to Assign: The Board delegates to the Administrative Team or designee the authority to assign amounts to be used for specific purposes. Such assignments cannot exceed the available (spendable, unrestricted, uncommitted) fund balance in any particular fund.
5. **Unassigned Fund Balance:** Includes the residual classification for the School's general fund and includes all spendable amounts not contained in the other classifications. In other funds, the unassigned classification should be used only to report a deficit balance from overspending for specific purposes for which amounts had been restricted, committed, or assigned.

Prioritization of Fund Balance Use

The Board's primary role in adopting this policy is to identify the order of spending

unrestricted resources and to acknowledge that the Board is the ultimate decision-making authority with regard to committing balances upon recommendation of the Administrative Team or designee.

If the Board chooses not to adopt a policy addressing the order of spending, the default approach of reducing restricted, then committed, then assigned, then unassigned fund balances will be used.

Guidelines

Classifying Fund Balance Amounts: Fund balance classifications depict the nature of the net resources that are reported in a fund. An individual fund may include non-spendable resources and amounts that are restricted, committed, or assigned, or any combination of those classifications. The general fund may also include an unassigned amount.

Encumbrance Reporting: Encumbering amounts for specific purposes for which resources have already been restricted, committed, or assigned should not result in separate display of encumbered amounts. Encumbered amounts for specific purposes for which amounts have not been previously restricted, committed, or assigned, will be classified as committed or assigned, as appropriate, based on the definitions and criteria set forth above.

Implementation and Review: The Board authorizes the Administrative Team or designee to establish any standards and procedures which may be necessary for its implementation. The Administrative Team or designee shall review this policy and any procedures regarding its implementation annually or as needed and make any recommendations for changes to the Board.

The Administrative Team or designee shall provide accounting procedures for the receipt, deposit, expenditure, and withdrawal of such moneys and procedures for monthly reporting to the Board of the transactions, assets, liabilities, and fund balance for each such fund.

Legal Reference: I.C. § 33-701 et seq. - Fiscal Affairs of School Charter School Governmental Accounting Standards Board (“GASB”) Statement No. 54

Policy History: Adopted on: 2/5/19; Revised on:; Reviewed on:

7218 Federal Grant Financial Management System

The Charter School maintains a proper financial management system in order to receive both direct and state-administered grants and to expend funds associated with a grant award. Certain fiscal controls and procedures must be in place to ensure that all financial management system requirements are met.

Idaho Financial Reporting Management System (IFARMS)

IFARMS provides the basis for complete financial and cost accounting, for the development of program budgets, and for the preparation of periodic financial reports. The uniformity of the system enables the Charter School to fulfill state requirements and provides the flexibility to obtain program and account detail to meet management needs.

Financial Management Standards

The standards for financial management systems are found at 2 C.F.R. § 200.302. The required standards include:

1. **Identification:** The Charter School shall identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification shall include the information described below under “Overview of the Financial Management/Accounting System.”
2. **Financial Reporting:** Accurate, current, and complete disclosure of the financial results of each federal award or program will be made in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).
3. **Accounting Records:** The Charter School shall maintain records that adequately identify the source and application of funds provided for federally-assisted activities. These records will contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest, and be supported by source documentation.
4. **Internal Controls:** Effective control and accountability shall be maintained for all funds, real and personal property, and other assets. The Charter School shall adequately safeguard all such property and shall assure that it is used solely for authorized purposes.

“Internal controls” are tools to help program and financial managers achieve results and safeguard the integrity of their program. Internal controls should be designed to provide reasonable assurance that the following objectives are achieved:

- a. Effectiveness and efficiency of operations;
- b. Adequate safeguarding of property;
- c. Assurance property and money is spent in accordance with grant program and to further the selected objectives; and
- d. Compliance with applicable laws and regulations.

5. **Budget Control:** Actual expenditures or outlays shall be compared with budgeted amounts for each federal award.
6. **Cash Management:** The School shall maintain written procedures to implement the cash management requirements found in EDGAR. See Policy 7450.
7. **Allowable Costs:** The School shall maintain written procedures for determining the allowability of costs in accordance with EDGAR. See Policy 7320 and Procedure 7320P.

Overview of the Financial Management/Accounting System

The Charter School accounting system is established to present, with full disclosure, the financial position and results of the financial operations of the School in conformity with generally accepted accounting principles. The accounting system currently used is **Intuit - Quickbooks**. The system is in compliance with IFARMS, as required by Idaho statute. IFARMS shall be used as the basis for developing program budgets and the preparation of periodic financial reports. The Business Manager shall be responsible for managing budgets and accounts payable. As required by 34 CFR 200.302, the School shall maintain on file award letters that include Catalog of Federal Domestic Assistance (CFDA) titles and numbers, federal award identification numbers and years, names of the federal awarding agencies, and the name of the State Department of Education (the pass-through entity), for each federal award. The funds are given unique identification numbers in the IFARMS system.

The Business Manager shall be responsible for preparing financial reports, as required for local, state, and federal agencies, for review and approval by the Board of Directors. The financial reports shall reflect the financial activity and status of the Charter School. These reports shall include monthly and cumulative expenditures, program budgets, and balances remaining.

Budgeting

The Planning Phase: Meetings and Discussions: Before Receiving the Grant Award Notice (GAN): The Administrative Team or designee, assisted by the Business Manager, shall be responsible for initial federal grant budget development. Initial budget development shall be based upon estimates of federal program award amounts as provided by the State Department of Education, as well as input from program and administrative staff with respect to individual program staff needs, number and assignments of paraprofessionals relative to program allocations, and need for instructional supplies and equipment. The primary considerations of initial budget development shall be the educational needs of students and the availability of existing Charter School resources for meeting these needs.

Budgets shall be prepared and presented in a format that clearly identifies revenue sources and amounts and budgeted expenditures, in accordance with IFARMS accounting codes, and shall be open for public inspection.

The Administrative Team or designee shall present the proposed budget to the Board for final approval of the budget and the policies reflected therein, such as proposed changes or additions to instructional programs and proposed salary schedules. Consideration of the proposed budget shall take place in an open meeting with opportunity for public comment. The approved budget shall be included in the minutes of the Board as documentation of its acceptance and approval.

After Receiving the GAN: If the Administrative Team or designee determines that final program allocations necessitate revisions to program budgets, he or she, assisted by the Business Manager with input from federal programs staff, shall discuss, review, and propose budget revisions. If proposed revisions require amendment proposals, the Administrative Team or designee will follow protocols of the amendment process.

Amending the Budget: The Administrative Team or designee shall review and approve any necessary budget amendments and shall submit those amendments to the Board at least seven days in advance of the meeting at which the amendment will be considered. The Board shall have final approval of the amended budget and consideration of the proposed budget shall take place in an open meeting with opportunity for public comment. The approved amended budget shall be included in the minutes of the Board of Directors as documentation of its acceptance and approval.

Budget Control: The Business Manager shall prepare monthly financial reports that monitor budget performance by comparing actual to budgeted revenues and expenditures. Monthly financial reports indicate budgeted amounts, monthly expenditures, year-to-date-expenditures and percentage of budget spent. The Administrative Team or designee shall review these reports for the preceding month prior to presentation to the Board.

Accounting Records

The Business Manager shall be responsible for the maintenance of accounting records. Electronic accounting records are maintained in the **Quickbooks**, and paper records are maintained on file in the Charter School office. All accounting records shall be reviewed by the Administrative Team or designee and, where appropriate and required, the Board. The School chart of accounts and financial reports shall be established and maintained in accordance with Generally Accepted Accounting Principles (GAAP) and IFARMS, as required by Idaho Code. Accounting records shall be available for public inspection at any time.

Spending Grant Funds

In determining what items will be included in individual program budgets, the Business

Manager and the Administrative Team or designee will follow the federal cost principles and individual program statutes and regulations, as the basis for determining whether individual expenditures are allowable.

While developing and reviewing the grant budget, the Charter School will keep in mind the difference between direct costs and indirect costs.

Direct and Indirect Costs:

1. **Determining Whether a Cost is Direct or Indirect:** Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

Indirect costs are those that have been incurred for a common or joint purpose benefiting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved.

Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

Identification with the federal award rather than the nature of the goods and services involved is the determining factor in distinguishing direct from indirect costs of Federal awards. Typical costs charged directly to a Federal award are the compensation of employees who work on that award, their related fringe benefit costs, the costs of materials, and other items of expense incurred for the Federal award.

The salaries of administrative and clerical staff shall normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

- a. Administrative or clerical services are integral to a project or activity;
 - b. Individuals involved can be specifically identified with the project or activity;
 - c. Such costs are explicitly included in the budget or have the prior written approval of the federal awarding agency; and
 - d. The costs are not also recovered as indirect costs.
2. **Indirect Cost Rate:** It is at the discretion of the Charter School to use the indirect cost rate. It is the normal policy of the School not to take indirect costs on federal awards. If the School elects to take indirect costs, it shall follow the

procedures for calculating the indirect cost rate prescribed by the State Department of Education and apply the policies and procedures outlined in the federal regulations as described below.

- 3. Applying the Indirect Cost Rate:** Once the Charter School has an approved indirect cost rate, the percentage is multiplied against the actual direct costs (excluding distorting items such as equipment, contracts in excess of \$25,000, pass-through funds, etc.) incurred under a particular grant to produce the dollar amount of indirect costs allowable to that award.

Once the School applies the approved rate, the funds that may be claimed for indirect costs have no federal accountability and may be used as if they were non-federal funds. For direct grants, reimbursement of indirect costs is subject to the availability of funds and statutory or administrative restrictions.

Where a federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap must include all direct administrative charges as well as any recovered indirect charges.

Cross Reference: 7230 - Financial Reporting and Audits

Legal Reference: 2 C.F.R. § 200.56 - Indirect (Facilities & Administrative (F&A)) Costs; 2 C.F.R. § 200.413 - Direct Costs; 34 C.F.R. § 75.564 - Reimbursement of Indirect Costs; 34 C.F.R. § 76.569 - Using the Restricted Indirect Cost Rate

Policy History: Adopted on: 2/5/19; Revised on:; Reviewed on:

7220 Documentation And Approval Of Claims

All financial obligations and disbursements must be documented in compliance with the statutory provisions and audit guidelines. The documentation will specifically describe acquired goods and/or services, the budget appropriations applicable to payment, and the required approvals. All purchases, encumbrances and obligations, and disbursements must be approved by the administrator designated with the authority, responsibility, and control over the budget appropriations. The responsibility for approving these documents should not be delegated.

The Charter School business office will be responsible for the development of the procedures and forms to be used in the requisition, purchase, and payment of claims.

Policy History: Adopted on: 3/20/18; Revised on:

7225 Financial Fraud And Theft Prevention

Disclaimer:

Charter School Financial Fraud or Theft is a criminal matter and covered by State laws. This policy is merely a guideline so that all Charter School employees understand the possible repercussions of such actions. Questions regarding fraud and/or theft should be addressed to the Charter legal counsel and/or your local law enforcement agency.

All Charter School employees, Directors, consultants, vendors, contractors, and other parties maintaining a business relationship with the Charter School shall act with integrity and due diligence in matters involving Charter School fiscal resources. The Executive Director with assistance from the business manager shall be responsible for developing internal controls designed to prevent and detect fraud, financial impropriety, or fiscal irregularities within the Charter School. Every member of the Charter School's administrative team shall be alert for any indication of fraud, financial impropriety, or irregularity within his or her areas of responsibility. The Executive Director shall investigate reports of fraudulent activity in a manner that protects the confidentiality of the parties and the facts. All employees involved in the investigation shall be advised to keep information about the investigation confidential. While investigating and responding to the financial fraud allegations, the Executive Director or Chair of the Board of Directors will give priority to avoiding possible retaliation or reprisals.

Staff Responsibilities

Any employee who suspects that financial fraud, impropriety, or irregularity has occurred shall immediately report those suspicions to their immediate supervisor and/or the Executive Director or his or her designee who shall have the primary responsibility for initiating necessary investigations. Additionally, the Executive Director shall coordinate investigative efforts with the Charter School's legal counsel, auditing firm, and other internal or external departments and agencies, including the county prosecutor's office and law enforcement officials, as the Executive Director may deem appropriate. An employee who believes they have suffered reprisal, retaliation, or discrimination for a report under this policy shall report the incident(s) to the Executive Director designee. The Board will attempt to ensure that no employee who makes such a report will suffer any form of reprisal, retaliation, or discrimination for making the report. Employees are prohibited from preventing or interfering with those who make good faith disclosures of misconduct. This policy shall not apply when an employee knowingly makes a false report. In the event the concern or complaint involves the Executive Director, the concern shall be brought to the attention of the Chair of the Board who is hereby empowered to contact the Charter School's legal counsel, auditing firm, and any other agency to investigate the concern or complaint.

Definition

As used in this policy, "fraud" refers to intentionally misrepresenting, concealing, or

misusing information in an attempt to commit fiscal wrongdoing. Fraudulent actions include, but are not limited to:

1. Behaving in a dishonest or false manner in relation to Charter School assets, including theft of funds, securities, supplies, or other Charter School properties;
2. Forging or altering financial documents or accounts illegally or without proper authorization;
3. Improper handling or reporting of financial transactions;
4. Personally profiting as a result of insider knowledge;
5. Disregarding confidentiality safeguards concerning financial information;
6. Violating Board conflict of interest policies; and
7. Mishandling financial records of Charter School assets, such as destroying, removing, or misusing them.

Internal Controls

The following internal controls shall be a regular practice of the Charter School in an effort to prevent the possibility of fraud:

1. **Budgetary Transfers:** The transfer of appropriations is important for the Executive Director, purchasing agent, business official, and treasurer, and all should have written confirmation of the information. The purchasing agent shall be apprised if the transfer has been approved, the treasurer shall document it and the business official shall record it.
2. **Treasurer's Receipts:** The treasurer should have receipts and numbered duplicates for everything paid out in his or her custody.
3. **Checks:** The treasurer shall keep personal custody of any signature stamps and maintain a log for every check written.
4. **Audit:** An individual not connected to the business office should audit the check register regularly.
5. **Conduct background checks on potential business office employees:** Check all possible references, not just those offered, and perform criminal background checks on key business officials and other warranted individuals.
6. Segregate functions within the business office so as to avoid the opportunity for fraud without collusion.

Policy History: Adopted on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

7230 Financial Reporting And Audits

The Board directs that financial reports of all Charter School funds shall be prepared in compliance with statutory provisions and generally accepted accounting and financial reporting standards. In addition to the reports required for local, State, and federal agencies, financial reports will be prepared monthly and annually and presented to the Board. The financial reports shall reflect the financial activity and status of the Charter School funds.

Appropriate interim financial statements and reports of financial position, operating results and other pertinent information will be prepared to facilitate management control of financial operations.

The Board directs that school audits shall be conducted in accordance with Idaho law (I.C. § 67-450B). Each audit shall be a comprehensive audit of the affairs of the Charter School and the Charter School funds. The audits shall comply with all statutory provisions and generally accepted governmental auditing standards, as defined by the United States Government Accountability Office. Within ten days after receiving the audit from the School's independent auditor, the Charter School shall file two copies of the completed audit report with the legislative counsel at:

Idaho Legislative Services Office
Legislative Services Audit
Staff of Legislative Counsel
P.O. Box 83720
Boise, Idaho 83720-0054

The report shall be filed with the State Department of Education after its acceptance by the Board of Directors not later than November 10.

Legal Reference: I.C. § 33-701 - Fiscal Year – Payment and Accounting of Funds; I.C. § 67-405B - Independent Financial Audits by Government Entities

Policy History: Adopted on: 3/20/18; Revised on: 2/5/19

7235 Fiscal Accountability And IDEA Part B Funds

The Charter School must ensure fiscal accountability at each phase in the use of Individuals with Disabilities Education Act (IDEA) Part B funds. The purpose of this policy is to ensure that the Charter School complies with the State Department of Education requirements described in the Idaho State Department of Education IDEA Funding Manual.

Use of IDEA Part B Funds

The Charter School shall use IDEA funds only to pay excess costs of providing special education and related services to children with disabilities. A cost is determined to be an excess cost of providing special education only if it meets each of the following criteria:

1. The cost would not exist in the absence of special education needs;
2. The cost is not also generated by students without disabilities; and
3. If the cost is specific to a particular child and it is documented that child is on an Individual Education Plan (IEP).

The Board directs the Executive Director to establish procedures and internal controls to ensure that IDEA Part B funds are used only for allowable, excess costs of providing special education and that these costs are accounted for in the proper function/program codes described in 34 CFR 300.202-205. These procedures and controls shall also ensure the accuracy of the Charter School's Excess Cost Calculation, as required by 34 C.F.R. 300.16 and Appendix A to 34 C.F.R.300.

The Special Education Director and the Business Manager approve all IDEA Part B expenditures (PO, invoices) following the process described in the written procedures for determining allowability of cost (cost principles).

Time and Effort Reporting

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. In order to determine if personnel costs are allowable under IDEA Part B, the Charter School shall maintain auditable "time and effort" documentation that shows how each employee paid with IDEA Part B funds spent his or her compensated time. Such work shall be documented on the time and effort forms. The form shall be kept for employees paid in full or in part with federal funds or whose salary is used to meet a matching requirement in a federal program. Such documents are written reports of how the time was spent.

The Board directs the Executive Director or designee to establish a system for time and effort reporting that complies with the requirements of OMB Circular A-87 and OMB Circular A-133 and with the 4235P Written Compensation Procedure.

Maintenance of Effort

In order to ensure that the requirement of Maintenance of Effort is met, the Board directs the Administrative Team to establish a means of tracking and reporting local expenditures separate from the expenditure of state funds. This is to be done for the purpose of verifying that local funds are used for special education expenditures.

Property Procurement and Tracking

The Board directs the Administrative Team to establish written procedures to ensure that the Charter School's mechanism for procurements using IDEA Part B funds conforms to the standards outlined in 34 C.F.R. 80.36 and with Policy 7400 Procurement Management System and any related procedures. The Board also directs the Administrative Team to establish a system to maintain adequate inventory management of property purchased with IDEA Part B funds.

Property records in the inventory management system should include, at a minimum:

1. Property description;
2. Identification number;
3. Source of funding;
4. Acquisition date and cost;
5. The location, use, and condition of the property; and
6. Any ultimate disposition data including the date of disposal and sale price of the property.

In addition to the above information, the inventory management system should ensure that all source documents in support of the above information are maintained throughout the life and disposition of the equipment. These records should be updated frequently so that every piece of equipment purchased with federal funds can be accounted for at any given time.

Cross Reference: 7400 - Procurement Management System

Legal Reference: 2 C.F.R. §§200.430 - Time and Effort; 34 C.F.R. §§80.36 - Procurement; 34 C.F.R. §§80.42 - Retention and Access Requirements for Records; 34 C.F.R. §§300.132-133 - Provision of Services for Parentally-Placed Private School Children with Disabilities; 34 C.F.R. §§300.16 - Excess Costs; 34 C.F.R. §§300.202-205 - Use of Amounts; 34 C.F.R. §§300, Appendix A - Excess Costs Calculation; Fiscal Accountability Checklist: For Sub-Recipients of IDEA Part B Funds; OMB Circular A-87; OMB Circular A-133

Other Reference: Policies and Procedures Used Template, Idaho State Department of Education, <http://www.sde.idaho.gov/sped/funding/>

Policy History: Adopted On: 7/3/18; Revised On: 2/5/19

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

7235F1 Federal Funds Semi-Annual Certification Form

I certify that the hours reported above are a true representation of work performed.

Employee signature: _____ Date: _____

Immediate Supervisor signature: _____ Date: _____

7235F3 Multiple Cost Objective Time And Effort Certification

Employee: _____ Position: _____

Reporting Period: _____

| Cost Objective (Program Activity) | Grant Program | Fund Code – Function Code | Distribution of Time (Percentage of Hours) |
|-----------------------------------|---------------|---------------------------|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Employee's Signature: _____ Date: _____

I hereby certify this report is an accurate representation of the total activity expended during the period indicated.

Reviewed by supervisor: _____ Date: _____

7235P Written Compensation Procedure (Time And Effort)

Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with State or local funds but is used to meet a required “match” in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants.

The Charter School’s records will accurately reflect the work performed. These records

must:

1. Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. Be incorporated into official records;
3. Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
4. Encompass both federally assisted, and all other activities compensated by the School on an integrated basis;
5. Comply with the established accounting policies and practices of the School; and,
6. Support the distribution of the employee's salary or wages among specific activities or costs objectives.

Time and Effort Procedures

Federal programs staff work in multiple programs and are paid from multiple federal awards. The initial budget for program personnel is determined according the relative percentage of the total of allocations of programs in which the staff member works. Each pay period, the staff member's salary and benefits are calculated and paid according to those initial budget percentages.

At the end of each quarter, the staff member will submit a certification of actual hours worked in each federal program during that quarter. The certification will be signed by the employee and by the business manager or other Charter School staff with after-the-fact knowledge of the employee's activities.

The business manager will reconcile the certification of actual work performed to budgeted amounts and will make corresponding journal entries that reflect actual hours worked in and allowable activities of each federal program.

If an employee works exclusively in a single federal program, that employee will, at least semi-annually complete Form 7235F1 Federal Funds Semi-Annual Certification Form. The form must be completed at least twice each year and signed by the employee and staff member with after-the-fact knowledge of the employee's activities.

Federal programs staff who work in multiple programs and are paid from multiple federal awards with no fixed schedule shall complete a Form 7235F2 Personnel Activity Report.

Positive Time Reporting

(For Charter Schools that have implemented a financial management system that

allows positive time reporting) The Charter School may generate a time and effort report directly from the financial management system.

Procedure History: Promulgated on: 2/5/19; Revised on:; Reviewed on:

7237 Retention Of Records Relating To Federal Grants

The Board directs the Administrative Team or designee to ensure that fiscal records related to federal grants are retained for a minimum of six years from the obligation of funds. These records shall be available for inspection if required.

Procedures

The Charter School shall maintain records that fully show:

1. The amount of funds under the grant or subgrant;
2. How the subgrantee uses those funds;
3. The total cost of each project;
4. The share of the total cost of each project provided from other sources;
5. Other records to facilitate an effective audit; and
6. Other records to show compliance with federal program requirements.

The School shall also maintain records of significant project experiences and results. These records and accounts shall be retained and made available for programmatic or financial audits.

In accordance with State Department of Education record retention policy 4.16.02 Administration of Federal Grant Program, the School shall maintain all fiscal and programmatic records relating to federal grants for a minimum of five years and one additional audit.

The Charter School will destroy paper records by shredding only. In the event of the disposal of computers or electronic equipment that may contain confidential student or personnel records, the School will ensure that hard drives are appropriately “wiped” clean of information prior to disposal.

The School shall retain records based on the schedule provided in Policy 8605.

Collection and Transmission of Records

The Charter School shall maintain electronic records in the **Google Drive** system, and paper records shall be maintained in the School office under the supervision of the

Business Manager or designee. The clerk will have authorized access as directed. Electronic and/or paper records shall be provided to awarding agencies to meet reporting requirements and to auditors and monitors, as appropriate and required. Records that are kept electronically may be transmitted electronically as allowed by 2 CFR 200.335.

