Liberty Charter School

INSTRUCTION **2140**

Student and Family Privacy Rights

Surveys - General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the Charter School'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.

Any noncurricular-related survey, well-being questionnaire, or health screening must be approved by the Administrator or designee before it is administered by an employee to any student. For the purposes of this policy, noncurricular survey shall mean surveys other than those conducted as part of a student's course of study.

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

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

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

Surveys Created by a Third Party

Before the School 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 School official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

Surveys Requesting Personal Information

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

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

In the case of such surveys, the student's parent(s)/guardian(s) may:

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

In the case of surveys, tests, or measuring devices on the following topics, the survey shall be provided to the parent(s)/guardian(s) and written parental permission shall be obtained before the survey is administered to the student.

1. A student's sexuality;
2. Sex;
3. Religion;
4. Personal political beliefs;
5. Mental or psychological problems;
6. Personal family information; and
7. Individual or family financial information.

For the purposes of this policy, personal family information means any of the information in this list or any personally identifiable information as defined in Policy 3575 about a student or any of their immediate relatives.

The employee overseeing any test, measurement device, survey, questionnaire, or screening for which such permission is required shall maintain documentation that all required parental and/or administrative permission has been given.

Instructional Material

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

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

Collection of Personal Information from Students for Marketing Prohibited

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

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

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

The School, 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 Administrator or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from the School 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 an opt-out survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

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

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

NOTE: This policy must be adopted in consultation with parents. 20 USC § 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 References:	2520	Selection, Adoption, Use, and Removal of Curricular Materials
	3200	Student Rights and Responsibilities
	3500	Student Health, Physical Screenings, and Examinations
	3575	Student Data Privacy and Security
	4175	Required Annual Notices
	4250	Education Research
Legal References:	20 USC § 1232h	FERPA: Protection of Pupil Rights
	34 CFR Part 99	Implementing FERPA
	IC § 33-6001	Parental Rights

Policy History:
Adopted on: 2015.06.11
Revised on: 2016.02.11
Revised on: 2020.04.16
Revised on: 2023.07.19
Reviewed on:

Liberty Charter School

INSTRUCTION **2140F**

Student and Family Privacy Rights – Consent Form

The Protection of Pupil Rights Amendment (PPRA), requires Liberty 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 student surveys, analyses, or evaluations that concern one or more of the following areas:

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. Sexuality, including but not limited to sex behavior or attitudes;
4. The student's sex;
5. Illegal, anti-social, self-incriminating, or demeaning behavior;
6. Critical appraisals of others with whom respondents have close family relationships;
7. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
8. Religion, including but not limited to religious practices, affiliations, or beliefs of the student or parents;
9. Individual or family financial information, including but not limited to income
10. Personal family information.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes ("marketing surveys"). 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 provide them with an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

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 Gayle O'Donahue, **PO Box 1901, Nampa, ID 83653**. **Mrs. O'Donahue** 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:

Gayle O'Donahue
PO Box 1901
Nampa, ID 83653

Policy History

Adopted on: 2023.07.19

Liberty 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 physical or electronic copying or using of audio, visual, or printed materials and computer software, unless the copying or use conforms to the "fair use" doctrine.

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

While the Charter School encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of School staff to abide by 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 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 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 to be considered an infringement.

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

Cross Reference:	8700	Computer Software
Legal Reference:	17 U.S.C. § 101, *et seq.*	Title 17, United States Code: Copyrights

Policy History:
Adopted on: 2015.06.11
Revised on: 2020.04.16
Revised on: 2020.09.10

Liberty Charter School

INSTRUCTION **2150P**

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: 2016.02.11
Revised on:

Liberty Charter School

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

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

1. Children with special healthcare needs;
2. Adolescents who are obese, underweight, follow a specialized diet, or have other 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.

The food service director, and teachers should work collaboratively with parents to successfully integrate nutrition into the District'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 with students and referral to community-based services; and
3. Provide recommendations for physical activities.

Nutrition-Related Health Problems

Headaches, stomach upsets, and general malaise, 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 may be significant predictors of a student's success in school.

