COEUR D'ALENE CHARTER ACADEMY

BOARD POLICY MANUAL

Governance · Instruction · Students · Personnel · Operations

ADOPTED BY THE BOARD OF DIRECTORS

Revised September 14, 2026

COEUR D'ALENE CHARTER ACADEMY
BOARD POLICY MANUAL (9.14.26)

SECTION A - THE BOARD OF DIRECTORS

SECTION B - INSTRUCTION

B-1: Dual Enrollment Provisions	Revised March 9, 2026
B-2: Promotion Requirements Grades 6-8, and Freshman Through Senior Standing	Revised August 11, 2025
B-3: Homework	Revised February 22, 2021
B-4: High School Graduation Requirements	Revised March 17, 2004
B-5: Selection of Valedictorian and Salutatorian	Revised February 22, 2021
B-6: Alternate Path to Graduation	Adopted April 20, 2011
B-7: Idaho Achievement Standards	Revised January 11, 2016
B-8: Incomplete Grades	Revised January 11, 2016
B-9: Class Drop Policy	Adopted September 16, 2019
B-10: Retake Policy	Adopted January 27, 2020
B-11: Objectionable Materials	Revised July 13, 2026
B-12: AP Courses	Revised June 16, 2009
B-13: Health, Sex Education, and Human Sexuality	Adopted November 18, 2025
B-14: English Learners Program	Adopted July 13, 2026

SECTION C - STUDENTS

C-1: Credit Acceptance	Revised January 24, 2024
C-2: Admission for Full-Time Students	Revised July 20, 2015
C-3: Deadlines for Enrollment Pool	Revised July 30, 2003
C-4: Re-Admittance of Students	Revised July 20, 2015
C-5: Returning Students	Revised June 16, 2009
C-6: Part-Time Attendance/Dual Enrollment	Revised January 24, 2024
C-7: Academic Probation and Extracurricular Eligibility	Revised May 21, 2018
C-8: Attendance-Tardies	Revised August 11, 2025
C-9: Enrollment Cut-Off	Revised November 14, 2022
C-10: Foreign Exchange Students	Revised January 24, 2024
C-11: Authority of Staff Members	Adopted October 15, 2003
C-12: Student-Owned Electronic Communication Devices	Revised August 10, 2026
C-13: Charter School-Provided Access to Electronic Information	Revised August 10, 2026
C-14: Student Behavior/Discipline	Revised February 13, 2024
C-15: Activities Requirements	Adopted December 11, 2007
C-16: Study Hall/Supervision of Students After School	Adopted January 21, 2004
C-17: Uniform Policy	Revised September 11, 2007
C-18: Student Harassment Policy	Adopted February 22, 2022
C-19: Student Medicines	Revised August 19, 2008
C-20: Contagious or Infectious Diseases	Adopted October 17, 2001
C-21: Student Grievances	Adopted October 19, 2005
C-22: Suicide	Revised January 27, 2020
C-23: Student Data Privacy and Security	Adopted September 15, 2014
C-24: Sports/Extracurricular Activities Eligibility	Adopted August 15, 2006

C-25: Activity Lettering — Revised February 16, 2005
C-26: Education of Homeless Children — Adopted July 13, 2026
C-28: Title IX Grievance Procedure — Adopted July 20, 2020

SECTION D - COMMUNITY RELATIONS

D-1: Special Events Participation — Adopted March 13, 2007
D-2: Community Use of School Facilities — Adopted April 13, 2026

SECTION E - PERSONNEL

E-1: Board Goal/Personnel — Revised October 16, 2023
E-2: Hiring Process and Criteria — Revised August 11, 2025
E-3: Criminal History/Background Checks — Revised September 14, 2026
E-4: Work Day — Revised October 16, 2023
E-5: Assignments, Reassignments, Transfers — Revised October 16, 2023
E-6: Accommodating Individuals with Disabilities — Revised October 16, 2023
E-7: Sexual Harassment/Sexual Intimidation in the Workplace — Revised October 16, 2023
E-8: Abused and Neglected Child Reporting — Revised October 16, 2023
E-9: Political Activity - Staff Participation — Revised October 16, 2023
E-10: Tobacco, Alcohol and Drug Free Workplace — Revised October 16, 2023
E-11: Internet Usage — Revised October 16, 2023
E-12: Evaluation of Personnel — Revised October 16, 2023
E-13: Disciplinary Action, Probation, Discharge, Resignation — Revised April 13, 2010
E-14: Dress and Appearance — Revised August 12, 2024
E-15: Personal Leave — Revised August 12, 2024
E-16: Leave of Absence — Revised October 16, 2023
E-17: Sick Leave — Revised October 21, 2019
E-18: Insurance Benefits for Employees — Revised October 16, 2023
E-19: School Holidays — Revised October 13, 2025
E-20: Vacation Leave — Revised October 16, 2023
E-21: Workers' Compensation Benefits — Revised October 16, 2023
E-22: Personnel Files — Revised October 16, 2023
E-23: Safe Work Environment — Revised October 16, 2023
E-24: Reduction in Force — Revised October 16, 2023
E-25: Complaints and Grievances — Revised October 13, 2025
E-26: Compensation Time and Overtime for Classified Employees — Revised October 16, 2023
E-27: Evaluation of Staff — Revised October 16, 2023
E-28: Retirement Benefits — Revised October 16, 2023
E-29: Payroll — Revised October 16, 2023
E-30: Certified Staff Salary Index — Revised August 10, 2026
E-31: Classified Staff Salary Index — Revised August 10, 2026

SECTION F - ADMINISTRATION

F-1: Professional Development Fund — Revised August 23, 2021

SECTION G - FINANCIAL MANAGEMENT

G-1: Fixed Assets — Revised November 13, 2023
G-2: Fund Balance — Adopted June 21, 2011
G-3: Student Activity Fund Management — Revised November 13, 2023
G-4: Investment and Custodial Risk — Revised November 13, 2023
G-5: Public Procurement of Goods and Services — Revised September 8, 2025
G-6: Public Works Contracting and Procurement — Adopted September 8, 2025
G-6P: Public Works Contracting and Procurement Procedure — Adopted September 8, 2025
G-7: Entering into Professional Service Contracts — Adopted September 8, 2025
G-8: Travel Reimbursement — Revised October 16, 2023

SECTION H - NON INSTRUCTIONAL OPERATIONS

H-1: Driver's Education — Revised March 10, 2009

H-2: Adult Driving Requirement Adopted September 17, 2003
H-3: Activities Travel Adopted March 18, 2019
H-4: Coach/Advisor Fines Adopted February 8, 2011

SECTION I - SCHOOL FACILITIES

SECTION A (1000 SERIES)
THE BOARD OF DIRECTORS

SECTION B (2000 SERIES)
INSTRUCTION

INSTRUCTION

Dual Enrollment Provisions

Policy #: B-1 (2435)
Adopted: January 3, 2003
Revised: April 9, 2003; April 10, 2007; February 21, 2012; March 23, 2015, March 9, 2026

Dual enrollment is defined as taking classes for credit, including onsite, online, or independent study courses, at or through another accredited learning institution while enrolled as a full-time student at the Academy. To be classified as a full-time high school student, a student must take more than 3 credits per semester at the Charter Academy. Junior and senior students may maintain full-time status through a combination of credits at the Charter Academy and an accredited post secondary institution.

Dual enrollment courses may be taken through another accredited high school or through a post-secondary institution. The parents are responsible for all tuition and fees incurred for dual enrollment courses taken at post-secondary and private secondary schools.

It is the intent of the Academy to remain true to the mission statement and deliver the curriculum through highly-skilled professional instructors. We will maintain a standard of academic excellence so that a diploma earned at the Academy has significant value. Therefore, classes taken through dual enrollment must meet Academy standards for rigor and content.

Courses taken through another high school.
Full-time Charter Academy students may take dual enrollment high school courses through another accredited high school during grades 9 through 12.

In most cases, courses taken at another high school while the student is enrolled full-time at the Academy, including summer school courses, will not be accepted to meet core graduation requirements and will earn only elective credit at the Charter Academy. At the principal's discretion, the Academy may award credit for a core requirement if the class is needed to graduate and cannot be scheduled at the Academy.

All dual enrollment high school courses must meet the following requirements:

1. The course is offered by a provider accredited by the organization that accredits Idaho high schools, or an organization whose accreditation of providers is recognized by the organization that accredits Idaho high schools;
2. The state department of education has verified that the teacher is certified by the state of Idaho and is qualified to teach the course;
3. The parent or guardian registers the student for the course through the Charter Academy's normal registration process and the student's parent or guardian makes such enrollment requests no later than 30 days prior to the end of the term immediately previous to the one for which the student is enrolling, or no later than the end of the school year, in the case of a term ending at the end of the school year.

Unless previously approved, all grades earned and credits received for dual enrollment high school courses will be included on the Charter Academy transcript as elective credits.

Courses taken through an accredited post-secondary institution.

The privilege of dual enrollment through an accredited post-secondary institution may only be extended to students who have at least junior standing. Students in the classes of 2026-2028 are required to have a weighted cumulative G.P.A. of 2.5 or higher. Beginning with the class of 2029, an unweighted cumulative G.P.A. of 2.5 or higher will be required for dual enrollment.

The student must apply to the principal or designee on the approved form signed by the student and parent one month prior to the required enrollment deadline at the other institution. To assist in completing the master schedule, students will notify the principal by the completion of school (approximately June 15) of their intent to dual enroll the following fall.

All full-time students are required to complete at least one core requirement at the Charter Academy during their junior and senior years (core requirements include any courses in English, social studies, math, or science which meet graduation requirements). All dual credit courses must be approved by the principal or counselor with designated dual credit courses required to meet specific Charter Academy graduation requirements.

For every semester credit earned at or through a post-secondary institution, the student will earn half a credit at the Academy (e.g. four college semester credits equals two Academy credits). All classes taken outside the Academy will be designated as such on the student's transcript, and grades received by dual enrollment will be included in the student's grade point average. It is the student's responsibility to provide the registrar with documentation of all earned dual enrolled credit in the academic year it is obtained. Seniors must provide this documentation by the end of May to ensure credits are in order for graduation.

INSTRUCTION

Promotion Requirements Grades 6-8, and Freshman Through Senior Standing

Policy #: B-2 (2605, 2610)
Adopted: January 3, 2003
Revised: August 11, 2009; July 17, 2012; August 11, 2025

Sixth Grade Promotion
A student in the sixth grade will not be promoted to the seventh grade until he/she has passed both Language Arts and Math, and either Science or Geography. Students failing to gain promotion to seventh grade will not be enrolled in seventh-grade classes, but retake the entire sixth grade courses.

Seventh Grade Promotion
A student in the seventh grade will not be promoted to the eighth grade until he or she has successfully completed two of the seventh grade core classes of English, Geography, and Life Science. A seventh-grade student who receives promotion but fails any one of these classes will be required to retake that class in the place of an eighth-grade elective, while taking a full load of eighth-grade core classes. Students failing to gain promotion to eighth grade will not be enrolled in eighth-grade classes, but retake the entire seventh grade schedule.

Eighth Grade Promotion
A student in the eighth grade will not be promoted to the ninth grade until he or she has successfully completed two of the eighth grade core classes of English, Civics, Earth Science, and Latin I. An eighth-grade student who receives promotion but fails any of these classes will be required to repeat the failed classes. Students failing to gain promotion to ninth grade will not be enrolled in high school classes; rather, they will be required to repeat all eighth grade classes.

Freshman Standing
A student does not have freshman standing until he or she has successfully completed two of the eighth grade core classes of English, Civics, Earth Science and Latin I, and is on track to graduate in four years. Having failed any one of these classes, a student will be required to retake that class in the place of a ninth grade elective, while taking a full load of ninth-grade core classes.

Sophomore Standing
A student does not have sophomore standing until he or she has completed all of his or her ninth grade core classes of literature, social studies, science, foreign language, and math, has accumulated at least ten credits, and is on track to graduate in three years.

Junior Standing
A student does not have junior standing until he or she has successfully completed all of his or her tenth grade core classes of English, social studies, science, foreign language, and at least two credits of high school math, has accumulated at least 22 credits, and is on track to graduate in two years.

Senior Standing
A student does not have senior standing until he or she has successfully completed all of his or her eleventh grade core classes of English, social studies, science, at least four credits of high school math, one credit of fine arts, two credits of foreign language, has accumulated at least 32 credits, and is on track to graduate by the end of the school year.

INSTRUCTION

Homework

Policy #: B-3 (2630)
Adopted: March 11, 2008
Revised: August 19, 2008; June 16, 2009; March 21, 2016; February 22, 2021

Homework at the Academy is considered an extension of learning in the classroom, provides independent practice outside of the classroom, and is considered integral to student success. The number of minutes needed to properly complete required homework assignments varies with individual students' abilities and work habits. The following general guidelines apply:

6th Grade	Approximately 45-90 minutes/day
7th and 8th Grades	Approximately 20 minutes per class
9th through 12th Grades	Approximately 30 minutes per class
AP Classes	Approximately 45 minutes per class

For homework purposes Friday to Monday is considered one school night. On occasion, students may require additional time to complete homework assignments. However, if parents find that their child is consistently spending time in excess of these guidelines, they should follow the established student grievance process.

INSTRUCTION

High School Graduation Requirements

Policy #: B-4 (2700)
Adopted: April 12, 2000
Revised: May 16, 2001; August 1, 2001; January 3, 2003; February 19, 2003; March 11, 2003; March 17, 2004; March 13, 2007; April 10, 2007; August 19, 2008; March 10, 2009; June 21, 2011; February 24, 2020; September 8, 2025

Credit toward graduation will be awarded to high school students for high school coursework completed with a passing grade.

For students in grades six through eight, credit will be awarded for high school classes completed with a grade of 'C' or better.

High school credit earned in grades six through eight will appear on the student's high school transcript but will not be calculated into the student's high school grade point average. The minimum number of credits required for graduation from high school is forty-six (46) and includes the following:

SUBJECT	CREDITS	DETAILS
Language Arts:	9	Eight (8) English credits (full year each of Ancient Literature and European Literature, and four credits from American Literature, Advanced Placement Literature, Advanced Placement Language, World Literature, or approved college classes) and one (1) communication credit.
Social Studies:	8	One year each of Ancient History, European History, American History, and American Government.
Lab Science:	6	One year each of Physical Science, Biology, and Chemistry.
Math:	6	At least three sequential levels; e.g. Algebra I, Geometry, Algebra II *Algebra I or higher (repeated classes do not accumulate duplicate math credits); *Students are required to take math in every semester of high school (beginning with the class of 2013). A student who has earned at least eight (8) credits of Math, including Pre-Calculus or higher, prior to his or her senior year is not required to take Math during his or her senior year.
Foreign Language:	4	Four (4) credits beyond the eighth-grade Latin requirement (two sequential levels of the same language, two credits per year; e.g. Spanish I, Spanish II).
Health:	1	
Economics:	1	
Digital Literacy*	1	*Required beginning with class of 2028
Fine Arts:	2	Current offerings include art, choir, band, and theater arts.
Electives:	9*	May include additional credits in any of the above. *With addition of Digital Literacy requirement for the class of 2028, this number will thereafter be reduced to 8.
Senior Project/Future Readiness Project	0.5	Senior project is a research project that includes an oral presentation, as defined by administration. Future Readiness Project (required for class of 2028 and after) to include experiential learning components.

If a student transfers into the Academy with high school credits obtained elsewhere, his/her transcript must be evaluated by the principal or designee to determine which credits will be applied toward Academy graduation credits.

INSTRUCTION

Selection of Valedictorian and Salutatorian

Policy #: B-5
Adopted: November 17, 2004
Revised: August 19, 2008; June 16, 2009; March 21, 2016; February 22, 2021

To be eligible for the honor of valedictorian or salutatorian, a student must have earned a minimum of thirty eight (38) high school credits by the end of the first semester of his or her senior year. At least thirty (30) of these credits must be earned through courses taken as a full-time student at the Coeur d'Alene Charter Academy.

The valedictorian shall be the senior class student with the highest weighted GPA upon completion of the first semester of senior year.

The salutatorian shall be the senior class student with the second highest GPA upon completion of the first semester of senior year.

Elective credits earned after a student has accumulated the total number of elective credits required to graduate shall not be included in the calculation of the GPA for the purpose of determining Valedictorian and Salutatorian. The exception shall be elective credits earned in Advanced Placement or Honors courses.

In the case of a tie between two or more senior class students for valedictorian, the students shall share the honor equally, and there shall be no Salutatorian.

In the case of a tie between two or more senior class students for salutatorian, they shall share the honor equally.

INSTRUCTION

Alternate Path to Graduation

Policy #: B-6
Adopted: April 20, 2011

All students graduating from the Coeur d'Alene Charter academy will demonstrate proficiency in math, reading, and language. This requirement will typically be met by attaining "proficient" or "advanced" scores on the Idaho Standards Achievement Test (ISAT) at the 10th grade level in reading, math and language.