Access to Records

The Charter School shall provide the awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, the right of access to any documents, papers, or other records of the School which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the School's personnel for the purpose of interview and discussion related to such documents.

Privacy

Access to both the **Google Drive** system, personnel files, the Student Management System, confidential student files, Special Education IEP files shall be password protected in the case of electronically maintained records and kept in locked filing cabinets in the case of paper records. These records are maintained under the supervision of the Administrative Team or designee and the Business Manager, or Federal Programs Director with exclusive access to paper files and passwords for electronic systems. The Charter School clerk may also have access to these records. Employees shall be trained in the requirements of the Family Educational Rights and Privacy Act (FERPA). If a request for confidential information is received from a source not having clear authority under FERPA or other statute, the School shall consult appropriate legal counsel prior to providing records.

Legal Reference: 34 C.F.R. § 76.730-.731; 34 C.F.R. § 75.730-.731; 34 C.F.R. § 75.732; 2 CFR 200.335

Other Reference: Policies and Procedures Used Template, Idaho State Department of Education, <http://www.sde.idaho.gov/sped/funding/>

Policy History: Adopted on: 2/5/19; Revised on:; Reviewed on:

7240 Programs For Indian Children

It is the intent of the Charter School that all American Indian children of school age have equal access to all programs, services, and activities offered in the Charter School.

It is also the intent of the Charter School to fully comply with the requirements of Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act and

regulations relating thereto. To that end, the Charter School shall:

1. Provide tribal officials and parents of Indian children an opportunity to comment on the participation of Indian children on an equal basis in all programs and activities offered by the Charter School;
2. Annually assess the extent to which Indian students are participating on an equal basis in the educational programs and activities of the Charter School;
3. If and when necessary, modify its educational programs to ensure that Indian children participate on an equal basis with non-Indian children served by the Charter School;
4. Disseminate annually all relevant applications, evaluations, program plans, and information related to the Charter School's education programs in sufficient time to allow the tribes and parents of Indian Children an opportunity to review the materials and make recommendations on the needs of the Indian children and how the Charter School may help those children realize the benefits of the Charter School's education programs and activities;
5. Solicit information from tribal officials and parents of Indian children on Indian views, including information on the frequency, location, and time of meetings;
6. Notify tribal officials and parents of Indian children of the locations and times of meetings;
7. Consult and involve tribal officials and parents of Indian children in the planning and development of the Charter School's educational programs and activities;
8. Modify its Indian policies and procedures, if and when necessary, based upon the results of the "Assessments" referenced below.

Assessments

Tribal officials and parents of Indian children are encouraged to assess the effectiveness of their input regarding the participation of Indian children in the Charter School's educational programs and activities and the development and implementation of the Charter School's Indian policies and procedures and share the results of such assessment with the Charter School.

Records

For all Indian students served by the Charter School, The Charter School shall maintain adequate records to demonstrate the Charter School's compliance with applicable federal law regarding funds received pursuant to Title VIII (20 USC § 7703).

Legal Reference: 20 U.S.C.S. §§ 7441, et seq. - Special Programs and Projects to

Improve Educational Opportunities for Indian Children.; 20 U.S.C.S. §§ 7703, 7704, - Policies and Procedures Relating to Children Residing on Indian Lands; 34 CFR 222.94 - What Provisions Must be Included in a Local Educational Agency's Indian Policies and Procedures?

Policy History: Adopted on: 3/20/18; Revised on:

7240B Programs For Indian Children Background

A policy and procedure of this nature is necessary in order to be eligible to receive Title VIII funds to provide programs for eligible Indian students.

When submitting the Impact Aid application for federal assistance, the Charter School must provide assurance that it has established the required policies and procedures. In addition to submitting the policies and procedures, the Charter School must ensure that:

1. Tribes and parents were informed, consulted, and involved;
2. A statement indicating that the Charter School has on file a list of names and addresses of parents that participated in hearings or other such meetings is also provided;
3. Dates when proposed policies were considered by the Board (first reading, second reading, etc.) are also provided;
4. That policies and procedures reflect the views of parents of Indian children;
5. That policies and procedures have been disseminated to the tribes and parent; and
6. Adequate records are maintained demonstrating compliance with the federal requirements.

While the amendments provide for the involvement of parents of Indian children, such recommendations are advisory only. The Board has the final authority on policy decisions of the Charter School.

7240P Federal Impact Funds

The Board adopts the following procedures as required by Title VIII (Impact Aid Program) of the Elementary and Secondary Education Act:

1. The Administrative Team and/or his or her designee will meet at least two times annually with tribal officials and parents of Indian children. The purpose of the meetings will be to give tribal officials and parents of Indian children an opportunity to comment on whether Indian children are participating on an equal basis with other children in the Charter School in the educational programs and activities offered by the Charter School. The dates and times of these meetings

will be sent to tribal officials and parents of Indian children at the beginning of each school year. In addition to the meetings, tribal officials and parents of Indian children are encouraged to contact the Executive Director at any time to provide comments or concerns regarding Indian children's equal participation in the education programs of the Charter School.

2. Each year the Board will review this procedure and the Charter School's Policy 7240 Programs for Indian Children.
3. The Administrative Team and/or designee will review school data and the comments and/or concerns of tribal officials, parents of Indian children, the community, and staff members regarding the assessment and extent of Indian students' participation and progress in the educational programs and services of the Charter School.
4. When assessment data indicate Indian students are not participating on an equal basis with non-Indian students or making adequate progress, tribal officials and parents of Indian children will be asked to make recommended changes.
5. The complete Title VIII application will be sent to tribal officials (and the Indian Education Center, if appropriate) and a summary prepared for all Indian parents in conjunction with the January Title VIII public hearing. Review of new or continuing programs is an ongoing process of the Board. Agendas will be regularly forwarded to Tribal officials. An annual summary will be provided at the January Title VIII public hearing. Additional information is available upon request. A Board meeting will be held, usually in January, for the discussion of the disseminated material as part of a regular Board agenda. Tribal officials and Indian parents and staff will be notified at least ten days prior to the meeting. Notice will be posted in the school's Charter School office and school offices and will be sent to the Tribal Council and Education Center for posting.
6. At the Board meeting described in 5 above, members of the Indian community will be afforded the opportunity to comment and suggest alternatives to the regularly scheduled times, locations, and frequency of pertinent meetings.
7. Tribal officials, Indian parents, the Title IX Indian Parent Committee, the IPP Committee, and Indian Education Center staff will be notified as to the location and times of meetings in the same manner as that provided for the January Board meeting. Notice will be posted in the school's Charter School office, at school offices, and will also be sent to the Tribal Council and the Tribal Education Center for posting.
8. The Title VIII application will be made available for review by the Title IX Parent Committee and/or the IPP Committee and other interested members of the Indian community, prior to the public meeting generally held in January.

A Board meeting to discuss equal participation of Indian students will generally

be held in January.

The Title IX Parent Committee and/or the IPP Committee and interested Indian parents and tribal officials will review assessment data to develop or modify educational programs or services to allow participation of Indian students on an equal basis. These findings and recommendations will be presented to the Board in March or as required by federal guidelines.

Members of the Indian community, tribal officials, members of the Parent Committee and/or the IPP Committee, and staff will be notified of modifications to programs or services as provided in 5, above.

Procedure History: Promulgated on: 3/20/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

7260 Student Activity Funds

The Board is responsible for the establishment and management of student activity funds. The purpose of student activity funds shall be to account for revenues and disbursements of those funds raised by students through recognized student body organizations and activities, including:

1. Admission charges for interscholastic activities;
2. The sale of yearbooks and annuals;
3. Student fee collections which are used to provide more than one activity/benefit to all of the students of a school or school building; and
4. Receipt from non-lunch related vending machines located on school property.

Such funds shall be used for such expenditures as determined by the activity being hosted or approved by the Administrative Team.

The funds collected by the Charter School shall be maintained in an account requiring two (2) authorized signatures for the distribution of funds. One signature shall be by a person designated by the Board as an assistant treasurer and the other shall be a designated signatory of the Charter School.

The funds shall be deposited and expended by regular check in a bank account maintained by the Charter School for each student activity fund. The use of the student extra- and co-curricular funds is limited to the benefit of the students. All funds collected or received for school programs, activities, or students' use are by Idaho law public monies and the care, custody, control, and accounting for such monies is the duty and

responsibility of the Treasurer and the Administrative Officer of the Charter School. The Treasurer of the Charter School shall provide accounting procedures for the receipt, deposit, expenditure, and withdrawal of such monies.

The management of student activity funds shall be consistent with sound business practices. Authority is delegated to the Administrative Team to require the Charter School to conform to accounting procedures for the receipt, deposit, and withdrawal of funds. A report of the activity of these funds shall be submitted to the Board each month by the treasurer. This includes providing for the safekeeping of monies, proper accounting and administration of the funds, and compliance with the Board of Directors' policies and procedures. The Administrative Team is responsible for the proper collection, disbursement, and control of all school activity funds.

The official financial records of the student activity funds for the Charter School will be audited annually by a qualified public accountant or other responsible person approved by the Board. The employee responsible for maintaining student activity funds will be under bond in an amount which protects the maximum funds on hand at any time. An annual report will be prepared for the Board disclosing all results of the audit.

For other activity or student funds, the Board may create a separate fund(s) and implement procedures for the accounting and control of the same.

Projects for the raising of funds shall generally contribute to the educational experience of students and shall not detract from the instructional program. All fundraising projects must have the approval of the Administrative Team. Solicitation of funds outside the school must have the approval of the Board.

Receipts

All cash and check collection will be recorded by the person receiving the collection. A cash receipt will be prepared immediately. Cash receipts are to be issued in numerical sequence.

The receipt must be filled in completely, including:

1. Date;
2. The amount;
3. The name of the person or company delivering the funds;
4. The source of the funds, such as a fundraiser, yearbook payment, etc; and
5. The account code and description of the account.

An actual cash count of all money must be made by the person receiving the funds in the presence of the person delivering the funds.

Checks received will not be post-dated for any reason.

A cash receipt will not be altered for any reason. If an error occurs, the person receiving the cash or check will indicate the receipt was voided, will mark void on the receipt, and file the voided receipt in numerical sequence with the copies of the receipts.

The original receipt will be given to the person delivering the money. If an individual mails a check and requests a receipt for the payment, a receipt acknowledging the check number will be prepared and returned to the individual making the payment. The copy of the receipt will be filed in numerical order and retained for auditing purposes.

Access to receipts will be limited to the individual responsible for the particular fund.

If funds are delivered to a building office when the person responsible for the School fund is out of the office, the employee receiving the cash or check will follow the receipt procedures set forth above. The funds will then be locked in a safe until the person responsible for the School fund is available. The individual who received the funds will then count the money in the presence of the person responsible for the School fund and indicate that the money was received.

All funds received by clubs or School organizations must be properly documented.

All funds collected by staff members will be submitted daily to the Administrative Team or his or her designee for receipt. No money will be kept overnight in classrooms, desks, file cabinets, or other areas within the building.

Legal Reference: I.C. § 33-705 Activity Funds

Policy History: Adopted on: 7/3/18; Revised on: 2/5/19

7270 Property Records

Property records and inventory records shall be maintained on all land, buildings, and physical property under the control of the Charter School. Such records shall be updated annually.

Property records of facilities and other fixed assets shall be maintained on an ongoing basis. All goods purchased using federal funds shall be delivered to the School office and received by the Business Manager. Upon receipt of goods, the Business Manager shall notify the Executive Director or designee of fulfillment of the purchase order.

The Business Manager checks all items against the invoice to ensure accuracy of delivery. Inventory items will be recorded on the Master Inventory list. No equipment shall be removed for personal or non-school use except according to Board policy.

Property records shall show, appropriate to the item recorded, the:

1. Description and identification;
2. Manufacturer;
3. Date of purchase;
4. Initial cost;
5. Location;
6. Serial number, if available; and
7. Model number, if available.

For each equipment and computing device purchased with federal funds, the following information is maintained in the Special Services office mastery inventory list. The list includes the following information:

1. Serial number or other identification number;
2. Source of funding for the property;
3. Who holds title;
4. Acquisition date and cost of the property;
5. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
6. Location, use, and condition of the property; and
7. Any ultimate disposition data including the date of disposal and sale price of the property.

In the event the property is sold, lost, stolen, or cannot be repaired, the item will be deducted from the master inventory list. The date of the change will be listed along with the sale price if the item is sold.

Property Classifications

Equipment and supplies with a useful life of more than 1 year, including computing devices, will be marked with “Property of the **Project Impact STEM Academy**” and with appropriate equipment identification.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the Charter School for financial statement purposes, or \$5,000.

Supplies means all tangible personal property other than those described in § 200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser

of the capitalization level established by the School for financial statement purposes or \$5,000, regardless of the length of its useful life.

Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information.

Capital assets means tangible or intangible assets used in operations having a useful life of more than one year that are capitalized in accordance with GAAP. Capital assets include:

1. Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
2. Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).

Physical Inventory

A physical inventory of the property must be taken, and the results reconciled with the property records at least yearly.

Each staff member will inventory property items in their room at the end of each school year. The inventory sheet is signed by the staff member taking the inventory as verification and is reviewed by the Business Manager and kept in the vault. Computer and technology equipment are inventoried through **manually systems** and recorded in an Excel spreadsheet maintained by the Business Manager. Electronic equipment, such as iPads, are marked with “Property of **Project Impact STEM Academy**”.

Any discrepancy between physical inventory and the master inventory sheet will be researched by the Business Manager and noted on the master inventory.

Maintenance

In accordance with 2 C.F.R. § 313(d)(4), the Charter School maintains adequate maintenance procedures to ensure that property is kept in good condition. If an item needs repair, the Business Manager will be notified and proper repair procedures will be determined, either at the School or by sending the item to a qualified repair facility.

Lost or Stolen Items

The Charter School maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.

Use of Equipment Purchased with Federal Funds

Equipment purchased with federal funds must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the Charter School will not encumber the property without prior approval of the federal awarding agency and the pass-through entity.

During the time equipment is used on the project or program for which it was acquired, the equipment will also be made available for use on other projects or programs currently or previously supported by the federal government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by the federal awarding agency that financed the equipment. Second preference is given to programs or projects under federal awards from other federal awarding agencies. Use for non-federally funded programs or projects is also permissible.

When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency, in the following order of priority:

1. Activities under a federal award from the federal awarding agency which funded the original program or project; then
2. Activities under federal awards from other federal awarding agencies.

In the event that the School no longer needs real or personal or real property, it will follow the rules, policies, and procedures required by Idaho Code §33-601(4)(b) and by Policy 9100.

Cross Reference: 7210 - GASB Statement 34 (Accounting System)

Legal Reference: I.C. § 33-701 - Fiscal Year – Payment and Accounting of Funds; I.C. §33-601(4)(b) - Real and Personal Property—Acquisition, Use or Disposal of Same ; I.C. § 33-701 - Fiscal Year – Payment and Accounting of Funds; 2 C.F.R. § 200.12 - Capital Assets; 2 C.F.R. § 200.20 - Computing Devices; 2 C.F.R. § 200.33 - Equipment; 2 C.F.R. § 200.94 - Supplies; 2 C.F.R. § 313 - Equipment

Policy History: Adopted on: 3/27/18; Revised on: 2/5/19

[7300-7399 Revenues](#)

[7300 Revenues](#)

[7305 Investment Of Funds](#)

[7310 Advertising In Schools/Revenue Enhancement](#)

[7320 Allowable Uses For Grant Funds](#)

[7320P1 Determining Necessity And Reasonableness Of Expenses](#)
[7320P2 Selected Items Of Cost](#)

7300 Revenues

The Charter School will seek and utilize all available sources of revenue for financing its educational programs. This includes revenues from non-tax, local, State, and federal sources. All revenues received for the Charter School will be properly credited to the appropriate fund and account as specified by federal and State statute and the accounting and reporting regulations for Idaho school districts and charter schools.

The Charter School will collect and deposit all direct receipts of revenues as necessary but at least once monthly. The Charter School will make an effort to collect all revenues due from all sources, including, but not limited to, rental fees, bus fees, fines, tuition fees, other fees and charges.

Policy History: Adopted on: 3/27/18; Revised on:

7305 Investment Of Funds

The Board authorizes the Administrative Team to invest all or part of any reserve fund, or any fund accumulated for the payment of interest. The Administrative Team or designee shall develop criteria and procedures for appropriate investments which shall be reviewed by the Board. A progress report of investments shall be made to the Board on a regular basis.

Policy Considerations

The investment policy shall be reviewed annually by the Administrative Team or designee and recommended changes will be presented to the Board for consideration.

Policy History: Adopted on: 2/5/19; Revised on:; Reviewed on:

7310 Advertising In Schools/Revenue Enhancement

Revenue enhancement through a variety of Charter School-wide and Charter School approved marketing activities, including but not limited to advertising, corporate sponsorship, signage, etc., is a Board-approved venture. These opportunities are subject to certain restrictions as approved by the Board of Directors in keeping with the contemporary standards of good taste. Such advertising will seek to model and promote positive values for the students of the Charter School through proactive educational messages and not just traditional advertising of a product. Preferred advertising includes messages that encourage student achievement and the establishment of high

standards of personal conduct.

All sponsorship contracts will allow the Charter School to terminate the contract at least on an annual basis if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.

The revenue derived should:

1. Enhance student achievement;
2. Assist in the maintenance of existing Charter School athletics and activity programs; and
3. Provide scholarships for students participating in athletic, academic, and activity programs who demonstrate financial need and merit.

Appropriate opportunities for these marketing activities include but are not limited to:

1. Fixed signage;
2. Banners;
3. Charter School-level publications;
4. Television and radio broadcasts;
5. Athletic facilities, to include stadiums, high school baseball fields, and high school gymnasiums;
6. Charter School level projects;
7. Expanded usage of facilities beyond traditional use, such as concerts, rallies, etc.;
8. Interior and exterior of a limited number of Charter School buses only if the advertising is associated with student art selected by the Charter School. The only advertising information will note that the student art is sponsored by the participant in the Charter School sponsorship. Maintenance for these buses will include but not exceed normal maintenance costs; and
9. Individual school publications, when not in conflict with current contracts.

Advertising will not be allowed in classrooms, and corporate-sponsored curriculum materials are subject to the requirements of Board policy.

The following restrictions will be in place when seeking revenue enhancement. Revenue enhancement activities will not:

1. Promote hostility, disorder or violence;

2. Attack ethnic, racial, or religious groups;
3. Discriminate, demean, harass, or ridicule any person or group of persons on the basis of gender;
4. Be libelous;
5. Inhibit the functioning of the Charter School;
6. Promote, favor, or oppose the candidacy of any candidate for election, adoption of any bond/budget issues, or any public question submitted at any general, county, municipal, or Charter School election;
7. Be obscene or pornographic as defined by prevailing community standards throughout the Charter School;
8. Promote the use of drugs, alcohol, tobacco, firearms, or certain products that create community concerns;
9. Promote any religious or political organization;
10. Promote foods or beverages which do not meet the standards for foods sold at school described in Policy 8250. This restriction shall apply to all advertising, including signage, scoreboards, school stores, cups, packaging, vending machines, trash cans, coolers, menu boards, and food service equipment;
11. Use any Charter School or school logo without prior approval; or
12. Use age-inappropriate material.

Exception

Nothing herein shall be construed to prevent advertising in publications which are published by student organizations, PTA/PTO, booster club, or other parent groups. Funds received for approved projects involving advertising in said publications may be retained by the school-related group that is sponsoring the activity as a fundraising event.

Solicitations

Salespersons, representatives, or agents shall not solicit or contact pupils, teachers, or other employees in the school buildings or on school grounds without prior approval.

Cross Reference:

- 2100 - Curriculum Development and Assessment;
- 2500 - Library Materials;

- 2520 - Selection, Adoption, Use, and Removal of Curricular Materials;
- 8250 - Guidelines for Food and Beverages Sales

Legal References:

- 7 CFR § 210.30 - Local School Wellness Policy;
- 42 USC § 1758b, Section 204 - Healthy and Hunger-Free Kids Act of 2010;
- 42 USC § 1771 et seq. - Child Nutrition Act of 1966;
- 42 USC § 1751 et seq. - National School Lunch Act

Policy History:

- Adopted on: 3/27/18;
- Revised on: 12/06/2022

HISTORY

Amended by Res. [2022-17 Fall 2022](#) on 3/7/2023

7320 Allowable Uses For Grant Funds

Expenditures will be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval from the State. When determining how the Charter School will spend its grant funds, the Executive Director or designee and the Business Manager will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in Education Department General Administrative Regulations (EDGAR), which are provided in the bulleted list below. The Business Manager and Executive Director or designee must consider these factors when making an allowability determination. All costs must:

1. Be necessary and reasonable for the performance of the federal award as outlined in 7320P1;
2. Be allocable to the federal award. A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefit received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. For example, if 50% of a teacher's salary is paid with grant funds, then that teacher must spend at least 50% of his or her time on the grant program;
3. Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the Charter School;

4. Conform to any limitations or exclusions set forth as cost principles in 2 CFR Part 200 or in the terms and conditions of the federal award;
5. Be treated consistently. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award;
6. Be adequately documented. All expenditures must be properly documented;
7. Be determined in accordance with General Accepted Accounting Principles (GAAP), unless provided otherwise in Part 200;
8. Not be included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the non-federal entity to contribute a certain amount of non-federal resources to be eligible for the federal program.
9. Be the net of all applicable credits. The term “applicable credits” refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts, rebates or allowances, recoveries or indemnities on losses, and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate.

Part 200’s cost guidelines must be considered when federal grant funds are expended. In addition, as required by federal rules, the Charter School will follow, as appropriate, all state and School-level requirements and policies regarding expenditures.

Helpful Questions for Determining Whether a Cost is Allowable

In addition to the cost principles and standards described in Procedures 7320P1 and P2, the Executive Director or designee, Business Manager, and appropriate federal programs personnel can refer to this section for a useful framework when performing an allowability analysis. In order to determine whether federal funds may be used to purchase a specific cost, it is helpful to ask the following questions:

1. Is the proposed cost allowable under the relevant program?
2. Is the proposed cost consistent with an approved program plan and budget?
3. Is the proposed cost consistent with program specific fiscal rules? For example, the Charter School may be required to use federal funds only to supplement the amount of funds available from nonfederal (and possibly other federal) sources.
4. Is the proposed cost consistent with EDGAR?

5. Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?

As a practical matter, the Executive Director or designee, Business Manager, and appropriate federal programs personnel should also consider whether the proposed cost is consistent with the underlying needs of the program. For example, program funds must benefit the appropriate population of students for which they are allocated.

Also, funds should be targeted to address areas of weakness, as necessary. To make this determination, the Executive Director or designee, Business Manager, and appropriate federal programs personnel should review data when making purchases to ensure that federal funds meet these areas of concern.