Cross Reference: 8200 Local School Wellness

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

Policy History:
Adopted on: 2018.05.10
Revised on: 2020.04.16

Liberty Charter School

INSTRUCTION **2310**

Nutrition Education

Quality nutrition education which is presented creatively and is grade appropriate builds 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 cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports and school health services are appropriate avenues for nutrition education efforts. Students need to explore how knowledge has purpose and meaning in their lives and how curriculum points to the connection within and across disciplines. Examples of how nutrition can be integrated into other classes are: discussing ethnic food practices in the context of history and geography; 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 Board has a comprehensive curriculum approach to nutrition. 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 food guide pyramid;
2. Healthy diet;
3. Healthy heart choices;
4. Food labels;
5. Sources and variety of foods;
6. Major nutrients;
7. Guide to a healthy diet;
8. Multicultural influences;
9. Diet and disease;
10. Serving sizes;
11. Understanding calories;
12. Proper sanitation;
13. Healthy snacks;
14. Identifying and limiting junk food; and
15. The importance of eating a healthy breakfast.

The school's 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 United States Department of Agriculture's (USDA) Dietary Guidelines for Americans.

Nutrition education will be offered in the school cafeteria as well as in the classroom, with coordination between school food service staff and teachers. Teachers can display posters, videos, websites, etc. on nutrition topics.

Participation in USDA nutrition programs such as "Team Nutrition" is encouraged as the Board of Directors conducts nutrition education activities and promotions that involve students, parents, and the community. The school nutrition team 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 program and services, it is crucial that all members of the school community help to create an environment that supports healthy eating practices. Administrators, teachers, school food service and other personnel, parents, and students need to be involved in this effort. Decisions made in all school programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education with the cafeteria and the promotion of healthy food choices in the cafeteria and all school events from fundraisers to rewards for positive classroom behavior.

Local Community

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 town 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 Charter School will 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 Board will support parents' efforts to provide a healthy diet and daily physical activity for their children. The Board will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. The Charter School should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the Board's nutrition standards for individual foods and beverages. The Board will provide parents a list of foods that meet the Board's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising

activities. In addition, the Board will provide opportunities for parents to share their healthy food practices with others in the school community.

The Board will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and 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.

1. Nutrition education will be provided to parents. The goal will be to continue to educate parents throughout the student's time at the school;

2. 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 in-services, etc.; and

3. Nutrition education may be provided in the form of handouts, postings on the Board website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference:	8200	Local School Wellness
	8230	School Nutrition Standards

Legal Reference:	Pub. L. 111–296	The Healthy, Hunger-Free Kids Act of 2010
	7 C.F.R. § 210.30	Local School Wellness Policy

Other References: Implementation and Monitoring Plan, Idaho State Department of Education

Policy History:
Adopted on: 2018.04.12
Revised on: 2020.04.16
Reviewed on:

Nutrition Education

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

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

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

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

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

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

School Community

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

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

Cross Reference:	2305	Nutrition Services
	2310	Nutrition Education
	2307	Physical Activity Opportunities and Education
	7310	Advertising in Schools/Revenue Enhancements
	8200	Local School Wellness
	8210	School Nutrition Committee
	8230	Nutrition Standards
	8235	Water Consumption/Water Bottle Policy
	8240	School Meals
	8250	Guidelines for Food and Beverages Sales

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

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

Policy History:
Adopted on: 2018.04.12
Revised on: 2020.04.16
Revised on: 2022.02.10
Revised on: 2022.07.14

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 for the entire school year. The Charter School shall strive to provide an amount of PE instruction consistent with the NASPE recommendations, to the extent feasible. Student involvement in other activities involving physical activity, such as interscholastic or intramural sports, will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

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

1. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities such as watching television;

2. Opportunities for physical activity will be incorporated into other subject lessons; and

3. Classroom teachers will provide short physical activity breaks between lessons or classes as appropriate

Daily Recess

All elementary school students will engage in regular periods of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

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

Physical Activity and Punishment

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

Cross Reference: 8200 Local School Wellness

Policy History:
Adopted on: 2018.04.12
Revised on: 2020.01.16
Reviewed on:

Liberty Charter School

INSTRUCTION

2320

Health Enhancement Education

In accordance with Idaho Code 33-1608, the legislature of the state of Idaho believes the primary responsibility for family life and sex education, including moral responsibility, rests upon the home and the church and the schools can only compliment and implement those standards which are established in the family.