Students who fail to meet this requirement will be allowed to appeal to the school board to demonstrate proficiency through the following alternative mechanism

Charter Academy alternative mechanism to demonstrate academic proficiency

1. The student must pass all Charter Academy courses required for graduation; and
2. The student must have a final, weighted cumulative GPA of 2.0 or higher; and
3. The student must pass at least two of the three required ISAT tests in math, language, and reading with a "proficient" or "advanced" score; and
4. The student will be allowed to demonstrate proficiency for one of the three ISAT areas by receiving a "basic" ISAT score and either:
    a. Receiving a score in the 40%ile or higher on a corresponding subtest of the PSAT, SAT, or ACT in English (Writing), Math or Reading, or
    b. Passing an approved college course in a comparable area (composition, math, or literature) with a "C" or higher.

INSTRUCTION

Idaho Achievement Standards

Policy #: B-7
Adopted: April 17, 2002
Revised: January 11, 2016

The Board recognizes that as a public school, the Coeur d'Alene Charter Academy must be prepared to meet the academic standards established by the state of Idaho. The Board supports the Academy administration and faculty in conducting a curriculum review in order to evaluate the inclusion of state achievement requirements in the Academy curriculum. The Board further recognizes that it is the goal of the Coeur d'Alene Charter Academy to meet or exceed all state requirements. Therefore, the Board directs the Principal to establish a systematic procedure for evaluating and revising curriculum as needed. The Principal has the authority to approve all funds that have been allocated for this purpose. The Principal is responsible for meeting all deadlines and reporting to the State Department of Education as required.

INSTRUCTION

Incomplete Grades

Policy #: B-8
Adopted: May 21, 2003
Revised: August 19, 2008; June 16, 2009; January 11, 2016

Occasionally, a teacher is unable to calculate a grade for a student at the time a progress report or quarter and/or semester grades are due in cases where, due to illness or other extenuating circumstances, a student has been unable to complete his/her assignments or take a final exam. In such instances, a teacher may give the student an incomplete on his/her grade report and set a date (no later than two weeks after the close of the grading period) for the student to complete any outstanding work.

The teacher is responsible for providing the registrar with a progress report or quarter and/or semester grade to replace the incomplete grade no later than two weeks after the close of the grading period. An incomplete remaining after the deadline will be changed to zero, and the grade calculated based on the remainder of the student's grades. At the principal's discretion, this deadline may be extended upon review of an individual student's situation.

INSTRUCTION

Class Drop Policy

Policy #: B-9
Adopted: September 16, 2019

The Academy makes every effort to place students in the classes they request, as appropriate to their level of learning and subject to enrollment caps. Changing or dropping classes must be done in a way that causes minimal disruption to the classroom and with consideration of the student's progress toward graduation requirements. Only juniors and seniors can drop a class without transferring to another class; all students in grades 6-10 must have a minimum of six classes at all times.

A student may drop a class at any time in the first two weeks of a semester without penalty. The class will not appear on the student's transcript.

A student may drop a class AFTER the first two weeks of a semester, and the following denotations will appear on the student's transcript:

- **W** (Withdraw)-Denotes a drop after the first two weeks, but before the end of the mid-quarter progress report. No credit will be awarded and the student's GPA will not be affected.
- **WP** (Withdraw-Passing)-Denotes a drop after the mid-quarter progress report, but before the end of the first quarter when the student is maintaining a passing grade. No credit will be awarded and the student's GPA will not be affected.
- **WF** (Withdraw-Failing)-Denotes a drop after the mid-quarter progress report, but before the end of the first quarter when the student is not maintaining a passing grade. No credit will be awarded, and the student's GPA will not be affected.
- **WT** (Withdraw-Transfer)-Denotes a transfer after the first two weeks and before the end of the quarter with instructor and administrator consent based on an incorrect placement (e.g., a new student placed in an inappropriate level of math) or special circumstances (e.g., a prolonged illness). The semester grade will reflect the average of all work for both classes. Grade points awarded will be weighted based on the class the student is enrolled in at end of semester.
- **F** (Fail)-Denotes a drop after the end of the first quarter. No credits will be awarded. This is a failing grade and will affect the student's GPA accordingly.

"First Quarter" above refers to the first grading period (quarter) of a given semester (i.e., the first half of each semester.)

This policy deals specifically with students who are dropping or changing classes within the Academy. Students who drop classes to transfer to another school will be assigned withdrawal grades as requested by the receiving school.

INSTRUCTION

Retake Policy

Policy #: B-10
Adopted: January 27, 2020

Students may retake classes to earn better grades or to improve their understanding of the subject matter. Student transcripts will reflect retaken classes as follows:

- The original grade in the class will remain on the student's transcript, but will not be included in grade point average computation. "Retaken" will appear on the transcript next to the original grade. Any credits earned will be counted toward elective credit requirements.
- The grade from the second, or any subsequent, attempt will appear as a separate class and will be included in grade point average computation, regardless of which grade is higher.
- Under no circumstance will classes or grades be removed from a student transcript, which is considered to be a record of the student's academic performance.

INSTRUCTION

Objectionable Materials

Policy #: B-11
Adopted: April 14, 2004
Revised: June 20, 2006; June 19, 2012, July 13, 2026

The teaching staff of the Academy is highly skilled and well qualified. The Academy recognizes the mastery of its teachers, and trusts their professional judgment in the selection of literature as classroom curriculum.

The Coeur d'Alene Charter Academy strives to challenge our students by introducing them to new ideas and requiring them to examine those ideas. This develops open inquiry, critical thinking skills, diversity in thought and expression, respect for other views, and breadth of experience in our students. Teachers at each class and grade level develop their own standard curriculum; there is no exclusive list or canon that restricts the instructor's selection of literature.

When selecting literature, teachers consider goals and objectives for the lesson, age appropriateness of the content, and the difficulty and complexity of each work.

Objectionable Materials Policy

Charter Academy teachers choose literary works as outlined above. Not all students will be comfortable with all of the works, but only by careful and thoughtful examination of differing views can real intellectual development take place. Difficult themes are best examined with professional guidance of our faculty. We do not require students to accept any views; we merely require that the student consider them.

Should a student or parent object to a literary work used in an Academy class, the first step is to contact the teacher to learn the teacher's goal in selecting the work. Generally, literature is chosen specifically because of the content and theme, so to object to either of those is to call into question the professional judgment of the teacher and the quality of the Academy's highly successful curriculum. If, however, after having spoken with the teacher, a student or parent still has concerns, these should be addressed to the school Principal. Unless the Principal believes that there exists a clear moral or ethical issue with the literature in question, the student will be expected to participate in the literature unit. If the parent chooses to excuse a student from reading required literature, the student will be removed from class whenever the literature is being discussed, and will not receive any credit for any related work, quizzes, tests, or participation. In such a case, the teacher has no duty to provide alternate work for the student.

Parents are advised to examine class syllabi to determine whether there are literary works that they might find objectionable. Because the Academy is a school of choice, parents are further advised to consider these objections when deciding whether to send their students to the Academy. In other words, parents who choose the Academy should do so advisedly, as doing so implies acceptance of the school's curriculum choices.

INSTRUCTION

AP Courses

Policy #: B-12
Adopted: November 16, 2005
Revised: August 19, 2008; June 16, 2009

To preserve the integrity of the AP name, all classes with the AP designation will be named with the official AP course name, taught according to the AP curriculum guide and all students will be required to take the AP exam.

Other students may elect to sign up for the class because they want the rigor, but for whatever reason may not want to take the AP exam. Those students will be in the same class with exactly the same requirements except the name of the class on their report card and transcript will not have the AP designation and they will not be required to take the AP exam.

Students enrolled in an AP class will be required to pay for the AP exam before the end of the third week of the first quarter. If the exam fees are not paid by the end of the third week of the first quarter, the student's class on his/her progress reports, report cards and transcripts will be labeled with the name of the non-AP option.

The AP exam fee should not be a barrier to taking the course. The fee will be waived upon parental or staff request. All of the Family Educational Rights and Privacy Act, (FERPA), requirements will be adhered to.

INSTRUCTION

Health, Sex Education, and Human Sexuality

Policy #: B-13 (2320)
Adopted: November 18, 2025
Revised:

Health, family life, and sex education, including information about the human body, reproduction, and related topics, shall be included in the instructional program as appropriate to the grade level and course of study.

Sex Education

While the Coeur d'Alene Charter Academy does not provide instruction on all of the following topics, the term "human sexuality" shall mean the following, as required by state law:

1. Sexual conduct;
2. Sexual pleasure;
3. Sexual intimacy;
4. Sexual abuse;
5. Sexual violence;
6. Eroticism;
7. Pornography;
8. Deviant sexual behavior;
9. Sexual attraction;
10. Sexual orientation or any form of sexual identity;
11. Gender identity or gender conversion.

Instruction in any of these topics shall be age-appropriate, developmentally appropriate, and in accordance with state standards. Classroom instruction that does not meet these criteria is prohibited.

Parent Notification

Before providing instruction on any of these topics or other sex education, the Charter Academy shall provide parents/guardians with at least two weeks of notice and the opportunity to review any materials that will be used in this instruction. This notice shall include a brief description of the content of this instruction. Parents/guardians shall be provided with a form to provide written permission for their student to receive the instruction. Students will participate in instruction on this topic only if their parent/guardian has provided this signed form before this instruction begins. Alternative educational activities shall be provided for students who have not received this permission.

If a parent/guardian believes their student has received instruction on one of these topics without the permission described above, the parent/guardian shall provide written notice to the Principal that they believe a violation of the parent notice portion of Policy 2320 has occurred. The complaint should include the approximate date(s) of the violation(s), the name of the teacher, and an account of how this policy was violated. The parent/guardian shall indicate in their complaint whether they:

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

If the Parent/Guardian requests rectification, the Principal will work with the parent and the teacher to determine a suitable outcome.

Sex education instruction shall include instruction on abstinence. However, it is recognized that this instruction alone may not prevent pregnancies and sexually-transmitted infections (STIs). Sex education instruction includes STIs, birth control, adoption, and general human sexuality. In all cases, the known facts will be taught, not the opinions or moral judgment of the instructor.

Any sex education instruction shall include instruction on:

1. Available adoption resources and current adoption practices in the United States as a means of providing for the well-being of a child;
2. The Idaho Safe Haven Act, IC 39-8201 et seq.; and
3. Where to find resources and support in the State of Idaho.

Additionally, any instruction on human biology, contraception, or STIs provided to students in grades 7through 12 shall be accompanied by a viewing of a video that meets the following requirements:

1. It must be at least three minutes long;
2. It must show the development of the brain, heart, sex organs, and other vital organs in early fetal development;
3. It must include a high-quality, computer-generated rendering of animation showing the process of fertilization and every stage of human development inside the uterus, noting significant markers in cell growth and organ development for every week of pregnancy until birth.

Before a student can view such a video, the student's parent/guardian must be given notice, be provided with the opportunity to review the video, and provide permission as described above.

No sex education materials or instruction may be provided by any individual or organization that is an abortion provider.

Alcohol, Tobacco, and Drug Education

Students shall receive education regarding the use of alcohol, tobacco, and drugs. The school's health education will provide instruction to students in the areas of prevention; education; treatment; rehabilitation; and legal consequences of alcohol, tobacco, and drug use.

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 IC § 33-342	Human Growth and Development Instruction in Public Schools Adoption Education
IC § 33-6001	Parental Rights
IC § 39-8201 et seq.	Idaho Safe Haven Act

Other References	**Description**
ISBA Policy Services	https://www.idsba.org/member-services/policy/

Cross References

Code	Description
2315	Physical Activity Opportunities and Physical Education
2340	Controversial Issues
2340-F(2)	Controversial Issues
3281	Gender Identity and Sexual Orientation

INSTRUCTION

English Learners Program

Policy #: B-14 (2385)
Adopted: July 13, 2026
Revised:

In accordance with the Board's philosophy to provide a quality educational program to all students, Coeur d'Alene Charter Academy 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 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, 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.

Administration shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

Administration in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:
Program goals;

1. Student enrollment procedures;
2. Assessment procedures for program entrance, measurement of progress, and program exit;
3. Classroom accommodations;
4. Grading policies; and
5. A list of resources, including support agencies and interpreters.

Coeur d'Alene Charter Academy 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 Coeur d'Alene Charter Academy 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 Coeur 'd Alene Charter Academy.

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 support 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.

Statewide Assessments

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 Coeur d'Alene Charter Academy 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.

Coeur d'Alene Charter Academy 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, a report shall be provided to the Idaho Department of Education, in a form prescribed by the Department, describing Coeur d'Alene Charter Academy's English Learner program and activities and providing the School's applicable demographic data.

Legal References	Description
20 USC § 6311	Basic Program Requirements - State Plans
20 USC § 6311, et seq. (Subchapter I, Part A, of the Elementary and Secondary Education Act)	Improving Basic Programs Operated by Local Educational Agencies
20 USC §§ 1701-58	Equal Educational Opportunities Act of 1974
42 USC §§ 2000(e), et seq.	Title VII of Civil Rights Act of 1964 (Equal Opportunity Employment)
ESEA	Section 1111(b)(2)
IC § 33-1618	Assessment Exemption
IDAPA 08.02.03.111.04	English Learner Plans and Assessment Supports

SECTION C (3000 SERIES)
STUDENTS

STUDENTS

Credit Acceptance

Policy #: C-1 (3000)
Adopted: June 17, 2019
Revised: January 24, 2024

Public School Students
Students transferring from regionally-accredited public high schools will receive credit toward high school graduation for those classes taken at the previous public school. An examination may be given to determine whether those credits satisfy core curriculum credits.

Nonpublic School Students
Students transferring from nonpublic schools, including parochial and home study, will receive credit toward high school graduation for courses taken at the nonpublic schools as follows:

1. If the nonpublic school is accredited by a regional accreditation agency, and its teachers are certified by its state department of education, the student will receive credit as awarded by the nonpublic school for all secular courses.
    a. The determination of whether transfer credits satisfy core curriculum requirements may be based on results of a comprehensive exam administered by the Academy.
    b. Credits that do not satisfy core curriculum requirements will be counted as elective credits.
2. If the nonpublic school is NOT accredited, the student will not receive credit toward high school graduation, unless the transfer credits can be validated.
    a. The Academy may determine validity of a student's credits by requiring the student to pass a comprehensive examination and/or other demonstration of competency aligned with Academy standards.
    b. A student transferring from a nonpublic school setting may receive credit by examination for no more than half of the total credits required for graduation and for no more than half of the required core credits.
    c. Grades for credits earned by examination will be recorded as "Pass," and will not be used to calculate grade point average.

Recognized regional accreditation agencies include: New England Association of Schools and Colleges (NEASC), Middle States Association of Colleges and Schools (MSACS), Western Association of Schools and Colleges (WASC), North Central Association of Colleges and Schools (NCACS)*, Northwest Accreditation Commission (NAC)*, and Southern Association of Colleges and Schools (SACS)*

*Through Cognia

STUDENTS

Admission for Full-Time Students

Policy #: C-2 (3010)
Adopted: June 25, 2003
Revised: May 19, 2004; August 19, 2008; June 16, 2009; December 20, 2011; February 21, 2012; July 20, 2015; November 15, 2021; January 24, 2024

The Academy does not discriminate against students of a particular race, color, national origin, sex or disability* and will abide by the following admission guidelines:

1. The board establishes enrollment caps for each grade level and an application deadline
2. If capacity is insufficient to enroll all pupils who submit a timely application for the subsequent term, then preference shall be given in the following order:
    a. First, for students returning to the Academy;
    b. Second, children of Academy founders and children of full-time Academy employees (not to exceed 10% of the school's total enrollment);
    c. Third, to siblings of pupils already enrolled at the Academy;
    d. Fourth, to applicants residing within the primary attendance area;
    e. Fifth, by random lottery.

Lottery Process:
At the close of the enrollment period (the second Friday in March), all returning students who have submitted their applications will be readmitted. When the number of remaining applicants exceeds the number of openings for a particular grade level, all remaining applicants will be entered into a lottery, and enrolled according to rules established by the State Board of Education. Those applicants in the lottery who were not admitted will be placed on a waiting list in the order that their names were drawn from the lottery. Thereafter, all students who apply after the second Friday in March will be placed on the waiting list based on the date and time the application is received, regardless of the student's area of residence.

Enrollment:
All applicants will be notified by mail regarding acceptance. Those admitted must accept their spot in writing by the date specified in the acceptance letter or the applicant will lose his/her space, allowing an opening for the next person on the waiting list. If a new student is unable to attend school within five days from the start of a year/semester for which he/she was accepted, admission will be denied and the student will need to reapply for a future opening.

**The Coeur d'Alene Charter Academy does not discriminate on the basis of disability in our admission policy, or in providing access to programs or activities. Students receiving special education services through IDEA or section 504 accommodations will be held to the same academic and discipline standards as other students within the scope of the applicable federal and state laws.*

Full-Time Status:
A full-time student is a student who enrolls at the Academy for at least four classes in a semester. Students who drop below the full-time requirement are subject to the Academy's dual-enrollment policies. Full-time students are required to take the prescribed course load for their grade level.

