LEGACY PUBLIC CHARTER SCHOOL
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Legacy 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 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:	3200	Student Rights and Responsibilities
	3500	Student Health, Physical Screenings, and Examinations
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: June 18, 2015
Revised on: February 18, 2016
Revised on: April 16, 2020
Revised on: July 20, 2023
Reviewed on:

Legacy Charter School

INSTRUCTION **2140F**

Student and Family Privacy Rights – Consent Form

The Protection of Pupil Rights Amendment (PPRA), requires the Charter School to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include 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, **1123 12th Ave Rd, PMB 225, Nampa, ID 83686**. 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
1123 12th Ave Rd, PMB 225
Nampa, ID 83686

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: April 19, 2018
Revised on: April 16, 2020

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 8. 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
	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: April 19, 2018
Revised on: April 16, 2020
Reviewed on: February 17, 2022
Revised on: July 21, 2022

Legacy Charter School

INSTRUCTION **2320P1**

Health, Sex Education, and Human Sexuality-Parent Complaints

Legacy Charter School does not provide instruction in Human Sexuality. If a child receives instruction in human sexuality, as defined IC 33-1609, without the written parent permission described in that policy, the parent/guardian is encouraged to first discuss it with the [teacher OR building principal] with the objective of resolving the matter promptly and informally. If the parent and [teacher OR building principal] resolve the situation informally, [teacher OR building principal] shall seek to obtain a retroactive permission slip from the parent/guardian to be filed with the other permission slips.

If the complaint is not resolved informally, the parent/guardian can provide written notice to the Administrator that they believe a violation of the parent notice portion of IC 33-1609 has occurred. The Charter School shall provide a form for the parent/guardian to use in making such complaints. The parent/guardian shall indicate on the form whether they:

1. Provide retroactive permission for the instruction; or
2. Request rectification.

The Administrator or their designee shall meet with the parent/guardian and the student who attended the class. The Administrator or designee shall then investigate the complaint. This investigation may include, but will not necessarily be limited to:

1. Student interviews and statements;
2. Interviewing the teacher and other adults who may have been present or otherwise have knowledge of the situation; and
3. A review of the educational standards, Charter School process and Charter School procedures relating to educational matters of sex education and human sexuality as defined in IC 33-1609.

Within 30 days of receiving the written complaint, the Administrator or designee shall provide a summary of their findings to the Board at a regular or special Board meeting. If the parent/guardian provided retroactive permission for the instruction, this permission shall be added to the Charter School records. If the parent/guardian requested rectification, the Board shall determine whether rectification should be provided. The Administrator shall determine what form this rectification shall take, which may include:

1. A recommendation from the Administrator to the Board for amendments to the Charter School policies and procedures regarding human sexuality as defined in IC 33-1609;
2. A recommendation from the Administrator to the Board to revisit the Charter School's curriculum relating to sex education, human sexuality as defined in IC 33-1609 or related subject matters;
3. An apology from the Charter School; and

4. Direction from the Administrator to Charter School staff on how similar situations should be addressed in the future.

The Administrator shall also decide whether to take disciplinary action against any employee who violated the parent notice requirements described in IC 33-1609. Any such action would be confidential, as described in IC 33- 518, IC 74-104, and IC 74-106 Therefore, the complaining parent/guardian will not be notified of any disciplinary action taken.
Model Charter School Manual ISBA Policy Management Console

Legal References Description

IC § 18-8707	Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula
IC § 33-1608, et seq.	Family Life and Sex Education – Legislative Policy
IC § 33-1611A	Requiring Permission for Instruction Addressing Human Sexuality
IC § 33-1637	Human Growth and Development Instruction in Public Schools
IC § 33-342	Adoption Education
IC § 33-6001	Parental Rights
IC § 39-8201 et. seq.	Idaho Safe Haven Act

Policy History
Adopted on: 09.19.2025
Revised on:

Legacy Charter School

INSTRUCTION **2353F**

Minute of Silence Notice

This notice is provided to inform you that the school will observe a minute of silence at or near the beginning of each school day.

