

LEGACY PUBLIC CHARTER SCHOOL
2000 SERIES—INSTRUCTION

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Legacy Charter School

INSTRUCTION

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 (1) 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 Principal 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 eighteen (18) years of age or is an emancipated minor.

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

Cross Reference: 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: June 18, 2015

Revised on: February 18, 2016

Legacy Charter School

INSTRUCTION

2150

Copyright

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

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

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

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

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

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

Legal Reference: 17 USC 101 to 1010 Federal Copyright Law of 1976

Policy History:

Adopted on: June 18, 2015

Revised on:

Copyright Compliance

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per pupil for classroom use if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity:
 - A. A complete poem, if less than 250 words and two (2) pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
 - B. Complete articles, stories, or essays of less than 2500 words or excerpts from prose works less than 1000 words or ten percent (10%) of the work, whichever is less, may be copied; in any event, the minimum is 500 words. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph; or
 - C. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.
2. Spontaneity: Should be at the “instance and inspiration” of the individual teacher.
3. Cumulative Effect: Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, or story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

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

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. “Consumable” works include: workbooks, exercises,

standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

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

Authorized Reproduction and Use of Copyrighted Music

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

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

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

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

Recording of Broadcast Programs

Television programs may be recorded and used for instruction for up to ten (10) days following recording. The recording may be retained for up to forty-five (45) days for teacher evaluation purposes. The recording may only be replayed for educational purposes in the classroom or a similar learning environment. No program may be recorded by or for the same teacher more than once and the recording may not be altered. A limited number of copies may be made for legitimate educational purposes. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded. The Principal will establish appropriate control procedures to maintain the integrity of these guidelines.

Authorized Reproduction and Use of Copyrighted Materials on Websites

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

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

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

Legal Reference: 17 U.S.C. 101 to 110 Federal Copyright Act

Procedure History:

Adopted on: February 18, 2016

Revised on:

Legacy School Charter School

INSTRUCTION

2335

Digital Citizenship and Safety Education

The Administrator will ensure that Charter School students are educated on network etiquette and appropriate online behavior, including cyber-bullying awareness, digital citizenship, and online safety. Instruction will be given to students at the secondary level 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 or any subsequent AG online safety program that may be developed. The Charter School may also make use of other materials on digital citizenship.

The Administrator 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; and

The Internet Safety Coordinator or their designee will also make resources available to parents/guardians on teaching students about acceptable internet use, appropriate online behavior, network etiquette, cyber-bullying awareness and response, and appropriate use of social networking websites and chat rooms.

Cross Reference: 3295P Hazing, Harassment, Intimidation, Bullying, Cyber
Bullying, Menacing

Legal Reference: I.C. § 18-917A Student Harassment – Intimidation – Bullying
P.L. 110-385 Broadband Data Services Improvement Act
Technology Taskforce: Final Taskforce Recommendations

Policy History:

Adopted on: June 18, 2015

Revised on:

Legacy Charter School

INSTRUCTION

2380

Supplemental Educational Services

Supplemental educational services are additional academic instruction designed to increase the academic achievement of students from low-income families who attend a school that fails to make adequate yearly progress for three consecutive years. Supplemental educational services may include academic assistance such as remediation, tutoring, and other educational involvement, provided that such assistance is consistent with the content and instruction used by the Charter School and is aligned with the State's academic content standards.

Supplemental educational services must be provided outside of the regular school day. Supplemental educational services must be high quality, research-based, and specifically designed to increase student academic achievement. Charter Schools must select supplemental service providers from a list of State approved providers.

Assessing Need for Supplemental Educational Services

In assessing a student's need for extended school services, the school shall consider each student's performance in the following areas:

1. Academic skill areas for a single subject or single class, application of those skills to everyday life situations, and integration of skills and experiences to acquire new information;
2. School attendance, if it negatively affects academic performance;
3. Patterns of promotion or retention;
4. Physical and mental readiness for learning; and
5. If applicable, readiness for transition to work, post-secondary education, or the military.

Eligibility for Supplemental Educational Services

Two (2) or more of the following methods of documentation shall be used to verify which students shall be determined eligible and in the greatest need of extended school services:

1. Teacher recommendation based upon classroom observation and anecdotal records or parent or guardian recommendation;
2. Academic performance based upon analysis of student work and formal and informal measurements of progress; or
3. Behavioral and developmental progress as documented in formal and informal assessments and reports.