STUDENTS

Deadlines for Enrollment Pool

Policy #: C-3
Adopted: January 29, 2003
Revised: July 30, 2003

Applications for full-time admission must be submitted to the Academy by the second Friday in March to be eligible for the full-time student lottery drawing.

Written requests for exchange student openings must be submitted by the second Friday in March to be eligible for the exchange student lottery drawing. Applications for part-time admission must be submitted to the Academy by the last Friday in July to be eligible for the part-time student lottery drawing.

The specific dates will be published each year.

STUDENTS

Re-Admittance of Students

Policy #: C-4
Adopted: November 20, 2001
Revised: June 25, 2003; October 14, 2003; December 17, 2003; November 16, 2005; July 20, 2015

During the school year, if a student voluntarily leaves the Academy and submits a written request to the principal for readmission within 30 school days or prior to the end of the school year, whichever occurs first, the student shall be readmitted without going through the admission process as set forth in policy.

A student who withdraws at the end of a school year or prior to the start of the new school year must go through the formal admission process to re-enroll.

A student who is not in attendance within the first five days of a new school year and has not notified the Registrar of a late start, will be withdrawn by the Registrar and must go through the formal admission process to re-enroll.

STUDENTS

Returning Students

Policy #: C-5
Adopted: June 25, 2003
Revised: August 19, 2009; June 16, 2009

For the purposes of admission, returning students are defined as those who were enrolled full time the previous semester and, at the end of the previous semester, had not withdrawn, had not been expelled, and did not graduate.

Full-time returning students will be accommodated each year provided course registration forms are completed by the deadline indicated.

Full-time students who withdraw during the school year and do not return within 30 days or prior to the end of the school year, whichever occurs first, lose priority enrollment status for the upcoming year.

STUDENTS

Part-Time Attendance/Dual Enrollment

Policy #: C-6 (3030)
Adopted: November 15, 2021
Revised: January 24, 2024

Idaho State Code 33-203 provides that students from nonpublic schools (including homeschoolers) and charter schools are allowed to enroll in public schools, including charter schools, for dual-enrollment purposes, as long as the enrollment for a specific program has not reached its maximum. For the purposes of determining dual enrollment openings, the maximum for all programs will be twenty students; no non-Academy students will be allowed to dual enroll in a program that has met its maximum. The Academy will allow full-time students to enroll in classes beyond this maximum, in order to facilitate scheduling.

If an Academy program has not met its maximum, the Academy will enroll applicants from nonpublic schools or other charter schools up to the program maximum, using the same lottery process as that used for full-time students. The lottery deadline for part-time students is the last Friday in July. Selection and notification will be made after the second Friday in August, and before the beginning of the school year. Applications received after the lottery deadline will be prioritized in the order in which they are received.

As state code prohibits using these dual-enrollment provisions to circumvent the Academy's lottery requirements, no student enrolled through this provision will be allowed to enroll in more than three Academy programs at one time. A student enrolled through this provision will not be considered a returning student for the purpose of lottery priority, nor will he or she be admitted as a full-time student if grade level caps have been met. Further, enrollment openings will be determined each semester; a dual-enrolled student will not be guaranteed enrollment from one semester to the next. A full-time student who drops to part-time, dual-enrolled status will not be allowed to remain in a class or program that is over its maximum.

Dual-enrolled students are not allowed to be present on school premises during the school day unless participating in a class or program. The Academy will not be responsible for the care or supervision of the student for periods before, in between, or after the programs for which the student is properly enrolled. Violation of this requirement will result in removal from Academy programs.

Dual-enrolled students are subject to the same attendance and tardy policies as full-time students. Eleven absences in a semester will result in denial of credit and removal from the classes in which the absences occur.

Dual-enrolled students are required to wear the Charter Academy uniform, and comply with all school discipline policies. A dual-enrolled student who compiles three disciplinary referrals in a semester will be removed from all Academy programs for the remainder of that school year.

Students dual enrolled through this policy are considered part-time students. They will not take part in the Academy's commencement ceremony, nor will they be awarded an Academy diploma.

STUDENTS

Academic Probation and Extracurricular Eligibility

Policy #: C-7
Adopted: May 21, 2003
Revised: August 20, 2006; August 12, 2008; June 16, 2009; April 12, 2011; June 17, 2013; May 21, 2018; October 23, 2019

Extracurricular eligibility will be based on official Charter Academy quarter grade reports. In the case of dual enrollment, college semester grade reports will also be used to determine extracurricular eligibility. The minimum grade requirements for full eligibility are passing at least four classes, having no F's and no more than one D. Classes used to determine extracurricular eligibility include all Charter Academy classes, all dual enrollment classes, and all classes taken from non-traditional schools such as home schools or internet schools. Any class, regardless of duration, will be considered for eligibility purposes when the grade is reported on an official grade report.

Any student who receives one or more F's on a Charter Academy quarter grade report and/or a college semester grade report will be considered "below proficient," and will be ineligible for participation in extracurricular activities until the next Charter Academy quarter grade report indicates he/she is no longer failing any Charter Academy class. If the failing grade(s) are on a college fall semester grade report, the Charter Academy third quarter grade report will present the first opportunity for a dual enrolled student to regain eligibility. During the period of ineligibility students will not be allowed to participate in sports and/or other extracurricular activities; they may not practice, rehearse, meet, compete, perform, assist, or in any way participate in an extracurricular activity.

Any student who receives two or more D's on a Charter Academy quarter grade report and/or a college semester grade report will be considered "below proficient" and will be placed on academic probation. While a student is on academic probation, he/she may practice or rehearse, but may not participate in games or events. If the first Charter Academy school-wide progress report following a report card indicates a student on academic probation has raised his/her grades to meet the minimum grade requirements, he/she will be removed from academic probation and be allowed to participate in games or events.

A student who is ineligible because of one or more F's may earn probationary status by raising his or her grades to passing on the first Charter Academy school-wide progress report following a report card. This student will be allowed to practice or rehearse, but may not participate in games or events, until and unless his or her grades are passing (with no F's and no more than one D) at the next quarter grade report. Under no circumstances may an ineligible student gain full eligibility prior to the quarter grade report.

Each coach will determine whether he or she will accept students who regain probationary status mid season, but must apply the rule to all students equitably.

If a student does not sufficiently raise his/her grades during these time periods, he/she will become ineligible for any participation in extracurricular activities until the Charter Academy quarter grade report indicates the grades are at or above the minimum grade requirements. In lieu of Charter Academy grade reports and school-wide progress reports, the school administration will provide an alternative method of determining extracurricular eligibility for non-traditional students who are on academic probation. A non-traditional student is defined as a student who is not enrolled full time in Charter Academy and/or college dual enrolled courses.

For purposes of determining extracurricular eligibility, grades earned on fourth quarter Charter Academy grade reports and/or college spring semester grade reports will carry over to the Charter Academy first quarter of the following school year. Grades earned during summer semester will be included in first quarter eligibility determination; grades earned in summer semester will replace spring semester grades earned in exact same courses for purposes of determination. In no other circumstance may eligibility be regained during the summer. All ninth graders are eligible to participate in first-quarter activities, with the exception of students who are repeating ninth-grade classes.
If a student who is ineligible to participate withdraws from the Academy for any reason and returns after any length of time, that student shall be ineligible to participate until an Academy quarter grade report indicates grades are at or above minimum grade requirements. Eligibility for students who transfer to the Academy will be determined by their most recent grade report from their previous school, using the Academy's eligibility rules.

Sixth grade students new to the Charter Academy are eligible to participate in all extracurricular activities during their first quarter.

Eligibility status will be determined at the established deadline for grades to be submitted to the registrar for progress reports and grade reports.

In accordance with IHSAA 8-16-1, home school students and students who do not attend accredited schools shall demonstrate composite grade-level academic proficiency on any state board of education recognized achievement test or any nationally-normed test. It shall be the responsibility of the student to make all arrangements to take the required test and provide the principal of the Academy with the results of the test prior to being granted eligibility for activities.

Also, at any time, regardless of probationary status, students may not be allowed to go on class trips that will cause them to miss classes where their grades are deficient, defined as a D grade or lower. This will be determined on a case-by-case basis, at the discretion of the teachers, with the principal having final determination in cases of disagreement. In this manner we expect to maintain the high academic standard for which this school was founded and to provide the proper expectation for student success.

STUDENTS

Attendance-Tardies

Policy #: C-8 (3050)
Adopted: September 9, 1999
Revised: June 16, 2009; January 24, 2024; February 13, 2024; August 11, 2025

Attendance at the Academy is mandatory. Punctuality to class and all activities is paramount.

Tardies are excused for dental, medical, and legal appointments, and for health reasons.

Procedure:

1. A student will be allowed up to three (3) unexcused tardies per class, per semester, regardless of the circumstances. In consideration of the individual situation, the teacher will attend to the tardy as they best see fit. A grade penalty or loss of score may possibly be the result.
2. Upon the fourth unexcused tardy, the student will automatically be assigned one (1) hour of detention to be served after school and the parents of the child shall be notified.
3. Upon the fifth unexcused tardy, the student will automatically be assigned two (2) hours of detention to be served after school and the parents of the child shall be notified.
4. Upon the sixth unexcused tardy, the student will be suspended from attending school and student activities for one (1) day without the possibility of appeal.
5. Upon each subsequent unexcused tardy, up to and including eleven (11), the student will serve another two hour detention per occurrence and the parents of the student will be notified.
6. Upon the twelfth (12) unexcused tardy, the student will be suspended from attending school and student activities for (1) day without the possibility of appeal.
7. Upon the thirteenth unexcused tardy, and up to the seventeenth unexcused tardy, two-hour detentions will be assigned for each tardy.
8. Upon the eighteenth tardy, and each subsequent tardy, the student will be assigned two (2) days of suspension.

STUDENTS

Enrollment Cut-Off

Policy #: C-9
Adopted: April 8, 2020
Revised: November 14, 2022

In order to maintain the integrity of established classroom culture and offer students the best chance at academic success, the Academy will cease to enroll students one week after the end of the first semester, effective beginning in the 2022-2023 school year.

STUDENTS

Foreign Exchange Students

Policy #: C-10 (3090)
Adopted: July 28, 1999
Revised: April 17, 2002; June 25, 2003; February 16, 2005; February 8, 2016; January 24, 2024

The Coeur d'Alene Charter Academy will accept exchange students up to its enrollment cap in 11th grade based on the following:

1. In order to place an exchange student at the Coeur d'Alene Charter Academy, an agency must be listed in the most current Council on Standards for International Educational Travel Advisory List (CSIET).
2. All exchange students will be enrolled as 11th grade students and are expected to attend the Academy for the entire school year.
3. No more than ten (10) exchange students will be accepted each year.
4. The Academy will attempt to draw exchange students from a variety of cultures, so no more than one exchange student will be accepted per country, per year, unless applications dictate otherwise.
5. All host parents must have their own children at the Academy, or must have had their children at the Academy in the past. This provision is to ensure that they understand and support the mission and rigor of the school, and can better support the success of their exchange student.

Application and Acceptance

The local representative of a sponsoring agency shall submit a written request for an exchange student opening by the second Friday in March. No more than one spot may be requested per agency until after the second Friday in March. If openings remain after the second Friday in March, a local representative may submit a request for an additional exchange spot and these will be granted on a first come first served basis. Once all available spots have been reserved, any additional requests will be placed on a waiting list based on the date and time the request is received.

If an agency is not able to use its placement slot, the local representative should contact the Academy as soon as possible.

All local representatives who applied for exchange spots will be notified after the second Friday in March as to whether or not they have secured a placement spot. Once secured, the local representative has until June 1 to submit an application on behalf of the exchange student and meet the requirements as outlined below.

If the local representative fails to provide the information required by June 1, the spot will be awarded to the next agency on the waiting list. In the absence of a waiting list, applications will be accepted on a first come, first served basis, regardless of a student's country of residence and acceptance awarded provided the requirements below are met.

Requirements

In addition to a student application, the local representative will provide the Academy with the following:

- Standardized test score verifying English proficiency, as well as a recent writing sample.
- A complete transcript of the student's high school grades, with an English translation. If an application is submitted prior to completion of the student's current school year, the student's sponsoring organization must provide an additional translated transcript reflecting final grades for the current school year as soon as possible.
- The necessary medical history, including any medical/physical restrictions and a recent physical exam with proof of required immunizations.

In addition to submitting an application and as part of the application process, one of the host parent is required to meet with the Academy's Principal to discuss the school's mission and expectations. This meeting must take place before an accepted exchange student can complete the registration process.
It is the local representative's responsibility, in conjunction with the host family, to be aware of the Academy's start and end dates, and ensure the exchange student has met with the Principal, completed registration and paid any applicable fees prior to the first day of school. Exchange students are expected to be in uniform on the first day of school.

Exchange students cannot take classes on a non-credit or audit basis. They are required to do all the work and take all of the tests assigned in each class

It is the responsibility of the sponsoring organization to provide tutors and/or the necessary assistance required to help exchange students meet acceptable standards. The Academy staff will monitor the academic and social progress of exchange students, including issues related to English proficiency. Organizations and sponsors that do not consistently screen and monitor foreign exchange students and their host families will lose the privilege of placing students at the Academy.

Exchange students living with host families who have students enrolled at the Academy will not be regarded as siblings.

Exchange students and host families are required to adhere to the policies and regulations of the Academy.

An exchange student will not be allowed to return for a second year.

STUDENTS

Authority of Staff Members

Policy #: C-11
Adopted: October 15, 2003

Every student is subject to the authority of every staff member and every other person acting on behalf of, or with the consent of, the school administration, who gives instruction which complies with Academy rules and policies. Students in violation of a directive given by a staff member or an approved adult volunteer are subject to disciplinary action.

STUDENTS

Student-Owned Electronic Communications Devices

Policy #: C-12 (3265)
Adopted: February 10, 2025
Revised: August 10, 2026

There has been a rising concern that spending too much time on social media or using cell phones may be detrimental to students' physical and mental health. The Coeur d'Alene Charter Academy Board's priority is that all students are engaged in learning without distraction.

By placing limits on the permissible use of such electronic devices, the Academy Board intends to:

1. Adopt policy in alignment with State Department of Education guidance on cell phones;
2. Promote student safety;
3. Support staff in maintaining an environment that encourages learning;
4. Reduce distractions in the learning environment;
5. Improve academic focus;
6. Promote responsible technology use;
7. Prevent cyberbullying; and
8. Mitigate the privacy concerns posed by personal electronic devices.

This policy shall apply to any electronic device not issued by the Coeur d'Alene Charter Academy, that is capable of accessing the internet or sending or receiving electronic messages. Subject devices include smartphones, cell phones, tablets, laptops, e-readers, and smart watches, as well as any other devices that have internet or messaging capabilities.

Restrictions on Time and Location of Use

Students are prohibited from using cell phones and other applicable electronic devices in the following times and places:

1. During class time;
2. During passing periods;
3. During lunch;
4. In bathrooms, locker rooms, or changing rooms; and
5. Other times, as determined by administration or school staff.

Any use of an electronic device required by a student's 504 Plan or Individualized Education Plan (IEP) shall be permitted regardless of whether it would otherwise violate this policy.

Students may use a personal electronic device in the case of an emergency to contact help. An emergency is an event that poses an immediate threat to the health or safety of any person or a risk of damage to property. Students who need to use a personal electronic device in such an emergency should ensure they are in as safe a location as is feasible.

If a student's parent/guardian or authorized designee needs to contact a student at a time when student cell phone use is not permitted, the parent/guardian or designee should call the School Office and ask staff to relay a message.

Containment of Devices

When use of personal electronic devices is not permitted, such devices must be stored in the student's locker, bag, purse, or pocket and out of sight, or in a location in the classroom designated by the teacher or Principal. The Principal may set further procedures and rules to ensure this policy is followed. The Academy may also make use of technology-based approaches to address access to devices or internet service.

Students are responsible for safeguarding devices they bring to school. The Academy shall not be responsible for loss, theft, damage, or destruction of student-owned devices brought onto school property.

Use of Devices

Student-owned electronic devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual.

Access to electronic devices is a privilege and not a right. Each student is required to follow the Acceptable Use of Electronic Networks Policy and the Internet Access Conduct Agreement.

Students may only access the internet through the Academy's filtered connection, regardless of whether they are using their personal device or a School-issued device. School staff will not provide software or technical assistance for student-owned devices.

The use of cameras in any type of electronic device is strictly prohibited in locker rooms, restrooms, and classrooms unless an Academy employee authorizes the student to do otherwise. Where students are allowed to use electronic devices, they are required to obtain permission before taking a photograph or video of any individual. Students must also obtain permission from any individual appearing in a photograph or video prior to posting on any social networking site or other internet site.

Students found to be using any electronic communications device to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on any student assessment, project, or assignment shall be subject to discipline.

Students shall comply with any additional rules developed by the Academy and classroom teacher concerning appropriate use of personal electronic devices.