Legal Reference: 2 CFR § Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; 2 C.F.R. §200.404 - Reasonable Costs; 2 C.F.R. §200.405 - Allocable Costs; 2 C.F.R. §200.406 - Applicable Credits; 2 C.F.R. §§ 200.420-200.475 - Considerations for Selected Items of Cost; 2 CFR § Part 3474 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

Policy History: Adopted on: 3/27/18; Revised on: 2/5/19

7320P1 Determining Necessity And Reasonableness Of Expenses

Federal grant funds may only be spent on costs which are necessary and reasonable for the performance of the federal award. Charter School staff must consider these elements when determining the reasonableness of a cost. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, reasonable means that sound business practices were followed, and purchases were comparable to market prices. When determining reasonableness of a cost, consideration must be given to:

1. Whether the cost is a type generally recognized as ordinary and necessary for the operation of the School or the proper and efficient performance of the federal award;
2. The restraints or requirements imposed by factors such as: sound business practices; arm's-length bargaining; federal, state, and other laws and regulations; and terms and conditions of the federal award;
3. Market prices for comparable goods or services for the geographic area;
4. Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the School, its employees, its students, the

public at large, and the federal government;

5. Whether the School significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the federal award's cost.

While the relevant federal administrative rule does not provide specific descriptions of what satisfies the “necessary” element beyond its inclusion in the reasonableness analysis above, “necessary” is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the Charter School can demonstrate that the cost addresses an existing need, and can prove it. For example, the School may deem a language skills software program necessary for a limited English proficiency program.

When determining whether a cost is necessary, consideration may be given to:

1. Whether the cost is needed for the proper and efficient performance of the grant program;
2. Whether the cost is identified in the approved budget or application;
3. Whether there is an educational benefit associated with the cost;
4. Whether the cost aligns with identified needs based on results and findings from a needs assessment; and
5. Whether the cost addresses program goals and objectives and is based on program data;

Procedure History: Promulgated on: 2/5/19; Revised on:; Reviewed on:

7320P2 Selected Items Of Cost

2 CFR Part 200 examines the allowability of 55 specific cost items (commonly referred to as Selected Items of Cost). These cost items are listed in the chart below along with the rule where the allowability of the item is discussed. Please do not assume that an item is allowable because it is specifically listed in the regulation, as it may be unallowable despite its inclusion in the selected items of cost section. The expenditure may be unallowable for a number of reasons, including:

1. The express language of the regulation states the item is unallowable;
2. The terms and conditions of the grant deem the item unallowable; or
3. State/local restrictions dictate that the item is unallowable.

The item may also be unallowable because it does not meet one of the cost principles, such as being reasonable because it is considered too expensive. If an item is unallowable for any of these reasons, federal funds cannot be used to purchase it.

Charter School personnel responsible for spending federal grant funds and for determining allowability shall be familiar with the Part 200 selected items of cost section. The Executive Director or designee and Business Manager shall follow these rules when charging these specific expenditures to a federal grant. When applicable, the Executive Director or designee and/or Business Manager shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, School, and program-specific rules may deem a cost unallowable, and Charter School personnel shall follow those non-federal rules as well. The selected item of cost addressed in Part 200 includes the following (in alphabetical order):

| Item of Cost | Citation of Allowability Rule |
|--|--------------------------------------|
| Advertising and public relations costs | 2 CFR § 200.421 |
| Advisory councils | 2 CFR § 200.422 |
| Alcoholic beverages | 2 CFR § 200.423 |
| Alumni/ae activities | 2 CFR § 200.424 |
| Audit services | 2 CFR § 200.425 |
| Bad debts | 2 CFR § 200.426 |
| Bonding costs | 2 CFR § 200.427 |
| Collection of improper payments | 2 CFR § 200.428 |
| Commencement and convocation costs | 2 CFR § 200.429 |
| Compensation – personal services | 2 CFR § 200.430 |
| Compensation – fringe benefits | 2 CFR § 200.431 |
| Conferences | 2 CFR § 200.432 |
| Contingency provisions | 2 CFR § 200.433 |
| Contributions and donations | 2 CFR § 200.434 |
| Defense and prosecution of criminal and civil proceedings, claims, appeals, and patent infringements | 2 CFR § 200.435 |
| Depreciation | 2 CFR § 200.436 |
| Employee health and welfare costs | 2 CFR § 200.437 |
| Entertainment costs | 2 CFR § 200.438 |
| | |

| | |
|--|-----------------|
| Equipment and other capital expenditures | 2 CFR § 200.439 |
| Exchange rates | 2 CFR § 200.440 |
| Fines, penalties, damages, and other settlements | 2 CFR § 200.441 |
| Fund raising and investment management costs | 2 CFR § 200.442 |
| Gains and losses on disposition of depreciable assets | 2 CFR § 200.443 |
| General costs of government | 2 CFR § 200.444 |
| Goods and services for personal use | 2 CFR § 200.445 |
| Idle facilities and idle capacity | 2 CFR § 200.446 |
| Insurance and indemnification | 2 CFR § 200.447 |
| Intellectual property | 2 CFR § 200.448 |
| Interest | 2 CFR § 200.449 |
| Lobbying | 2 CFR § 200.450 |
| Losses on other awards or contracts | 2 CFR § 200.451 |
| Maintenance and repair costs | 2 CFR § 200.452 |
| Materials and supplies costs, including costs of computing devices | 2 CFR § 200.453 |
| Memberships, subscriptions, and professional activity costs | 2 CFR § 200.454 |
| Organization costs | 2 CFR § 200.455 |
| Participant support costs | 2 CFR § 200.456 |
| Plant and security costs | 2 CFR § 200.457 |
| Pre-award costs | 2 CFR § 200.458 |
| Professional services costs | 2 CFR § 200.459 |
| Proposal costs | 2 CFR § 200.460 |
| Publication and printing costs | 2 CFR § 200.461 |
| Rearrangement and reconversion costs | 2 CFR § 200.462 |
| Recruiting costs | 2 CFR § 200.463 |
| Relocation costs of employees | 2 CFR § 200.464 |
| Rental costs of real property and equipment | 2 CFR § 200.465 |
| Scholarships and student aid costs | 2 CFR § 200.466 |
| Selling and marketing costs | 2 CFR § 200.467 |
| | |

| | |
|-----------------------------------|-----------------|
| Specialized service facilities | 2 CFR § 200.468 |
| Student activity costs | 2 CFR § 200.469 |
| Taxes (including Value Added Tax) | 2 CFR § 200.470 |
| Termination costs | 2 CFR § 200.471 |
| Training and education costs | 2 CFR § 200.472 |
| Transportation costs | 2 CFR § 200.473 |
| Travel costs | 2 CFR § 200.474 |
| Board Members | 2 CFR § 200.475 |

Likewise, it is possible for the State and/or Charter School to put additional requirements on a specific item of cost. Under such circumstances, the stricter requirements must be met for a cost to be allowable. Accordingly, School staff shall consult federal, State, and Charter School requirements when spending federal funds.

In order for a cost to be allowable, the expenditure must also be allowable under the applicable program statute and accompanying program regulations, non-regulatory guidance, and grant award notifications.

Procedure History: Promulgated on: 2/5/19; Revised on:; Reviewed on:

[7400-7999 Expenses](#)

[7400 Purchasing](#)

[7400F Time And Effort Documentation](#)

[7400P Procurement Under A Federal Award](#)

[7400P2 Procurement Methods Under A Federal Award](#)

[7400P3 Requirements And Restrictions For Procurement Under A Federal Award](#)

[7400P4 Federal Contract Administration](#)

[7403 Procurement Of Goods And Services For School Meal Programs](#)

[7405 Public Works Contracting And Procurement](#)

[7407 Public Procurement Of Goods And Services](#)

[7408 Entering Into Professional Service Contracts](#)

[7409 Acquisition Of Real And Personal Property](#)

[7410 Petty Cash Funds](#)

[7415 Authorizer Fee](#)

[7420 Personal Reimbursements](#)

[7430 Travel Allowances And Expenses](#)

[7440 Charter School Credit Cards](#)

[7440F Credit Card Holder Agreement](#)

[7450 Federal Cash Management](#)

[7450P1 Timely Obligation Of Funds](#)

[7450P2 Program Income](#)

[7460 Prohibition On Contracting With Abortion Providers](#)

[7500 New Fees Or Increase Of Fees](#)

[7600 Declaration Of Financial Emergency](#)

[7600P Declaration Of Financial Emergency Procedure](#)

7400 Purchasing

Authorization and Control

It is the policy of this Charter School to conduct its purchasing program in a manner to ensure optimum use of School funds. The Board, or its designee, reserves the right to determine what is in the best interest of the School.

The Executive Director is authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year and pursuant to state purchasing and federal procurement requirements. Board of Directors approval for purchase of capital outlay items is required when the aggregate total of a requisition exceeds \$500.00, except the Executive Director shall have the authority to make capital outlay purchases without advance approval when it is necessary to protect the interests of the Charter School or the health and safety of the staff or students. The Executive Director shall establish requisition and purchase order procedures as a means of controlling and maintaining proper accounting of the expenditure of funds that align with state purchasing and federal procurement requirements. Staff members shall not obligate the Charter School without express authority. Staff members who obligate the Charter School without proper authorization may be held personally responsible for payment of such obligations.

Bids and Contracts

For micro-purchases up to \$3,000, purchases may be awarded without soliciting competitive bids if the Charter School considers the price to be reasonable. The School shall maintain evidence of this reasonableness in the records of all micro-purchases. If small purchases are between \$3,000 and \$50,000 in cost, the School shall use price or rate quotations obtained from an adequate number of qualified sources and maintain quotations in purchasing records.

With the exception of the purchase of curricular materials, and in accordance with the requirements of Idaho Code, whenever the cost of any construction, repair, or improvement; or the acquisition, purchase, or repair of any equipment; or other personal property necessary for the effective operation of the Charter School exceeds \$50,000 but does not exceed \$100,000, bids shall be called for by issuing written request to at least three vendors public notice as specified in statute as well as following federal procurement requirements. Specifications shall be prepared and be made available to all vendors interested in submitting a bid. The contract shall be awarded to the lowest responsible bidder, except that the Board may reject any bid, reject all bids, or publish

notice to rebid the project. If after calling for bids a second time, no satisfactory bid is received, the Board may proceed under its own direction, subject to the approval of the State Board of Education.

For expenditures exceeding \$100,000, bids shall be called for by issuing public notice as specified in statute as well as following federal procurement requirements. Specifications shall be published in the official newspaper of the School at least two weeks before the opening date, with the second notice to be published in the succeeding week at least seven days before the date that bids are scheduled to be opened. Copies of specifications, bid forms, bidder's instructions, contract documents and general and special instructions shall be made available upon request by any interested bidder.

When purchasing good and services pursuant to Idaho Code, and determining the most qualified bidder for award of the contract, the Charter School, at its sole discretion, may consider not only the amount of the bids, but may also consider additional factors including but not limited to the relative experience, ability, references and integrity of the bidders to do faithful and conscientious work and promptly fulfill the contract according to contract requirements.

Except where a Request for Proposals is advertised, in the event the Charter School awards a contract to a bidder other than the lowest responsive bidder, the Board shall declare its reason or reasons on the record and shall communicate such reason or reasons in writing to all who have submitted a competing bid. The disappointed bidders shall have the right to submit a timely written objection, at which time the Charter School shall stop all work on the project, and shall review its decision and determine whether to affirm its prior award, modify the award, or choose to re-bid, setting forth its reason or reasons therefor. After completion of the review process, the political subdivision may proceed as it deems to be in the public interest.

The Executive Director shall establish bidding and contract awarding procedures that align with state purchasing and federal procurement requirements.

Sealed Bids (Formal Advertising)

For purchases over \$150,000, bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all of the material terms and conditions of the invitation for bids, is the lowest in price. The sealed bid method is the preferred method for procuring construction, if the following conditions apply:

1. A complete, adequate, and realistic specification or purchase description is available;
2. Two or more responsible bidders are willing and able to compete effectively for the business; and

3. The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

If sealed bids are used, the following requirements apply:

1. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids.
2. The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
3. All bids will be opened at the time and place prescribed in the invitation for bids.
4. A firm fixed price contract award must be made in writing to the lowest responsive and responsible bidder.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound, documented reason.

Personnel Conflicts of Interest

No employee will make any purchase or incur any obligations for or on behalf of the Charter School from any private business, contractor, or vendor in which or with which the employee has a direct or indirect financial or ownership interest.

Purchases or contracted services from any private business or venture in which any employee of this Charter School has a direct or indirect financial or ownership interest will be made on a competitive bid basis strictly in accordance with the following procedures:

1. The interested employee, the business, the contractor, or the vendor will fully disclose, in writing, the employee's exact relationship to the business, the contractor, or the vendor;
2. The affected business, the contractor, or the vendor may submit a bid in compliance with the specifications outlined by the Charter School;
3. The interested employee will not be involved in any part of bidding process, including but not limited to, preparing specifications, advertising, analyzing, or accepting bids; and
4. This policy will apply to any organization, fund, agency, or other activity maintained or operated by the Charter School.

No employee will solicit gifts, gratuities, favors, prizes, awards, merchandise, or commissions as a result of ordering any items or as a result of placing any purchase order with a business, contractor, or vendor on behalf of the Charter School nor accept anything of monetary value from a business, contractor, or vendor except for unsolicited gifts of \$50 or less in value.

Cross Reference: 7400P - Procurement Under a Federal Award; 7405 - Public Works Contracting and Procurement; 7407 - Public Procurement of Goods and Services

Legal Reference: I.C. § 18-1351 - Bribery and Corrupt Practices – Definitions; I.C. § 33-402 - Notice Requirements; I.C. § 33-601 - Real and Personal Property – Acquisition, Use or Disposal of Same; I.C. § 67-2805 - Procurement of Public Works Construction; I.C. § 67-2806 - Procuring Services or Personal Property; I.C. § 67-2806A - Request for Proposal; I.C. § 74-401 et seq. - Ethics in Government; 2 C.F.R. § 180.220 - Are Any Procurement Contracts Included as Covered Transactions?; 2 C.F.R. § 180.300 - What Must I do Before I Enter into a Covered Transaction with Another Person at the Next Lower Tier?; 2 C.F.R. § 200.317 - Procurement by States; 2 C.F.R. § 200.318 - General Procurement Standards; 2 C.F.R. § 200.319 - General Procurement Standards; 2 C.F.R. § 200.320 - Methods of Procurement to be Followed; 2 C.F.R. § 200.323(b) - Contract Cost and Price; 2 C.F.R. Part 200, Appendix II(1) - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

Other Reference: Policies and Procedures Used Template, Idaho State Department of Education, <http://www.sde.idaho.gov/sped/funding/>

Policy History: Adopted on: 3/20/18; Revised on: 2/5/19

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

7400F Time And Effort Documentation

Employee: _____

Position: _____

Reporting: _____

| Cost Objective (Program Activity) | Fund Code or Program Function Code | Program | Distribution of Time (Percentage of Hours) |
|--------------------------------------|---------------------------------------|---------|---|
| | | | |
| | | | |
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I hereby certify this report is an accurate representation of the total activity expended during the period indicated.

Employee Signature: _____

Date: _____

Reviewed by Supervisor: _____

Date: _____

7400P Procurement Under A Federal Award

In addition to its other policies and procedures regarding procurement, the Charter School shall adhere to the following requirements when making procurements under a federal award. The Charter School shall:

1. Ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be produced, and set forth those minimum essential characteristics and standards to which the material, product, or service must conform. The Charter School will identify all requirements which bidders must fulfill and all other factors to be used in evaluating bids or proposals.
2. Prohibit the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract
3. Provide a written method for conducting technical evaluations of the proposals received and for selecting recipients, including factors considered for the evaluation; who performs the evaluation, the number of evaluations performed, the timeframe for conducting any evaluations, and the selection of a vendor and whether another positions reviews the evaluation.
4. Maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
5. Avoid acquiring unnecessary or duplicative items;
6. Consider consolidating procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most

economical approach.

7. Maintain a list of prequalified person, firms, or products which are used in acquiring goods and services and include enough qualified sources to ensure maximum open and free competition.
8. Award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
9. Maintain records sufficient to detail the history of procurement. These records will include:
 - a. Rationale for the method of procurement;
 - b. Selection of contract type;
 - c. Contractor selection or rejection; and
 - d. The basis for the contract price.
10. The use of a time and materials type contract is prohibited unless the Charter School determines that no other contract is suitable. Time and materials type contract means a contract whose cost to a Charter School is the sum of:
 - a. The actual cost of materials; and
 - b. The direct labor hours charged at an hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. When this type of the contract is used, it will include a ceiling price that the contractor exceeds at his or her own risk. The Charter School will assert a high degree of oversight over such contracts in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.
11. The Charter School will adhere to any additional procurement rules as applicable to specific federal program, such as federal child nutrition programs.

Procedure History: Promulgated on: 3/20/18; Revised on: 2/5/19

7400P2 Procurement Methods Under A Federal Award

This procedure shall apply to purchases with federal funds.

Competitive Proposals

The technique of competitive proposals is normally conducted when more than one source submits an offer, and either a fixed price or cost-reimbursement type contract is to be awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

1. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
2. Proposals must be solicited from an adequate number of qualified sources; and
3. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The Charter School may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. This method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

Contract/Price Analysis

The Charter School performs a cost or price analysis in connection with every procurement action in excess of \$50,000, including contract modifications. A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the Executive Director or designee must come to an independent estimate prior to receiving bids or proposals. 2 C.F.R. § 200.323(a).

When performing a cost analysis, the Charter School Executive Director or designee negotiates profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Noncompetitive Proposals (Sole Sourcing)

Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following

circumstances apply:

1. The item is available only from a single source;
2. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
3. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the Charter School; or
4. After solicitation of a number of sources, competition is determined inadequate.

A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$50,000.

Full and Open Competition

All procurement transactions must be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

1. Placing unreasonable requirements on firms in order for them to qualify to do business;
2. Requiring unnecessary experience and excessive bonding;
3. Noncompetitive pricing practices between firms or between affiliated companies;
4. Noncompetitive contracts to consultants who are on retainer contracts;
5. Organizational conflicts of interest;
6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
7. Any arbitrary action in the procurement process.

Procedure History: Promulgated on: 2/5/19; Revised on:; Reviewed on:

7400P3 Requirements And Restrictions For Procurement Under A Federal Award

The following shall be required in the case of procurement under a federal grant to

ensure adequate competition.

Geographical Preferences Prohibited

The Charter School shall conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. When contracting for architectural and engineering services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

Prequalified Lists

The Charter School shall ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the School shall not preclude potential bidders from qualifying during the solicitation period.

Solicitation Language

The Charter School shall ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers shall be clearly stated; and identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.

Procedure History: Promulgated on: 2/5/19; Revised on:; Reviewed on:

7400P4 Federal Contract Administration

The Charter School shall maintain the following oversight requirements to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

The Administrative Team or designee shall be responsible for ensuring that contracts for services are adequately fulfilled and completed prior to submission of requests for payment to the Board of Directors.

Procurement Under a Federal Award

In addition to the conflicts of interest outlined above, no employee, officer, or agent of the Charter School may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such conflicts of interest include instances where any of the following has a financial or other interest in or a tangible personal benefit from a firm considered for a contract:

1. The employee, officer, or agent;
2. Any member of his or her immediate family, including spouses, children, and parents;
3. His or her partner. For the purposes of this policy, “partner” shall mean an adult of the same sex or different sex with whom the employee, officer, or agent shares a non-marital intimate relationship and a common residence and with whom they mutually affirm that they share responsibility for each other’s common welfare; or
4. An organization which employs or is about to employ any of the parties listed above.

The following activities are prohibited:

1. The purchase during the school day of any food or service from a Charter School contractor or vendor for individual use;
2. The removal of any food, supplies, equipment, or School property without proper authorization;
3. Individual sales by Charter School personnel of any School property, including used items; and
4. Evaluate bids or proposals that use statutorily or administratively imposed state, local, or tribal geographical preferences, except those cases where federal statutes expressly mandate or encourage geographic preference. In instances where the Charter School is seeking architectural and engineering services, geographical location may be a selection criterion, depending on the nature and size of the project

Cooperative Purchasing

The School may cooperatively enter into contracts with one or more charter schools or

school districts to purchase materials necessary or desirable for the conduct of the business of the Charter School provided that the purchasing cooperative follows State purchasing and federal procurement requirements.

Purchasing Cards

Any use of purchasing cards shall comply with Policy 7440.

Mandatory Disclosure

Upon discovery of any potential conflict, the Charter School will disclose in writing the potential conflict to the federal awarding agency in accordance with applicable federal awarding agency policy.

Use of Intergovernmental Agreements

To foster greater economy and efficiency, the Charter School enters into state and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Use of Federal Excess and Surplus Property

The Charter School shall consider the use of federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

Debarment and Suspension

The Charter School may not subcontract with or award subgrants to any person or company that is debarred or suspended. For all contracts over \$25,000, the School shall verify that the vendor with whom the School intends to do business with is not excluded or disqualified. The Business Manager shall be responsible for verification by checking the excluded parties list on Sam.gov.

Settlement of Issues Arising Out of Procurements

The Charter School alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the School of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

Protest Procedures to Resolve Dispute

The Charter School maintains protest procedures to handle and resolve disputes relating to procurements and, in all instances, discloses information regarding the

protest to the awarding agency.

Violations

Any Charter School officer, employee, or agent who violates this policy may be subject to disciplinary action, including but not limited to a fine, suspension, or termination. Violations of law will be referred to the local, State, or federal authority having proper jurisdiction.

Procedure History: Promulgated on: 2/5/19; Revised on:; Reviewed on:

7403 Procurement Of Goods And Services For School Meal Programs

When making purchases related to the Charter School federally funded school breakfast and lunch programs, the School shall adhere to the following requirements in addition to any more restrictive requirements imposed by other applicable policies.

Micro Purchases (\$10,000 or Less)

The Charter School shall, to the extent practicable, distribute micro purchases equitably among qualified suppliers. Micro purchases may be awarded without soliciting competitive quotes if the School considers the price to be reasonable. The School shall maintain evidence of this reasonableness with the records of any such purchase.

Small Purchase Procedures (\$10,000 to \$49,999)

Before making a small purchase, the Charter School shall obtain quotes from vendors. When possible, three quotes should be obtained, and in all cases at least two quotes will be obtained. These quotes may be provided verbally and shall be documented by the School.

Semi-Formal Bidding (\$50,000 - \$99,999)

The Charter School shall issue a written request for bids for any purchase subject to semi-formal bidding requirements. This request describing the goods or services desired shall be provided to at least three vendors. Unless there is an emergency, the School shall grant the vendors three days to provide a written response. In all cases, the vendors shall have one day to submit any objections.

Formal Bidding (\$100,000 or More)

At least two weeks before the bid opening, the Charter School shall publish notice of the request for bids. The School shall make bid specifications available upon request and will accept written objections. The School may, at its discretion, request a security or bond from vendors submitting bids.

All bids shall be publicly opened at the time and place prescribed in the invitation for bids.

The purchase shall be made pursuant to an open competitive sealed bid process. The procurement to be made from the qualified bidder submitting the lowest bid price complying with bidding procedures and meeting the specifications for the goods and/or services sought to be procured.

The contract shall be a firm fixed price contract and may specify a lump sum or a per unit price. The Charter School may reject any bid if there is a sound and documented reason to do so.