Health, family life, and sex education, including education regarding HIV/AIDS and other sexually transmitted diseases, shall be included in the comprehensive health education instructional program as determined to be appropriate to the secondary grade level and course of study. The instructional approach shall be scientific and provide physiological information. The program, developed after consultation with parents and other community representatives familiar with the Harbor Method, shall emphasize abstinence. Instruction shall include a major emphasis on assisting the home in giving students knowledge and appreciation of the important place the family home holds in the social system of our culture, its place in the family and the responsibility involved in establishing one's own family.

In order for education about HIV and other infectious diseases to be most effective, the Administrator may require that faculty members receive periodic inservice training that includes appropriate teaching strategies and techniques, while considering and remaining consistent with the Harbor Method.

Staff members not involved in direct student instruction but who have contact with students shall receive basic information about universal precautions when dealing with body fluids.

Parents may ask to review the materials to be used in the instruction of sex education and HIV/Aids and/or other sexually transmitted disease education program before such material is presented to students.

Alcohol, Tobacco, and Drug Education

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

Cross Reference: 2315 Physical Activity Opportunities and Physical Education

Legal Reference:	I.C. § 33-1605	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 08.02.03.450 Health Standards

Policy History:
Adopted on: 2018.04.12
Revised on: 2020.04.16

Liberty Charter School

INSTRUCTION **2310F**

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
□ HIV/AIDS Education

I understand a philosophy of abstinence is a part of and the underlying principal in the school's education instruction. Because this alone may not prevent pregnancies and sexually transmitted disease, the Board allows for instruction in sex education including AIDS awareness and sexually transmitted diseases, birth control, and general human sexuality. In all cases the known scientific facts will be taught, utilizing the Harbor Method, 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/Guardian

Liberty 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 cyberbullying awareness, digital citizenship, and online safety. Instruction will be given to students as appropriate to the educational and developmental needs of students.

Liberty 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 School may also make use of other materials on digital citizenship such as those found at CommonSenseMedia.org.

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

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

Liberty 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 accounts; and
5. **[OTHER]** _____.

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

Cross Reference:	3270	Charter School Provided Access to Electronic Information, Services, and Networks
	3295P	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
	5265	Employee Responsibilities regarding Student Harassment, Intimidation, and Bullying

Legal Reference:
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
Children's Internet Protection Act Certifications Required 47 C.F.R. § 54.520(c)(1)(i);
I.C. § 33-5210(3) Application of School Law - Accountability - Exemption from State Rules
I.C. § 18-917A Student Harassment – Intimidation – Bullying

Policy History:
Adopted on: 2015.06.11
Revised on: 2019.11.13
Reviewed on:

Liberty Charter School

INSTRUCTION **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) and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

4. To assist teachers (including preschool teachers), other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and

5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

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

The 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.

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

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

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

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

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 School's applicable demographic data.

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

Policy History:
Adopted on: 2015.06.11
Revised on: 2017.06.08
Revised on: 2022.07.14

Liberty Charter School

INSTRUCTION **2420**

Parent and Family Engagement (formerly Parent Involvement Policy)

Liberty 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.

Liberty 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 school's expectations and objectives for meaningful parent and family involvement, and specifically describe how the school will:

1. **Demonstrate Joint Development of Engagement Plan:** Liberty shall involve parents and family members in jointly developing the Charter School's Plan; and

2. **Coordinate Assistance and Support:** Liberty 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:** Liberty Charter School shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the school's other relevant federal, state, and local programs; and

4. **Conduct Annual Program Evaluation:** Liberty 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:** Liberty 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 school's parent and family engagement policy described herein; and

6. **Establish a Parent Advisory Board:** Liberty 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 school to adequately represent the needs of the population served by the school for the purpose of developing, revising, and reviewing the school's Parent and Family Engagement Policy.

Policy Development

Liberty 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 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 additional meetings, if requested by parents, 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 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 the school already has in place a process or procedure for involving parents in the joint planning and design of the school's programs, such as Liberty Charter School had when the school's charter and educational programs were being written, presented, and supported by parents in the community during its approval process through parent meetings and comment periods and that included representation of all interested parents, including those who ultimately enrolled and whose children were supported with Title IA services; 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, Liberty 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, Liberty 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, principals, 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 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 between teachers or other educators, who work directly with participating children, with parents in order to maximize parental involvement and participation;

K. May adopt and implement model approaches to improving parental involvement;

L. May establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;

M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;

N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and

O. Shall inform parents and organizations of the existence of the program.

4. **Accessibility of Information for Parents**: In carrying out the parent and family engagement requirements of this policy, Liberty 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: 2016.09.15
Revised on: 2017.11.09
Reviewed on: 2022.09.21
Reviewed on: 2023.09.20

Liberty Charter School

INSTRUCTION **2420P**

Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in Liberty 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.