Inappropriate Online Behavior

Consistent with Idaho Code § 33-512E (HB 785), the Academy prohibits inappropriate online behavior, defined as any online communication that harasses, threatens, or bullies any Academy employee, student, parent/guardian, or school volunteer, including obscene or discriminatory content or communications that harm a person's reputation, dignity, or safety. This prohibition applies to conduct using Academy networks and devices and, in limited circumstances, to off-campus online conduct that has a direct and severe link to the school environment.

Reports of inappropriate online behavior shall be directed to Administration. Where a student is found to have engaged in inappropriate online behavior, the designated administrator shall meet with the student and the student's parent/legal guardian to discuss disciplinary measures that are appropriate and proportional to the offense. Students shall comply with any additional rules developed by the Academy and classroom teacher concerning appropriate use of personal electronic devices.

Disciplinary Action

Students violating the provisions of this policy are subject to disciplinary action, which may include losing the privilege of bringing the device onto school property, detention, and/or confiscation of the device until it is retrieved by the student's parent/guardian. If a parent/guardian wishes to appeal such disciplinary action, they can do so by submitting a written request for appeal to the Charter Academy Principal within two school days. There is no further appeal process for routine disciplinary decisions.

Whenever a violation of this policy involving harassment, intimidation, or bullying results in a student suspension, the Academy shall notify the parents/legal guardians of both the alleged perpetrator and the alleged victim, consistent with Idaho Code § 33-1631.

Violation of this policy may also result in suspension or expulsion, if appropriate.

Legal Reference:

Executive Order 2024-11 Phone Free Learning Act

Idaho Code § 33-1631 — Harassment, Intimidation or Bullying (HB 515, 2026)

Idaho Code § 33-512E — Inappropriate Online Behavior (HB 785, 2026)

Other References: Policy Checklist for LEAs, Idaho Department of Education https://sde.idaho.gov/topics/cell-phone-policy/

STUDENTS

Charter School-Provided Access to Electronic Information

Policy #: C-13 (3270)
Adopted: December 14, 2010
Revised: February 10, 2025, August 10, 2026

Internet access and interconnected computer systems are available to the Coeur d'Alene Charter Academy's students and faculty as educational tools.

All users, including students, must take responsibility for appropriate and lawful use of this access. Students utilizing Academy-provided computers and internet access are responsible for appropriate use. Academy teachers and staff will make reasonable efforts to supervise use of network and internet access, but students are responsible and accountable for their own conduct.

Curriculum

In accordance with this policy and the Board's philosophy to ensure the safety of all students, the Academy shall provide an appropriate planned instructional component for internet safety which shall be integrated into the School's regular instructional program. In compliance with the Children's Internet Protection Act, this instruction will include information on the safe use of social networking sites and instant messaging, the characteristics of cyber-bullying, and recommended responses.

The use of the Academy's electronic networks shall be consistent with the curriculum adopted by the Academy, as well as the varied instructional needs, abilities, and developmental levels of the students. Staff may, consistent with the Academy's educational goals, use the internet throughout the curriculum.

The Academy's electronic network is part of the curriculum and is not a public forum for general use.

Internet Safety

Each Coeur d'Alene Charter Academy computer with internet access shall have a filtering device as described in Procedure 3270P.

The Academy shall require that any vendor, person, or entity providing digital or online library resources to the Academy for use by students verify they have policies and technology protection measures:

1. Prohibiting and preventing users from sending, receiving, viewing, or downloading materials that are deemed to be harmful to minors, as defined by section 18-1514, Idaho Code; and
2. Filtering or blocking access to obscene materials, materials harmful to minors, and materials that depict the sexual exploitation of a minor, as defined in chapter 15, title 18, Idaho Code.

The Academy will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate or harmful to minors as defined in section 18-1514 Idaho Code or as defined in 47 USC Section 254.

In addition to filtering, the Academy will:

1. Educate students on appropriate online behavior;
2. Require students review and sign Form 3270F Internet Access Conduct Agreement;
3. Use behavior management practices for which internet access privileges can be earned or lost; and
4. Exercise appropriate supervision, in person and/or electronically.

The System Administrator and classroom teachers shall monitor student internet access.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 18 and older.

The System Administrator shall set a process for reviewing student claims that access has been denied to internet material that is not within the prohibitions of this policy and for unblocking such materials when appropriate.

Review of filtering technology and software shall be done on a periodic basis and is the responsibility of the System Administrator. It shall be the responsibility of the System Administrator to bring to the Academy Principal or designee any suggested modification of the filtering system and to address and assure that the filtering system meets the standards of Idaho Code 18-1514 and any other applicable provisions of Chapter 15, Title 18, Idaho Code.

Inappropriate Online Behavior

Consistent with Idaho Code § 33-512E (HB 785), the Academy prohibits inappropriate online behavior, defined as any online communication that harasses, threatens, or bullies any Academy employee, student, parent/guardian, or school volunteer, including obscene or discriminatory content or communications that harm a person's reputation, dignity, or safety. This prohibition applies to conduct using Academy networks and devices and, in limited circumstances, to off-campus online conduct that has a direct and severe link to the school environment.

Reports of inappropriate online behavior shall be directed to Administration. Where a student is found to have engaged in inappropriate online behavior, the designated administrator shall meet with the student and the student's parent/legal guardian to discuss disciplinary measures that are appropriate and proportional to the offense.

Internet Access Conduct Agreements

Each student and their parent(s)/legal guardian(s) will be required to sign and return to the Academy at the beginning of each school year the Internet Access Conduct Agreement prior to having access to the Academy's computer system and/or internet service.

Violations

If any user violates this policy, the student's access to the Coeur d'Alene Charter Academy's internet system and computers will be denied, if not already provided, or withdrawn, and they may be subject to additional disciplinary action. The Principal will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with their decision being final. Actions which violate local, state, or federal law may be referred to the local law enforcement agency.

If a violation involving harassment, intimidation, or bullying results in a student suspension, the Academy shall notify the parents/legal guardians of both the alleged perpetrator and the alleged victim, consistent with Idaho Code § 33-1631.

Internet Safety Coordinator

The Principal shall appoint an "Internet Safety Coordinator" with responsibility and authority for ensuring compliance with the requirements of federal law, state law, and this policy. The Internet Safety Coordinator shall develop and maintain administrative procedures to enforce the provisions of this policy and coordinate with the appropriate Academy personnel regarding the internet safety component of the school's curriculum.

Public Notification

The Internet Safety Coordinator shall inform the public via the main Coeur d'Alene Charter Academy web page of the Academy's procedures regarding enforcement of this policy and make them available for review at the Academy office.

Submission to State Department of Education

This policy shall be filed with the State Executive Director of Public Instruction every five years after initial submission and subsequent to any edit to this policy thereafter.

Legal References:

20 USC § 7131	Internet Safety
20 USC § 9134(f)	State Plans - Internet Safety
IC § 18-1514(6)	Obscene Materials — Definitions
IC § 18-6726	TikTok Use by State Employees on a State-Issued Device Prohibited
IC § 33-132	Local School Boards — Internet Use Policy Required
IC § 33-137	Digital and Online Library Resources for K-12 Students
IC § 33-512E	Inappropriate Online Behavior (HB 785, 2026)
IC § 33-1631	Safe Public School Facilities Required

STUDENTS

Student Behavior/Discipline

Policy #: C-14 (3330)
Adopted: February 23, 2000
Revised: February 16, 2005; February 24, 2020; February 13, 2024

Expected behavior
Students at Coeur d'Alene Charter Academy are expected to be courteous and well mannered, respectful of teachers, staff members, and each other. They are expected to be honest and trustworthy. The following rules shall pertain to all students of Coeur d'Alene Charter Academy and shall be in effect during school hours and at all school sponsored activities.

Prohibited Behavior
The following is a partial list of some of the misbehaviors that will be dealt with by the staff of the Academy:

- Academic Dishonesty: Cheating, plagiarism, and other forms of academic fraud will not be tolerated. All teachers are required to report all incidents of academic dishonesty to the Principal. The consequences of academic dishonesty are severe.
- Assault, provoking assault, and fighting
- Hazing/Harassment
- Possession of a weapon
- Willful disobedience
- Disruptive behavior
- Vandalism
- Vulgarity or profanity
- Use of any kind of tobacco
- The use, sale, distribution of controlled substances
- Possession or use of matches, lighters, or incendiary devices of any kind
- Stealing
- The operation of any motorized vehicle in a dangerous manner on or near school property
- Outward displays of affection.
- Any behavior that is harmful to the school, the school community or any individual

The Academy expects appropriate conduct at all times. The range of consequences for any inappropriate behavior includes, but is not limited to, parent contact, detention, in-school suspension, out-of-school suspension, and expulsion.
Multiple infractions or unacceptable behaviors will result in compound consequences. The Academy staff follows a progressive discipline model to encourage positive changes in behavior. Teachers take action first. If the unwanted behavior is not corrected, the student may be referred to the Vice Principal. The Vice Principal has the authority to suspend a student. Disciplinary action may be appealed to the Principal or his designee. Only in the case of procedural violations, civil rights violations, or recommendations for expulsion will the Board of Directors act as an appeals court, otherwise the appeals procedure stops with the Principal or his designee. The goal of our actions is to encourage student self-discipline.
Only the Board of Directors can expel a student.

Weapons
Possession of any dangerous item while attending school or on school property at any time is prohibited. School administrators and staff are authorized to confiscate such items immediately. The Academy has a zero tolerance policy for weapons.

Zero Tolerance Policy
STUDENTS AND ALL VISITORS TO THE SCHOOL ARE FORBIDDEN TO KNOWINGLY AND/OR VOLUNTARILY POSSESS, HANDLE, TRANSMIT OR USE ANY INSTRUMENT THAT CAN BE USED AS A WEAPON OF ANY KIND WHILE ON SCHOOL PROPERTY. ANY OBJECT WHICH COULD BE USED TO INJURE ANOTHER PERSON AND WHICH HAS NO SCHOOL-RELATED PURPOSE FOR BEING IN SCHOOL OR ON SCHOOL GROUNDS WILL BE CONSIDERED A WEAPON FOR PURPOSES OF THIS POLICY. THE FOLLOWING ARE EXAMPLES OF WEAPONS: KNIVES OF ALL TYPES, GUNS, LEAD PIPES, CHAINS, CHUCK-STICKS, THROWING STARS, DARTS, METAL

KNUCKLES, BLACKJACKS, FIREWORKS, EXPLOSIVES OR OTHER CHEMICALS. THIS POLICY WILL EXTEND TO ANY PROPERTY IN USE FOR SCHOOL PURPOSES OR EVENTS.

Possession/Use

The Coeur d'Alene Charter Academy complies with the Gun-Free Schools Act of the Elementary and Secondary Education Act (ESEA), Title IV, Part A, Subpart 3, Section 4141, as amended, which requires local educational agencies to expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at a school, under the jurisdiction of local educational agencies in that State, except that such State law shall allow the chief administering officer of a local educational agency to modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

Any student found to be in possession, using or attempting to use any object as a weapon will result in the student's immediate suspension. Any student expelled from the Academy for a weapons violation will be reported to appropriate law enforcement authorities.

Any person not a student at the Coeur d'Alene Charter Academy found similarly engaged will be removed from the school property and referred to law enforcement authorities.
The safety of our students will take priority over any other considerations.

Suspension/Expulsion Procedure

A student can be suspended for up to five (5) days for an offense. The Board of Directors, upon request of the Principal, can extend a suspension for up to a total of ten (10) days. Any student recommended for expulsion will immediately be placed on suspension pending Board of Directors' approval of the expulsion. In the case of a suspension or an expulsion proceeding, parents will be notified immediately regarding the nature of the offense and the consequence. Suspensions can be appealed first to the Principal, and then to the Board of Directors. Expulsions can be appealed directly to the Board of Directors.

STUDENTS

Activities Requirements

Policy #: C-15 (3410)
Adopted: December 11, 2007

The Academy is unapologetically an academic institution first. We acknowledge, however, that many top colleges expect students to participate in activities outside of the classroom. We wish for our students to be successful in areas other than academics, but require that every student who represents our school in sports, forensics, or any other endeavor first be a student in good standing. Our athletes, debaters, and performers must be scholar-athletes, scholar-debaters, and scholar-performers. We will prepare all of our students for enrollment and success in institutions of higher education by maintaining high academic standards and offering a complementary selection of quality activities.

All activities will:

1. Provide enrichment for the students involved and the school as a whole,
2. Not cause undue interference with the instructional program of the Academy,
3. Fit into the Academy's long-range plan,
4. Have reasonable assurance of long-term viability, and
5. Be self-supporting, with the exception of advisor or coach stipends, cost of officials, and contest entry fees.

STUDENTS

Study Hall/Supervision of Students After School

Policy #: C-16
Adopted: January 21, 2004

The Charter Academy welcomes and appreciates your children, but for their safety and well being, the following policy is adopted by the Board:

Students are expected to depart from Academy premises within 25 minutes after the conclusion of the school day. Students who remain on campus must report to study hall or be under the direct supervision of a staff member or other approved adult.

It is the responsibility of parents to arrange for the timely departure of their children.

STUDENTS

Uniform Policy

Policy #: C-17
Adopted: January 12, 2000
Revised: May 16, 2011; September 11, 2007

General Policy Guidelines

1. Students of the Coeur d'Alene Charter Academy will adhere to the specific uniform and appearance requirements established by the school administration.
2. The school does not provide uniform clothing. It is the family's responsibility to provide proper uniform attire for their children.
3. All students will arrive on campus in uniform and stay in uniform until they leave for the day. Students will not be allowed to remain in a classroom if they are in violation of the uniform or appearance requirements. It will be the family's responsibility to bring proper uniform clothing for any child out of uniform while at school.
4. Students who miss class to correct a uniform or appearance violation will receive an unexcused tardy or absence.
5. Any judgments regarding clothing and appearance will be made by the school administration.
6. Students with repeated violations will be referred to the vice principal for disciplinary action

UNIFORM - Definition

1. Uniform - having the same appearance as others of the same group; conforming to a given standard; giving or looking the same; consistent in appearance.

Commentary on the Expectations of the Uniform Policy

School uniforms are an important facet of our school culture and an integral part of our mission and purpose. A distinctive uniform is a unifying factor within our school community. The Coeur d'Alene Charter Academy is a college preparatory school, and we want our students to distinguish themselves by their academic performance, their citizenship, their behavior, and their attitude and effort on a day-to-day basis. Additionally, we want a school environment free from differentiations made by external factors such as income, clothing, and physical appearance.

It is important for all of our students and their parents to understand the 'spirit' of the uniform code. Clothing or accessories that are worn with the obvious intent of being different or unique are not in keeping with the 'spirit' of the uniform policy. In all of society, uniforms are worn with pride (military, sports teams, firefighters, police, etc.), and it is our hope that Charter students will wear our school uniform with pride. Wearing the school uniforms is a visible sign that you belong to something special. Keep in mind that the purpose of the uniform policy is to create a consistent or 'uniform' look among our students. If you were part of a group of students walking through the commons during the school day, would anything about your dress or physical appearance draw attention to yourself? If so, you are not upholding the spirit of the uniform code and would be considered in violation of the Coeur d'Alene Charter Academy uniform policy.

STUDENTS

Student Harassment Policy

Policy #: C-18
Adopted: February 22, 2022

It is the policy of Coeur d'Alene Charter Academy ("the Academy") to maintain a learning environment that is free from harassment. Each student and employee has the right to attend school and work in an atmosphere that promotes equal opportunities and that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive.

Students attending the Academy are:

1. Prohibited from engaging in any conduct which could reasonably be construed as constituting harassment on the basis of sex (including sexual orientation), race, color, national origin, age, religious beliefs, ethnic background, or disability;
2. Prohibited from sexually harassing other students, district employees, and patrons; and
3. Required to report, to the school principal or designee, harassment of which the student becomes aware.

This policy applies to all conduct on the district's premises and at school-sponsored events, conduct during transportation to and from school and school-sponsored events.

DEFINITION OF HARASSMENT

Harassment is defined to include verbal, written, graphic, photographic, audio or video depictions of any kind, or physical conduct relating to an individual's sex or sexual orientation, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the district's programs that:

1. Has the purpose or effect of creating an intimidating or hostile environment.
2. Unreasonably interferes with an individual's educational performance.
3. Otherwise adversely affects an individual's educational opportunities.

Harassment also includes an act of retaliation taken against (1) any person bringing a complaint of harassment, (2) any person assisting another person in bringing a complaint of harassment, or (3) any person participating in an investigation of an act of harassment.

CONFIDENTIALITY

Any investigation will be conducted, to the maximum extent possible, in a manner that protects the privacy of both the complainant and the accused. However, if it is suspected that child abuse has occurred, such abuse will be reported to the proper authorities as required by state law.