Legal References: 2 CFR § 200.319 Competition; 2 CFR § 200.320(a) and (b) Methods of Procurement to be Followed; 2 CFR § 200.67 Micro-purchase; I.C. § 67-2806 Procuring Services or Personal Property

Policy History: Adopted on: 8/3/2021; Revised on:; Reviewed on:

HISTORY

Adopted by Res. [2021-04](#) on 8/19/2021

7405 Public Works Contracting And Procurement

No contract involving a public works project shall be let to any contractor who is not licensed as required by the laws of this State. Further, the Charter School shall at all times adhere to the bidding requirements for public works contracting and procurement as set out in State law.

| Public Works Contractor Licensure Requirements | | |
|--|--|----------------|
| \$0 to \$50,000 | No licensure requirement | IC 54-19-03(9) |
| \$50,000 and above | Licensure required | IC 54-19-03(9) |
| Exemptions from Public Works Contractor Licensure | | |
| Less than \$50,000 for construction, | Single project with any number of trades | IC 54-19 |

| | | |
|---|---|----------------|
| alteration, improvement, or repair. | | 03(9) |
| Any construction, alteration, or repair due to an emergency | Pursuant to the provision of, Chapter 10, Title 46 Idaho Code | IC 54-1903(11) |
| Public Works Construction Bidding | | |
| \$0 to \$50,000 | No bidding requirements | IC 67-2803(2) |
| \$50,000 to \$200,000 | Semi-formal bidding: Issue written requests for bids describing the work to at least 3 licensed contractors. Allow 3 days for written response; objections 1 day prior to bid. Keep records for 6 months. Accept low bid, or reject all bids | IC 67-2805(1) |
| \$1200,000 and above | Formal bidding 2 Options A & B: Category A – Open to all licensed contractors. Publication requirements. Written objections allowed. May request bid security/bond. Accept low bid, or reject all bids. See code for details. (IC 67-2805(2)(a).) Category B – Open to pre-qualified contractors. After pre-qualification is determined, the bidding process is in the same manner as Category A. (IC 67-2805(2)(b).) | IC 67-2805(2) |

Legal Reference: I.C. § 54-1903 - Unlawful to Engage in Public Works Contracting Without License - Exemptions; I.C. § 67-2801 et seq. - Purchasing by Political Subdivisions

Policy History: Adopted on: 3/20/18 Revised on:

7407 Public Procurement Of Goods And Services

The Charter School shall at all times adhere to the bidding requirements for the procurement of goods and services as set out in State law. The following shall apply

except for purchases under federal awards, which shall follow federal procurement requirements.

| | | |
|-----------------------|---|---------------|
| \$0 to \$50,000 | No bidding requirements | IC 67-2803(2) |
| \$50,000 to \$100,000 | Semi-formal bidding: Issue written requests for bids describing goods or services desired to at least three vendors. Allow three days for written response, unless an emergency exists; One day for objections. Keep records for six months. <u>Accept low bid, or reject all bids.</u> | IC 67-2806(1) |
| \$100,000 and above | Formal bidding: Publish bid notice at least two weeks in advance of bid opening. Make bid specifications available; written objections allowed. May request bid security/bond. Can reject all if able to purchase more economically in the open market | IC 67-2806(2) |

| Exemptions to Public Procurement of Goods and Services Bidding | | |
|---|---|---------------|
| Personal Property | Already competitive bid (piggy-backing) | IC 67-2803(1) |
| Less than \$50,000 | Contracts or purchases of goods or services | IC 67-2803(2) |
| Any Amount | Payments of Wages | IC 67-2803(3) |
| Any Amount | Personal or professional services performed by an independent contractor. (Refer to info on qualifications in I.C. 67-2320) | IC 67-2803(4) |
| Any Amount | Procurement of an interest in real property – lease or purchase | IC 67-2803(5) |
| Any Amount | Procurement of insurance | IC 67-2803(6) |

| | | |
|------------|---|----------------|
| t | | 6) |
| Any Amount | Costs of Joint Powers participation | IC 67-2803(7) |
| Any Amount | Procurement of used personal property | IC 67-2803(8) |
| Any Amount | Procurement from federal government general services administration (GSA) schedules or federal multiple award schedules (MAS) | IC 67-2803(9) |
| Any Amount | Procurement of personal property or services through contracts entered into by the division of purchasing of the department of administration of the state of Idaho | IC 67-2803(10) |
| Any Amount | Procurement of goods for direct resale | IC 67-2803(11) |
| Any Amount | Procurement of travel and training; | IC 67-2803(12) |
| Any Amount | Procurement of goods and services from Idaho correctional industries | IC 67-2803(13) |
| Any Amount | Procurement of repair for heavy equipment | IC 67-2803(14) |
| Any Amount | Procurement of software maintenance, support and licenses of an existing system or platform that was bid in compliance with state law | IC 67-2803(15) |
| Any Amount | Procurement of public utilities | IC 67-2803(16) |
| Any Amount | Procurement of food for use in jails or detention facilities | IC 67-2803(17) |
| Any Amount | Procurement of used equipment at an auction if authorized by the governing board | IC 67-2803(18) |
| Any Amount | Emergency Expenditures | IC 67-2808(1) |

Legal Reference: I.C. § 67-2801 et seq. - Purchasing by Political Subdivisions

Policy History: Adopted on: 3/20/18; Revised on: 6/19/18

7408 Entering Into Professional Service Contracts

Entering into Professional Service Contracts with Design Professionals, Construction Managers, and Professional Land Surveyors—The Request for Qualifications Procedure

Selection of Public Works Professionals to be Based on Qualifications

Notwithstanding any other provision of law to the contrary, it shall be the policy of this state that all public agencies and political subdivisions of the State of Idaho and their agents shall make selections for professional engineering, architectural, landscape architecture, construction management, and professional land surveying services, by persons and firms licensed pursuant to Idaho law to perform such professional services, on the basis of qualifications and demonstrated competence, and shall negotiate contracts or agreements licensed professional(s) selected to provide the requested professional service(s).

Procedures to Select Public Works Professionals for Contracts Greater than \$50,000

In carrying out this policy the Board shall use the following guidelines when securing contracts for engineering, architectural, landscape architecture, construction management, and land surveying services on projects for which the professional service fee is anticipated to exceed the total sum of \$50,000, excluding, however, those professional services contracts previously awarded by the School for an associated or phased project, and for which the expenditure is otherwise exempt from the bidding process otherwise required by law. To implement this policy:

1. The Board or its designee will provide a general description of the services being solicited and encourage persons or firms engaged in the services being solicited to submit statements of qualifications and past performance data.
2. The Board or its designee will establish and make available to the public a request for qualifications that includes the criteria and the procedures to be used for measurable scoring, ranking, and selection of qualified persons or firms to perform such services.
3. After receiving responses to a request for qualifications, the Board or its designee shall score and rank the responding persons and firms based on their qualifications and demonstrated competence pursuant to the Board's or its designee's established criteria and procedures. The list of ranked respondents, including the scoring used to develop the ranking, shall be made available to the public. Some examples of selection criteria for consideration may include

but are not limited to:

- a. A description of the firm, including its location and longevity;
 - b. Its past performance;
 - c. Its project manager and key staff experience, education, and training;
 - d. Its experience with similar projects;
 - e. Its specific approach to projects or assignments;
 - f. Its proposed schedule, if applicable; and
 - g. Its quality control procedures.
4. The Board or its designee shall select for negotiation the persons or firms whom the public agency or political subdivision determines to be the highest-ranked/best qualified.
 5. The Board or its designee shall next negotiate with the highest ranked person or firm for a contract or an agreement to perform such services at a price determined by the Board to be reasonable and fair to the public after considering the estimated value, the scope, the complexity, schedule, and the nature of the services required.
 6. In the event the Board or its designee is unable to negotiate a satisfactory contract or agreement with the highest-ranked person or firm, it shall formally terminate such negotiations and undertake negotiations with the next highest-ranked person or firm, following the procedure prescribed above.
 7. In the event the Board or its designee is unable to negotiate a satisfactory contract or agreement with any of the selected persons or firms, it may recommence negotiations as described in the two items immediately above, until a contract or agreement is reached, or may, in its discretion, cancel the procurement.
 8. **Published Request for Qualifications.** When the Board solicits proposals for qualifications for engineering, architectural, landscape architecture, construction management, or land surveying services, for which the professional service fee is anticipated to exceed the total sum of \$50,000, it shall publish public notice in the same manner as required for procurement of public works construction projects set forth at Procedure 7405P, which sets forth the procedures required by Section 67-2805(2) of Idaho Code.
 9. **A List of Qualified Professionals.** In fulfilling the requirements of the items above, the Board may establish and select from a list of two or more persons or firms selected and preapproved for consideration by the School. When creating a preapproved list of qualified professionals, the Board or its designee shall first publish notice as set forth in the item immediately above. When selecting from such list, no notice shall be required.

10. Any list established under this item will be valid for up to five years, unless canceled by the Board prior to the list's expiration where the Board has first determined in open session that cancellation of the would be in the public's best interest.

Procedures to Select Public Works Professionals for Contracts Less than \$50,000

When securing contracts for engineering, architectural, landscape architecture, construction management, or land surveying services on projects for which the professional service fee is anticipated to be less than the total sum of \$50,000, the Board may use the guidelines set forth in the above paragraphs, or may establish its own guidelines for selection based on demonstrated competence and qualifications to perform the type of services required, which shall then be followed by negotiation of the fee at a price determined by the Board to be fair and reasonable after considering the estimated value, scope, complexity, schedule, and nature of services required.

Approvals for Phased Projects

When the Board has previously awarded a professional services contract to a person or firm for an associated or phased project, the School may, at its discretion and in accordance with all provisions of Section 59-1026 of Idaho Code, negotiate an extended or new professional services contract with that person or firm.

Cross References: 7405P Procuring Public Works, Services, and Personal Property

Legal References: I.C. § 67-2320 Professional Service Contracts with Design Professionals, Construction Managers and Professional Land Surveyors; I.C. § 67-2805 Procurement of Public Works Construction; I.C. § 59-1026 Willful and Knowing Avoidance of Competitive Bidding and Procurement Statutes

Other References: Policies and Procedures Used Template, Idaho State Department of Education, <http://www.sde.idaho.gov/sped/funding/>

Policy History: Adopted on: 8/3/2021; Revised on:; Reviewed on:

HISTORY

Adopted by Res. [2021-04](#) on 8/19/2021

7409 Acquisition Of Real And Personal Property

[7409F Reimbursement Resolution](#)

Procurement of Public Works, Goods, or Services

Except for the purchase of curricular materials as defined in Idaho Code § 33-117A, all contracts for the construction, repair, or improvement of any real property, or the

acquisition, purchase, or repair of any equipment, or other personal property necessary for the operation of the Charter School shall be entered into in accordance with the provisions of Procedure 7405P.

Purchase of Real Property

When purchasing real property for Charter School use, the Board may designate and purchase any real property which it finds is necessary for school purposes or for the operation of the School. After making such determination and to accomplish the purchase of the designated real property, the Board will:

Not more than one year prior to any purchase of real property, have such property appraised by an appraiser certified in the State of Idaho. This appraisal shall be entered into the records of the Board and shall be used to establish the value of the real property

Determine the size of the site necessary for School purposes. The location of the site shall be consistent with the Charter, Articles and Bylaws.

In purchasing such real property, the Board shall purchase such property: comply with the prohibition against indebtedness set forth at Section 3, Article VIII of the Idaho Constitution:

With cash; or

Through financing approved by the Board at an open Board meeting.

through issuance of voter approved bond financing as set forth at Idaho Code § 33-1103.

Cross References: 7405P Procuring Public Works, Services, and Personal Property

Legal References: I.C. § 33-5204 Nonprofit Corporation – Liability - Insurance; I.C. § 33-5208 Public Charter School Financial Support; I.C. § 33-601 Real and Personal Property—Acquisition, Use, or Disposal of Same

Policy History: Adopted on: 8/3/2021; Revised on:; Reviewed on:

HISTORY

Adopted by Res. [2021-04](#) on 8/19/2021

7409F Reimbursement Resolution

This resolution may be used by the charter school for board approved, specific, projects and programs. For use, this form must be signed, dated and include the noted Exhibit.

RESOLUTION

A RESOLUTION DECLARING THE OFFICIAL INTENT OF THE PROJECT IMPACT STEM ACADEMY TO REIMBURSE EXPENDITURES TO BE INCURRED WITH RESPECT TO CERTAIN PROJECTS OR PROGRAMS OR FROM CERTAIN FUNDS WITH THE PROCEEDS OF DEBT

WHEREAS, to facilitate an efficient borrowing program, Project Impact STEM Academy (the "Issuer") intends to expend money on certain projects or programs or from certain funds prior to the issuance of debt by the Issuer for such purposes; and

WHEREAS, the Issuer intends to reimburse such expenditures from the proceeds of debt to be issued by the Issuer; and

WHEREAS, to comply with applicable provisions of the Internal Revenue Code of 1986, as amended, and Section 1.150-2 of the Income Tax Regulations, it is necessary, in order to reimburse such expenditures with the proceeds of tax-exempt debt, that the Issuer declare its official intent to make such a reimbursement of expenditures;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Project Impact STEM Academy that, as evidenced by this Resolution, the Issuer intends to expend money on the cost of the acquisition, construction, and improvements of the capital projects described in Exhibit A attached hereto prior to the issuance of bonds or other debt obligations to reimburse such expenditures. With respect to such projects, the Issuer reasonably expects to issue debt obligations for these projects in the estimated maximum principal amount of _____ Dollars (\$_____).

Project Impact STEM Academy

Board Chairman

Date: _____

This form was approved for use on 3/7/2023 pending legal review (any noted legally required changes will be implemented).

HISTORY

Adopted by Res. [2022-20 Reimbursement Resolution Form](#) on 3/7/2023

7410 Petty Cash Funds

The use of petty cash funds shall be authorized for specific purchases only. Those purchases will include individual purchases of supplies and materials under the amount of fifty dollars (\$50), postage, delivery charges, and freight. Individual personal

reimbursements which exceed fifty dollars (\$50) should not be made from petty cash funds. Petty cash accounts will be maintained as cash on hand, and the total dollar amount of the petty cash account will be limited to \$400.00, four-hundred dollars.

The Executive Director shall manage the petty cash fund according to the policies and procedures designated in the Charter's Fiscal Policies and Procedures Manual. Monies which are not specifically petty cash monies shall not be co-mingled with the petty cash fund. At the conclusion of each school year, all petty cash funds must be closed out and the petty cash vouchers and cash on hand returned to the business office for processing.

The Charter School's Fiscal Policies and Procedures denotes the procedures involving the use and management of petty cash funds.

Policy History: Adopted on: 3/27/18; Revised on: 6/19/18

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

7415 Authorizer Fee

Unless the Charter School's authorizing entity declines payment, the Charter School shall pay an authorizer fee to its authorizing entity by February 15th of each fiscal year in accordance with State law and administrative rules.

This fee shall be equal to the Charter School's proportional fee share of the moneys appropriated to the public charter school commission plus fifteen percent (15%).

The authorizer fee shall not exceed whichever of the following is greater:

1. All state funds distributed to public schools on a support unit basis for the prior fiscal year, divided by the statewide number of public school students in average daily attendance in the first reporting period in the prior fiscal year; or
2. Whichever of the following is less:
 - a. The result of the calculation described above multiplied by four (4); or
 - b. The result of the calculation described above multiplied by .015, then multiplied by the Charter School's average daily attendance in the first reporting period in the current fiscal year.

The Board of Directors may elect to divert up to ten percent (10%) of the authorizer fee to pay membership fees for an organization that provides technical assistance, training,

and advocacy for Charter Schools.

Legal Reference: I.C. § 33-5208 - Public Charter School Financial Support

Policy History: Adopted on: 3/27/18; Revised on:

7420 Personal Reimbursements

While it is recommended that all purchases of goods or services be made within established purchasing procedures, there may be an occasional need for an employee to make a purchase for the benefit of the Charter School from personal funds. In that event, an employee will be reimbursed for a personal purchase under the following criteria:

1. It is clearly demonstrated that the purchase is of benefit to the Charter School;
2. The purchase was made with the prior documented approval of an authorized administrator;
3. The item purchased was not available from resources within the Charter School; and
4. The claim for personal reimbursement is properly accounted for and documented with an invoice or receipt.

The Charter School business office will be responsible for the development of the procedures and forms to be used in processing claims for personal reimbursements.

Policy History: Adopted on: 3/27/18; Revised on:

7430 Travel Allowances And Expenses

Every Charter School employee and Director will be reimbursed for travel expenses while traveling outside of the Charter School area and engaged in official Charter School business. All travel expenses must be reported on the established travel expense and voucher forms and, for employees, approval must be granted prior to traveling by the employee's supervisor and the Administrative Team.

The Charter School business office will be responsible for the development of procedures and forms to be used in connection with travel expense payments, claims, and reimbursements. Invoiceable expenses for approved travel, such as program registration fees and accommodations, may be submitted in advance, and paid directly by the school business office.

Types of Travel

In Charter School Expenses: Charter School employees and Directors shall be reimbursed for actual and necessary expenses incurred within the Charter School while attending to Charter School business. Actual mileage driven for pre-approved in Charter School travel shall be reimbursed. It is the responsibility of the Board to review travel within the Charter School by the Administrative Team or by Directors.

Meals incurred inside the Charter School shall not be reimbursed, except for banquets attended to represent the Charter School.

Out of Charter School Travel: Travel outside of the Charter School must be pre-approved. Directors shall obtain Board approval prior to incurring out of Charter School expenses, and employees shall obtain prior approval from their supervisor and the Administrative Team.

Actual monies spent for food while on out of Charter School trips requiring an overnight stay shall be reimbursed.

Charter School employees and Directors shall be reimbursed for actual and necessary expenditures incurred outside the Charter School.

Documentation of Expenses

Expenses not in compliance with this policy shall not be reimbursed or paid by the Board.

Prior to reimbursement of actual and necessary expenses, the Charter School employee or Director must submit a detailed receipt indicating the date, purpose, and nature of the expense for each claim item and any appropriate travel expense or voucher form. Expenses requiring prior approval must also include a copy of the written prior approval. Employees shall submit their receipts, travel expense forms, and voucher forms to the Administrative Team. The Administrative Team and Directors shall submit such documentation to the Board. Failure to provide a detailed receipt will make the expense non-reimbursable.

In exceptional circumstances, the Board may allow a claim without a proper receipt. Written documentation explaining the exceptional circumstances will be maintained as part of the Charter School's record of the claim.

The Board directs the Administrative Team to promulgate procedures specifying which expenses shall be reimbursable for travel of different distances and durations.

Travel Costs Under Federal Award

General: Travel costs are the expenses for transportation, lodging, food, and related items incurred by employees who travel on official business under a federal award.

Such costs may be charged on an actual cost basis, or on a per diem mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not selected days of the trip.

Lodging and subsistence: Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, shall be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the Charter School in its regular operations. If these costs are charged directly to the federal award, the Charter School will maintain documentation justifying the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are consistent with this policy and any related procedures.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences are allowable provided that:

1. The costs are a direct result of the individual's travel for the federal award;
2. The costs are consistent with this policy and any related procedures; and
3. Are temporary, lasting only during the travel period.

Travel costs for dependents are unallowable, except for travel of duration of six months or more with prior approval of the federal awarding agency.

Commercial air travel: Airfare costs in excess of the basic, least expensive unrestricted accommodations class offered by commercial airlines are unallowable except when such accommodations would:

1. Require circuitous routing;
2. Require travel during unreasonable hours;
3. Excessively prolong travel;
4. Result in additional costs that would offset the transportation savings; or
5. Offer accommodations not reasonably adequate for the traveler's medical needs.

Legal Reference: I.C. § 33-701 - Fiscal Year – Payment and Accounting of Funds; 2 C.F.R. § 474 - Travel Costs

Policy History: Adopted on: 3/27/18; Revised on:

HISTORY

Amended by Res. [2022-05](#) on 12/6/2022

7440 Charter School Credit Cards

For the intents and purposes of the Charter School policies and procedures, the term "credit card" shall refer to either the standard credit card or a bank debit card.

The Board of Directors permits the use of Charter School credit cards by certain School officials to pay for actual and necessary expenses incurred in the performance of work-related duties for the School.

All credit cards will be in the name of the Charter School. Credit cards may only be used for legitimate School business expenditures. The use of credit cards is not intended to circumvent the School's policy on purchasing. When it is possible to use a purchasing method different than the school's credit card, such other method shall be used. Purchases that are unauthorized, illegal, represent a conflict of interest, are personal in nature, or violate the intent of this policy may result in credit card revocation and discipline of the employee.

The Administrative Team and Business Manager or designee shall monitor monthly the use of each credit card by reviewing credit card expenditures and reporting any serious problems and/or discrepancies directly to the Board.

In the event that the cardholder fails to provide documentation regarding the purchase(s), or any misuse is suspected, the Board shall immediately be notified.

Credit Card Users

A list of those individuals that will be issued a Charter School credit card will be maintained in the Business Office and reported to the Board each year at its regular meeting in June. Credit card users must take proper care of the credit card(s) and take all reasonable precautions against damage, loss, or theft. Any damage, loss, or theft must be reported immediately to the Business Office and to the appropriate financial institution. Failure to take proper care of credit cards or failure to report damage, loss, or theft may subject the employee to financial liability.

Users must submit detailed documentation, including itemized receipts, for services, travel, and/or other actual and necessary expenses which have been incurred in connection with School-related business for which the credit card has been used. Failure to provide a proper receipt can make the employee responsible for expenses incurred.

Responsibility of Cardholder

Any cardholder authorized to use the school's credit card is responsible for reading and complying with this policy at all times. The cardholder shall only use the credit card to

make purchases consistent with board policy and authorization.

Cardholders are expressly prohibited from purchasing the following with the school's credit card:

- Alcoholic beverages;
- Illegal items;
- Personal items or services;
- Gifts or donations; and
- Items or services that the cardholder is not authorized to purchase by board policy.

The cardholder must obtain receipts verifying each purchase (including vendor name and location, date and time of purchase and items/services purchased) and provide such receipts to the business office by the end of the calendar month. The cardholder shall be responsible to reimburse the district for any purchases not consistent with board policy or for which the cardholder has not provided the receipt, as well as any fees/charges associated with investigating the unauthorized purchase.

Credit Card Limits

The Charter School shall establish a credit line not to exceed \$5,000 for each card issued and an aggregate credit limit of \$10,000 for all cards issued to the School. Debit cards do not have such limitations available, and are only to be issued to bank account signatories.

Return of Credit Card

A Charter School employee who is no longer employed by the School, or a Board member that has left the Board of Directors, shall return the credit card upon termination to the Administrator or designee no later than five calendar days after termination or resignation.

Misuse and/or Unauthorized Use

An employee who violates a provision of this policy shall have his or her credit card revoked immediately and shall be subject to disciplinary action as determined by the Administrative Team or designee and shall be reported to local law enforcement. If a member of the Board of Director violates a provision of this policy, he or she shall be subject to disciplinary action as determined by the Board and shall be reported to local law enforcement.

a member of the Administrative Team violates a provision of this policy, he or she shall be subject to disciplinary action as determined by the Board and shall be reported to local law enforcement.