Selection for Supplemental Educational Services

Selection criteria for the extended school services program shall be in compliance with applicable procedures.

Notification to Parents of Supplemental Educational Services

The Charter School shall work to ensure that parents or guardians have comprehensive, easy-to-understand information about supplemental educational services. At least annually, the Charter School must provide notice to the parent(s) of each eligible student regarding the availability of supplemental educational services. The notice must do the following:

1. Identify each approved service provider within the Charter School, in its general geographic location, or accessible through technology such as distance learning;
2. Describe the services, qualifications, and evidence of effectiveness for each provider;
3. Describe the procedures and timelines that parents or guardians must follow in selecting a provider to serve their child; and
4. Be easily understandable in a uniform format, including alternate formats upon request, and, to the extent practicable, in a language the parents or guardians can understand.

If the Charter School anticipates that it will not have sufficient funds to serve all students eligible to receive services, it should also include in the notice information on how it will set priorities in order to determine which eligible students do receive services.

Student Progress

The Charter School and supplemental education provider, after consultation with the student's parents or guardians, must agree to a schedule for informing parents and guardians and the student's teacher(s) about the student's progress. The intent of this requirement is to ensure that students are improving their academic achievement and that instructional goals are being met.

Legal Reference: Title I, Section 1116(e)

Other Reference: No Child Left Behind Act Resource Documents, NSBA Council of School Attorneys, November 2003

Policy History:

Adopted on: June 18, 2015

Revised on:

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), principals, 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), principals 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 Principal or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Principal 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.

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

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 Principal 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: June 18, 2015

Revised on: June 15, 2017

Legacy Charter School

INSTRUCTION

2390

Migrant Education Program

Purpose

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP addresses the special educational needs of migrant children to better enable migrant children to succeed academically.

Eligibility

Children are eligible to receive MEP services if they meet the definition of “migratory child” and if the basis of their eligibility is properly recorded on a Certificate of Eligibility.

A “migratory child” is defined as:

1. The child is younger than twenty-two (22) and has not graduated from high school or does not hold a high school equivalency certificate. This means that the child is entitled to a free public education, or is of an age below compulsory school attendance; and
2. The child is a migrant agricultural worker; a migrant fisher; or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and
3. The child has moved within the preceding thirty-six (36) months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; and
4. Such employment is a principal means of livelihood; and
5. The child:
 - A. Has moved from one school Charter School to another; or
 - B. In a state that is comprised of a single school Charter School, has moved from one administrative area to another within such Charter School.

Record Keeping

The Charter School is required to keep records to demonstrate:

1. The amount of funds under the grant or sub-grant;
2. How the Charter School uses the funds;

Legacy Charter School

INSTRUCTION

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.

Cross Reference: 3210 Uniform Grievance Procedure

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

Procedure History:

Promulgated on: June 18, 2015

Revised on:

Legacy Charter School

INSTRUCTION

2420

Title I Parent Involvement

The Charter School endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy the word “parent” also includes guardians and other family members involved in supervising the child’s schools.

Pursuant to federal law the Charter School will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy. The notice shall inform parents of their right to request information about the professional qualifications of both the teachers and the paraprofessionals who teach and work with their children. To the extent practicable, each parent should receive the policy in a language they can understand.

The Board directs the Principal to develop a plan to provide support for the school in planning and implementing parent involvement activities.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the parental involvement program for the next school year. Proposed activities to address the requirements of parental-involvement goals shall be presented.

In addition to the required annual meeting, at least three (3) additional activities shall be held at various times of the day and/or evening for parents of children participating in the Title I program. These activities shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet, and how the school will provide individual student academic assessment results;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the Charter School Board of Directors; and
5. The opportunity for parents to evaluate involvement activities and to identify barriers to greater participation. This input shall be used to inform strategies for effective parental involvement and to revise policy as necessary.