Liberty Charter School will provide opportunities for professional development and resources for staff, parents, and the community regarding effective parent involvement practices. The 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 school's other relevant programs; and
8. Evaluate annually the need for a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the school to adequately represent the needs of the population served by the school for the purpose of developing, revising, and reviewing the Charter School's Parent and Family Engagement Policy; and
9. Ensure that the 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: 2016.09.15
Revised on: 2017.11.09
Reviewed on: 2022.09.21
Reviewed on: 2023.09.20

Advanced Opportunities

Liberty 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 School.

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

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

Definitions

"Credit" means middle level or high school credit.

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

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

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

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

Fast Forward Program

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

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

1. Overload courses, in an amount which may not exceed $225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.

2. Eligible dual credits, in an amount which may not exceed $75 per one dual credit hour.

3. Eligible postsecondary credit-bearing examinations.

4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.

5. Eligible CTE workforce training courses up to $500 per course and $1,000 per year. Eligible training courses and costs will be maintained by the State Department of Education.

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

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

Parents of participating students may enroll their child in any eligible course, with or without the permission of Liberty 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 School shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

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

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

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

Advanced Opportunities Scholarship

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

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

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

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

Liberty 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—Rulemaking

IDAPA 08.02.03.106 Advanced Opportunities

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

Policy History:
Adopted on: 2018.11.08
Revised on: 2019.11.13
Reviewed on:

Advanced Opportunities Participation Form

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

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

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to $225 per course;

2. Dual credits; a maximum of $75 per credit;

3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program;

4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;

5. Eligible CTE workforce training courses up to $500 per course and $1,000 per year; and

6. Federal, registered workforce training programs that lead to regional "in demand" jobs.

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

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

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

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student's Charter School. Eligibility for payment is subject to the deadlines and procedures set forth by Liberty 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*, Liberty 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 course work. With the approval of Liberty Charter School, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by Liberty Charter School.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Charter School Name: Liberty Charter School

Liberty Charter School

INSTRUCTION **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 at this School and another school.

Although Liberty 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 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 Liberty 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 Liberty Charter School will strive to prevent injuries and accidents to students, each parent/guardian will be required to sign an "assumption of risk" statement that indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

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

Cross Reference:	3510 Student Medicines	
Legal Reference:	I.C. § 33-512(12)	Governance of Schools – Governance of Schools – Board of Trustees Authorized to Supervise and Regulate Certain Extracurricular Activities

Policy History:
Adopted on: 2020.04.16
Revised on:
Reviewed on:

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: 2015.06.11
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: 2015.06.11
Revised on: 2017.06.08

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;
3. The total cost of the program;
4. The share of the cost provided from other sources; and
5. Other records as needed to facilitate an effective audit.

The Charter School is also required to keep records to show their compliance with program requirements.

The Charter School must maintain MEP records for three (3) years after the date the Charter School submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the MEP records is taken, the records must be retained until the completion of the action and resolution of all issues or until of the end of the regular three (3) year period, whichever is later.

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

Legal Reference: 76.730-76.731 Education Department General Admin. Regulation (EDGAR)
80.42(b)(c) Education Department General Admin. Regulation (EDGAR)
Part C, Title I of Elementary and Secondary Education Act of 1965 (ESEA)
34 CFR 200.81

Policy History:
Adopted on: 2015.06.11
Revised on:

Liberty Charter School

INSTRUCTION **2400**

Special Education

The Liberty Charter School 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: 2021.08.12
Revised on:
Reviewed on:

Section 504 of the Rehabilitation Act of 1973

It is the intent of Liberty 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, Liberty 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 Administrator or designee to fulfill the following responsibilities:

1. To coordinate 504 compliance efforts;

2. To adopt and publish grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504; and

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

Cross Reference:	4120	Uniform Grievance Procedure
Legal References:	29 U.S.C. § 794	Section 504 of the Rehabilitation Act of 1973 - Nondiscrimination under Federal Grants and Programs
	34 C.F.R. § 104.36	Preschool, Elementary, and Secondary Education - Procedural Safeguards

Policy History:
Adopted on: 2015.06.11
Revised on: 2020.04.16
Reviewed on:

Liberty Charter School

INSTRUCTION

2420

Parent and Family Engagement (formerly Parent Involvement Policy)

Liberty 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.