Additional Procedures

The Administrative Team or designee, in consultation with the Business Manager, may establish additional procedures governing the issuance and use of Charter School credit cards that do not contradict any part of this policy. Each cardholder shall be apprised of the procedures governing the use of the credit card and a copy of this policy and accompanying procedures shall be given to each cardholder.

Legal Reference: I.C. § 18-5701 - Misuse of Public Money by Officers; I.C. § 18-5703 - Definitions

Policy History: Adopted on: 1/28/19; Revised on:; Reviewed on:

HISTORY

Amended by Res. [2022-06 Debit Cards](#) on 12/6/2022

7440F Credit Card Holder Agreement

For the intents and purposes of the Charter School policies and procedures, the term "credit card" shall refer to either the standard credit card or a bank debit card.

By my signature I hereby acknowledge that I have read and understand the Charter School's credit card policy. Furthermore, I affirm that I will not use the credit card for personal reasons. I understand that a violation of this agreement may result in disciplinary action up to and including termination, and possible legal action.

Signature: _____ Position:

Printed Name: _____ Date Signed: _____

HISTORY

Amended by Res. [2022-06 Debit Cards](#) on 12/6/2022

7450 Federal Cash Management

The Charter School will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the Charter School, in accordance with the Cash Management Improvement Act. Generally, the Charter School receives payment from the State Department of Education on a reimbursement basis.

According to guidance from the U.S. Department of Education (USDE), when calculating the interest earned on USDE grant funds, regardless of the date of obligation, interest is calculated from the date that the federal funds are drawn down from the G5 system until the date on which those funds are disbursed by the Charter

School.

Payment Methods

1. Reimbursements: The Charter School will initially charge federal grant expenditures to non-federal funds.

The Charter School Grant Accountant or Business Manager will request reimbursement for actual expenditures incurred under the federal grants monthly. All reimbursements are based on actual disbursements, not on obligations. Reimbursement requests will be submitted on a Charter School form to the State Department of Education.

The Administrative Team or his or her designee shall promulgate a procedure specifying any further requirements.

Consistent with state and federal requirements, the Charter School will maintain source documentation supporting the federal expenditures; such as invoices, timesheets, and payroll stubs; and will make such documentation available for the State Department of Education to review upon request.

Reimbursements of actual expenditures do not require interest calculations.

2. Advances: To the extent the Charter School receives advance payments of federal grant funds; the Charter School will strive to expend the federal funds on allowable expenditures as expeditiously as possible. Specifically, the Charter School shall attempt to expend all drawn downs of federal funds within 72 hours of receipt.

The Charter School will hold federal advance payments in interest-bearing accounts, unless an allowable exception applies. The Charter School will begin to calculate interest earned on cash balances once funds are deposited into the Charter School's account.

Interest will be calculated quarterly. Total federal grant cash balances will be calculated on cash balances per grant and applying the Charter School's average interest rate. Within 30 days of the end of the quarter, the Charter School will remit interest earned. The Charter School may retain up to \$500 of interest earned per year.

The Administrative Team or his or her designee shall promulgate a procedure specifying the process for remitting interest.

Legal Reference: 2 CFR § 200.305 - Payment; 31 CFR § 205 - Rules and Procedures

for Efficient Federal-State Funds Transfers

Policy History: Adopted on: 3/27/18; Revised on: 2/5/19

7450P1 Timely Obligation Of Funds

When Obligations are Made

Obligations are orders placed for property and services, contracts, and subawards made, and similar transactions during a given period that require payment by the Charter School during the same or a future period.

Funds received under a federal grant shall be considered to be obligated according to the standards provided in 34 C.F.R. § 75.707 or 34 C.F.R. § 76.707, as applicable. The following table illustrates when funds are determined to be obligated under federal regulations:

Period of Performance of Federal Funds

All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the Grant Adjustment Notice (GAN). Further, certain grants have specific requirements for carryover funds that must be adhered to.

State-Administered Grants: As a general rule, state-administered federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many federal education grants, the period of availability is 27 months. Federal education grant funds are typically awarded on July 1 of each year. While the Charter School will always plan to spend all current grant funds within the year the grant was appropriated for, the period of obligation for any grant that is covered by the “Tydings Amendment” is 27 months, extending from July 1 of the fiscal year for which the funds were appropriated through September 30 of the second following fiscal year. This maximum period includes a 15-month period of initial availability, plus a 12-month period for carryover. For example, funds awarded on July 1, 2015 would remain available for obligation through September 30, 2017.

Direct Grants: In general, the period of availability for funds authorized under direct grants is identified in the GAN.

For both state-administered and direct grants, regardless of the period of availability, the Charter School must liquidate all obligations incurred under the award not later than 90 days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of availability or liquidated within the appropriate timeframe are said to lapse and must be returned to the awarding agency.

Consequently, the School shall closely monitor grant spending throughout the grant cycle.

Carryover

State-Administered Grants: As described above, the Tydings Amendment extends the period of availability for applicable state-administered program funds. Essentially, it permits recipients to “carry over” any funds left over at the end of the initial 15 month period into the next year. These leftover funds are typically referred to as carryover funds and continue to be available for obligation for an additional 12 months. Accordingly, the Charter School may have multiple years of grant funds available under the same program at the same time.

Any carryover in individual federal programs is determined in an annual audit performed each year according to GAAP and State statutes. After carryover amounts are determined, they are reported and administered according to specific federal award requirements as outlined in the individual program applications.

Procedure History: Promulgated on: 2/5/19; Revised on:; Reviewed on:

7450P2 Program Income

Definition

Program income means gross income earned by a grant recipient that is directly generated by a supported activity or earned as a result of the federal award during the grant’s period of performance.

Program income includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under federal awards, the sale of commodities or items fabricated under a federal award, license fees and royalties on patents and copyrights, and principle and interest on loans made with federal award funds. Interest earned on advances of federal funds is not program income. Except as otherwise provided in federal statutes, regulations, or the terms and conditions of the federal award, program income does not include rebates, credits, discounts, and interest earned on any of them. Proceeds from the sale of real property, equipment, or supplies are not program income.

Use of Program Income

The default method for the use of program income for the Charter School is the deduction method. Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the School is otherwise directed by the federal awarding agency or pass-through entity. The LEA may also request prior approval from the

federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award.

While the deduction method is the default method, the School shall always refer to the GAN prior to determining the appropriate use of program income.

It is the policy of the Charter School that no program income will be generated in federal programs. If program income is generated, the Business Manager will account for it in accordance with the School's normal accounting procedures, utilizing the special revenue accounting codes of IFARMS, and track as program income attributable to a specific federal program.

Procedure History: Promulgated on: 2/5/19; Revised on:; Reviewed on:

7460 Prohibition On Contracting With Abortion Providers

For all Charter School programs receiving federal funds, the School shall comply with all applicable State regulations that restrict or prohibit transactions going to abortion providers or their affiliates. Public funds, with exceptions outlined below, are ineligible for participation in School counseling referrals, programs, or activities.

Contracts with Abortion Providers or Their Affiliates Prohibited

The Charter School shall not enter into any contract or commercial transaction with any health care provider or facility under the terms of such health care provider or health care facility agrees to provide, perform, or induced abortion, except when the life of the mother is endangered outlined in 18-1704.

This policy does not apply to contracts or commercial transactions:

- That are subject to federal law related to Medicaid;
- With hospitals as defined in I.C. 39-1301;
- With medical facilities that provides for care of two or more individuals for 24 or more consecutive hours; or
- Medical facilities staffed to provide professional nursing care on a 24 hour basis.

Legal Reference: I.C. § 18-8701, et seq. No Public Funds for Abortion Act; I.C. § 39-1301 Definitions

Policy History: Adopted on:; Revised on:; Reviewed on:

HISTORY

Adopted by Res. [2021-04](#) on 8/19/2021

7500 New Fees Or Increase Of Fees

The Administrative Team or designee shall review annually fees assessed to determine if an increase, decrease, new fee, or other change is necessary. The Administrative Team or designee shall report the fee findings to the Board at least annually.

Cross Reference: 3440 - Student Fees, Fines & Charges; 7300 - Revenues

Policy History: Adopted on: 2/5/19; Revised on:; Reviewed on:

7600 Declaration Of Financial Emergency

This section and related Board policies shall apply in the instance of a financial emergency. However, any subsequently enacted statute or amendment to existing statutes shall control over this policy and replace this policy as well as all other related policies, procedures, and forms.

The Board of Directors is dedicated to sound and efficient financial management. Recognizing the limitations and fluctuations in funding and the potential negative impact on the Charter School's fiscal status due to historical revenue and/or expenditure issues, the Charter School must take specific action to ensure education remains the primary goal and responsibility of the Charter School. In the event the financial situation of the Charter School necessitates such action, the Board will consider a declaration of financial emergency.

Prior to declaring a financial emergency, the Board shall hold a public meeting for the purpose of receiving input concerning possible solutions to the financial problems facing the Charter School.

Legal Reference: I.C. § 33-402 - Notice Requirements; I.C. § 33-515 - Issuance of Renewable Contracts; I.C. § 33-522 - Financial Emergency; I.C. § 33-801 - School District Budget

Policy History: Adopted on: 3/27/18; Revised on:

7600P Declaration Of Financial Emergency Procedure

Financial Emergency Declaration Requirements

If the State Department of Education certifies that one or more of the conditions below in paragraph 1, 2, or 3 are met, then the Board of Directors may declare a financial

emergency if it determines that the condition in paragraph 6 is also met. Alternatively, the Board may declare a financial emergency if it determines that either of the conditions in paragraph 4 or 5 of this subsection are met and the State Department of Education certifies that the condition set forth in paragraph 6 is also met.

1. Any of the base salary multipliers in section 33-1004E, Idaho Code, are reduced by one and one-half percent (1 ½ %) or more from any prior fiscal year.
2. The minimum instructional salary provision in section 33-1004E, Idaho Code, is reduced by one and one-half percent (1 ½ %) or more from any prior fiscal year.
3. The amount of total general fund money appropriated per support unit is reduced by greater than three percent (3%) from the original general fund appropriation per support unit of any prior fiscal year.
4. The amount of property tax revenue to be collected by the Charter School that may be used for any general fund purpose, with the exception of any emergency levy funds, is reduced from the prior fiscal year, and the amount of said reduction represents more than 1 ½% of the Charter School's general fund budget for combined state and local revenues from the prior fiscal year.
5. The Charter School's general fund has decreased by at least 1 ½% from the previous year's level due to a decrease in funding or natural disaster, but not a result of a drop in the number of support units or the index multiplier calculated pursuant to section 33-1004A, Idaho Code, or a change in the emergency levy.
6. The Charter School's unrestricted general fund balance, which excludes funds restricted by State or federal law and considering both anticipated expenditures and revenue, is less than 5 ½% of the Charter School's unrestricted general fund budget at the time the financial emergency is declared or for the fiscal year for which the financial emergency is declared.

Due Process Hearing

If the Board takes action after the declaration of a financial emergency and such action is directed at more than one certificated employee and if mutually agreed to by both parties, the Board shall use the following procedure to conduct a single, joint due process hearing for all affected certificated employees within sixty-seven (67) days of the declaration of financial emergency or on or before June 22, whichever shall occur first.

1. The Administrative Team or any other duly authorized administrative officer of the Charter School may recommend the change in the length of the term stated in the current contract or reduce the salary of any certificated employee by filing with the Board written notice specifying the purported reasons for such changes.
2. Upon receipt of such notice, the Board acting through its duly authorized administrative official, shall give the affected employees written notice of the

reductions and the recommendation of the change in the length of the term stated in the current contract or the reduction of salary, along with written notice of a hearing before the Board prior to any determination by the Board.

3. The hearing shall be scheduled to take place not less than six (6) days nor more than fourteen (14) days after receipt of the notice by the employees. The date provided for the hearing may be changed by mutual consent.
4. The hearing shall be open to the public.
5. All testimony at the hearing shall be given under oath or affirmation. Any member of the Board, or the Clerk of the Board, may administer oaths to witnesses or affirmations by witnesses.
6. The employees may be represented by legal counsel and/or by a representative of a local or state education association.
7. The Chair of the Board, or the designee of the Chair, shall conduct the hearing.
8. The Board shall cause an electronic record of the hearing to be made or shall employ a competent reporter to take stenographic or stenotype notes of all the testimony at the hearing. A transcript of the hearing shall be provided at cost by the Board upon request of the employee.
9. At the hearing the Administrative Team or other duly authorized administrative officer shall present evidence to substantiate the reduction contained in such notice.
10. The employees may produce evidence to refute the reduction. Any witness presented by the Administrative Team or by the employees shall be subject to cross-examination. The Board may also examine witnesses and be represented by counsel.
11. The affected employees may file written briefs and arguments with the Board within three (3) days after the close of the hearing or such other time as may be agreed upon by the affected employees and the Board.
12. Within seven (7) days following the close of the hearing, the Board shall determine and, acting through its duly authorized administrative official, shall notify the employees in writing whether the evidence presented at the hearing established the need for the action taken.

Length of Financial Emergency

A financial emergency shall be effective for one fiscal year unless the Charter School qualifies in subsequent years due to additional reductions or applicable conditions.

Annual Meeting and Notice Requirements

If a financial emergency has been declared, the notice of annual meeting and the notice

of the annual budget hearing shall be posted for not less than five (5) days, and by such further notice as shall provide reasonable notice to the patrons of the Charter School if publication in a newspaper is not feasible. If the Charter School has declared a financial emergency, no later than fourteen (14) days prior to its annual meeting, the Board shall have prepared a budget, and held a public hearing.

Contract Date Impact

The time requirements of sections 33-514(2) and 33-515(2), Idaho Code, shall not apply in the event a financial emergency is declared.

Procedure History: Promulgated on: 3/27/18; Revised on:

8000 Series - NON-INSTRUCTIONAL OPERATIONS

[8000-8099 Goals](#)

[8100-8199 Transportation](#)

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8000-8099 Goals

[8000 Goals](#)

8000 Goals

In order for students to obtain the maximum benefits from their educational program, a complex set of support services must be provided by the Charter School. These services are essential to the success of the Charter School, and the staff that provides them is an integral part of the educational enterprise. All assets of the Charter School operations, including non instructional support services, shall be carefully managed in order to obtain maximum efficiency and economy. To that end, the goal of the Charter School is to seek new ways of supporting the instructional program that shall maximize the resources directly available for students' learning programs.

Policy History: Adopted on: 8/7/18; Revised on:

8100-8199 Transportation

[8100 Transportation](#)

[8105 Extracurricular Transportation](#)

[8105F Extracurricular Transportation Liability Waiver](#)

[8105P Extracurricular Transportation Discipline](#)

[8120 Bus Routes, Stops, And Non-Transportation Zones](#)

[8160 Contracting For Transportation Services](#)

8100 Transportation

The Board of Directors' primary concern in providing transportation services to students is the safety and protection of the health of students.

Requirements

The Charter School shall provide transportation to and from school for a student who:

1. Resides at least 1 1/2 miles from the nearest appropriate school, determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road to the nearest door of the school the student attends or to a bus stop, whichever the case may be;
2. Is a student with a disability, whose IEP identifies transportation as a related service; or
3. In the judgment of the Board, has another compelling and legally sufficient reason to receive transportation services, including the age, health, or safety of the student.

The type of transportation provided by the Charter School may be by a school bus or other vehicle, or by such individual transportation as paying the parent or guardian for individually transporting the student. The Board may pay board and room reimbursements to a parent when a student resides within a non-transportation area (an area of a school district designated by the Board as impractical, by reason of scarcity of students, remoteness, or condition of roads) but is otherwise eligible for transportation and cannot be transported in any authorized manner. The Board may authorize children attending nonpublic schools to ride a school bus provided that space is available and a fee to cover the per-seat cost for such transportation is collected.

Homeless Students

Homeless students shall be transported in accordance with the McKinney-Vento Homeless Assistance Act and State law.

Foster Children

The Administrative team or designee shall develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:

1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner reasonable travel to the child's home for visitation, and reasonable travel for the child to remain in the school in which the child is enrolled at the time of placement; and
2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the Charter School will provide transportation to the school of origin if:
 - a. The local child welfare agency agrees to reimburse the Charter School for the cost of such transportation;
 - b. The Charter School agrees to pay for the cost of such transportation; or

- c. The Charter School and the local child welfare agency agree to share the cost of such transportation.

Safety

The Charter School shall ensure each new school bus driver has had training in a school bus driver training program before allowing him or her to drive a bus carrying students. Such training shall meet the requirements described in the Standards for Idaho School Buses and Operations. Documented training similar to that required by the Charter School may be used to comply with new school bus driver training hours, unless the driver has a gap of more than four years in their previous driving experience.

The Administrative Team or designee shall develop written rules establishing the procedures for bus safety and emergency exit drills, and for student conduct while riding on buses, including for students with special needs.

The Charter School shall ensure that transportation personnel have access to a library of resources to assist them in operating safe and efficient transportation services. These resources shall include:

1. Applicable federal, State, and local laws, codes, and regulations;
2. Applicable manuals and guidelines;
3. Online access to internet and other resources; and
4. Applicable trade journals and organizations' publications.

Cross Reference: 3060 - Education of Homeless Children; 8110 - Safety Busing; 8120 - Bus Routes, Stops and Non-Transportation Zones

Legal Reference: I.C. § 33-1501 - Transportation Authorized; I.C. § 33-1503 - Payments when Transportation Not Furnished; IDAPA 08.02.03.109 - Special Education; 20 USC § 6312(c) - Every Student Succeeds Act Standards for Idaho School Buses and Operations

Other Reference: Federal Highway Safety Guideline 17; Idaho Department of Education, Idaho's School Bus Driver Training Classroom Curriculum

Policy History: Adopted on: 8/7/18; Revised on:

8105 Extracurricular Transportation

The term "extracurricular" refers to activities or events which are supplements to the

regular instructional program and do not involve class credit, including, but not limited to athletics, speech, debate, music, band, student groups and/or organizations, and community activities.

The use of school buses is strictly limited to school activities. Buses may not be loaned or leased to non-school groups unless permission is specifically granted by the Board. On all activity runs, buses will be operated by a qualified bus driver, and only authorized activity participants, professional staff, and chaperones assigned by the administration may ride the bus.

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the Charter School. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

School employees wishing to undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities shall do so only when specifically directed or approved by the administrator or his or her designee. School employees will notify the administrator or designee of all transportation details and/or arrangements made after authorization. School employees shall not use a personal vehicle to transport students.

While the School does not prohibit students or School patrons from arranging a carpool to provide transportation to any School facility, activity, or event, it is impractical for the School to take steps to ensure the safety of any carpool vehicle or driver. For this reason, the School and its employees shall not arrange, encourage, or take responsibility for any such carpool. The School will bear no liability associated with any carpool arrangements.

A duplicate copy of the passenger list will be made for all activity trips. One copy will remain with the professional staff member in charge on the bus and one copy will be given to the Charter Office staff before the bus departs.

All buses used to transport students on activity trips shall be in safe mechanical and good working condition.

At its discretion, the Charter School may charge fees for transportation of students to and from extracurricular activities where attendance is optional.

Student Travel to/from Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the bus at the

school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students.

The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

Responsibility for extracurricular transportation, when not provided by the Charter School, will remain with the parent who will be required to sign a waiver and release of claims prior to the extracurricular activity or event. Such waiver and release of claims shall remain on file at the school.

The activity must provide at least one instructor, coach, or adult sponsor for each bus on a special trip who shall be familiar with or provided a copy of this policy. The bus driver will be responsible for the safe operation of the bus. The sponsor will be responsible for supervision of students and enforcement of bus rules. Any adult designated by the Executive Director as a sponsor will have such authority.

Cross Reference: 3380 - Extracurricular and Co-Curricular Participation Policy; 8100 - Transportation; 8105F - Extracurricular Transportation Liability Waiver

Legal Reference: I.C. § 33-1501 - Transportation Authorized; I.C. § 33-512(12) - Governance of Schools; IDAPA 08.02.02.190 - Program Operations

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

8105F Extracurricular Transportation Liability Waiver

I, _____, parent or guardian of _____ (student) hereby have chosen to provide transportation for this child TO and FROM all extracurricular activities or events for which the Charter School transportation is not provided.

I understand that by signing this waiver, I take full responsibility for the transportation of this child TO and FROM all extracurricular activities and events during the 20__/20__ school year for which the Charter School transportation is not provided. I also understand that this waiver releases the Charter School from any and all liability or claims regarding the transportation of this child TO and FROM extracurricular activities or events for which the Charter School transportation in not provided.

Signature of Parent/Guardian_____

Date: _____

8105P Extracurricular Transportation Discipline

Before departure on each activity trip, all students provided with transportation by the Charter School will be instructed on the location of all emergency exits and their operation. This instruction will include a general review of safe riding practices, rules, and procedures.

Students must follow all school bus rules with this exception: Food and drink not in glass containers will be allowed on the bus with permission of the Executive Director. However, any debris must be cleaned up at the end of the trip and before students leave the bus.

If a student causes a disruption or hazard on the bus, a hearing will be held with the Administrative Team, driver, instructor, coach or adult sponsor, parent/guardian, and student. The driver, instructor, coach or adult sponsor, parent/guardian, and the student will have the opportunity to share with the Administrative Team their perceptions of the problem. If the Administrative Team finds that there has been an infraction of bus rules, he or she will take the following action:

1. On the first infraction, the student will be warned that following any further infraction he or she will be declared ineligible for transportation to the extracurricular or co-curricular activities for one event;
2. On the second infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activity for two events; and
3. On the third infraction during a semester, the student will be declared ineligible for transportation to the extracurricular or co-curricular activities for the remainder of the semester.

Based on the severity of the problem as it relates to respect and safety for others, the Administrative Team may bypass step #1 and/or step #2 above and immediately declare the student ineligible for transportation for two weeks or for the remainder of the semester.

Procedure History: Promulgated on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

8120 Bus Routes, Stops, And Non-Transportation Zones

Bus Routes, Stops, and Non-Transportation Zones

Each year, no later than the regular Board of Director's meeting in August, the Executive Director or his/her designee shall present the recommendation for bus routes, school safety busing zones, and non-transportation zones to the Board. The Board shall consider student health and safety in considering the recommendations.

Definitions

"Safety Busing Zone" shall mean the transportation of a student who lives less than 1 ½ miles from the Charter School when, in the judgment of the Board, the age or health or safety of the student warrants such action.

"Non-Transportation Zone" shall mean an area of the attendance area designated by the Board which is not served by school transportation because sparsity of students, remoteness, or condition of roads makes such service impractical

In order to operate the transportation system as safely and efficiently as possible, the following factors shall be considered in establishing bus routes:

1. School bus routes shall be established with due consideration of the sum total of local conditions affecting the safety, economic soundness, and convenience of its operation, including road conditions, condition of bridges and culverts, hazardous crossings, presence of railroad tracks and arterial highways, extreme weather conditions and variations, length of route, number of families and children to be served, availability of turn-around points, capacity of bus, and other related factors. Further, the Board shall consider the criteria set out in its measuring and scoring instrument.
2. School bus drivers are encouraged to make recommendations in regard to establishing or changing routes.
3. Parents should be referred to the Executive Director or designee for any request of change in routes, stops, or schedules.