Parents with disabilities shall be provided with an opportunity to request the auxiliary aids and services of their choice. Such support shall be provided by the school unless it demonstrates that another effective means of communication exists or that use of the means chosen by the parent would result in a fundamental alteration in the service, program, or activity or is an undue

financial and administrative burden. Outreach efforts shall include outreach to parents of limited English proficient students to inform them of how the parents can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet the challenging state academic achievement standards and state academic content standards expected of all students.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist at home in the education of their children.

If the Charter School receives Title I funds, it shall develop jointly with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education; and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.
4. Describe students' responsibility for academic improvement.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212
Improving America's Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans
P.L. 107-110, "No Child Left Behind Act of 2001," Title I – Improving the Academic Achievement of the Disadvantaged, § 1118
20 U.S.C. § 6318 No Child Left Behind

Policy History:

Adopted on: September 15, 2016

Revised on:

Home and School Compact

Student: It is important that I do my best. I know my parents and teachers want to help me, but I am the one who has to do the work. So, I will:

- Believe that I can and will learn.
- Be responsible for my behavior.
- Give work and school papers to my parent/caregiver.
- Pay attention and ask for help when needed.
- Complete class work on time and to the best of my ability.

Name: _____ Date: _____

Parent/Caregiver: I want my child to succeed. I will encourage him/her by doing the following:

- Encourage positive attitudes about school.
- Support the school discipline policy, attendance policy and other school policies
- Make sure my child attends school regularly.
- Encourage my child to get enough sleep and to eat nutritious meals.
- Establish with my child a place and time to study and a daily reading time.

Name: _____ Date: _____

Classroom Teacher: I understand the importance of the school experience to every student and my position as a teacher and a role model. I agree to:

- Be aware of your child's needs.
- Communicate with you about your child's progress frequently.
- Teach basic concepts and skills to your child to meet state student achievement standards.
- Motivate and encourage your child to practice academics at home.
- Hold parent/teacher conferences annually.
- Deliver high quality curriculum and instruction.
- Provide materials for home to enhance literacy and other academic subjects.

Name: _____ Date: _____

School Principal/Building Administrator: I support and encourage student/parent/teacher compacts and partnerships. I will:

- Provide an environment that permits positive communication between the student, parent and teacher.
- Encourage teachers and parents to provide regular opportunities for practicing academics at school and at home.

- Provide equal and fair opportunities to access staff and the opportunity to volunteer.

Name: _____ *Date:* _____

Legacy Charter School, 4015 S. Legacy Way, Nampa, Idaho 83686

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 contact 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: September 15, 2016

Revised on:

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 school in 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 Principal 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 \$75.00 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 Principal or designee to develop criteria by which a student may challenge a course. The Principal 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 building principal 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.

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: August 21, 2014

Revised on: June 18, 2015

Revised on: September 15, 2016

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 \$4,125.00 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 \$225.00 per course. Definitions of full credit load may vary between schools;
2. Dual credits; a maximum of \$75.00 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/she is eligible for further *Fast Forward* funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast Forward* funding, or if she/he must pay for the cost of a "like" examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work.

With the approval of 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: _____

Legacy Charter School

Promotion/Retention

The Board 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 an enriching and challenging curricula and programs, consistent with the school's approved Charter and the Harbor Method™ philosophy, which meets 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, and social/emotional status. It is our philosophy to promote students who demonstrate effort within those compatibilities. However, 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.

Should any issue arise as to the appropriateness of a promotion or retention decision, the following considerations shall be utilized by the school in rendering such a decision:

1. Tests and Test Results

Tests and test results refer to Charter School-approved tests to measure attainment of the essential learner results at grades two through ten. Charter School approved tests will be administered to all pupils in grades K – 8. The test results in grades K – 8 will be used in making promotion decisions.

Charter School Approved Tests are: The Idaho Standard Achievement Tests (I-SAT), the SBAC, the State Direct Writing and Direct Mathematics Assessments, the State IRI reading tests, and classroom performance assessments approved by the Administrator.

2. Charter School Promotion Standards

Determination of which pupils are to be promoted or retained in subsequent school years will be made in accordance with the following Promotion Standards:

1) by scoring on approved tests at or above the Promotion Standards with proficiency as determined by the State Board of Education or 2) by the presentation of a portfolio of grade level assessments collected throughout the school year that clearly shows the achievement level of the pupil.