During this minute, your student may sit quietly or engage in any silent activity permitted by school rules and Charter School policy as long as it doesn't distract or interfere with other students. Disruption of the minute of silence may result in disciplinary action.

The School encourages you to offer direction to your child on silent reflection or activity to engage in during the minute of silence.

The minute of silence and provision of this notice are required by Idaho Code.

Policy History:
Approved on: 2026.08.20
Amended 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) 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: June 18, 2015
Revised on: June 15, 2017
Revised on: July 21, 2022

Legacy Charter School

INSTRUCTION **2400**

Special Education

The Legacy 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: August 19, 2021
Revised on:
Reviewed on:

Legacy Charter School

INSTRUCTION **2420**

Parent and Family Engagement

Legacy 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.

Legacy 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:** Legacy shall involve parents and family members in jointly developing the Charter School's Plan; and

2. **Coordinate Assistance and Support:** Legacy 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:** Legacy 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:** Legacy 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:** Legacy 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:** Legacy 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

Legacy 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 Legacy 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, Legacy 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, Legacy 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, Legacy 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.

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: 2017.09.21
Reviewed on : 2022.09.15
Reviewed on: 2023.01.19
Reviewed on: 2023.09.21
Reviewed on: 2024.09.19
Reviewed on: 2025.09.18

Legacy Charter School

INSTRUCTION **2420P**

Parent and Family Engagement Guidelines

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

Legacy 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:
Adopted on: 2016.09.15
Revised on: 2017.09.21
Reviewed on: 2023.01.19

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, Legacy 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 Legacy 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. Legacy 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

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

Cross Reference:	2420	Parent and Family Engagement
	4105F	Request to Address the Board
	4120	Uniform Grievance Policy
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: September 15, 2016
Revised on: April 16, 2020
Revised on: September 17, 2020
Revised on: July 20, 2023
Reviewed on:

Legacy 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
Adopted on: July 20, 2023
Revised on:
Reviewed on:

Legacy 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.

The decision with regard to promotion or retention of a student will be made by the administration. While the teacher recommendation, student performance, and parent desires will be weighed heavily, ultimately, the decision needs to be based upon the best long-term educational interests of the child. Final disposition of all such placement decisions will rest with the administration, subject to review by the Governing Board.

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 eight**.** Charter School approved tests will be administered to all pupils in grades K – 8. The test results in grades K – 8 will be used in making promotion decisions.

Charter School Approved Test is: The Idaho Standard Achievement Tests (I-SAT).

2. **Charter School Promotion Standards**

Pupil promotion in subsequent school years will be achieved:

1) by scoring on approved tests at or above the Promotion Standards with "proficient" as determined by the State Board of Education

2) by passing at least 80 percent of the seven core content areas, (social studies, math, science, reading, language/writing, attitude, effort) attempted in the four quarters of 8th grade, complete instruction in career exploration, and be in compliance with the School's attendance policy.

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;

3. 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.

4. 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.

5. 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.

Policy History:
Adopted on: June 18, 2015
Revised on: May 16, 2024
Revised on: June 20, 2024

Legacy Charter School

INSTRUCTION **2605**

Advancement Requirements (Grades 6 to 8)

Legacy 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 Legacy Charter School:

1. To advance to the 7th grade, students must pass at least 80 percent of the core content areas attempted in the four quarters of 6th grade and be in compliance with the School's attendance policy;

2. To advance to the 8th grade, students must pass at least 80 percent of the core content areas attempted in the four quarters of 7th grade and be in compliance with the School's attendance policy;

Additionally, the decision with regard to promotion or retention of a student will be made by the administration. While the teacher recommendation, student performance, and parent desires will be weighed heavily, ultimately, the decision needs to be based upon the best long-term educational interests of the child. Final disposition of all such placement decisions will rest with the administration, subject to review by the Governing Board.

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. This effort begins in the 7th and 8th grade as part of the college & career exploration instruction. 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 by **the student and the career exploration instructor.**

For exceptions to this policy, refer to policy 2600.

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:
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