Liberty 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 school's expectations and objectives for meaningful parent and family involvement, and specifically describe how the school will:

1. **Demonstrate Joint Development of Engagement Plan:** Liberty shall involve parents and family members in jointly developing the Charter School's Plan; and

2. **Coordinate Assistance and Support:** Liberty 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:** Liberty Charter School shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the school's other relevant federal, state, and local programs; and

4. **Conduct Annual Program Evaluation:** Liberty 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:** Liberty 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 school's parent and family engagement policy described herein; and

6. **Establish a Parent Advisory Board:** Liberty 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 school to adequately represent the needs of the population served by the school for the purpose of developing, revising, and reviewing the school's Parent and Family Engagement Policy.

Policy Development

Liberty 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 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 additional meetings, if requested by parents, 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 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 the school already has in place a process or procedure for involving parents in the joint planning and design of the school's programs, such as Liberty Charter School had when the school's charter and educational programs were being written, presented, and supported by parents in the community during its approval process through parent meetings and comment periods and that included representation of all interested parents, including those who ultimately enrolled and whose children were supported with Title IA services; 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, Liberty 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, Liberty 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, principals, 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 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 between teachers or other educators, who work directly with participating children, with parents in order to maximize parental involvement and participation;

K. May adopt and implement model approaches to improving parental involvement;

L. May establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;

M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;

N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and

O. Shall inform parents and organizations of the existence of the program.

4. **Accessibility of Information for Parents**: In carrying out the parent and family engagement requirements of this policy, Liberty 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: 2016.09.15
Revised on: 2017.11.09
Reviewed on: 2022.09.21

Liberty Charter School

INSTRUCTION **2420P**

Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in Liberty 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.

Liberty Charter School will provide opportunities for professional development and resources for staff, parents, and the community regarding effective parent involvement practices. The 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 school's other relevant programs; and
8. Evaluate annually the need for a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the school to adequately represent the needs of the population served by the school for the purpose of developing, revising, and reviewing the Charter School's Parent and Family Engagement Policy; and
9. Ensure that the 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: 2016.09.15
Revised on: 2017.11.09
Reviewed on: 2022.09.21

24207

LIBERTY CHARTER SCHOOL
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:* _____

Parental Rights

The Board of Directors encourages parents/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, the Charter School reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and control of their child.

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, Liberty Charter School has established its practices, policies, and procedures as well as the approved curriculum and assessment program. Failure to follow the School's practices, policies, and procedures as well as the School's curriculum and assessment program amounts to a Liberty Charter School violation of State and/or federal laws, rules, and regulations by the School, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the School's operations and funding in jeopardy.

Parents/guardians and students are expected to abide by the Charter School's practices, policies, and procedures governing the operation of the school which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact School staff and resources, including employee working conditions, safety, and supervision on school premises for school activities, and the efficient allocation of expenditures. Liberty 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, teachers' workloads, 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 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 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. Except in the case of sex education curriculum, a parent/guardian who chooses to not have their child participate in the provided educational activity 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.

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

Access to Learning Materials

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

Student Wellbeing

If a member of the School's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being the staff member shall report this change so the student's parent/guardian can be notified as described in Procedure 2425.

Addressing Parent/Guardian Concerns

A parent/guardian who feels the School has violated their rights, as described in this policy and otherwise provided in IC 33-6001 may file a grievance as described in Policy 4120 Uniform Grievance Policy.