Bus Stops

Buses should stop only at designated places approved by Charter School authorities. Exceptions should be made only in cases of emergency and inclement weather conditions. Bus stops shall be chosen with safety and protection of the health of the student in mind.

School loading and unloading zones are to be established and marked to provide safe and orderly loading and unloading of students. The Executive Director of the Charter School is responsible for the conduct of students waiting in loading zones.

Delay in Schedule

The driver is to notify the administration of a delay in schedule. The administration will notify parents on routes and radio stations if necessary.

Responsibilities - Pupils

Pupils must realize that safety is based on group conduct. Talk should be in conversational tones at all times. There should be no shouting or loud talking which may distract the bus driver. There should be no shouting at passersby. Pupils should instantly obey any command or suggestions from the driver and/or his or her assistants.

A pupil may be denied transportation upon a showing of good cause. The reason for the denial of transportation services shall be provided to the parent/guardian in writing.

Responsibilities - Parents

The interest and assistance of each parent is a valued asset to the transportation program. Parents' efforts towards making each bus trip a safe and pleasant experience are requested and appreciated. The following suggestions are only three of the many ways parents can assist:

1. Ensure that students are at the bus stop in sufficient time to efficiently meet the bus;
2. Properly prepare children for weather conditions; and
3. Encourage school bus safety at home. Caution children regarding safe behavior and conduct while riding on the school bus.

Safety

The Executive Director, in collaboration with any contracted service provider, shall develop written rules establishing the procedures for bus safety and emergency exit drills, which complies with State law and/or Federal Highway Safety Guideline 17, and for student conduct while riding on buses.

If the bus and driver are present, the driver is responsible for the safety of his or her passengers, particularly for those who must cross a roadway prior to loading or after leaving the bus. Except in emergencies, no bus driver shall order or allow a student to board or disembark at other than his or her assigned stop unless so authorized by the Charter School administration. In order to assure the safety of all, the bus driver may hold students accountable for their conduct during the course of transportation and may recommend corrective action against a student. Bus drivers are expressly prohibited from using corporal punishment.

The bus driver is responsible for the use of the warning and stop signaling systems and the consequent protection of his or her passengers. Failure to use the systems constitutes negligence on the part of the driver.

Inclement Weather

The Board recognizes the unpredictability and resulting dangers associated with the weather in Idaho. To achieve the maximum safety for children and efficiency of operation, the Executive Director is empowered to make decisions as to the emergency operation of buses, the cancellation of bus routes, and the closing of the Charter School in accordance with their best judgement. The Board may develop guidelines in cooperation with the Executive Director to assist them in making such decisions.

Cross Reference: 8110 Safety Busing

Legal Reference: I.C. § 33-1501 Transportation Authorized; I.C. § 33-1502 Bus Routes - Non-Transportation Zones; I.C. § 49-1422 Overtaking and Passing a School Bus

Other Reference: Standards for Idaho School Buses and Operations, Idaho Department of Education, Idaho's School Bus Driver Training Classroom Curriculum

Policy History: Adopted on: 10/1/19; Revised on:

HISTORY

Amended by Res. [2019-05](#) on 10/1/2019

8160 Contracting For Transportation Services

If the Board of Directors enters into a contract for transportation services, the contractor shall operate such equipment according to Charter School policy and the rules and regulations of the State Board of Education. All contracts for the transportation of students shall be in writing in a form approved by the Superintendent of Public Instruction.

The School may attach addenda to the model contract. Such addenda shall be submitted to the State Superintendent for review and approval. If the State Superintendent rejects the addenda or requires that changes be made to them, the Board may appeal to the State Board of Education.

The contract shall be in effect for not more than five (5) years, with the exception of contracts that receive federal funding pursuant to the federal Clean School Bus Program, which may exceed five years but shall not be in effect for more than ten years.

Prior to entering into a contract for transportation services, the Charter School must advertise and bid for such services. The contract shall be awarded to the lowest responsible bidder. In determining what bid is the lowest responsible bidder, in addition to other enumerated specifications, the Charter School will not only take into consideration the amount of the bid, the Charter School will also consider the skill, ability, and integrity of a contract to do faithful and conscientious work and promptly fulfill the contract according to the letter and spirit. References may be contacted.

A copy of the contract for transportation services will be filed with the Supervisor of

Pupil Transportation in the Department of Education.

Legal Reference: I.C. § 33-1501 - Transportation Authorized; I.C. § 33-1510 - Contracts for Transportation Service; 42 U.S.C. 16091 Clean School Bus Program ; IDAPA 08.02.02.190.05 - Contract for Transportation Services

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-15 Summer1 2022](#) on 3/7/2023

8200-8299 Local School Wellness

[8220 Food Services](#)

[8230 Nutrition Standards](#)

[8235 Water Consumption/Water Bottle Policy](#)

[8240 School Meals](#)

[8245 Unpaid School Meal Charges](#)

[8250 Guidelines For Food And Beverages Sales](#)

[8270 Teacher-To-Student Incentive](#)

8220 Food Services

The Charter School supports the philosophy of the National School Lunch and Breakfast Programs and shall provide wholesome, appetizing, and nutritious meals for children in the Charter School. Because of potential liability to the Charter School, the food services program shall not accept donations of food without the approval of the Board of Directors and the appropriate agency such as the local public health district and/or the United States Department of Agriculture (USDA). Should the Board approve a food donation, the Executive Director shall establish inspection and handling procedures for the food and determine that the provisions of all State and local laws have been met and consult with local public health districts before selling the food as part of the school meals.

Community Involvement

The Charter School shall promote activities to involve students and parents in the school lunch and breakfast programs. Such activities may include teaching students about good nutrition practices and involving the school faculty and the general community in activities to enhance the program.

To the maximum extent practical, the Charter School shall inform families about the availability of breakfast for students. Information shall be distributed just prior to or at the beginning of the school year. Additional reminders may be sent throughout the school year and/or posted to the Charter School's website.

United States Department of Agriculture (USDA) Foods

The Charter School shall use USDA foods made available under the Federal Food Distribution Program for school meals.

Qualifications of Charter School Food Service Staff

Qualified nutrition professionals will administer the Charter School meal programs. As part of the Charter School's responsibility to operate a food service program, continuing professional development opportunities may be provided to select Charter School nutrition professionals. These development programs should include appropriate certification and/or training programs for child nutrition directors, the nutrition manager, and cafeteria workers, according to their levels of responsibility. The Charter School may work with the School Nutrition Association for such professional development offerings.

Free and Reduced Price Food Services

The Charter School shall provide free and reduced price meals to students according to the terms of the National School Lunch Program (NSLP) and the National School Breakfast Program (SBP). The Charter School shall inform parents of the eligibility standards for free or reduced price meals. The identity of students receiving free or reduced price meals will be confidential in accordance with the guidelines for the NSLP and SBP. A parent has the right to appeal any decision with respect to his or her application for free or reduced price food services to a designated hearing official.

The amount charged for such meals shall be sufficient to cover all costs of the meals, including preparation labor, food costs, handling costs, utility costs, and equipment depreciation costs.

Every effort is to be made to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, the availability of school meals to all students will be promoted and electronic identification of students and payment systems utilized where feasible.

Summer Food Service Program

If more than fifty percent (50%) of the Charter School's students are eligible for free or reduced-price school meals, the Charter School may sponsor the Summer Food Service Program.

Legal Reference: 42 U.S.C. 1751 et seq. - National School Lunch Act; 7 CFR Parts 210.12 - Student, Parent, and Community Involvement

Policy History: Adopted on: 7/3/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

8230 Nutrition Standards

The Charter School shall provide school meals which meet or exceed the nutritional standards required United States Department of Agriculture (USDA) program regulations of the National School Lunch Program (NSLP) and the National School Breakfast Program (SBP). Additionally, the Charter School shall comply with requirements of the Healthy and Hunger Free Kids Act of 2010 and the Smart Snacks in Schools standards with regard to the nutritional content of all food sold or provided by the school, including school meals, a la carte items, foods sold from vending machines, and foods sold for fundraisers. The Charter School permits the sale or distribution of nutrient dense, Smart Snack compliant, foods for all school functions and activities as well as non-food items. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting the Charter School has adopted the federal nutrition standards cited above for the sale of foods and beverages on school grounds.

The standards focus on reducing sugar, sodium, and high-fat foods and increasing healthy food items like whole grains, fruits, and vegetables.

Calorie Range: The Charter School shall ensure the meals offered to children comply with USDA calorie levels.

Trans fat: The Charter School shall eliminate foods containing trans fat on the nutrition label.

Whole Grains: All grain offerings shall be whole grain rich.

Fruits and Vegetables: The School shall offer, at a minimum, one fruit on all points of service for breakfast. The School shall offer at least one fruit and one non-fried vegetable at all points of lunch service each day. The School shall offer a variety of fresh fruits and vegetables when possible.

Milk: The Charter School shall offer fat-free and low-fat unflavored milk at all points of service. The Charter School may not sell 2% and whole milk. Flavored milk offerings must be skim milk.

Water: The Charter School shall make water available to students during meal service free of charge.

Legumes: The Charter School shall offer legumes, such as dry beans and peas, at least one time per week along with other required vegetable subgroups.

Sodium: The Charter School shall limit sodium to meet NSLP and SBP standards.

Condiments: The Charter School shall not have salt shakers or packets available. The Charter School shall not have sugar dispensers or packets available. The Charter School shall accurately reflect condiment usage in nutrient analysis and on production records. The Charter School is encouraged to use low-fat condiments and/or control portions of high-fat condiments.

Cross Reference: 2305 - Nutrition Services; 8250 - Guidelines for Food and Beverages Sales

Legal Reference: 42 U.S.C. 1751 et seq. - National School Lunch Act; 7 CFR Parts 210 - Nutrition School Lunch and School Breakfast Programs: Final Rule; Smart Snacks in School Regulations by the United States Department of Agriculture; Smart Snacks in School Policy by the Idaho State Department of Education—Child Nutrition Programs

Other Reference: <http://www.sde.idaho.gov/cnp/sch0mp/snacks.html>

Policy History: Adopted on: 7/3/18; Revised on:

8235 Water Consumption/Water Bottle Policy

The Board of Directors recognizes the importance of water consumption and encourages increased consumption of water throughout the day. Staff members should be particularly sensitive to student needs for water during periods of hot weather. Students shall be allowed to carry water bottles during the school day in accordance with this policy. Teachers may need to call for extra water breaks too. Even during periods of moderate temperature, staff members should remind students of the value of consuming water.

In addition, water sales should be a significant option through Charter School vending and concession services. Water should be available during mealtimes, at least through water fountains.

Water Bottles

When students bring water bottles for use during school:

1. Water bottles must be clear and have secure caps;
2. Students may not share water bottles;
3. Empty bottles should, on a regular basis, be recycled (if appropriate), discarded, or taken home for sanitized reuse;
4. Students misusing water bottles will be subject to disciplinary actions;
5. Teachers have discretion in determining classroom use;

6. Water bottles may not be used in computer labs, science labs, or the library; and
7. Water bottles may not be refilled during classroom instruction.

Policy History: Adopted on: 7/3/18; Revised on:

8240 School Meals

This policy supports the mission of the Charter School: providing an engaging, adaptive learning environment through the use of personalized learning plans, intentionally integrated curriculum, mastery-based progression, and with authentic projects embedded in science, technology, engineering and math. In this environment, students will gain confidence, practice failure until it is no longer intimidating, and become invested in the life-long pursuit of knowledge.

Nutrition influences a child's development, health, well-being, and potential for learning. To afford students the opportunity to fully participate in the educational process, students must attend school with minds and bodies ready to take advantage of their learning environment. This nutrition policy encourages all members of the Charter School community to create an environment that supports lifelong healthy eating habits. Decisions made in all Charter School programming need to reflect and encourage positive nutrition messages and healthy food choices.

National School Lunch Program and the National School Breakfast Program

1. The full meal program will follow the United States Department of Agriculture (USDA)'s National School Lunch Program (NSLP) and the National School Breakfast Program (SBP) Nutrition Standards as well as Smart Snacks in Schools regulations, and offer a variety of fruits and vegetables. All of the grains served shall be whole grain;
2. The meals served will be appealing and attractive to children; and
3. NSLP and SBP provider shall follow the Nutrition Standards for these programs when determining the items in a la carte sales.

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, the Charter School will:

1. To the extent possible, operate the School Breakfast Program;
2. To the extent possible, arrange schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the

classroom, “grab-and-go” breakfast, or breakfast during morning break or recess;

3. Notify parents and students of the availability of the School Breakfast Program, if applicable; and
4. Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Lunchroom Climate

1. A lunchroom environment that provides students with a relaxed, enjoyable climate should be developed; and
2. It is encouraged that the lunchroom environment be a place where students have adequate space to eat and pleasant surroundings.

Meal Times and Scheduling Recommendations

The Charter School, to the greatest extent possible:

1. Should provide students with at least ten (10) minutes to eat after sitting down for breakfast and twenty (20) minutes after sitting down for lunch;
2. Meal periods should be scheduled at appropriate times. For instance, lunch should be scheduled between 10:00 AM and 2:00 PM;
3. Tutoring, club meetings, and organizational meetings or activities should not be scheduled during mealtimes unless students may eat during such activities;
4. Lunch periods should follow recess periods;
5. Students should have access to hand washing or hand sanitizing facilities before they eat meals or snacks; and
6. Reasonable steps should be taken to accommodate the tooth-brushing regimens of students with special oral health needs, such as orthodontia or high tooth decay risk.

Legal Reference: 42 U.S.C. 1751 et seq. - National School Lunch Act; 7 CFR Parts 210 - Nutrition School Lunch and School Breakfast Programs: Final Rule; Smart Snacks in School Regulations by the United States Department of Agriculture

Policy History: Adopted on: 7/3/18; Revised on:

8245 Unpaid School Meal Charges

The Charter School adopts the following policy to ensure Charter School employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day, avoid identifying to other students or bystanders students with insufficient funds to pay for school meals, and maintain the financial integrity of the school nutrition program.

Unpaid Meal Charges

When a student's school meal account funds are exhausted, a student paying the full or reduced price for meals may charge no more than 5 meals OR \$15.00 to his or her school meal account. Students may charge breakfasts and/or lunches and/or afternoon snacks up to the maximum amount. Charging of a la carte or extra items to a student's account will not be permitted.

Students who have charged the maximum amount allowed will not be allowed to charge further meals until the negative account balance has been paid in full. However, such students will be allowed to purchase a meal if the student pays for the meal when it is received.

Students who have charged the maximum amount and cannot pay out of pocket for a meal will be provided an alternate meal which meets the federal requirements for reimbursement. Alternate meals shall be provided for lunches. This meal shall be provided at no cost. Such alternate meals shall be provided no more than 4 times per school year.

Students who qualify for free meals shall never be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases.

The Board directs the Executive Director to draft a procedure detailing the manner in which notice of low account balances shall be given. The Charter School will make reasonable efforts to notify families when meal account balances are low. The Charter School will make reasonable efforts to collect unpaid meal charges. At least one written warning shall be provided to a student and his or her parent/guardian prior to denying meals for exceeding the Charter School's charge limit. Families will be notified by automated calling system and/or a letter sent home with the student and/or by mail and/or by email.

This notice may include a copy or description of this policy and information regarding how to apply for free or reduced price meals, including contact information for the Executive Director, who can help them with the application process. Active efforts to encourage eligible households to apply for free or reduced lunch may be used to prevent meal charges.

If payment of the negative balance is not received within 30 days of the maximum charge limit being attained, the debt will be turned over to the Executive Director or the

Executive Director's designee for collection. If the debt is not paid within 60 days of mailing the final notice of the negative account balance, it shall be considered bad debt for the purposes of federal law concerning unpaid meal charges. Such bad debt must be restored using non-federal funds, from sources such as the Charter School's general fund, special funding from state or local governments, or other sources.

Efforts to collect payment may include use of collection agencies, small claims court, or any other method permitted by law, provided the benefits of potential collections outweigh the costs incurred to achieve those collections.

Students and parents/guardians of students are encouraged to prepay meal costs. Payments for school meals may be made by:

1. Use of the Charter's online school lunch and activity system (system may charge convenience fee)
2. Bringing payment to the school.

Notification

The Charter School will provide a copy of this policy to all households at the start of school each year and to families and students that transfer into the Charter School at the time of transfer. All Charter School staff responsible for enforcing any aspect of the policy shall also receive a copy of this policy. It may also be communicated to school social workers, school nurses, the homeless liaison, or other staff members who may assist students in need. The Charter School may also make this policy available in student handbooks, on the Charter School website, or by other means deemed appropriate.

Records

Records of how and when this policy is communicated to households and staff will be retained.

The Charter School shall also retain documentation of the handling of bad debt, including:

1. Evidence of efforts to collect unpaid meal charges in accordance with the this policy;
2. Evidence the collection efforts fell within the timeframe and methods established by this policy;
3. Financial documentation showing when the unpaid meal charge(s) became an operating loss; and
4. Evidence any funds written off as bad debt were restored to the nonprofit school food service account using non-Federal sources.

Charitable Assistance

The Charter School may establish an unpaid meal charges fund to cover the cost of unpaid meal charges. Charitable groups, individuals, school fundraisers, and others may donate to this fund. Parents/guardians of children who pay the full amount for school meals and who have funds left over in their school meals account at the end of the school year may be offered the option of donating these funds to the unpaid meal charges fund.

If the Charter School chooses to establish an unpaid meal charges fund, the Executive Director or his or her designee shall establish procedures for the use of such funds.

Other Reference: 2017 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, United States Department of Agriculture; Unpaid Meal Charges: Guidance Q&As, March 23, 2017, United States Department of Agriculture

Legal Reference: SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies, United States Department of Agriculture

Policy History: Adopted on: 7/3/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

8250 Guidelines For Food And Beverages Sales

This policy shall apply to all foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte snack lines, fundraisers, school stores, etc.

The Charter School encourages the use of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. At any Charter School functions, such as parties, celebrations, feasts, or sporting events, healthy food options should be available. All foods will adhere to Smart Snack regulations, unless approved by an administrator as an exemption.

ELEMENTARY: The Charter School food service program will approve and provide all food and beverage sales to students. Given young children's limited nutrition skills, food should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, vegetables, and whole grains.

MIDDLE AND HIGH SCHOOLS: All foods and beverages sold individually outside the

reimbursable school meal programs; including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities; during the school day will meet the nutrition standards found in the Smart Snacks in Schools regulations.

Vending Machines

The Board of Directors has determined that there shall be no installations of vending machines beyond those used for lunch services, except as approved by the Executive Director. The Executive Director will have the authority to determine whether such machines may be installed, where they will be placed, and during which hours they might be used. All revenue produced from this source shall be deposited in the designated activity fund as approved by the Board. Revenues may be spent only on those purposes for which general revenue may be expended.

All vending sales shall comply with the standards of the Smart Snacks in Schools regulations and documentation of compliance shall be retained.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage and will meet the standards of the Smart Snacks in Schools regulations. The Charter School will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. The Charter School will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

If eligible, the Charter School will pursue receiving reimbursements through the National School Lunch Program for snacks provided through after-school programs.

Fundraising Activities and Concessions

Any fundraising requires administrative approval and will be tracked.

Any food items sold at the school site during the school day, defined as from midnight until a half-hour after the end of the instructional day, and intended for consumption there must meet the requirements of the Smart Snacks in Schools regulations, except for exempt fundraisers. The number of exempt fundraisers held annually may not exceed the number established by the Idaho State Department of Education unless special permission is granted by the State Department of Education.

Any fundraising activities that involve foods not intended for consumption in schools, such as the sale of cookie dough or frozen pizza outside of school shall be also be exempt.

Foods sold at exempt fundraisers may not be sold in competition with school meals in

the food service area during any meal service. To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The following recommendations are made to promote healthy choices for children related to fund-raising activities supported by the Charter School:

1. Offer only non-food items that raise funds such as books, gift wrap, candles, plants, flowers, school promotional items, etc.; and
2. Whenever food and beverages are sold that raise funds for the school, through fundraisers exempted as outlined above, include healthy food choices as well.

Organizations operating concessions at Charter School functions should include at healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower prices to encourage selection by students. If these food and beverages are consumed on school grounds, during the school day, and are not exempt fundraisers, they must comply with the Smart Snacks in Schools regulations.

Charter School-Sponsored Events

Foods and beverages sold at school-sponsored events during the school day, from midnight until a half-hour after the end of the instructional day, and held on school grounds (such as, but not limited to, athletic events, dances, or performances) will meet the nutrition standards outlined in the Smart Snacks in Schools regulations, unless they are exempt fundraisers as described above. However, the Smart Snacks in Schools standards do not apply to items sold during non-school hours.

Cross Reference: 3420 - Student Fund Raising Activities

Legal Reference: Smart Snacks in School Regulations by the United States Department of Agriculture

Other Reference: <http://www.sde.idaho.gov/site/cnp/nslp/smartSnacks.htm>

Policy History: Adopted on: 7/3/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

8270 Teacher-To-Student Incentive

Children learn preferences for foods made available to them, including those that are unhealthy. There are many disadvantages to using food as a reward:

1. It undermines nutrition education being taught in the Charter School

environment;

2. It encourages over-consumption of foods high in added sugar and fat; and
3. It teaches children to eat when they're not hungry as a reward to themselves.

Teachers are encouraged to consider non-food items as a teacher to student incentive. Should teachers decide to use food items as an incentive, they are encouraged to adhere to the Charter School Nutritional Standards.

Guidelines--Alternatives to Using Food as a Reward

Zero-Cost Alternatives:

1. Sit by friends;
2. Watch a video;
3. Read outdoors;
4. Teach the class;
5. Have extra art time;
6. Enjoy class outdoors;
7. Have an extra recess;
8. Play a computer game;
9. Read to a younger class;
10. Get a no homework pass;
11. Make deliveries to the office;
12. Listen to music while working;
13. Play a favorite game or puzzle;
14. Earn play money for privileges;
15. Walk with a teacher during lunch;
16. Eat lunch outdoors with the class;
17. Be a helper in another classroom;
18. Eat lunch with a teacher or Director;
19. Dance to favorite music in the classroom;
20. Get "free choice" time at the end of the day;
21. Listen with a headset to a book on audiotape; and

22. Have a teacher read a special book to the class.

Low-cost alternatives:

1. Select a paperback book;
2. Enter a drawing for donated prizes;
3. Take a trip to the treasure box stocked with non-food items;
4. Get stickers, pencils, and other school supplies;
5. Receive a video store or movie theater coupon;
6. Get a set of flash cards printed from a computer; and
7. Receive a “mystery pack” of prizes.

Policy History: Adopted on: 8/7/18; Revised on:

[8300-8499 Emergencies And Disaster Preparedness](#)

[8300 Emergencies And Disaster Preparedness](#)

[8330 Pandemic](#)

[8330C COVID Response Plan](#)

8300 Emergencies And Disaster Preparedness

The Board of Directors recognizes the importance of being prepared for various types of emergencies, both natural and human, that could occur while school is in session. This necessitates the need to develop appropriate plans and procedures to deal with such emergencies at school facilities or involving school transport. It is important that students, employees and parents be knowledgeable about the various emergency plans and procedures and to be prepared should such an emergency occur.