Said portfolios will be judged by a committee of three teachers (other than the current teacher) and the Administrator. A majority decision of the three will be necessary for a decision to promote or retain.

3. Grade Level Retention

The Board of Directors believes that pupils must meet the Promotion Standards as shown in Section 2 above in Reading and either Language Usage or Math to be considered for promotion to the next grade level. In addition to these requirements promotion for middle school grades six through eight will also require:

From sixth to seventh grade: 8 middle school semester credits or more.

From seventh to eighth grade: 16 middle school semester credits or more.

4. Exceptions

1. Individual Education Plans (IEP) for pupils qualified under the Individuals with Disabilities Education Act will establish requirements for promotion and/or graduation.

2. Plans for accommodations and adaptations for pupils qualified under Section 504 of the Americans with Disabilities Act may establish requirements for promotion if a multidisciplinary team determines this is appropriate.

3. Promotion decisions for pupils classified as “Beginner,” or “Early Intermediate” in English proficiency that have been attending English language schools for less than 3 years shall be made by a multidisciplinary team.

4. Pupils who, by September 1 of the school year, are found to be two or more years older than the age normally expected for a grade level may be promoted, if it is determined by a multiple disciplinary team that promotion is in the best interest of all concerned.

5. Notification

Prior to a decision to retain a pupil, substantial contact with parents/guardians should be made in a concerted effort to show efforts made to prevent pupil failure or retention. Substantial contact with parents may include face-to-face meetings at the school or home, telephone conversations, and/or written notices. A minimum of written notices shall be in the form of progress reports every four and a half weeks from the time that teachers determine the pupil to be at risk of retention.

Parents will be notified of possible retention by spring parent/teacher conferences.

In cases where the home language is other than English, communication will be made in the parents'/guardians' language as well as in English.

It will be the responsibility of the classroom teacher or multidisciplinary team to secure documentation of the parents'/guardians' timely receipt of notice under this section.

If a pupil is to be retained, this will be noted on the report card in a section labeled "Assignment for Next Year" and on the pupil's permanent record.

6. Appeal

Should the pupil's parent or guardian wish to appeal the retention decision, the principal will aid them in contacting the superintendent for that purpose. Should the appeal not be resolved, the parent or guardian may then appeal to the Board of Trustees. Appeals to the Board of Trustees shall be in writing and shall be in the hands of the Clerk/Treasurer of the Board no later than July 1st. Board of Trustees decision regarding appeals from grade level retention are final. Such appeals will be heard in executive session.

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: June 18, 2015

Revised on:

Advancement Requirements (6-8)

The District 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, District sets the following advancement requirements:

1. To advance to the seventh (7th) grade, students must earn at least eighty percent (80%) of the credits attempted in sixth (6th) grade and be in compliance with the District's attendance policy;
2. To advance to the eighth (8th) grade, students must earn at least eighty percent (80%) of the credits attempted in seventh (7th) grade and be in compliance with the District's attendance policy.
3. Students who have failed more than twenty percent (20%) of the courses attempted in the sixth (6th), seventh (7th), or eighth (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

Policy History:

Adopted on: June 18, 2015

Revised on:

Military Compact Waiver

The State of Idaho is one of numerous states across the country that is a member of the Interstate Compact on Educational Opportunity for Military Children. As a Charter School within the State of Idaho 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 timely student enrollment, student placement, qualification and eligibility for programs (curricular, co-curricular, and extra-curricular), timely graduation, and 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 (1) 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 (1) 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 otherwise qualified 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 (10) days, or within the timeline determined to be reasonable by the Interstate Commission.

3. **Immunizations:** The Charter School shall provide a period of thirty (30) 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 (30) days, or within the timeline determined to be reasonable by the Interstate Commission.

4. **Kindergarten and First Grade Entrance Age:** Otherwise qualifying 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 (5) on or before the first day of September for enrollment in Kindergarten, and attaining the age of six (6) 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 450 hours for enrollment in first grade, shall continue to apply.

A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in 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. 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, 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.

In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act, 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 Administration 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/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 Administrator to visit with his or her parent/legal guardian relative to such leave or deployment of the parent/guardian.

Eligibility

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

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

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

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

Conflicts

All state laws and Charter School policies that conflict with this policy and/or 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 Charter School/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:

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