STUDENTS

Student Medicines

Policy #: C-19 (3510)
Adopted: July 31, 2001
Revised: February 18, 2004; April 21, 2004; October 16, 2005; August 19, 2008

Students requiring prescription or nonprescription medication during the school day must bring the medication to the office upon arrival at school, in its original container with the student's name clearly visible on the bottle. (No Baggies or pillboxes allowed.) A completed Medication Administration form (copy attached) from the parent or guardian must accompany the medication, specifying the time(s) and amount(s) of required dosages. If the medication is to be administered at different times or in different amounts from what is specified on the label, a physician's signature is required. The medication will be administered to the student by the school secretary (or other authorized staff member) in the school office. No medicines of any kind may be retained by the student in lockers or backpacks, with the following exception: A student who has been instructed in the self-administration of medication for treatment of a serious condition (e.g. asthma, allergies, diabetes) shall be permitted to possess and use a prescribed medication (e.g. inhaler or Epi Pen) at all times, provided the school has received, and administration has approved, a signed prescription or written direction from his/her physician or health care provider stating that the carrying of such medication is medically necessary.

Coeur d'Alene Charter Academy
Medication Administration Authorization

For the protection of your child and the Academy, we ask that the following procedures be followed if you would like your son/daughter to take medicine while at school.

1. The medication must be in the original container.
2. The authorization (below) must accompany the medication.

Authorization for Medication Administration
Student Name Birthdate Grade
Parent/Guardian Name(s)
Home Phone Work Phone
1. Physician's name & phone #
2. Name of medication
3. How much medication should be given
4. How often is medication to be given
5. Reason medication is to be given
6. Possible reaction to medication (symptoms, side effects, etc.)
Physician's Signature Date
(Required if medication exceeds normal dose range)

Parent/Guardian Request/Approval:
I certify that I am the parent or guardian of the above named student. I request and authorize school personnel to dispense the above named medication in accordance with the prescription, doctor's orders or as indicated above.
Parent/Guardian Signature: Date

Contagious or Infectious Diseases

Policy #: C-20 (3520)
Adopted: October 17, 2001

Medical records are considered confidential and may not be revealed without written permission. Disclosure of student personal information including medical records is governed by federal and state laws. Confidential information cannot be disclosed to third parties without first securing the written consent of the parent/guardian, unless the exceptions set forth in the law are applicable.

COMMUNICABLE DISEASES/BLOOD BORNE PATHOGENS
Coeur d'Alene Charter Academy will comply with policies and procedures of the Idaho High School Activities Association regarding student athletics to prevent the spread of disease at school. Coeur d'Alene Charter Academy will also follow the most current Center of Disease Control's (CDC) "Universal Precautions for Prevention of Transmission of Human Immune Deficiency Virus, Hepatitis B Virus, and Other Blood Borne Pathogens in Health-Care Settings."

Whenever possible, reasonable accommodations will be made for students, staff or faculty who are positively diagnosed with infectious disease. Decisions about an individual who is infected shall be made on a case-by case basis, relying on the best available scientific evidence and medical advice. An individual infected with a blood-borne disease is also expected **not** to engage in any practices that would pose a threat of transmission of the virus or other infectious agent to others.

Pursuant to authority in Idaho Code Section 33-512(7), the Board of Directors has the power to exclude from school, students with contagious or infectious diseases or who are under quarantine. The board will also close school on order of the State Board of Health or local health authorities.

The Coeur d'Alene Charter Academy's Board of Directors delegates to the Principal or designee its authority to exclude from school students with contagious or infectious diseases or who are under quarantine. The Principal or designee will also close school on order of the State Board of Health or local health authorities. Any exclusions or closures under this policy will be reported to the Board of Directors at their next regular meeting.

STUDENTS

Student Grievances

Policy #: C-21
Adopted: October 19, 2005

The daily conduct of the business of the Coeur d'Alene Charter Academy is under the direction of the principal who is the authority over all daily decisions, such as disciplinary issues, uniform compliance, and attendance/absentee issues. Academy teachers have autonomy to establish classroom rules, grading criteria, and discipline practices. If a student or parent has a grievance about any of these, the following process should be followed to resolve the grievance:

1. The first contact should always be with the teacher. Ideally, the student will speak with the teacher outside of class time. If this does not lead to resolution, or if the student does not feel comfortable speaking to the teacher,
2. The parent should contact the teacher to arrange a meeting. If, after the parent speaks to the teacher, an acceptable resolution is not reached,
3. The parent may contact school administration. The administrator will listen to all sides and determine an appropriate resolution, which will be final
4. If the parent believes the administration's determination is inconsistent with school policy, the parent may approach the Academy Board. The Board is not an arbitrator of classroom practices or discipline issues unless a violation of school policy or student rights has occurred.

Along each step, the faculty and administration will attempt to resolve the grievance to mutual satisfaction, consistent with the mission and policies of the school.

STUDENT POLICY

Suicide

Policy #: C-22 (3530)
Adopted: October 17, 2001
Revised: January 27, 2020

This policy is adopted from the Idaho State Department of Education model school policy to address student suicide prevention, intervention and response, per Idaho Statute 33-136. The purpose of the policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school sponsored out-of-school events where school staff are present.

Suicide Prevention
School personnel with knowledge of direct evidence of a student's suicidal tendencies have a duty to warn. Suicidal evidence includes oral, written or electronically generated statements by the student that threaten or talk about wanting to hurt or kill oneself. Duty to warn includes the responsibility of the school personnel to make a reasonable effort to communicate in a timely manner the suicidal tendencies of the student. School personnel must make an effort to notify the parent or guardian. If the principal, designee, or member of the schools' suicide prevention team believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate while identifying appropriate resources for the student such as law enforcement or child protective services.

Suicide Prevention Procedures
These procedures may include, but are not limited to, the following measures:

1. The designation of a suicide prevention coordinator to be responsible for planning and coordinating the implementation of procedures addressing suicide prevention, intervention and postvention.
2. Prevention:
    a. Educate students on suicide prevention through age-appropriate curriculum;
    b. Incorporate community building to foster bonding, connectedness, and relational support;
    c. Coordinate training for staff on suicide prevention;
    d. Offer resources to parents/guardians on suicide prevention.
3. Intervention: Personnel are required to report to a member of the school's suicide prevention team when they believe a student may be at an elevated risk of suicide. Personnel should not assume a report of a suicidal student has been received until a reply is confirmed. If there is not a reply that staff needs to report to another individual (administrator, school medical staff, counselors). Team members follow assessment and referral protocol as outlined in the faculty/staff handbook. Parent/guardian is notified.
    a. Provide support and/or counseling by school support personnel for low-risk students;
    b. Refer to appropriate sources outside of school for high and moderate-risk students;
    c. Contact emergency services (911) to assist a student who is at imminent risk of suicide;
    d. In-school suicide attempt;
        i. Provide first aid until emergency personnel arrive, as appropriate;
        ii. Move other students away from the immediate area of any suicide attempt on Academy property or at an Academy event.
4. Postvention: Implement plan for responding to a death by suicide that impacts the school community.
    a. Activate crisis team to respond to deaths by suicide that impact the school community, possibly to include mental health staff from neighboring schools when necessary;
    b. Notify the suicide prevention coordinator, if applicable
    c. Contact the state Department of Education to report student deaths by suicide and to see postvention assistance and/or resources
    d. Coordinate after care support by the school for faculty, staff, and students after a sudden death has occurred.
    e. Appoint a spokesperson to handle inquiries related to issues involving suicide. Academy personnel shall attend to the rights of the student and his/her family.

The Academy shall comply with all requirements of state law and administration rules for training by personnel on suicide prevention awareness

Legal Reference:

I.C. § 33-136	Suicide Prevention in Schools
I.C. § 33-512B	Suicidal Tendencies - Duty to Warn
I.D.A.P.A. 08.02.03.160	Safe Environment and Discipline

STUDENTS

Student Data Privacy and Security

Policy #: C-23 (3575)
Adopted: September 15, 2014

Drafted by the Data Management Council, adopted by the Idaho State Board of Education and modified for use by the Coeur d'Alene Charter Academy.

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data has increased and technology has advanced, the need to exercise care in the handling of confidential student information has intensified. The privacy of students and the use of confidential student information is protected by federal and state laws, including the Family Educational Rights and Privacy Act (FERPA) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014 (Idaho Data Accountability Act).

Student information is compiled and used to evaluate and improve Idaho's educational system and improve transitions from high school to postsecondary education or the workforce. The Data Management Council (DMC) was established by the Idaho State Board of Education to make recommendations on the proper collection, protection, storage and use of confidential student information stored within the Statewide Longitudinal Data System (SLDS). The DMC includes representatives from K-12, higher education institutions and the Department of Labor.1

This model policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, each school district and public charter school shall adopt, implement and electronically post this policy. It is intended to provide guidance regarding the collection, access, security and use of education data to protect student privacy. This policy is consistent with the DMC's policies regarding the access, security and use of data maintained within the SLDS.2 Violation of the Idaho Data Accountability Act may result in civil penalties.3

Defined Terms

Administrative Security consists of policies, procedures, and personnel controls including security policies, training, and audits, technical training, supervision, separation of duties, rotation of duties, recruiting and termination procedures, user access control, background checks, performance evaluations, and disaster recovery, contingency, and emergency plans. These measures ensure that authorized users know and understand how to properly use the system in order to maintain security of data.

Aggregate Data is collected or reported at a group, cohort or institutional level and does not contain PII. **Data Breach** is the unauthorized acquisition of PII.

Logical Security consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation.

Personally Identifiable Information (PII) includes: a student's name; the name of a student's family; the student's address; the students' social security number; a student education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth or mother's maiden name; and other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances, to identify the student.

Physical Security describes security measures designed to deny unauthorized access to facilities or equipment.

Student Data means data collected at the student level and included in a student's educational records.

Unauthorized Data Disclosure is the intentional or unintentional release of PII to an unauthorized person or untrusted environment.

Collection
Coeur d'Alene Charter Academy will follow applicable state and federal laws related to student privacy in the collection of student data.

Access
Unless prohibited by law or court order, Coeur d'Alene Charter Academy will provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.

The Principal or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access will be performed.

Access to PII maintained by the Coeur d'Alene Charter Academy will be restricted to:

1. the authorized staff of the Coeur d'Alene Charter Academy who require access to perform their assigned duties; and
2. authorized employees of the State Board of Education and the State Department of Education who require access to perform their assigned duties; and
3. vendors who require access to perform their assigned duties.

Security
Coeur d'Alene Charter Academy will have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure.

Coeur d'Alene Charter Academy will immediately notify the Executive Director of the Idaho State Board of Education and the State Superintendent of Public Instruction in the case of a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

Coeur d'Alene Charter Academy will notify in a timely manner affected individuals, students, and families if there is a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

Use
Publicly released reports will not include PII and will use Aggregate Data in such a manner that re identification of individual students is not possible.

Coeur d'Alene Charter Academy contracts with outside vendors involving student data, which govern databases, online services, assessments, special education or instructional supports, will include the following provisions which are intended to safeguard student privacy and the security of the data:

- Requirement that the vendor agree to comply with all applicable state and federal law;
- Requirement that the vendor have in place Administrative Security, Physical Security, and Logical Security
- controls to protect from a Data Breach or Unauthorized Data Disclosure;
- Requirement that the vendor restrict access to PII to the authorized staff of the vendor who require such
- access to perform their assigned duties; prohibition against the vendor's secondary use of PII including sales, marketing or advertising;
- Requirement for data destruction and an associated timeframe; and
- Penalties for non-compliance with the above provisions.
-

Coeur d'Alene Charter Academy will clearly define what data is determined to be directory information.

If Coeur d'Alene Charter Academy chooses to publish directory information which includes PII, parents will be notified annually in writing and given an opportunity to opt out of the directory. If a parent does not opt out, the release of the information as part of the directory is not a Data Breach or Unauthorized Data Disclosure.
Legal Reference: 20 USC Section 1232g, et seq. Family Educational Rights and Privacy Act (FERPA)

34 CFR Part 99	Implementing FERPA
I.C. § 33-133	Idaho Student Data Accessibility, Transparency, and Accountability Act

STUDENTS

Sports/Extracurricular Activities Eligibility

Policy #: C-24
Adopted: August 15, 2006

Upon receipt of first quarter grades and every quarter thereafter, a student placed on academic probation will be ineligible to participate in sports/extracurricular activities the ensuing quarter, and will not be allowed to practice, rehearse, meet, compete, perform, or in any way participate in sports/extracurricular activities. Students placed on academic probation at the end of fourth quarter will be ineligible to participate in sports/extracurricular activities the first quarter of the next year. A new academy student's eligibility will be based on the most recent quarter grades from their previous school. Sixth grade students new to the Charter Academy are eligible to participate in sports and extra curricular activities during the fall quarter. Eligibility/ineligibility will be effective at the deadline date and time specified for teachers to turn in grades to the registrar.

STUDENTS

Activity Lettering

Policy #: C-25
Adopted: April 15, 2003
Revised: February 16, 2005

A student may receive a letter in an Academy activity where letters are awarded, provided the requirements and individual standards outlined below are met.

General Requirements
For sports – No violation of the training rules set by the coach and approved by the principal.

For all activities – A student must be on the team and/or participate in the activity and receive no disciplinary suspensions for the entire season (first three quarters of the school year for choir and band).

Specific Requirements
A student must meet the lettering requirements specific to the activity as determined by the teacher, advisor, or coach.

Academic Requirements
A student must maintain a 2.5 GPA for the quarter(s) of participation in the activity. For choir and band, students must maintain a cumulative 2.5 GPA for the first three quarters of the school year.

A student on academic probation is not eligible to participate in sport or extracurricular activity for the duration of academic probation.

A student must be on the team and/or participate in the activity and be off academic probation for the entire season (first three quarters of the school year for choir and band).

STUDENTS

Education of Homeless Children

Policy #: C-26 (3060)
Adopted: July 13, 2026
Revised:

It is the policy of the Coeur d'Alene Charter Academy to ensure that:

1. Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as provided to other students;

2. Homelessness does not in any way separate homeless students from the mainstream school environment; and

3. Homeless children and youths have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

The Coeur d'Alene Charter Academy enrolls children who are homeless regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment. Homeless children shall be granted the same rights and opportunities as other students to enroll and/or submit an Enrollment Application. Any such Enrollment Application shall not be denied based on lack of records or information. If the Enrollment Application window occurs during any period of homelessness, the School will waive the Enrollment Application deadline and place the student's name in the lottery, and the student shall be granted the same priority as students who reside within the applicable attendance area, unless they otherwise qualify for a higher priority. If the student seeks enrollment after the lottery has occurred, the student shall be placed on the waiting list. The Coeur d'Alene Charter Academy and employees of the school shall work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. The School will also strive to prevent stigma against students who are homeless.

Definitions

For the purposes of this Policy, the following definitions shall apply.

The terms "enroll" and "enrollment" include attending classes and participating fully in all school activities.

The terms "homeless," "homeless individual," and "homeless person" include:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

4. Migratory children who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses 1 through 3 above; and
5. An unaccompanied student living in any of the circumstances described in clauses 1 through 3 above.

“Children and youth in transition” is defined as children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence. “Unaccompanied youth” is defined as a youth not in the physical custody of a parent/guardian who is in transition as defined above.

The term “school of origin” is defined as the school the student attended when permanently housed, or the school in which the student was last enrolled, including a preschool. When a student completes the final grade level served by the student’s school of origin, the school of origin shall progress to the designated receiving school at the next grade level for all of its feeder schools, the same as for all students attending one school and progressing to another school, to the extent applicable to the Coeur d’Alene Charter Academy.

In General

The Coeur d’Alene Charter Academy shall ensure the following is provided according to the homeless student's best interest:

1. That the homeless student's education continues in the school of origin for the duration of homelessness:
    A. In any case in which a family becomes homeless between academic years or during an academic year; and
    B. For the remainder of the academic year, if the student becomes permanently housed during an academic year; or

2. That the homeless student is eligible to enroll in the same schools as non-homeless students who live in the same attendance area where the homeless student is actually living.

Placement Choice

The choice regarding placement shall be made regardless of whether the child or youth lives with the homeless parents or has been temporarily placed elsewhere.

When addressing school placement, the student may attend a school different than the school of attendance from before the student became homeless or the school last attended by the student, if such is the choice of the student’s parents and such is feasible.

When addressing school placement, the Coeur d’Alene Charter Academy’s liaison shall work with the family to address the student’s transportation needs.

School Stability

In determining the best interest of the homeless student the Coeur d’Alene Charter Academy shall:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent/guardian, or (in the case of an unaccompanied youth) the student;

2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent/guardian or (in the case of an unaccompanied youth) the student;

3. If, after conducting the best interest determination based on consideration of the above presumptions, the Administration determines that it is not in the student's best interest to attend the school of origin or the school requested by the parent/guardian, or (in the case of an unaccompanied student) the student, provide the student's parent/guardian or the unaccompanied student with a written explanation of the reasons for their determination, which will be provided in a manner and form understandable to such parent/guardian or unaccompanied student, including information regarding the right to appeal under “Enrollment Disputes”, below; and

4. In the case of an unaccompanied student, ensure that the School's liaison designated under "Coeur d'Alene Charter Academy Liaison," below, assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under "Disputes," below.