Development of Crisis Management Plan

The Charter School will develop and maintain a Crisis Management Plan to act as a guide for the Board, administration, staff, students, parents, and community members to address potential crisis in the school.

The Crisis Management Plan(s) will provide procedures for the school and will be used prior to, during, or after any/each emergency situation.

The Executive Director or designee shall be responsible for directing the development of any specific Crisis Management Plan. This plan will be shared with representatives of local municipalities and appropriate emergency personnel. The Crisis Management Plan will be reviewed annually by the Crisis Management Committee, which shall

include representatives of the Executive Director, Administration, Board, and patrons. The Crisis Management Plan will be maintained by the Executive Director.

The staff shall receive a copy of the Crisis Management Plan and shall be provided inservice training on plan implementation.

The school Crisis Management Plan serves as the foundation for the development, training, and implementation of individual site/program plans.

Cross Reference: 8520 - Inspection of School Facilities / Emergency Evacuation Plan

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2020-6](#) on 9/1/2020

8330 Pandemic

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads easily and sustainably. Project Impact STEM Academy (Pi STEM), as well as all surrounding districts, play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.

During a pandemic or other health emergency, patrons and staff will be notified in a timely manner of all changes to the school environment and schedule that will impact students. Even if school is not physically in session, the goal of Pi STEM will remain to provide your child with the best educational opportunities possible.

Additionally, please note the following:

- decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the Executive Director and the Board of Directors, in consultation with and, if necessary, at the direction of the Governor, Idaho Department of Public Health, Idaho Department of Education, local health department, emergency management agencies, and/or other regional offices.
- learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule.
- will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.

- school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
- and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
- a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students.
- personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption.
- who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
- a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures.
- accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
- should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency.
- should not hesitate to contact school or district officials if they have any concerns regarding your child's education, health, or safety.

Cross Reference: Policy History;; Adopted on: 8/3/2021; Revised on:

HISTORY

Adopted by Res. [2021-05](#) on 8/19/2021

8330C COVID Response Plan

- **Introduction**

While opening schools is the goal at Project Impact STEM Academy, we know we can't control COVID-19. Pi STEM has crafted a plan that allows us to respond quickly to changing local, regional, state, and national conditions. As conditions change, we may be forced to change how we provide instruction

during the school year.

Project Impact STEM Academy’s Opening Plan includes a Category 1-3 system that outlines what students, staff and parents can expect under different conditions. The plan also includes an increased awareness of the social, emotional, and mental strain that COVID has put on our staff and students. To address these concerns Pi STEM has hired a full-time School Counselor and has increase staff health coverage to include a mental health plan.

A summary of the category information is noted below and the full details for each category and scenario is described further in the policy.

| Category (with color) | Level of Community Risk | Learning Model | Primary Responses |
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| One (1) - Green | Minimal Community Risk | Full day of in-person instruction | School open with increased sanitation protocols |
| Two (2) - Yellow | Moderate Community Risk – Level 2a | Full day of in-person instruction | School open with physical distancing and increased sanitation protocols |
| | Moderate Community Risk – Level 2b | Full day of in-person instruction (increased protocols)/Staggered Start Hybrid | Possible staggered use of school building(s) on an AM/PM schedule, providing about 60% in person instruction, 40% remote learning every day or targeted closure of some grade band buildings and staggered use of other grade-band buildings |
| Three (3) - Red | Substantial Community Risk - Healthcare Staffing Significantly Impacted | Staggered Start Hybrid | Staggered use of school building(s) on an AM/PM schedule, providing about 60% in person instruction, 40% remote learning every day or targeted closure of some grade band buildings and staggered use of other grade-band buildings. Requires CDH recommendation and no reported Pi STEM community spread. |
| | | Full Distance/Remote Learning | Short-term (2-4 weeks), Midterm (4-6 weeks), or extended school closure (longer than 6 weeks). Possible allowances for limited in-person instruction for special education and |

Based on conditions, the board could close a cluster of classes or the entire school. Reopening Plans include recommendations from health officials, and reasonable procedures to try and mitigate risks and minimize the spread of COVID-19. To accomplish our goal of reopening schools, it is imperative all students, staff and parents do their part by following health guidance whether they're at school or out in the community. Everyone will also need to monitor their health and stay home if they are feeling sick or showing symptoms of COVID19.

Communication regarding the learning model that Pi STEM is in at any given time is identified at www.pistem.org. The Pi STEM website is updated every week on the day following the Central District Health's weekly update.

If the risk changes from an in-person level to a remote or hybrid level, and the CDH recommends closure, the model of instruction will change on the next Wednesday, providing teachers and families one day to help transition instruction with students in person on Tuesday.

If the risk changes from a level 3 (red) to a level (2) yellow, this risk level must be sustained through the following Monday, to trigger a move back to a staggered start hybrid instructional model on Wednesday. This day delay provides an opportunity for the bus company and families to respond, and teachers to switch instruction. In other words, Ada County, and more specifically Kuna and the Pi STEM community, risk level must be in yellow stage for two consecutive Monday's to return to staggered start hybrid instruction.

Typically speaking, full-time in person instruction will occur within Category 2, when Central District Health and the Pi STEM leadership considers the risk to the community to be "moderate". Staggered start hybrid instruction will occur within Category 2, when Central District Health and the Pi STEM leadership considers the risk to the community to be "moderate to substantial". Because Central District Health does not clearly differentiate local risk levels within their rating system, the Pi STEM board of trustees have identified when transitions between staggered start hybrid instruction (2b – level B) and full-time in person instruction (2a – level A) will occur. These were defined as follows:

1. Minimal/limited risk within the Pi STEM community.
2. Minimally, adherence to the recommended CDH quarantine period and no Pi STEM community spread.
3. Maintained ability to adhere to all current CDH recommendations/guidelines (masking, social distancing, etc.).

Project Impact STEM Academy's original 2020 Reopening Plan was drafted with input from stakeholders including parents, teachers, staff, Brown Bus, the

State Board of Education, and officials with Central District Health. It includes feedback from survey responses as well as input from a board workshop with parents, staff, and stakeholders.

This specific Response Plan is a living document and will be updated in accordance with new guidance from the Centers for Disease Control and Prevention, the Governor's office, the State Board of Education, the State Department of Education, Central District Health, and other state and local officials. Starting in August 2021, this plan will be reviewed no less frequently than every six months. These reviews will occur during regularly scheduled board meetings with public comment periods, to ensure continued community/stakeholder feedback. Additionally, Pi STEM administration will continue to work with Central District Health, local health centers, and Brown Bus to ensure community input.

Project Impact STEM Academy's Focus Everyday:

- Be true to our mission.
- Provide a rigorous, comprehensive education for all students no matter the mode of instruction.
- Respect health guidance from the Centers for Disease Control and local and state health officials and adopt reasonable practices we can control to mitigate risks and minimize spread.
- Be flexible, empathetic, and ready to respond quickly to support families as conditions change.
- Clearly communicate shared expectations for students, staff, and parents.
- Launch 1-to-1 initiative to ensure every student has a Chrome book or a laptop to use for learning in a classroom or learning at home.
- Provide parents and teachers with training and support so they can use tech tools and resources.
- Update policies to ensure students and staff who are sick or showing symptoms stay home.
- Work with parents to ensure a healthy environment for all students.

Our primary goal is to be true to our mission and to provide a rigorous, comprehensive education for all students no matter the mode of instruction. We want to ensure that we are providing a quality instruction and believe that if teachers are pulled between online support and development and in class support and development the quality of the instruction would suffer. For this

reason, we will not be offering remote instruction unless we have entered hybrid instruction, which incorporates about 40% remote learning for all students, or in the case that we have entered remote instruction for all students. However, if we have a student that needs access to online instruction for a medical reason, such as being under quarantine, teachers will provide remote coursework for this student for the limited time necessary. Additionally, students with other non-COVID related medical considerations will be evaluated on a case-by-case basis and all possible accommodations will be considered.

Preventative Measures

- One (1) Green

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| | Category 1: Minimal community risk | During Category 1, Project Impact STEM Academy will open or remain open with health guidance and protocols incorporated into our daily routines in an effort to mitigate risks and limit the spread of COVID-19. Here's what to expect: |
| | Information/ Education: | Implement: <ul style="list-style-type: none"> ● Clearly visible signage in each building and at the entrance on "Stop the Spread" preventative measures and symptoms. ● Clearly visible signage in bathrooms and at entrances to bathrooms on good hand washing procedures. ● Education on good hand washing techniques, using hand sanitizer, and physical distancing. ● School will send home information to educate the Pi STEM community on identifying symptoms that indicate a need to stay home. ● ● Provide parent education on blended instruction, school adopted Learning Management System(s) will be posted on the PiSTEM.org website and will be sent out to parents/guardians to let them know when different age groups can receive the COVID vaccination and how they can sign-up to receive the COVID vaccination. |
| | | Implement: <ul style="list-style-type: none"> ● Parents are encouraged to screen students for sickness every morning before attending |

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| Green | School Wide Practices | <p>school; teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings.</p> <ul style="list-style-type: none"> ● Parents are encouraged to notify the school and have their child wear a face covering if they have travelled out of the area to a community with moderate to severe community risk or attended a large gathering with moderate to severe community risk. ● Facial coverings are optional. ● Students that are showing symptoms will be isolated and sent home. Testing is highly encouraged at a rapid test site to reduce the number of days on quarantine. ● Hand sanitizer stations will be available at all entrances to each building and in every classroom. ● Hand sanitizer containing at least 60% alcohol will be administered as students enter the lunchroom. ● Cleaning and disinfection of buildings will be to CDC guidelines, with a special focus on high traffic areas. ● Frequent touched surfaces will be cleaned more frequently. |
| | Classroom Space: | <p>Implement:</p> <ul style="list-style-type: none"> ● Increased air quality and air flow through the use of medical grade air purifiers. ● Limited use of shared materials and supplies. ● ● Increased cleaning, between transitions. ● Students issued 1:1 devices. ● Staff choosing to wear a face covering, will wear a clear mask or a face shield during all class instruction. |
| | School Space: | <p>Implement:</p> <ul style="list-style-type: none"> ● ● Increased cleaning of office areas. ● Some school events, assemblies and gatherings may be changed to limit large gatherings. ● Access to campus may be limited to Pi STEM staff, contractors, and families. ● New protocols for volunteers/visitors to |

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| | | campus will be put in place. |
| | Bus Transportation: | <p>Implement:</p> <ul style="list-style-type: none"> ● Facial coverings are optional for students and driver. ● Hand sanitizer containing at least 60% will be available when students get on and off bus. ● Cleaning and disinfecting of frequently touched surfaces will occur between routes. ● Deep cleaning and airing out busses will occur nightly |
| | Extracurricular Activities: | <p>Implement:</p> <ul style="list-style-type: none"> ● Each activity/field trip will be considered on a case-by-case situation. ● ● We will follow guidance and directives from the state and national governing bodies of other extracurricular activities. |
| | Priorities at Stage 1: | <ul style="list-style-type: none"> ● Ensure students and staff who are sick or showing symptoms stay at home. ● Focus on everyday mitigation practices through improved air quality, good hygiene, and increased cleaning. ● Review, update, and implement emergency operations plan. |

● **Two (2) Yellow**

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| | Category 2: Minimal to moderate (2a to 2b) community risk | <p>During Category 2, Project Impact STEM Academy will open or remain open with health guidance and protocols incorporated into our daily routines in an effort to mitigate risks and limit the risks of the known virus. Here's what to expect:</p> |
| | | <p>Implement (both 2a & 2b):</p> <ul style="list-style-type: none"> ● Education on routines for wearing face coverings. <p>Continue:</p> <ul style="list-style-type: none"> ● Clearly visible signage in each building and at the entrance on "Stop the Spread" preventative measures and symptoms. ● Clearly visible signage in bathrooms and at entrances to bathrooms on good hand washing procedures. |

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| | <p>Information/Education:</p> | <ul style="list-style-type: none"> ● Education on good hand washing techniques, using hand sanitizer, and physical distancing. ● School will send home information to educate the Pi STEM community on identifying symptoms that indicate a need to stay home. ● School will send out a survey to identify family needs for WiFi in the case that the school must transition to an online setting. ● Provide parent education on blended instruction, the school adopted Learning Management System(s), etc. in the case that the school must transition to an online setting. ● Information will be posted on the PiSTEM.org website and will be sent out to parents/guardians to let them know when different age groups can receive the COVID vaccination and how they can sign-up to receive the COVID vaccination. |
| | <p>School Wide Practices:</p> | <p>Implement (both 2a & 2b):</p> <ul style="list-style-type: none"> ● Parents and staff are encouraged to self-report to the school if they or their students have symptoms of COVID-19, a positive test, or were exposed to someone with COVID-19 within the last 14 days. Privacy and confidentiality will be maintained. Sick staff or students should not return until they have met the CDC criteria or have a doctor's release to discontinue home isolation. ● Daily health screenings may occur for all employees and students upon entry into their classroom buildings, including a check for a low-grade fever with a no-touch thermometer and or daily symptom check. If student is identified at risk, they will be sent to the office for a second check. ● Students that are showing symptoms will be isolated and sent home. Testing is highly encouraged at a rapid test site to reduce the number of days on quarantine. <p>Implement (at 2a):</p> <ul style="list-style-type: none"> ● Student and staff facial coverings will be required during transitions. Facial coverings will be optional otherwise. <p>Implement (at 2b):</p> <ul style="list-style-type: none"> ● Student and staff facial coverings will be |

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| Yellow | <p>required.</p> <p>Continue (both 2a & 2b):</p> <ul style="list-style-type: none"> ● Parents are encouraged to screen students for sickness every morning before attending school; teach and reinforce good hygiene measures such as hand washing, covering coughs, and face coverings. ● Parents are encouraged to notify the school and have their child wear a face covering all day (with social distance breaks) if they have travelled out of the area to a community with moderate to severe community risk or attended a large gathering with moderate to severe community risk. ● Hand sanitizer stations will be available at all entrances to each building and in every classroom. Hand sanitizer containing at least 60% alcohol will be administered as students enter the lunchroom. ● Cleaning and disinfection of buildings will be to CDC guidelines, with a special focus on high traffic areas. Frequent touched surfaces will be cleaned more frequently. |
| | <p>Implement (at 2a):</p> <ul style="list-style-type: none"> ● Students will be assigned to a traveling table assignment grouping of a maximum of 4 students, called a mini-cohort. Staff may wear a face mask or a shield during instruction and must have a face covering on when not social distanced by at least 3 feet. ● Outdoor learning will be employed when possible and reasonable. ● Face coverings will be optional. However, students will wear face coverings during transitions and when working or talking with students that are not in their mini-cohort. <p>Implement (at 2b):</p> <ul style="list-style-type: none"> ● Students will be required to mask full-time, with routine 3-foot social distancing. Breaks outside that provide the opportunity to remove facial coverings. ● All teachers will have a school adopted Learning Management System set-up for their |

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| | Classroom Space: | <p>classroom or course sections with pre-recorded videos of instruction, so that students that need to isolate for medical purposes can still access instruction.</p> <ul style="list-style-type: none"> ● Pi STEM may elect to move the school to a hybrid model in which limited or staggered use of school building(s) occurs, or targeted closure of some buildings occurs, transitioning some or all students partly remote learning. Considerations that will factor into the decision will include FERPA, logistical requirements, effect on working parents, and bandwidth of staff. <p>Continue:</p> <ul style="list-style-type: none"> ● Increased air quality and air flow through the use of medical grade air purifiers. ● Limited use of shared materials and supplies. All shared learning materials will be sanitized between uses with 60% alcohol or a UV-C sterilizer box. ● Increased cleaning, between transitions. ● Students issued 1:1 devices. |
| | School Space: | <p>Implement (at 2a):</p> <ul style="list-style-type: none"> ● All visitors must wear facial coverings while on campus. ● If visitors are meeting staff or staying to volunteer, they must participate in and pass a screener that includes a temperature check. ● All meetings must be by appointment only. ● Volunteers follow staff safety protocols. ● Students will eat lunch in the cafeteria with their mini-cohort groups, and will socially distance from the other cohort groups while inside. ● Lunch schedule will be adjusted to accommodate social distancing. <p>Implement (at 2b):</p> <ul style="list-style-type: none"> ● Facial coverings will be worn by all staff and students throughout the entire day, when not social distancing. ● The school campus will be closed to all visitors, including parents. If materials need to be dropped off, parents must call the office from the parking lot or preschedule a drop-off time. |

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| | | <ul style="list-style-type: none"> ● All meetings with outside parties, including parents, will occur virtually. ● Educational specialists contracted from outside agencies that do not work exclusively with Pi STEM students will meet with students using social distancing, face-coverings, and desk shields in place. ● All social gatherings and events cancelled or moved to a virtual platform. <p>Continue:</p> <ul style="list-style-type: none"> ● Implement Sneeze guards and other protective measures in the offices. ● Convert water fountains to bottle fillers. ● Increased cleaning of office areas |
| | <p>Bus Transportation:</p> | <p>Implement (at 2a):</p> <ul style="list-style-type: none"> ● Physical distancing of students that are not family groups or cohort groups, to the best of their ability. ● Students must use hand sanitizer with at least 60% alcohol when they get on and off the bus. ● Bus drivers must be screened and have a temperature check each morning. <p>Implement (at 2b):</p> <ul style="list-style-type: none"> ● Students will wear a face covering on the bus. ● Facial coverings (facial shield or mask) are required for bus drivers. <p>Continue:</p> <ul style="list-style-type: none"> ● Assigned seating is required. ● Cleaning and disinfecting of frequently touched surfaces will occur between routes. ● Deep cleaning and airing out busses will occur nightly |
| | <p>Extracurricular Activities:</p> | <p>Implement (at 2b):</p> <ul style="list-style-type: none"> ● Field trips will be eliminated with few exceptions. <p>Continue:</p> <ul style="list-style-type: none"> ● Each activity will be considered on a case-by-case situation |
| | <p>Priorities at</p> | <ul style="list-style-type: none"> ● Ensure students and staff who are sick or showing symptoms stay at home. ● Continued mitigation through improved air quality, good hygiene, and increased |

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| Stage 2: | <p>cleaning.</p> <ul style="list-style-type: none"> ● Focused mitigation using mini-cohorts and purposeful mask usage targeted during specific events. |
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● **Three (3) Red**

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| Category 3: Substantial Community Risk - Healthcare Staffing Significantly Impacted | During a Category 3 pandemic, Project Impact STEM Academy will continue to coordinate with local health officials. |
| | <p>Implement:</p> <ul style="list-style-type: none"> ● The school may consider a temporary school soft closure for specific grades, buildings, or the entire school, providing remote learning for all impacted students. ● In the case that Project Impact STEM Academy, with guidance from local health officials, deems it in the best interest of staff and students to remain open (3a), here is what to expect: <p>Continue:</p> <ul style="list-style-type: none"> ● Education on routines for wearing face coverings. ● Clearly visible signage in each building and at the entrance on “Stop the Spread” preventative measures and symptoms. ● Clearly visible signage in bathrooms and at entrances to bathrooms on good hand washing procedures. ● Education on good hand washing techniques, using hand sanitizer, and physical distancing. ● School will send home information to educate the Pi STEM community on identifying symptoms that indicate a need to stay home. ● School will send out a survey to identify family needs for WiFi in the case that the school has to transition to an online setting. ● Provide parent education on blended |
| Information/ Education: | |

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| | <p>instruction, the school adopted Learning Management System(s), etc. in the case that the school has to transition to an online setting.</p> <ul style="list-style-type: none"> ● Information will be posted on the PiSTEM.org website and will be sent out to parents/guardians to let them know when different age groups can receive the COVID vaccination and how they can sign-up to receive the COVID vaccination. |
| <p>School Wide Practices:</p> | <p>Implement:</p> <ul style="list-style-type: none"> ● Face coverings required for all students and teachers. Face covering breaks will be provided outside with social distancing in place. ● Students will eat in the classrooms; lunch room will be closed – unless social distancing can be achieved for every student using a change in schedule. ● No visitors or parents will be allowed in any of the Pi STEM buildings. If materials need to be dropped off, parents must call the office from the parking lot. <p>Continue:</p> <ul style="list-style-type: none"> ● Students will wear masks when using the bathroom. ● Staff will wear masks when entering other buildings, washing or sanitizing hands prior to entry and upon exit from each building. ● Students will wear masks on the bus and in the morning until a temperature check has been completed. ● Students will wear masks during transitions and when working or talking with students that are not in their mini-cohort. ● Staff will wear face shield during instruction. While monitoring student learning, staff may switch to a facemask. ● Good hand washing techniques will be taught and encouraged. ● Hand sanitizer will be available for each transition. ● Hand sanitizer will be administered as students enter the lunchroom. ● Buildings routinely cleaned and disinfected |

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| | <p>according to CDC guidelines. Special focus on high traffic areas.</p> <ul style="list-style-type: none"> ● Schools share "Stop the Spread" information with focus on preventative measures and symptoms. ● Support and provide training for parents who need help accessing technology, tools and online curriculum. ● Increased cleaning on school buses. |
| <p>Red</p> <p>Classroom Space:</p> | <p>Implement:</p> <ul style="list-style-type: none"> ● Staff will wear face shield during instruction. While monitoring student learning, staff may switch to a facemask. ● Recess equipment will be off limits, unless it can be assigned to specific cohort groupings and can be cleaned between use. ● All transitions will be evaluated to determine if some can be eliminated. ● Temperature checks will occur at the start of the day. ● Students will wear masks on the bus and will be social distanced. <p>Continue:</p> <ul style="list-style-type: none"> ● All building air quality improved through the use of medical grade air purifiers. ● Limited use of shared materials and supplies. All shared learning materials will be sanitized between uses. ● Increased cleaning, between transitions. ● Students issued 1:1 devices. ● Students will be arranged at tables in cohort groups of about 4 students, social distancing between cohorts will occur where possible and reasonable. ● Outdoor learning will be employed when possible and reasonable. ● All teachers will have the school adopted Learning Management System set-up for their classroom or course sections, so that students that need to isolate can still access instruction. ● Educational specialists contracted from outside agencies that do not work exclusively with Pi STEM students will meet with |

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| | <p>students using a virtual format when possible; when not possible, social distancing, masking, and desk shields are required.</p> |
| <p>School Space:</p> | <p>Implement:</p> <ul style="list-style-type: none"> ● No visitors, non-educational contractors, or family allowed on campus, while students are on campus. We will transition to online conferences and will provide parking lot pick-up and drop-off services. <p>Continue:</p> <ul style="list-style-type: none"> ● All visitors must have a mask on while on campus, if visitors are meeting staff or staying to volunteer, they must participate in and pass a temperature check. ● All meetings must be by appointment only. ● Volunteers follow staff safety protocols. ● Sneeze guards and other protective measures will be implemented in the offices. ● Water fountains will be converted to bottle fillers. ● Increased cleaning of office areas. ● Some school events, assemblies and gatherings may be changed or cancelled to limit large gatherings. ● Access to campus may be limited to Pi STEM staff, contractors, and families. ● New protocols for volunteers/visitors to campus will be put in place. |
| <p>Bus Transportation:</p> | <p>Implement:</p> <ul style="list-style-type: none"> ● Assigned seating will be focused on placing family groups and mini cohorts together. Physical distancing of students that are not family groups or mini-cohorts is a priority. ● During 3b, limited transportation of small groups of students that are special needs or are at risk may occur. ● Buses may be used to transport instructional materials to students. <p>Continue:</p> <ul style="list-style-type: none"> ● Students will wear a face covering on the bus and in the morning until a screening with temperature check has been completed. ● Facial covering (facial shield or mask) are required for bus drivers. |

| | |
|-----------------------------|---|
| | <ul style="list-style-type: none"> ● Students must use hand sanitizer with at least 60% alcohol when they got on and off the bus. ● Assigned seating is required. ● Cleaning and disinfecting of frequently touched surfaces will occur between routes. ● Deep cleaning and airing out busses will occur nightly. |
| Extracurricular Activities: | <p>Implement:</p> <ul style="list-style-type: none"> ● All extracurricular activities that are not extensions for the regular classroom activities are cancelled or moved to a virtual format. Even extension activities are encouraged to be held in a virtual format. |
| Priorities at Stage 3: | <ul style="list-style-type: none"> ● Reduce the risk of further community risk by maintaining staggered start hybrid or closing school temporarily and moving to a virtual model. |

Pi STEM Community Preventative Methods to help Mitigate Infection

- Keeping Pi STEM physically open will take a combined community effort, including:
Families and staff modeling, teaching, and reinforcing good hand washing techniques and use of hand sanitizer.
- Families and staff wearing masks in public and large gatherings and avoiding travel to states with a large number of cases.
- Families and staff keeping a positive attitude about personal protective equipment and modeling proper face covering wearing techniques with students.
- Completing a routine health evaluation each morning as each student or staff prepares for school each day to verifying that they do not have any symptoms of COVID.
- Keeping child home if they are displaying symptoms and contacting your primary healthcare provider for guidance. Accessing testing for COVID, to ensure the minimum days of quarantine.
- Staff staying home if they are displaying symptoms and contacting their primary health care provider for guidance. Accessing testing for COVID promptly, to ensure the minimum days of quarantine.