Notice

Liberty 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	Parent and Family Engagement
	4105F	Request to Address the Board
	4120	Uniform Grievance Policy
	4175	Required Annual Notices

Legal Reference:	Id. Const. art. IX	Education and School Lands
	IC § 32-1010	Intent of the Legislature – Parental Rights
	IC § 32-1012	Parental Right to Direct the Education of Children
	IC § 32-1013	Interference with Fundamental Parental Rights Restricted
	IC § 33-6001	Parental Rights
	IC § 33-6002	Annual Notice of Parental Rights
	IDAPA 08.01-.04	State Board of Education and State Department of Education Administrative Rules

Policy History:
Adopted on: 2016.09.15
Revised on: 2020.04.16
Revised on: 2020.09.10
Revised on? 2023.07.19
Reviewed on:

Liberty Charter School

INSTRUCTION **2605**

Advancement Requirements (Grades 6 to 9)

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

1. To advance to the 7th grade, students must earn at least 80 percent of the credits attempted in 6th grade and be in compliance with the School's attendance policy;

2. To advance to the 8th grade, students must earn at least 80 percent of the credits attempted in 7th grade and be in compliance with the School's attendance policy;

3. To advance to the 9th grade, students must earn at least 80 percent of the credits attempted in 8th grade, complete instruction in career exploration, and be in compliance with the School's attendance policy;

Additionally, unless the student's parent/guardian provides the School with a written request that the plan not be developed, the student must develop a career pathways plan which outlines the student's plans for high school and beyond as required by IDAPA 08.02.03.104.02.a. The School shall make a good faith effort to notify each student's parent/guardian of their responsibility for assisting in the development and approval of the student's career pathways plan. Each year following the development of the plan until the student graduates or leaves the School, the policy shall be reviewed **The student and the counselor.**

4. Students who have failed more than 20 percent of the courses attempted in 6th, 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) during the summer, online, or through correspondence.

Cross References:	2600	Promotion/Retention
	3050	Attendance Policy
Legal Reference:	IDAPA 08.02.03.107	Middle Level Credit System
	IDAPA 08.02.03.104	Career Exploration Instruction

Policy History:
Adopted on: 2015.06.11
Revised on: 2022.07.14
Revised on: 2023.07.19
Reviewed on:

Liberty Charter School

INSTRUCTION **2425P**

Parent/Guardian Notification of Changes in Health and Well-being

Charter School staff shall notify the **administrator** of any known change in a student's mental, emotional, or physical health or well-being. For the purposes of this policy:

1. Mental health shall mean the state of health of somebody's mind;
2. Emotional health shall mean a person's ability to cope with and be aware of their own emotions, both positive and negative;
3. Physical health shall mean the condition of a person's body and the extent to which it is free from illness or is able to resist illness; and
4. Well-being shall mean a person's sense of feeling healthy and happy.

The **administrator** shall notify the student's parent/guardian regarding this change and document their attempts to do so.

Charter School staff shall encourage students to discuss issues related to the student's well-being with the student's parent/guardian. At the request of the student or parent/guardian the **administrator** designee shall attempt to facilitate discussion of the student's wellbeing between the student and the parent/guardian.

Procedure History
Promulgated on: 2023.07.19
Revised on:
Reviewed 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 the Charter School.

Participation in the Charter School's advanced opportunities program requires parent 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 Superintendent to establish procedures with timelines, requirements for participation, requirements for financial transactions, and transcription of credits.

Definitions

"Credit" means middle level or high school credit.

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

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

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

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

Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in the Charter School with $4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and career technical 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. Eligible dual credits, in an amount which may not exceed $75 per one dual credit hour.

3. Eligible postsecondary credit-bearing or career technical certificate examinations.

4. Career technical education (CTE), including assessment, that lead to a badge recognized by the Division of Career Technical Education.

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

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 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.

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

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 Superintendent or designee to develop criteria by which a student may challenge a course. The Superintendent will present the criteria for challenging courses to

the Board for approval. If a student successfully meets the criteria, then the student shall be counted as having completed all required coursework for that course.

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for one similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the 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.

College-Level Examination Program

The College-Level Examination Program test will only be transcribed on the high school transcript if the student is using it to fulfill requirements for an Associates of Arts degree which they will obtain while in high school, and which must be decided before the spring semester of their junior year. The CLEP test will only be used for foreign languages and English 101 and 102. Students are responsible for verifying the college through which they will receive their AA degree accepts CLEP credits.

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 curriculums in 11 or fewer years.
3. Applies within two years of graduating from a public school.