Immediate Enrollment:

1. **Below Capacity**: If the Coeur d'Alene Charter Academy is below the class size limits set forth in the Charter, the School, in accordance with this policy, shall immediately enroll the homeless student, even if the student:
    A. Is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation;
    B. Has missed application or enrollment deadlines during any period of homelessness; or
    C. Has outstanding fees or fines, including fees associated with extracurricular activities.

2. **At Capacity**: If the Coeur d'Alene Charter Academy has met the class size limits established in the Charter, the School is not required to immediately enroll a homeless student. A homeless student who seeks enrollment after the lottery has occurred for the ensuing school year shall be placed on the waiting list.

3. **Relevant Academic Records**: The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.

4. **Relevant Health Records**: If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian of the student, or (in the case of an unaccompanied student) the student, to the School's liaison designated under "Coeur d'Alene Charter Academy Liaison," below, who shall assist in obtaining all necessary immunizations and/or screenings, or other required health records, in accordance with "Records," below. Exemption from these immunization requirements is available.

Records

Any record ordinarily kept by the school, including immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless student shall be maintained:

1. So that the records involved are available, in a timely fashion, when the student enters a new school or school
district; and
2. In a manner consistent with FERPA, applicable Idaho law, and Coeur d'Alene Charter Academy policy.

When a student transfers schools, the Coeur d'Alene Charter Academy shall help to keep the student academically on track by providing appropriate credit for full or partial coursework satisfactorily completed while attending a prior school or when transferring to a new school.

Disputes

If a dispute arises over eligibility, school selection or enrollment, or any other issue addressed in this policy:

1. The student shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals, unless the Coeur d'Alene Charter Academy has met its class size limits established by the Charter. The student shall receive educational services for which the student is eligible, such as attending classes and full participation in all school activities;

2. The parent/guardian of the student or (in the case of an unaccompanied student) the student shall be provided with a written explanation identifying the basis for any decisions related to school selection or

enrollment made by the Coeur d'Alene Charter Academy, or other entity, including the rights of the parent/guardian or unaccompanied student to appeal such decisions;

3. The parent, guardian, or unaccompanied student shall be referred to the local educational agency liaison designated under "Coeur d'Alene Charter Academy Liaison" below, and upon being informed of the dispute, the liaison shall, within 10 days, initiate an appeal with the Coeur d'Alene Charter Academy and, if unsuccessful, to the state coordinator of the dispute regarding the educational placement of the homeless student; and

4. In the case of an unaccompanied student, the liaison shall ensure that the student is immediately enrolled in the school in which the student seeks enrollment pending resolution of the student's dispute except when established class size limits have been met and/or lottery situations prevent immediate enrollment.

5. If an agreement cannot be reached between the parties regarding the educational placement or enrollment status of the student, then the Coeur d'Alene Charter Academy shall seek further assistance from the State Coordinator of Homeless Education to review and determine within ten business days how the student's best interests will be served. The decision of the State Department of Education shall constitute final resolution.

Privacy

Information about a homeless student's living situation shall be treated as a student education record, and shall not be deemed to be disclosable "directory information" under the Family Education Records Privacy Act ("FERPA").

Contact Information

Nothing in this policy shall prohibit the Coeur d'Alene Charter Academy and/or the enrolling school from requiring the parent or guardian of a homeless student to submit contact information.

Comparable Services

Each homeless student in the Coeur d'Alene Charter Academy shall be provided services comparable to those services provided to other students in the school attended by the homeless student, including but not limited to the following:

1. Transportation services. Students may be provided with additional transportation services if needed to ensure the student's full participation in the School's education program;
2. Educational services for which the student meets eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or Coeur d'Alene Charter Academy sponsored programs, educational programs for children with disabilities, and educational programs for English Learners;

3. Programs in career and technical education;

4. Programs for gifted and talented students; and

5. School nutrition programs. Upon enrollment, the student's name shall immediately be submitted to the Coeur d'Alene Charter Academy's Nutrition Services Department as eligible for free meals, which eligibility commences at the time of enrollment.

Coeur d'Alene Charter Academy Liaison

For purposes of this policy, the Administration shall designate a Coeur d'Alene Charter Academy employee to serve as its liaison to serve homeless students in accordance with the following provisions. The liaison for homeless students designated by the Administration shall ensure that:

1. All homeless students in and out of school are identified by school personnel through outreach and coordination activities with other entities and agencies;

2. The Coeur d'Alene Charter Academy tracks academic and enrollment data on homeless students;

3. All homeless students are enrolled in, and have a full and equal opportunity to succeed the same as non-homeless students of the Coeur d'Alene Charter Academy;

4. Homeless families and homeless students have access to and receive educational services for which such families and students are eligible.,
5. All homeless families and homeless students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;

6. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

7. All unaccompanied students and youth who receive any credits for classes attended shall be informed by the Liaison of their status as an "independent student" for purposes of the student's Free Application for Federal Student Aid ("FAFSA"). The Liaison shall also provide the required "verification" of the student's status in connection with their application for Federal Student Aid.
8. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents/guardians of such students, and unaccompanied students, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless students, and unaccompanied students;
9. Eligibility, school selection, or enrollment disputes are mediated in accordance with "Disputes," above;

10. The parent/guardian of a homeless student, and any unaccompanied student, is fully informed of all transportation services, including transportation to the student's school of origin, and is assisted in accessing transportation to the student's assigned school;

11. School personnel receive annual professional development and other support; and

12. Unaccompanied homeless students:

    A. Are enrolled in school;

    B. Have opportunities to meet the same challenging state academic standards the State establishes for other students; and

    C. Are informed of their status as independent students under 20 USC § 1087vv(d), and that such students may obtain assistance from the Coeur d'Alene Charter Academy Liaison to obtain verification of such status for purposes of the Free Application for Federal Student Aid.

Local and State Coordination

The Coeur d'Alene Charter Academy's liaison(s) for homeless students shall, as a part of their duties, coordinate and collaborate with the Idaho State Office of the Coordinator for Education of Homeless Children and Youths, as well as with community and school personnel who are responsible for the provision of education and related services to homeless students. These shall include public and private agencies, the transportation department, the State Coordinator for the Education of Homeless Children and Youth, and others. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of 42 USC § 11432(f)(1) and (3).

Homeless Status

The Coeur d'Alene Charter Academy's Liaison who receives training provided by the Idaho State Office of the Coordinator for Education of Homeless Children and Youths may authorize a homeless student who is eligible for and participating in a program provided by the Coeur d'Alene Charter Academy, or the immediate family of such student, who otherwise meets the eligibility requirements for Federal Housing Assistance (see 42 USC §§ 11360 et seq.), to do so without approval or other agency action by or on behalf of the Department of Housing and Urban Development.

Title 1, Part A

Any student who is homeless and attends the Coeur d'Alene Charter Academy is eligible for Title 1, Part A services. The School shall set aside funding to provide these students who attend the Coeur d'Alene Charter Academy

Legal References	Description
20 USC § 6311, et seq. (Subchapter I, Part A, of the Elementary and Secondary Education Act)	Improving Basic Programs Operated by Local Educational Agencies
20 USC §§ 1400 – 82	Individuals with Disabilities Education Act (IDEA)
42 USC § 11301, et seq.	McKinney-Vento Homeless Assistance Act of 1987
42 USC § 1758	School Lunch Programs – Program Requirements
IC § 39-4801	Immunization Required

Title IX Grievance Procedure

Policy #: C-28
Adopted: July 20, 2020

The purpose of these procedures is to secure prompt and equitable resolutions of complaints based on sex discrimination, including complaints of sexual harassment or sexual violence in violation of Title IX of the Education Amendments of 1972 (Title IX), and violation of district policies that prohibit these types of discrimination. These procedures apply only to complaints alleging discrimination prohibited by Title IX (including sexual harassment and sexual violence). Regardless of whether a formal complaint is filed as set forth herein, when this district has actual knowledge of sexual harassment in its education programs or activities against a person in the United States, it will respond promptly and in a manner that is not deliberately indifferent. For purposes of this policy, the district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

These procedures shall be available in every school site administrative office, posted on the district website, and included in student handbooks or other policy and procedure notices provided to students and families on an annual basis.

DEFINITIONS

"Actual Knowledge" means notice of sexual harassment or allegations of sexual harassment to the district's Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary or secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. As used in this definition, "notice" includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator by any person (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment) in person, or by mail, telephone or email, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. Although the Title IX Coordinator may sign a formal complaint of sexual harassment, the Title IX Coordinator is not a complainant for purposes of the procedures set forth herein.

"Day," for purposes of this procedure, means the calculation of time in complaint processing and, except as otherwise expressly provided, shall exclude Saturdays, Sundays, and federal, state and school holidays or closures.

"District Official" means an employee of the school district, including, but not limited to, teacher, school counselor, school nurse, coach, activities director, principal, assistant principal or district administrator.

"Education Program or Activity" includes, for purposes of this policy, locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

"Formal Complaint" means a document filed by a complainant or signed by the Title IX coordinator alleging sexual harassment against a respondent and requesting that the recipient investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Responsible Administrator" means the Title IX Coordinator, Superintendent, disciplinary committee, the authorized designee of these persons/committee, or the administrator designated by the Superintendent, as appropriate.

"Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- Acts of sexual violence, including sexual assault (as defined by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act at 20 U.S.C. §1092(f)(6)(A)(v)), dating violence (as defined by the Violence Against Women Act at 34 U.S.C. §12291(a)(10)), domestic violence (as defined by the Violence Against Women Act at 34 U.S.C. §12291(a)(8)) and stalking (as defined by the Violence Against Women Act at 34 U.S.C. §12291(a)(30)).

"Supportive Measures" means non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or respondent before or after the filing of a formal complaint or where no formal complaint of sexual harassment as defined under Title IX has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of district schools and facilities, and other similar measures.

"Title IX Coordinator" means the employee or employees designated and authorized by the district to coordinate its efforts to comply with its responsibilities under Title IX.

FILING A TITLE IX GRIEVANCE COMPLAINT – TIME LIMITS AND DISMISSAL

The Title IX Coordinator or designee shall receive grievances, actively and independently investigate the merits of grievances, and assist the parties in resolving grievances. A complaint should be filed by the complainant as soon as possible after the time of occurrence of the alleged conduct. The Title IX Coordinator or designee may also sign a formal complaint to initiate an investigation. Complaints may be filed in person, by mail, or by email. Any complaints received by this district by telephone or verbally will be recorded by the district in written form. The complaint should set forth the date, place, and nature of the discriminatory conduct, and request that the district investigate the allegation of sexual harassment.

The complaint must be filed with the Title IX Coordinator or designee within one hundred eighty (180) days of the alleged discriminatory action or from the date the complainant could reasonably become aware of such occurrence. Failure of the complainant to comply with any time limitation in these procedures may result in dismissal of the complaint. The timelines set forth in herein may be waived at the discretion of the Title IX Coordinator or designee if such waiver is determined to be in the best interest of the individuals involved. Good cause for delay or extension of timeframes provided herein include considerations such as the absence of a party, a party's advisor or witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. The Title IX Coordinator or designee will provide written notice to all parties of the reason for the waiver.

Dismissal

Mandatory Dismissal

The district is required by law to investigate the allegations in a formal complaint. However, the district will dismiss formal complaints in the following circumstances:

- The conduct alleged in the formal complaint would not constitute sexual harassment as defined herein, even if proved; or
- The conduct alleged did not occur in the recipient's education program or activity; or
- The conduct alleged did not occur against a person in the United States.

Within five (5) days after the filing of a formal complaint under this policy, the Title IX Coordinator shall either initiate investigation of the matters alleged or inform the complainant in writing that the matters alleged are not within the jurisdiction of the district to investigate under one or more of the conditions noted above and that the district will not carry out any further investigation. A dismissal of a formal complaint under any of the foregoing circumstances does not preclude the district from taking action under any other district code of conduct or other policy.

Permissive Dismissal

The district may dismiss a formal complaint or any allegations therein if, at any time during the investigation, one of the following circumstances arises:

- The complainant notifies the Title IX Coordinator in writing that he/she would like to withdraw the formal complaint or any allegations therein; or
- The respondent is no longer enrolled or employed by the district; or
- Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal required or permitted under this policy, the district will promptly send written notice of the dismissal and the reason(s) therefore simultaneously to the parties.

CONSOLIDATION OF FORMAL COMPLAINTS

The district may consolidate formal complaints as to allegations of sexual harassment against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

CONFIDENTIALITY

It is the policy of this district to process all grievances in a fair and expeditious manner. Confidentiality will be maintained to the greatest extent possible. Examples of exceptions to maintaining confidentiality include:

- Information required by law to be reported;
- Information imparted to others in supervisory positions in order to further an investigation or halt a discriminatory practice;
- Information given to the respondent in order to have sufficient information to respond to the allegations.

The district will take all reasonable requests to investigate and respond to a complaint consistent with a request by the complaining party not to disclose his/her name. However, such requests for confidentiality may limit the district's ability to adequately investigate and respond to the allegations raised in the complaint. Requests for confidentiality will therefore be evaluated in the context of the district's responsibility to provide a safe and nondiscriminatory environment for all students, and the request will be weighed against whatever factors the district deems relevant, including, without limitation:

- The complainant's age;
- Circumstances that suggest there is an increased risk of future acts of harassment and/or sexual violence under similar circumstances; and
- Whether the district possesses other means to obtain relevant evidence (e.g., security cameras or personnel, physical evidence);

GRIEVANCE PROCESS

Initial Response

1. Reporting. A complainant is encouraged to report allegations of sex discrimination, including sexual harassment, to a district official with the objective of resolving the matter promptly. Grievances under this section should be discussed with a district official who is not involved in the alleged discrimination or harassment. The district official to whom the report is made will promptly notify the Title IX Coordinator of the report.
2. Contact by Title IX Coordinator. The Title IX Coordinator or designee will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
3. Equitable Treatment. Upon receipt of a report of sex discrimination, including sexual harassment, under this policy, the district will treat complainants and respondents equitably and will offer supportive measures to both. The district will follow the grievance process outlined herein before imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent.
4. Emergency Removal or Administrative Leave. The district may remove a respondent on an emergency basis after a report of sexual harassment where such removal is necessary to protect a student or other individual from immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment. Such removal will be based on an individualized safety and risk analysis. In the event of a decision to remove a respondent on an emergency basis, the respondent will be provided with notice and an opportunity to challenge the decision immediately following the removal. Emergency removals under this policy do not affect the rights of a respondent under the Individuals with Disabilities Education Act (IDEA), Section 504

of the Rehabilitation Act of 1973 or the Americans with Disabilities Act. Thus, for example, this policy does not require an emergency removal of a student where the district has determined that the threat posed by the student, arising from the sexual harassment allegations, is a manifestation of the student's disability, such that the district is constrained by IDEA requirements.

Where the complaint of sexual harassment involves an employee as the respondent, the district may place the employee respondent on administrative leave during the pendency of the formal grievance process. Any such administrative leave will be processed in accordance with district policies and procedures and applicable Idaho law. Administrative leave under this policy does not affect the rights of an employee respondent under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

Formal Complaint Procedures

Step 1: Reporting.

1. A complainant may file a written, signed statement of the grievance with the Title IX Coordinator or designee. The Title IX Coordinator may also sign a formal complaint. The statement must fully set out the following information:
    a. The nature of the grievance;
    b. The remedy requested; and
    c. The signature of the grievant and the date signed.
2. A grievance shall be made in writing and addressed to:
    a. Angela Durick, Title IX Coordinator
    Coeur d'Alene Charter Academy, 4904 N Duncan Drive, Coeur d'Alene, ID 83815
    Phone: (208) 676-1667
    Email: adurick@cdacharter.org
3. The Title IX Coordinator or designee will notify the complainant and respondent(s) within a reasonable time frame that the complaint was received and is being processed. Such notice will include all of the following:
    a. Notice of the district's grievance process, including the informal resolution process, set forth herein;
    b. Notice of the allegations of sexual harassment (as defined herein), including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known; the conduct allegedly constituting sexual harassment; and the date and location of the alleged incident, if known;
    c. Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
    d. Notice that the parties may have an advisor of their choice who may be, but is not required to be, an attorney; and that they may inspect and review evidence directly related to the allegations, including evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence, whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation; and
    e. Notice of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of investigation of the complaint, the district decides to investigate allegations about the complainant or respondent that were not included in the original notice, the district will provide notice of such additional allegations to the parties whose identities are known.

Step 2: Investigation.

1. The Title IX Coordinator will oversee that an adequate, reliable and impartial investigation of the complaint is conducted by the principal or designee of the school site where the student is enrolled, the employee is assigned, and/or where the alleged discrimination occurred. Until a determination is made at the conclusion of the grievance process, the respondent will be presumed to not be responsible for the alleged conduct.
2. In order to provide a neutral and objective investigation, neither the designated investigator nor other Responsible Administrator shall be a party to the complaint being investigated.
3. In conducting the investigation, the designated investigator shall interview all parties identified in the complaint and other witnesses that the investigator determines may provide information relevant to resolving the complaint allegations. Both the complainant and respondent shall have the opportunity to identify witnesses, including expert witnesses, to be interviewed and provide documentation or other evidence for the designated investigator to review. Nothing in this policy shall limit the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence. In conducting the investigation, the district will not

require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding the privilege has waived the privilege.