- Providing a letter from a physician for any individual that knowingly, regularly demonstrates symptoms similar to the COVID due to a known, unrelated cause. This step will help prevent mistakenly sending someone home.
- Reporting positive COVID cases have had contact with your family to Pi STEM administration.
- Considering the COVID vaccine when it is available.

Identification of a known Case or Potential Case within our Staff or Students
 Identification of infected individuals is going to take a combined effort, including:

- Parent or staff notification of a symptoms or a positive COVID19 test.
- Completing a routine health evaluation each morning as each student or staff prepares for school each day to verifying that they do not have any symptoms of COVID.
- Staff evaluating students for symptoms daily through the use of observable symptoms and temperature check(s).

- **In the Event of a Confirmed Case within the Pi STEM Community:**

Our response to a confirmed case within our community, or close contact* with a confirmed case, will be handled on a case-by-case basis and will include consultation with Central District Health.

*Close contact is defined as contact less than 6 feet for more than 15 minutes.

Our response will be on a case-by-case basis, but our response could include:

- Excluding positive, suspected, and close contacts from school as they follow isolation or self-quarantine instructions until they can safely return, per Central District Health's Recommendations
- A short-term dismissal of students and staff for 1-2 days for deep cleaning.
- A short-term dismissal of students and staff for 2 weeks.
- Extended school dismissal.
- Tracing of contacts to determine individuals that are at risk due to contact or due to duration, the school's Crisis Management Coordinator** will

work with Central District Health. The number of students that are at risk will have been mitigated by the development of mini cohorts.

- Communication with staff, parents, and students regarding dismissal decisions and possible COVID-19 exposure.
 - Phone call notification for families with student(s) that are in the potentially affected mini-cohort, primary contact
 - Email notification for students within the same building as the student(s) with probable symptoms.
 - Email notification of entire school in the case of a confirmed positive case.

- Deep cleaning and disinfecting, sanitizing misting of school and buses.
- Remote learning for all affected students.
- Project Impact STEM Academy is not responsible for the cost of testing for affected student(s) and/or staff

**The school's executive director is the school's Crisis Management Coordinator.

Reference Materials can be located on the Pi STEM website at www.PiSTEM.org

Cross References:

Originally adopted: 8/3/2020
Revisions: 10/06/2020, 10/13/2020

Transferred to Policy 8330C with revisions: 8/19/2021

- Reviewed: 4/5/2022, 5/3/2022, 6/7/2022, 7/5/2022, 8/28/2022
- Reviewed: 2/13/2023 (proposed updates in 2022-19 Policy 8330C Review to be adopted 3/7/2023)

HISTORY

Adopted by Res. [2021-05](#) on 8/19/2021

Amended by Res. [2022-03](#) on 4/5/2022

Amended by Ord. [2022-19 8330C Review](#) on 3/7/2023

[8500-8599 Risk Management](#)

[8500 Risk Management](#)

[8510 Charter School Safety](#)

[8520 Inspection Of Charter School Facilities](#)

8530 Property Damage

8500 Risk Management

The Board of Directors believes the Charter School must identify and measure risks of loss due to the damage or destruction of Charter School property or to claims against the Charter School by others claiming to have been harmed by the action or inaction of the Charter School, its offices or staff. A risk management program shall be implemented to reduce or eliminate risks where possible, and to determine which risks the Charter School can afford to assume. Such a program shall consider the benefits, if any, of joining with other units of local government for joint purchasing of insurance, joint self-insuring or joint employment of a risk manager. The Directors shall assign the primary responsibility for the administration and supervision of the risk management program to a single person. The Board shall review the status of the risk management program each year.

The Charter School shall purchase and pay for surety bonds for the Administrative Team, Clerk and such other staff and in such amounts as the Board shall from time to time determine to be necessary for honest performance of the staff in the conduct of the Charter School's financial operations.

Cross Reference: 8520 - Inspection of School Facilities

Legal Reference: I.C. § 33-701 - Fiscal Year – Payment and Accounting of Funds; I.C. § 33-1613 - Safe Public School Facilities Required

Policy History: Adopted on: 8/7/18; Revised on:

8510 Charter School Safety

The Board of Directors recognizes that safety and health standards should be incorporated into all aspects of the operation of the Charter School. Rules for safety and prevention of accidents shall be posted in compliance with Occupational Safety and Health Act (OSHA) requirements. Injuries and accidents shall be reported to the Charter School office.

Cross Reference: 9400 - Safety Program

Legal Reference: Occupational Safety and Health Act

Policy History: Adopted on: 8/7/18; Revised on:

8520 Inspection Of Charter School Facilities

To ensure the safety and health of children and staff, the Charter School shall, at least once a year subject the facilities of the school to an independent inspection for the purposes of determining whether such facilities comply with safety and health standards and other codes and requirements of Idaho law. The safety inspection will be conducted by a professionally qualified independent inspector or done pursuant to Title 39, Chapter 80, Idaho Code. The safety inspection report shall be provided to the Board of Directors and to the administrator of the division of building safety for review.

After having the opportunity to review the inspection report, the Board shall identify any unsafe or unhealthy conditions and take the necessary steps to abate such conditions. Should any unsafe and unhealthy conditions remain beyond the school year in which such conditions were reported, the Board shall identify such conditions as not having been abated and take all necessary steps as soon as is practical to abate such conditions.

For purposes of this policy, the term “facilities” means Charter School buildings, administration buildings, playgrounds, athletic fields or any other facilities or property used by school children or school personnel in the normal course of educational services.

Emergency Evacuation Plan

The Charter School shall ensure the safety and health of students and staff by having in place at all times an Emergency Evacuation Plan. The Charter School will cooperate and coordinate with city, county, and state emergency personnel. The Charter School shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the Charter School office as well as in every school building in the Charter School. The Plan will be provided to each staff member at the beginning of the school year. In addition, the Charter School will educate parents and patrons in the school by providing periodic information regarding the Plan.

Cross Reference: 8300 - Emergency & Disaster Preparedness; 8510 - Charter School Safety; 9400 - Safety Program

Legal Reference: I.C. § 33-1613 - Safe Public School Facilities Required; IDAPA 08.02.03.106 - Safe Environment and Discipline

Policy History: Adopted on: 8/7/18; Revised on:

8530 Property Damage

The Charter School shall maintain a comprehensive insurance program which shall provide adequate coverage, as determined by the Board of Directors, in the event of loss or damage to school buildings, equipment, or other school property, including

motor vehicles.

The comprehensive insurance program shall maximize the Charter School's protection and coverage while minimizing the costs for insurance. This program may include alternatives for sharing the risk between the Charter School and the insurance carrier, and through self-insurance plans.

If, as result of loss on real property, the Charter School receives less than five thousand dollars (\$5,000), such proceeds may be credited to the general fund.

Privately-Owned Property

The Charter School shall not assume responsibility for the maintenance, repair or replacement of any privately-owned property brought to a school or school function unless the use or presence of such property has been specifically requested in writing by the administration.

Legal Reference: I.C. § 33-701 - Fiscal Year – Payment and Accounting of Funds

Policy History: Adopted on: 8/7/18; Revised on:

8600-8699 Records Management

8600 Records Management

8600 Records Management

A fireproof, waterproof vault will be provided for the retention of public records, including but not limited to minutes, annual audit reports, etc. and for employment and student records.

The Clerk shall be the Public Records Coordinator and custodian of records under the supervision of the Executive Director.

Personnel files and student files are confidential and are to be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, shall be kept for each employment file and student file.

All public records will be provided to the public in accordance with the laws of the State of Idaho and Charter School policy.

Record Safety

The Director of Operations or designee, shall create and enforce a procedure in an effort to keep the Charter School's data and vital records safe and secure in the event of

a possible disaster. Examples of vital records include personnel files, student records, fiscal documents (financial and insurance), etc.

In creating the procedure, the Director of Operations or designee shall consider the following:

1. Physical security;
2. Backup storage security;
3. Backup schedule;
4. Rotate backups;
5. Remote access;
6. Personnel authentication;
7. Backup infrastructure security;
8. Duplicating records for off-site storage; and
9. Storing computer tapes and disks in fire/waterproof safes.

The procedures should provide for a written comprehensive disaster recovery plan. Such a plan ensures that vital records are backed up daily and that the Charter School will be able to recover operations quickly. In the event of a disaster, the identification and protection of vital records is of great importance.

Legal Reference: Title 74 Chapter 1 - Public Records Act

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

[8700-8799 Computer Software](#)

[8700 Computer Software](#)

[8710 Board Of Directors Use Of Electronic Mail](#)

8700 Computer Software

The unauthorized copying of any computer software which is licensed or protected by copyright is theft. Failure to observe software copyrights and/or license agreements may result in disciplinary action by the Charter School and/or legal action by the copyright owner.

No Charter School-owned computing resources should be used for unauthorized

commercial purposes. Illegal copies of copyrighted programs may not be made or used on Charter School equipment. The legal or insurance protection of the Charter School will not be extended to employees who violate copyright laws.

The Administrative Team or their designees are the only individuals who may sign license agreements for software for the Charter School.

Cross-Reference: 2150 - Copyright

Policy History: Adopted on: 8/7/18; Revised on:

8710 Board Of Directors Use Of Electronic Mail

Use of electronic mail (e-mail) by Directors will conform to the same standards of judgment, propriety, and ethics as other forms of Board-related communication. The Board will comply with the following guidelines when using e-mail in the conduct of Charter School responsibilities:

1. The Board will not use e-mail as a substitute for deliberations at Board meetings or for other communications or business properly confined to Board meetings.
2. Directors will be aware that e-mail and e-mail attachments received or prepared for use in Board business or containing information relating to Board business may be regarded as public records, which may be inspected by any person upon request, unless otherwise made confidential by law.
3. Directors will avoid reference to confidential information about employees, students, or other matters in e-mail communications, because of the risk of improper disclosure or unsecure websites. Directors will comply with the same standards as Charter School employees, with regard to confidential information.

Definitions

"Deliberation" is defined as the receipt or exchange of information or opinion relating to a decision, but shall not include informal or impromptu discussions of a general nature which do not specifically relate to a matter then pending before the public agency for decision.

Legal Reference: I.C. § 9-337 - Public Writings et. seq.; I.C. § 67-2341(2) - Open Public Meetings – Definitions; Cowles Pub. Co. v. Kootenai Co. Bd. of County Commissioners 144 Idaho 259 (2007).

Policy History: Adopted on: 7/3/18; Revised on:



9000 Series - SCHOOL FACILITIES

9000 Goals

9100 Acquisition, Use, And Disposal Of School Property

9300 Operation And Maintenance Of Charter School Facilities

9400 Safety Program

9500 Security

9600 Facilities Operations

9610 Waste Management And Recycling

9700 Charter School Asbestos Program

9000 Goals

The Board of Directors recognizes the importance the physical plant plays in enhancing the instructional program. The Board shall develop a program to maintain and/or upgrade the buildings and grounds of the Charter School. Facilities represent a long-term investment of the Charter School. The functional utility of such facilities can be increased with a regular maintenance program monitored by staff.

The Board further recognizes the importance of planning in order to provide the anticipated facility needs of the future. The Charter School will review demographic factors as changes make such reviews necessary.

Policy History: Adopted on: 8/7/18; Revised on:

9100 Acquisition, Use, And Disposal Of School Property

Acquisition of Property

Real Property: Within one (1) year prior to acquiring or disposing of real property, the Charter School will cause such property to be appraised by an appraiser certified in the State of Idaho. The appraised value will be used to establish the fair market value of the property. The appraisal shall be exempt from disclosure to the public. If the Board of Directors is purchasing a site for educational purposes, such building site must be located within the boundaries of the city limits, unless, by resolution of the Board, it is determined that it would be in the best interest of the Charter School to acquire a site outside city limits, but within the boundaries of the Charter School.

Personal Property: The Charter School may purchase personal property as deemed necessary for the effective operation of the Charter School by any means deemed appropriate when the expenditure of funds will be less than twenty-five thousand dollars (\$25,000). When the purchase of personal property (with the exception of curricular materials) is reasonably expected to cost twenty-five thousand dollars

(\$25,000) or more, the Charter School shall comply with the statutory bidding requirements found in Chapter 28, Title 67 of the Idaho Code. In those case where the purchases are made with federal grant funds, the Charter School shall comply with federal procurement standards.

Conveyance of Property

Less than \$500: For property that has an estimated value of less than five hundred dollars (\$500), the property may be disposed of in the most cost-effective and expedient manner by an employee empowered by the Charter School to do so. However, the employee shall notify the Board in writing of the item(s) to be disposed of and the manner in which they will be disposed prior to disposal of the property.

Less than \$1,000: For property that has an estimated value of less than one thousand dollars (\$1,000), the Board may dispose of such property by sealed bid or by public auction. However, prior to disposal of the same at least one (1) published advertisement is required.

\$1,000 or Greater: For property with a value of one thousand dollars (\$1,000) or greater, such property will be appraised. The Board may dispose of such property by sealed bids or by public auction to the highest bidder. Notice of the time and method of sale shall be published twice in accordance with I.C. § 33-402. Proof of posting as required in I.C. 33-402(h) must be acquired before the sale. Such property may be sold for cash or upon such terms and conditions as the Board determines, however, the term of the contract may not to exceed ten (10) years and must bear an annual interest rate of not less than seven percent (7%) interest. Title to property sold on contract shall remain in the Charter School until full payment is received.

Donated Property

If property is donated to the Charter School, the Board may sell the property without advertising or bidding within one (1) year of the time the initial appraisal was conducted.

Exchange of Property

The Board may exchange real or personal property for other property provided that:

1. Such property is appraised;
2. One-half (1/2) plus one (1) of the members of the FULL Board determine such conveyance/exchange is in the best interest of the Charter School; and
3. A resolution is passed authorizing such exchange of real and/or personal property to any of the following:
 - a. U.S. government;

- b. City;
- c. County;
- d. State of Idaho;
- e. Hospital District;
- f. School District;
- g. Public Charter School;
- h. Idaho Housing and Finance Association;
- i. Library District;
- j. Community College District;
- k. Junior College District; or
- l. Recreation District.

Legal Reference: I.C. § 33-402 - Notice Requirements; I.C. § 33-601 - Real and Personal Property – Acquisition, Use or Disposal of Same; I.C. § 67-2801, et seq. - Purchasing by Political Subdivisions – Legislative Intent

Policy History: Adopted on: 7/3/18; Revised on:

9300 Operation And Maintenance Of Charter School Facilities

The Charter School seeks to maintain and operate facilities in a safe and healthful condition. The Executive Director, in cooperation with the other members of Educationthe administrative team fire chief, and county sanitarian, shall periodically inspect plant and facilities. He or she shall provide for a program to maintain the Charter School’s physical plant by way of a continuous program of repair, maintenance and reconditioning. Budget recommendations shall be made each year to meet these needs and any such needs arising from an emergency.

The Executive Director shall formulate and implement energy conservation measures. The Administrative Team and staff are encouraged to exercise other cost-saving procedures in order to conserve the resources of their Charter School building.

Cross Reference: 8520 - Inspection of School Facilities; 9400 - Safety Program; 9500 - Security

Legal Reference: I.C. § 33-701 - Fiscal Year – Payment and Accounting of Funds; I.C. §

33-1613 - Safe Public School Facilities Required

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

9400 Safety Program

The Board of Directors acknowledges the importance of safety for students, staff and others having business with the Charter School. In addition, programs that advocate safety education, accident prevention, proper supervision and OSHA Regulations are important protective measures and are a means to promote a culture of safety awareness. The Board directs the Executive Director to form a School Safety Committee to research and assess available programs and make recommendations to the Board for the implementation of these programs.

The Board also directs the School Safety Committee to develop an Exposure Control Plan for employees to eliminate or minimize work-related exposure to bloodborne pathogens, particularly Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV).

The Charter School will participate in the prosecution of any individual(s) who may disturb any school or school meetings, insult or abuse any school employee or student during the course of the school/work day, or otherwise violate the laws of the State of Idaho regarding school disturbance or individual protection for school employees or students.

It shall be the Administrative Team's responsibility to execute this program. The Administrative Team may delegate this responsibility to other staff members.

Cross Reference: 8520 - Inspection of School Facilities; 9300 - Operation and Maintenance of Charter School Facilities

Legal Reference: I.C. § 33-512 - Governance of Schools; 29 CFR 1910.1030 - The Bloodborne Pathogens Standard

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

9500 Security

Security means not only maintenance of buildings, but also protection from fire hazards and faulty equipment and safe practices in the use of electrical, plumbing, and heating

equipment. The Board of Directors requires close cooperation with local police, fire, and sheriff departments and with insurance company inspectors to do safety programs and training to ensure employees are using safe practices.

Access to Charter School buildings and grounds outside of regular school hours shall be limited to staff whose work requires access. An adequate key control system shall be established which shall limit access to buildings to authorized staff and shall safeguard against the potential entry of unauthorized persons.

Records and funds shall be kept in a safe place and under lock and key when required.

Locks and other protective devices designed to be used as safeguards against illegal entry and vandalism shall be installed when appropriate to the individual situation. Employment of watchmen may be approved in situations where special risks are involved. All incidents of vandalism and burglary shall be reported to the Executive Director immediately and to law enforcement agencies as appropriate.

Cross Reference: 9300 - Operation and Maintenance of Charter School Facilities

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

9600 Facilities Operations

The operation of the Charter School's facilities shall be the responsibility of the Executive Director. The Executive Director shall manage the operation of the facilities through the head custodians of the Charter School's facilities.

An adequate staff of custodial personnel will be employed or contracted by the Charter School to operate the Charter School's facilities. This responsibility shall include, but not necessarily be limited to, the following:

1. Adequate and timely operation of each facility's heating system;
2. Proper care of the Charter School's physical properties, including walls, floors, roofs, ceilings and equipment in those facilities;
3. Adequate care of and timely lamp replacement in each facility's lighting system;
and
4. Proper care of each facility's grounds and playgrounds.

Because of the nature of facility operations, this service shall be provided not only during the normal scheduled working day and working year, but shall also occur during

those times when the building is occupied outside of regular hours.

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

9610 Waste Management And Recycling

The practice of discarding materials used in Charter School facilities is wasteful of natural resources, energy and money. The Board of Directors, in an effort to set an example of stewardship of our natural resources and to develop responsible citizenship in our students declares that resource conservation is to be made an integral part of the physical operation of the Charter School and of the school curriculum. Therefore, it shall be the policy of the Charter School that:

1. The Charter School will integrate the concept of resource conservation, including waste reduction and recycling, into the environmental education curriculum at all levels.
2. The amount of waste of consumable materials is to be decreased by:
 - a. Reduction of the consumption of consumable materials wherever possible;
 - b. Full utilization of all materials prior to disposal; and
 - c. Minimization of the use of non-biodegradable products wherever possible.
3. The Charter School will cooperate with, and participate in, recycling efforts being made by the local and state governments. As systems for the recovering of waste and recycling are developed, the Charter School will participate by appropriately separating and allowing recovery of recyclable waste products.
4. The Charter School will purchase, where financially viable, recycled products and will also encourage suppliers, both private and public, to make recyclable products and unbleached paper products available for purchase.
5. Representatives of the Charter School will actively advocate, where appropriate, for resource conservation practices to be adopted at local, regional and state levels.

Policy History: Adopted on: 8/7/18; Revised on:

9700 Charter School Asbestos Program

It is the intent of the Charter School that the Asbestos Hazard Emergency Response Act (AHERA) and all of its amendments, alterations and changes be complied with by all Charter School employees, vendors and contractors.

The Charter School shall develop and continually update an asbestos management plan for each school, including all buildings that they lease, own, or otherwise use as school buildings, and submit the plan to the Idaho Department of Environmental Quality for approval. A copy of the Charter School's plan shall also be kept at the school and made available to the public for review. The Charter School shall notify in writing parents, teachers, employees, and employee organizations of the availability of management plans and shall include in the management plan a description of the steps taken to notify such groups, and a dated copy of the notification.

After an initial inspection of the Charter School to identify possible asbestos-containing building materials, the Charter School shall conduct an inspection every three (3) years to determine whether the condition of known or assumed asbestos containing building materials has changed and will make recommendations on managing or removing the materials. These inspections and any response actions must be performed by trained, licensed professionals. Every six (6) months the Charter School will survey the condition of these materials to assure that they remain in good condition. Forms for noting the condition of these materials shall be included in the management plan.

The Charter School will ensure all maintenance and custodial staff are trained about asbestos and how to deal with it, and notify short-term or temporary workers on the locations of the asbestos containing building materials. Such training will be conducted within sixty (60) days of hire. Warning labels will be posted in routine maintenance areas where asbestos was previously identified or assumed. The Charter School will ensure that plans and procedures to minimize the disturbance of asbestos containing building materials are set and followed.

The Executive Director or designee shall be trained and designated as the person responsible for ensuring that these requirements are implemented.

Legal Reference: Asbestos Hazard Emergency Response Act, 15 U.S.C. § 2650; Asbestos Management Plans, 40 C.F.R. § 763.93

Policy History: Adopted on: 8/7/18; Revised on:

HISTORY

Amended by Res. [2022-04](#) on 6/7/2022