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

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

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: 2018.11.08
Revised on:

Liberty Charter School

INSTRUCTION **2435F**

Advanced Opportunities Participation Form

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

Students are allocated a total of $4,125.00 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: _____

Liberty Charter School

INSTRUCTION **2470**

Self-Directed Learners

The Charter School 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; and
3. 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 or is failing to complete assignments within the time provided.

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

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: 2022.07.14
Revised on:
Reviewed on:

Liberty Charter School

INSTRUCTION **2510P**

Selection of Library Materials

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

Weeding

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

Materials will be discarded in compliance with I.C. § 33-601. The Board may sell materials with an estimated value of less than $1,000, without appraisal, by sealed bid or at auction if there is at least one published advertisement prior to such sale. If the Board, by unanimous vote of those members present, finds that the materials have an estimated value of less than $500 and is of insufficient value to defray the costs of arranging a sale, the materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority.

Gifts

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

Procedure History:
Promulgated on: 2022.07.14
Revised on:

Liberty Charter School

INSTRUCTION

2600

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 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, 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 – 10. The test results in grades K – 8 will be used in making promotion decisions. The results in grades 9 and 10 will be used in making placement decisions and graduation.

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.

Class standing in the high school will require the following:

Freshmen will be those students with 11 or fewer credits;
Sophomores will be those students with 12 to 23 credits;
Juniors will be those students with 24 to 35 credits;
Seniors will be those students with more than 36 credits;

Credits for Community and Family Service, Apprenticeships, and Speech Symposium are not counted in determining class standing.

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.

From eighth to ninth grade: 24 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 and/or graduation if a multidisciplinary team determines this is appropriate.

3. Promotions and/or graduation 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: 2015.06.11
Revised on:

Liberty Charter School

INSTRUCTION **2605**

Advancement Requirements (6-9)

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

1. To advance to the 7th grade, students must earn at least 80 percent of the credits attempted in 6th grade and be in compliance with the School's attendance policy;

2. To advance to the 8th grade, students must earn at least 80 percent of the credits attempted in 7th grade and be in compliance with the School's attendance policy;

3. To advance to the 9th grade, students must earn at least 80 percent of the credits attempted in 8th grade, complete instruction in career exploration, and be in compliance with the School's attendance policy; and

4. Students who have failed more than 20 percent of the courses attempted in 6th, 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) during the summer, online, or through correspondence.

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

Policy History:
Adopted on: 2015.06.11
Revised on: 2022.07.14
Reviewed on:

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 completes any required high school course with a grade of C or higher prior to entering the 9th grade shall have that grade, and the number of credit hours assigned to the course, transferred to the student's high school transcript. The course must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school. Courses taken in middle school appearing 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, and science.

3. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer.

4. Students will not 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.

   Credits for Community and Family Service, Apprenticeships, and Speech Symposium are not counted in determining class standing.

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: 2014.11.14
Revised on:

2700F

Liberty Charter High School
Four Year Learning and Graduation Plan

Name: _____ **Graduation Year:** _____

Requirements

Subject Areas: All students will complete a minimum of 29 credits in the core classes, 17 credits of electives (including the 4 foreign language and life skills), for a total of 46 credits in addition to 4 credits of Apprenticeships, 8 credits of service hours (2 for each year of attendance at Liberty), and .5 credit Speech Symposium for each year at Liberty. Students must also take the ACT, SAT, ACCUPLACER, or Compass exam by the end of 11th grade.
Students must complete a senior project and pass the state civics test with a 70% or higher.

Speech : ____ (1) core
Foreign Language: ____ ____ ____ ____ (4) (2 credits counted as Humanities& 2 as electives)
Health: ____ (1) core
English: ____ ____ ____ ____ ____ ____ ____ ____ (8) core
Math: ____ ____ ____ ____ ____ ____ (6) (2credits Sr yr) core
Science: ____ ____ ____ ____ ____ (6) core
U.S. History: ____ ____ (2) core
Life Skills: ___ (1) (counted as elective)
Government: ____ ____ (2) core
Economics: ____ (1) core
Electives: ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ ____ (14)
Apprenticeship: ____ ____ ____ ____ (4)
Community Service:____ ____ ____ ____ (4)
Family Teamwork: ____ ____ ____ ____ (4)
Speech Symposium:____ ____ ____ ____ (2)

Credits
9th Grade: ____
10th Grade: ____
11th Grade: ____
12th Grade: ____

ACT/SAT /COMPASS EXAM

Date ____ Math ____ Eng ____ Reading ____ Science ____ Composite ____

ISAT Date _____ Math _____ ELA_____

Requirements for Regular Admission to Public Colleges and Universities in Idaho: Six (6) credits in math (Algebra 1 and above); six (6) credits in science. (College entrance requirements vary by college. Check with each college.)