4. The district's investigation and resolution of the complaint does not allow the investigator, Responsible Administrator, Title IX Coordinator or any other district official to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional action in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so. For parties who are under 18 years of age, such written permission shall be from the party's parent or guardian.
5. The district's investigation and resolution process includes allowing the parties the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of the party's choice (which may be an attorney), and not limiting the choice or presence of advisor for either party in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, which restrictions will apply equally to both parties.
6. Written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews or other meetings will be provided to all parties whose participation is invited or expected, with sufficient time for the party to prepare to participate.
7. Both parties will have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the designated investigator will provide to each party and respective advisor(s), if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties will have at least ten (10) days after receipt of the evidence to submit a written response, which responses will be considered by the investigator prior to completion of the investigative report.
8. The investigator will create an investigative report that fairly summarizes relevant evidence, which report will be provided to each party and their respective advisor(s), if any, fourteen (14) days prior to the time set for determination regarding responsibility. The report will be provided in electronic format or hard copy.

Step 3: Hearing and Resolution.

1. With or without a hearing, after the designated investigator has sent the investigative report to the parties and before the time set for determination, each party will be (i) afforded the opportunity to submit written, relevant questions that a party wants asked of any party or witness; (ii) provided with the answers to such questions; and (iii) given the opportunity to ask limited follow-up questions. The Responsible Administrator(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.
2. In no case will questions and evidence about the complainant's sexual predisposition or prior sexual behavior be considered relevant, unless (i) such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant; or (ii) if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
3. Live hearings may be held following completion of the question and answer process set forth in Step 3(a) herein where the allegations involve high school students and/or employees. Hearings will only be held if both parties agree in writing. In the event a live hearing is held, the Responsible Administrator(s) will provide the parties with written notice of (i) the time, date and place of the hearing; (ii) the right of the parties to have an advisor, who may be an attorney, attend the hearing with the party; and (iii) the right of the parties to appear and present evidence, including cross-examining adult witnesses who may appear, subject to any evidentiary rules provided for in this procedure. Such notice will be provided at least ten (10) days prior to the date set for hearing to allow the parties to prepare for the hearing.
4. After the question and answer process set forth in Step 3(a) is completed, and after a hearing, if one is held, the Responsible Administrator(s) will issue a written decision regarding responsibility based on the preponderance of the evidence (i.e. it is more likely than not that discrimination did or did not occur). The decision will be based on an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence. Additionally, any credibility determinations made by the Responsible Administrator(s) may not be based on a person's status as a complainant, respondent or witness. The written decision will include:
    a. Identification of the allegations;
    b. A description of the procedural steps taken to investigate the allegations;

c. The findings of fact supporting the determination;
d. The conclusions regarding the application of the district's code of conduct to the facts;
e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility; any disciplinary sanctions imposed on the respondent; and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
f. The procedures and permissible bases for the complainant and respondent to appeal the decision.

5. The Responsible Administrator will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final on the date that the Responsible Administrator provides the parties with written determination of the result of an appeal, if one is filed, or if an appeal is not filed, on the date which an appeal would no longer be considered timely.

Step 4: Appeal Rights.

1. Within ten (10) days of the date the district provides the parties with a written determination regarding responsibility or notice of dismissal of the formal complaint or allegations therein, either the complainant or respondent may file a written appeal of such determination or dismissal with the Board of Directors (the "appellate decision-maker"), on the following bases:
   a. Procedural irregularity that affected the outcome of the matter;
   b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
   c. The Title IX Coordinator, investigator(s) or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
2. Upon receipt of an appeal, the appellate decision-maker will notify the other party in writing of the appeal. The parties shall have fifteen (15) days after receipt of the appeal to submit a written statement in support of, or challenging, the outcome. The appellate decision-maker(s) will not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s) or the Title IX Coordinator.
3. Within ten (10) days of convening, the board shall issue a written decision describing the result of the appeal and the rationale for the result. The decision shall be submitted to the Title IX Coordinator and the parties to the grievance simultaneously.
4. The decision of the appellate decision-maker with regard to implementing the decision is a final decision and is not appealable.
5. The complainant is not precluded from filing complaints at any time during or after the grievance process with state or federal agencies listed below.

Step 5: Complaints to an External Agency.

If a party is not satisfied with a decision, the party may file a complaint with the following external agencies:

Idaho Human Rights Commission
317 W Main Street
Boise, ID 83720
Phone: (208) 334-2873

Office for Civil Rights
U.S. Department of Education
915 Second Ave, Suite 3310
Seattle, WA 98174-1099
Phone: (206) 607-1632
Fax: (206) 607-1601

INFORMAL RESOLUTION

The district will not require as a condition of enrollment, continued enrollment, or employment or continued employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment. Similarly, the district will not require the parties to participate in an informal resolution process. However, after a formal complaint is filed, and at any time prior to reaching a determination regarding responsibility, the district may facilitate an informal resolution process that does not involve a full

investigation and adjudication in any case that does not involve allegations that an employee of the district sexually harassed a student.

After a formal complaint is filed, the Title IX Coordinator will notify the parties of their right to participate in an informal resolution of the complaint. Such notice will provide:

- The allegations in the complaint;
- The requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
- Notice of the parties' right to withdraw from the informal resolution process at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

The parties must agree in writing to participate in the informal resolution process and submit such written consent to the Title IX Coordinator. The Title IX Coordinator shall then select a facilitator to conduct the informal resolution process with the parties, which facilitator shall be from a different school than that school where the parties attend or are employed, and who shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The identity of the facilitator shall be provided to the parties in writing, together with notice of the date and time set for the facilitated meeting. The facilitator shall have discretion as to how to conduct the facilitated meeting, based on the facts of the case and consistent with training, district policies and applicable law (e.g., the facilitator may decide to keep the parties in separate rooms during the meeting or otherwise set reasonable ground rules for conducting the facilitation, including what information will be shared with the other party during the meeting).

The district will maintain a record of any informal resolution and the result therefrom in accordance with the recordkeeping requirements of this policy.

SUPPORTIVE MEASURES PENDING FINAL DETERMINATION OF THE COMPLAINT

Title IX requires the district to take steps to ensure equal access to its education programs and activities and protect the parties as necessary, including providing supportive measures before the final outcome of an investigation. The district will take these steps promptly once it has notice of a sexual harassment or sexual violence allegation and will provide the complainant with periodic updates on the status of the investigation. Supportive measures may include modifications in academic or extracurricular activities and schedules, restrictions on contact between the parties, monitoring of certain areas of campus, and other similar accommodations.

The specific supportive measures implemented and the process for implementing those measures will vary depending on the facts of each case. The Title IX Coordinator or designee should consider a number of factors in determining what supportive measures to take, including, for example, the specific needs expressed by the parties; the age of the students involved; the severity or pervasiveness of the allegations; any continuing effects on the complainant; whether the complainant and respondent share class, transportation or extracurricular activities; and whether other judicial measures have been taken to protect the complainant (e.g., civil protection orders).

DISCIPLINARY SANCTIONS OR REMEDIES

Employees and students may be disciplined if it is determined through this procedure that sexual harassment, as defined herein, or retaliation for reporting, complaining, participating, testifying, assisting or refusing to participate in any manner in an investigation, proceeding, or hearing under this procedure, occurred. In no case will disciplinary sanctions or other actions that are not supportive measures be implemented against a respondent until after a determination of responsibility has been made pursuant to this procedure, including through an informal resolution process, if any.

The Responsible Administrator, including any appellate decision-maker, may impose remedies or sanctions authorized by district policy and applicable state or federal law. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Such remedies may include the same individualized services described as supportive measures herein; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent. Such remedies may include, but are not limited to:

For students:

- Short or long-term suspension;

- Expulsion;
- Behavior contracts;
- Limitations on extracurricular activities;
- Changes in class schedules.

For employees:
- Suspension;
- Termination of employment;
- Letters of reprimand;
- Reassignment;
- Referral to the Idaho Professional Standards Commission.

If the remedy imposed is a long-term suspension or expulsion of a student or termination of any employee, any such discipline will be imposed in accordance with applicable due process rights under district policy or state law.

NO RETALIATORY ACTION

Intimidation, harassment or retaliation against any person filing a grievance or any person participating in the investigation or resolution of a grievance is a violation of law and constitutes the basis for filing a separate grievance. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations, constitutes retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy does not constitute retaliation, provided, however, that a determination of responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith. District students, employees or visitors shall not retaliate against an individual who in good faith reports, associates with the individual reporting, participates in the investigation, or investigates a grievance filed in accordance with this procedure. Any person engaged in retaliatory actions may be subject to disciplinary actions.

RETENTION OF RECORDS

The district will retain all of the following records for a period of seven (7) years:
- Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
- Any appeal and the result therefrom;
- Any informal resolution and the result therefrom;
- For each report of sexual harassment, whether or not a formal complaint was filed, the district will create and maintain records of any actions take, including supportive measures; why the response was not deliberately indifferent; measures taken to restore or preserve equal access to the district's educational program or activity; and, if no supportive measures were taken, why that was not deliberately indifferent; and
- All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. All such training materials will be made publicly available on its website or, if the district does not maintain a website, such materials will be made available upon request for inspection by members of the public.

In the event an investigation reveals a violation of the district's Title IX grievance policy or these procedures by an employee or student, any disciplinary action taken as a result of the investigation will be placed in the appropriate employee or student file. Upon separation of employment, any investigative file maintained pursuant to this policy involving an employee shall be moved into the personnel file and shall be redacted as required by Idaho Code §33-1210.

FALSE COMPLAINTS

Individuals who knowingly file false or misleading complaints alleging harassment, discrimination or retaliation are subject to appropriate disciplinary action, including, but not limited to, dismissal of the complaint and discipline under applicable board policy.

TRAINING

The district will ensure that the Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process receive training on the definition of sexual harassment as set forth herein, the scope of the district's education programs or activities, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. In addition, decision-makers will receive training on any technology to be used at live hearings and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant. All investigators will be trained on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Legal References

Title IX of the Education Amendments of 1972 (20 USC Section 1681)
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. §1092(f)(6)(A)(v) (definition of sexual assault)
Violence Against Women Act, 34 U.S.C. §12291(a)(8) (definition of domestic violence); §12291(a)(10) (definition of dating violence); §12291(a)(30) (definition of stalking)
34 CFR Part 106 (Title IX Regulations)
Idaho Code §33-1210 (Information on Past Job Performance)
Idaho Code §67-5901 et seq. (Idaho Human Rights Act)

Cross References

C-18 Student Harassment Policy
C-21 Student Grievances
E-7 Sexual Harassment/Sexual Intimidation in the Workplace
E-25 Complaints and Grievances

SECTION D (4000 SERIES)

COMMUNITY RELATIONS

Special Events Participation

Policy #: D-1
Adopted: March 13, 2007

As a public school and a non-profit organization, the Coeur d'Alene Charter Academy cannot endorse any particular political party or religion. Therefore, no group, club, team, or individual representing the Academy will participate in any event the administration determines to promote a political party or religion.

COMMUNITY RELATIONS

Community Use of School Facilities

Policy #: D-2 (4210)
Adopted: April 13, 2026

The facilities of Coeur d'Alene Charter Academy are maintained to support the educational mission of the school. The Board of Directors recognizes its responsibility to preserve school property, ensure the safety of students and staff, and prioritize the use of facilities for school-related purposes. Accordingly, the use of school facilities shall be restricted exclusively to school-sponsored and school-approved activities.

School facilities, including but not limited to classrooms, gymnasiums, athletic fields, parking areas, and common spaces, shall not be made available for use by the general public, private individuals, or outside organizations. The Academy does not operate as a community-use facility and will not accept requests for recreational use, community events, private events or rentals, or non-school affiliated organizational meetings or activities.

Use of facilities is limited to educational programs and activities directly operated by Coeur d'Alene Charter Academy, student organizations, clubs, and athletics officially approved by the school, school-sponsored events and functions organized by administration or staff, and Board of Directors meetings and official school governance activities. All authorized use must be scheduled and approved through the school administration.

The Board of Directors may, at its sole discretion, approve limited exceptions to this policy when such use directly supports the mission of the Academy and serves a clear educational purpose for enrolled students. Any exception must be formally approved by the Board and documented in the official meeting minutes.

To minimize liability exposure and ensure the safety of students, staff, and facilities, the Academy will not assume responsibility for supervising or managing non-school-related activities. Restricting facility use supports responsible stewardship of public resources and reduces operational and insurance risks.

The Charter Administration is authorized to enforce this policy, deny all external requests for facility use, and communicate this policy to the public as necessary. This policy is adopted pursuant to the Board's authority to govern the operations of the charter school and manage school property in alignment with Idaho law and the school's charter.

SECTION E (5000 SERIES)

PERSONNEL

Board Goal/Personnel

Policy #: E-1 (5000)
Adopted: January 12, 2000
Revised: May 24, 2000; February 10, 2010; October 16, 2023

The policies, rules, regulations and materials contained in this policy manual represent the responsibilities and benefits of employment at the Coeur d'Alene Charter Academy. The Board of Directors of the Coeur d'Alene Charter Academy reserves the right to revise or terminate these policies and benefits. None of the policies of the Coeur d'Alene Charter Academy represent a contract for purposes of employment or payment of compensation or benefits unless specific reference is made in an employment contract.

Employment at the Coeur d'Alene Charter Academy is subject to the laws and rules governing Idaho state employees, Idaho public school employees and Idaho Charter school employees.

All employees are responsible for compliance with all applicable federal, state, local and Charter Academy laws, rules, regulations and policies.

Nothing contained in the policies or administrative procedures included herein is intended to limit the legal rights of the Board or its agents except as expressly stated.

Should any provision of Board policy or administrative procedure be held to be illegal by a court of competent jurisdiction, all remaining provisions shall continue in full force and effect.

PERSONNEL

Hiring Process and Criteria

Policy #: E-2 (5100)
Adopted: January 12, 2000
Revised: May 24, 2000; February 10, 2010; October 16, 2023; August 11, 2025

Vacancies may be posted at the Charter Academy Business office, website, Facebook, at local employment resource providers, and/or advertised outside the community. Preference may be given for vacancies to qualified employees currently employed by the Charter Academy.

The Board of Directors has the legal responsibility of hiring all employees. All personnel selected for employment must also go through the applicable screening process outlined in Idaho Code 33-1210.

Guidelines

1. Applicants for teaching and administrative positions shall provide evidence of meeting State requirements for certification as described below and sign a statement authorizing current and past school district employers, including those outside the state of Idaho, to release to the Charter School all information relating to job performance or job related conduct, and making available to the School copies of all documents in the applicant's previous personnel files, investigative files, or other files. Such a statement will also release the applicant's current and past employers from any liability for providing such information and documentation. Applicants who do not sign the statement/release shall not be considered for employment. The Charter School will consider information received from current and past school district employers only for the purpose of evaluating applicants' qualifications for employment in the position for which they have applied. No School employees shall disclose this information to anyone, other than the applicant, who is not directly involved in the process of evaluating the applicants' qualifications for employment. Applicants may be employed on a non-contracted provisional basis as allowed by law. Applicants shall not be prevented from gaining employment if current or past out-of-state employers are prevented from or refuse to cooperate with the Charter School's request.

2. As required in Idaho Code 65-505, the Charter School will observe preference for veterans and disabled veterans when considering hiring employees to fill vacancies, selecting new employees, or implementing a reduction in force.

3. As required in Idaho Code 33-130 and 33-512(16), the School will conduct a criminal history check for applicable positions. See Policy E-3 (5110).

4. Each newly hired employee must complete an Immigration and Naturalization Service form, as required by federal law.
5. Applicants must have an understanding of the Charter School mission and vision and a desire to meet the intent of the Charter School in addressing its unique reason for establishment.

The employment of any certified staff member is not official until the contract is approved by the Board and signed by both the Board Chair and the applicant.

The CFO will review a chosen applicant's credentials and recommend placement on the career ladder/salary schedule placement and authorize a statement of intention to employ, pending Board approval, to be made to the candidate.

1. If, at the time the statement of intention to employ is made, the Charter School has not yet received documentation requested pursuant to IC 33-1210(3), the School may provisionally employ such applicant for a certificated position on a non-contracted basis for up to 30 days after receipt of the documentation. Within that 30-day time period, the Board may issue a written statement to the applicant identifying why

a standard contract will not be issued and specifying which information justifies such a decision. The Board may not identify any reason for non-issuance of a standard contract not based on the documentation received. If, within 30 days from the receipt of the information requested pursuant to IC 33-1210(3) no contract is issued or the written statement of non-employment is not provided to the applicant, the employee will be deemed to be employed pursuant to the appropriate type of contract. During this provisional employment, the applicant shall be provided the same compensation and benefits as if the employee had been employed on a standard certificated contract. If no documentation is received from out of state employers, the Charter School may employ the applicant for the certificated position on the appropriate type of contract without utilizing the provisional, non-contracted employment.