Comment: _____

Date of Evaluation: _____

Student Signature: _____ Counselor Signature: _____

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

The core of instruction is **33 semester credits**:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	
Mathematics		6 credits*
Integrated Math I (or meets Algebra I state standards) Beginning 2023.2024	2 credits	
Integrated Math II (or meets Geometry state standards) Beginning 2024.2025	2 credits	
Secondary Mathematics of the student's choice	2 credits	

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

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

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

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

Science, may be used as science credits.

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

Social Studies		5 credits
Government	2 credits	
US History	2 credits	
Economics	1 credit	
Arts and Humanities		4 credits
Interdisciplinary humanities, visual, and performing arts, or Foreign language		
Health/Wellness		1 credit*
Life Skills		1 credit*
Personal Finance (beginning with Class of 2025)		1 credit*
Elective Classes		13 credits

*(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 Liberty Charter School, or 18 weeks of a sport recognized by the School may choose to substitute participation for up to one credit of physical education.)

Middle School Credit

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

Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade 12. Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs at the discretion of the School. The project must include elements of research, development of a thesis using experiential learning or integrated project-based learning experiences, and a presentation of the outcome. **Additional requirements for the senior project are the discretion of the School.**

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

Idaho Standards Achievement Tests (ISAT)

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

Civics Test

All secondary students must successfully pass the civics test or alternate path with a minimum of 70%.. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

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

Liberty 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 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 Administrator may approve minor deviation from the graduation requirements.

Alternative Programs

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

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

All classes attempted at Liberty 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.

National Honor Society

A student must have a minimum grade-point average of 3.8 to apply to National Honor Society. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (Grade Point Average)

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

Early Graduation or Flexible Schedule

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

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score;
5. Files the following with the school:

    A. Notification of their intent to take a flexible schedule OR graduate early;
    B. The student's participation portfolio; and
    C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation;

6. Completes the following:

    A. The required civics test;

B. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

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

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

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

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

Procedure History:
Promulgated on: 2014.11.14
Revised on: 2016.09.15
Revised on: 2019.11.13
Revised on: 2020.09.10
Revised on: 2021.08.12
Revised on: 2022.07.14
Revised on: 2023.03.15
Revised on: 2023.08.16
Reviewed on:

Military Compact Waiver

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

Purpose

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

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

Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders. For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the commissioned corps of the National Oceanic and Atmospheric Administration and public health services;

2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and

3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Educational Records and Enrollment

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

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

Upon receipt of the unofficial educational records, Liberty 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 Liberty Charter School, Liberty 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:** Liberty 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 School. Where the School's requirements include a series of immunizations, initial vaccinations must be obtained within 30 days, or within the timeline determined to be reasonable by the Interstate Commission.

4. **Kindergarten and First Grade Entrance Age:** Students shall be allowed to continue their enrollment at grade level at Liberty 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 and having completed a private or pubic 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 Liberty Charter School, at the receiving school, regardless of age.

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

Placement and Attendance

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

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

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

2. **Educational Program Placement:** Liberty 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 Liberty 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), Liberty 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), Liberty 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 Liberty 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:** Liberty Charter School's Administrator shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving School.

5. **Absences Relating to Deployment Activities:** A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of Liberty Charter School's Administrator to visit with his or her parent/guardian relative to such leave or deployment of the parent/guardian.

Eligibility

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

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

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

2. **Eligibility for Extra-Curricular Activity Participation:** Liberty 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 Administrator or designee shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

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

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

2. **Exit Exams:** In lieu of testing requirements required for graduation at the receiving Charter School, the School and the State of Idaho shall accept any or all of the following:

   A. Exit exams or end-of-course exams required for graduation from the sending school;
   B. National norm-referenced achievement tests; or
   C. Alternative testing.

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

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

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

Conflicts

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

Cooperation

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

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

Policy History:
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