2. Upon receiving a verbal or written statement of intention to accept employment, pending Board approval, by the candidate, the CFO will prepare the necessary papers for recommendation to the Board of Directors at the next regular or special Board meeting.

Approval of Candidate for Certificated Position

Upon approval by the Board of Directors, a contract, which may comply with the forms recommended by the State Superintendent of Public Instruction, will be sent or given to the applicant pursuant to the requirements set out in IC 33-5206(4). The applicant must sign the contract and return it within ten days from the date the contract is delivered to them. If the person willfully refuses to acknowledge receipt of the contract or if the contract is not signed and returned to the Board in the designated period of time, the Board or designee may declare the position vacant. If the candidate is not approved, or if the person willfully refuses to acknowledge receipt of the contract or if the contract is not signed and returned to the Board, the Executive Director will remand the situation to the administrator and screening committee to provide the next applicant's name for consideration.
Any person on provisional employment pursuant to IC 33-1210(7) shall be subject to the same time limits and provisions for return of a signed contract when and if such contract shall be provided to them for signature.

Certification

To qualify for employment, each teacher, pupil service staff, or administrator must have, and maintain during the entire school year, a valid Idaho instructional, pupil service staff, administrator certificate, on file in the Charter School Office at the beginning of the school year. If at any time the certification lapses, is revoked, or suspended, the certificated employee may be subjected to action declaring a contract violation and action will be taken to terminate the employment of the individual with the School.

Legal References	Description
IC § 33-1210	Information on Past Job Performance
IC § 33-130	Criminal History Checks for School District Employees or Applicants for Certificates
IC § 33-512	Governance of Schools
IC § 33-5204	Nonprofit Corporation — Liability — Insurance
IC § 33-5206	Requirements and Prohibitions of a Public Charter School
IC § 33-5210	Application of School Law – Accountability – Exemption from State Rules
IC § 65-505	Officials to Observe Preference
IC § 74-206	Executive Sessions – When Authorized
IC.§ 65-501, et seq.	Rights and Privileges of Veterans
IDAPA 08.02.02.015.02	Standard Pupil Service Staff Certificate
IDAPA 08.02.04.300	Public Charter School Responsibilities
IDAPA 21.01.06	Rules for the Enforcement of the Veteran's Preference in Public Employment

PERSONNEL

Criminal History/Background Checks

Policy #: E-3 (5110)
Adopted: January 12, 2000
Revised: May 24, 2000; March 9, 2010; October 16, 2023; August 11, 2025; January 12, 2026; July 13, 2026; September 14, 2026

It is the policy of the Coeur d'Alene Charter Academy not to employ or to continue the employment of classified, professional or administrative personnel who may be deemed unsuited for service by reason of arrest and/or criminal conviction. While an arrest or conviction of a crime, in and of itself, may not be an automatic bar to employment, if an arrest or conviction relates to suitability of the individual to perform duties in a particular position, such person may be denied employment or, in the case of current employees, may face disciplinary action up to and including termination.

It is the policy of this Charter School to perform criminal history checks as required by Idaho law and to perform other types of background checks on employees or volunteers including, but not limited to:

1. Contacting prior employers for references;
2. Contacting personal references; and/or
3. Contacting other persons who, in the discretion of the Charter School, could provide valuable information to the School.

Where a prior conviction is discovered, the Charter School will consider the nature of the offense, the date of the offense, and the relationship between the offense and the position for which application is sought, or the person is employed. Any individual convicted of a felony offense listed in IC § 33-1208(2) shall not be hired.

If an applicant or employee makes any misrepresentation or willful omissions of fact about their prior criminal history, this misrepresentation or omission shall be sufficient cause for disqualification of the applicant or termination of employment.

Any certificated employee who was hired prior to July 1, 2020 and has their teaching certificate revoked by the Professional Standards Commission due to the updated crimes listed in IC § 33-1208 shall be granted an informal review based on their contract category.

Idaho Student Safety and Educator Disclosure Act

Pursuant to the Idaho Student Safety and Educator Disclosure Act (IC § 33-145), effective July 1, 2026, and prior to hiring any applicant, the Charter School shall require the applicant to sign a statement authorizing the applicant's current and past employers for the previous ten (10) years to provide the Charter School with information regarding any pending or prior investigations, resignations occurring during an investigation or in lieu of contemplated disciplinary action, or disciplinary actions for misconduct involving the applicant. The Charter School shall request, in writing, that each such current and past employer provide this information, if any, and shall include a copy of the applicant's signed authorization with the request. The process set forth in IC § 33-1210(2) shall apply to such requests.

An applicant's current or past employers shall respond to any such request. Such employers, including employees acting on their behalf, are released from civil liability for information provided in good faith. A disclosure is considered to be made in good faith unless the employer knew the information disclosed was false or misleading.

For purposes of this policy, "misconduct" means any conduct by a covered individual that violates IC § 33-1208 relating to educator-student relationships or the code of ethics for Idaho professional educators relating to educator-student relationships. A "pending investigation" means any internal, administrative, regulatory, or criminal investigation that has been initiated and has not reached a final disposition.

Any resignation during an investigation or in lieu of contemplated disciplinary action, termination, or administrative leave that occurs during an investigation of misconduct by a covered individual who holds an Idaho educator certificate shall be referred to the Idaho Professional Standards Commission.

Initial Hires

In order to protect the health, safety, and welfare of the students of the Charter School, Idaho law requires the following employees to submit to criminal history checks. The list is to include, but is not limited to:

1. Certificated and non-certificated employees;
2. All applicants for certificates;
3. Substitute staff;
4. Individuals involved in other types of student training such as practicums and internships; and
5. All individuals who have unsupervised contact with students.

A criminal history check shall be based on a complete ten finger fingerprint card or scan and include, at a minimum, the following:

1. Idaho Bureau of Criminal Identification;
2. Federal Bureau of Investigation (FBI) criminal history check; and
3. Statewide sex offender registry.

Employees will be required to undergo a criminal history check no later than five days after starting employment or unsupervised contact with students, whichever is sooner.

The fee charged to an employee shall be $37.00, effective October 1, 2026. All criminal history check records will be kept on file at the state department of education. A copy of the records will be given to the employee upon request.

Employee Arrest or Conviction

All employees shall have a continuing duty to notify the Charter School of any arrest, charge or criminal conviction that occurs subsequent to being hired by the School. In the event that any employee, whether full-time or part-time, probationary or non-probationary, classified or certified, is arrested, charged, or indicted for a criminal violation of any kind, whether misdemeanor or felony, with the exception of minor traffic infractions, he or she is required to report such arrest promptly to the employee's supervisor or department head within one business day unless mitigating circumstances exist. This reporting requirement applies regardless of whether such arrest has occurred on-duty or off-duty. Failure to comply with this reporting requirement shall be grounds for disciplinary action, up to and including termination.

Additionally, if an employee has a protection order served against him or her, the employee shall follow the same reporting requirements as outlined above.

Supervisors or department heads shall contact the CFO or designee upon receiving notification that an employee has been arrested or has a protection order served against him or her. The Charter School reserves the right to determine appropriate disciplinary action in such cases, up to and including termination, depending upon the facts and circumstances surrounding the incident.

The Charter School, at its discretion, may terminate or take other action against any employee that has either been convicted of one or more of the felony offenses set forth in IC § 33-1208 or made a material misrepresentation or omission on their job application.

Substitute Teachers

The State Department of Education shall maintain a statewide list of substitute teachers. To remain on the statewide substitute teacher list, the substitute teacher shall undergo a criminal history check every five years. If a substitute teacher has undergone a criminal history check within five years as a result of employment with another charter school, the Charter School may in its sole discretion, not require a substitute to undergo a criminal history check. If the Charter School does desire a substitute teacher who has undergone a criminal history check within the last five years to undergo an additional criminal history check, the School will pay the costs of such check. At a substitute's five year anniversary, the School will pay for a new background check to be performed.

Other Employees

The Charter School may require that any employee be subjected to criminal history checks. If required, the School will pay the costs of such checks.

Volunteers

Any volunteer in the Charter School who has unsupervised contact with students or who volunteers regularly with the Charter School, as determined by the CFO or his or her designee, shall submit to a fingerprint criminal background investigation conducted by the appropriate law enforcement agency prior to consideration for volunteering in the Charter School.

Any requirement of a volunteer to submit to a fingerprint background check shall be in compliance with the Volunteers for Children Act of 1998 and applicable federal regulations. If a volunteer has any prior record of arrest or conviction by any local, state, or federal law enforcement agency for an offense other than a minor traffic violation, the facts must be reviewed by the CFO, who shall decide whether the volunteer is suitable to be in the presence of the students in the Charter School. Arrests resolved without conviction may be considered in the hiring process.

The fee charged for a volunteer shall be $35.00, effective October 1, 2026. All criminal history check records will be kept on file at the state department of education. A copy of the records will be given to the volunteer upon request.

Contractors

The Charter School maintains a safe environment for students by developing a system that cross-checks all Charter School contractors or other persons who have irregular contact with students against the statewide sex offender registry.

Confidentiality

Outstanding warrants, criminal charges, and/or protective orders may be confidential. An employee who is provided access to such information relating to another employee shall ensure that the information remains confidential. If an employee discloses such information without authorization, the employee shall be subject to disciplinary action.

Legal References	**Description**
IC § 33-130	Criminal History Checks for School District Employees or Applicants for Certificates
IC § 33-512	Governance of Schools
IC § 33-5204A	Applicability of Professional Codes and Standards – Limitations upon Authority
IC § 33-5210	Application of School Law – Accountability – Exception from State Rules
IC § 74-106	Records Exempt from Disclosure
IDAPA 08.02.04.300	Public Charter School Responsibilities
Pub. L. 105-251	Volunteers for Children Act
IC § 33-145	Idaho Student Safety and Educator Disclosure Act

PERSONNEL

Work Day

Policy #: E-4 (5210)
Adopted: January 12, 2000
Revised: May 24, 2000; February 10, 2010; March 9, 2010; October 16, 2023

For purposes of this policy, a work day for employees is defined as the time an employee is expected to be on the school's premises. The Board and administration recognize that teaching professionals put in hours far in excess of those hours which they are expected to be at the school; however, this excess time is not considered as part of the work day for the purposes of this policy.

Certified Personnel - Full-time or part-time employees who work in positions that require a State approved certificate. Certified personnel are hired by the Board of Directors with contracts that describe the terms of employment.

The length of a work day for a certified employee shall be 8 hours for a full-time certified employee. The work day is generally exclusive of lunch and extracurricular assignments, but inclusive of preparation time and assigned duties. Arrival time shall be 7:30am and departure time shall be 3:30pm.

Classified Personnel - Full-time or part-time employees that are hired by the CFO under budgeted positions approved by the Board of Directors. Classified Personnel are "at will" employees.

The work day for classified employees is defined as the length of time of scheduled work for the individual classified employee. No work outside of this time frame is expected, required, or approved.

The length of a classified work day is governed by the number of hours for which the employee is assigned. A "full-time" employee shall be considered to be an eight hours per day, 40 hours per week employee. The work day is exclusive of lunch but inclusive of breaks unless otherwise and specifically provided for by the individual contract. The schedule will be established by the CFO. A part-time employee is one who works less than twenty (20) hours a week and/or less than .50 FTE.

A school day is defined as a working day where children are scheduled to attend. A no-contact day is defined as a working day where children are not scheduled to attend. On school days, certified staff working hours are 7:30am – 3:30pm. Classified Office Staff hours are 7:00am – 4:00pm and custodian hours are in 9 hour shifts (both include a one hour lunch break). Time off under school benefits policies on these days is 8 hours when a full day is taken.

On no-contact days, certified staff working hours are defined by the principal, but for benefits purposes are considered 8 hour days. Hours for classified staff (office and custodial) scheduled to work on no-contact days are 7:30am – 3:00pm with a 30 minute lunch break. Time off for school benefits policies on these days is 7 hours. No-contact days are considered 8 hour days for calculating annual salary payments on the salary index and when calculating days off without pay.

When employees leave campus during scheduled work hours, they must notify administration or office staff, and use the sign-out board to record departure time, estimated return time, and reason for absence. Additionally, if leaving during any time other than regularly-scheduled lunch hour (classified) or designated prep time (certified), they are required to submit a leave request. Administration may waive any of these requirements in the case of emergency.

Temporary Personnel - Full or Part-time employees hired by the Principal or CFO under budgeted positions approved by the Board of Directors. Temporary personnel are "at will" employees and may or may not be certified by the State for job assignments.

Legal Reference: I.C. § 33-513 thru 33-517
29 USC § 33201, *et seq*. The Fair Labor Standards Act of 1985

PERSONNEL

Assignments, Reassignments, Transfers

Policy #: E-5 (5220)
Adopted: January 12, 2000
Revised: May 24, 2000; March 9, 2010; October 16, 2023

The Board of Directors reserves the right to reassign certified personnel at any time based on recommendations by the Principal to provide the most effective environment for meeting the mission of the Academy. Classified personnel may be reassigned by the CFO at any time to serve the needs of the Academy. Classified personnel will not be reassigned to certified positions unless properly certified by the state and approved by the Board of Directors.

PERSONNEL

Accommodating Individuals with Disabilities

Policy #: E-6 (5230)
Adopted: January 12, 2000
Revised: May 24, 2000; February 10, 2010; October 16, 2023

The Coeur d'Alene Charter Academy is an Equal Opportunity Employer. The Academy will fulfill all duties and obligations to maintain compliance with the Civil Rights Acts of 1964 (P.L. 88-352) and all-subsequent federal and state legislation with respect to the Civil Rights Act.

No person is granted special privilege or consideration nor is employment or any benefit arising out of employment given or withheld because of race, creed, color, religion, national origin, age, sex, disability, veteran, or reservist status. The Academy will afford reasonable accommodation to qualified applicants and employees with a known disability, ensuring full compliance with the Americans with Disabilities Act of 1990 and subsequent federal and state legislation, or for an employee's religious beliefs.

All employees are expected to conduct themselves in a manner that reflects the Academy's policies of nondiscrimination, equal employment opportunity, and reasonable accommodation.

PERSONNEL

Sexual Harassment/Sexual Intimidation in the Workplace

Policy #: E-7 (5240)
Adopted: January 12, 2000
Revised: May 24, 2000; April 13, 2010; October 16, 2023

Conduct that substantially interferes with an employee's performance or creates an intimidating, hostile, or offensive work/classroom environment is defined as harassment. Harassment is prohibited at the Coeur d'Alene Charter Academy. This would include but not be limited to harassment directed toward a person's sex, race, age, disability, religion, national origin, or veteran's status. Sexual harassment can differ from other types of harassment. Unwelcome advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature can constitute sexual harassment when submission to or rejection of the conduct is used to implicitly or explicitly base any change in employment conditions.

Any school employee who is physically or verbally assaulted by a pupil or other person while acting within the scope of their employment shall immediately notify the Principal of the incident.

PERSONNEL

Abused and Neglected Child Reporting

Policy #: E-8 (5260)
Adopted: January 12, 2000
Revised: May 24, 2000; June 10, 2010; October 16, 2023

Any employee having reasonable cause to believe that a child under the age of eighteen (18) years has been abused (including sexual abuse), abandoned or neglected or who observes the child being subjected to conditions or circumstances which would reasonably result in abuse, abandonment or neglect shall report or cause to be reported within twenty-four (24) hours such conditions or circumstances to the proper law enforcement agency or the Department of Health and Welfare. A written report of the case must be submitted to the Principal.

Legal Reference: I.C. § 33-512

PERSONNEL

Political Activity - Staff Participation

Policy #: E-9 (5290)
Adopted: January 12, 2000
Revised: May 24, 2000; June 10, 2010; October 16, 2023

Charter Academy employees involved in community and political activities will ensure that their actions and words are clearly stated as their own and in no way represent the policies or views of the Coeur d'Alene Charter Academy. Employees shall not participate in political activities during hours of employment or while acting as an agent for the Academy.

The Board recognizes its individual employees' rights of citizenship, including, but not limited to, engaging in political activities. An employee of the Charter may seek an elective office including those that may create a conflict of interest, provided that the staff member does not campaign during instructional times or while they are responsible for other duties, or while they are in settings where they are likely to have contact with students, and provided all other legal requirements are met.

The Charter Academy assumes no obligation beyond making such opportunities available. No person may attempt to coerce, command, or require a public employee to support or oppose any political committee, the nomination or election of any person to public office, or the passage of a ballot issue.

The Charter shall not restrict constitutionally protected political speech of employees during non-instructional times in non-student contact settings, such as during duty-free periods in faculty break rooms and lounges during the school day or during after school events. Nothing in this section is intended to restrict the right of a Charter School employee to express his personal political views.

If the employee does seek and obtain a public office which results in an impermissible conflict of interest, that employee may be required to resign from the employment that creates the conflict of interest, or alternatively may ultimately not be seated in the public office while the employment or benefit creating the conflict of interest exists.

Legal Reference: 5 USC 7321, et seq. Hatch Act
I.C. § 33-507 Limitation upon authority of Trustees
I.C. § 18-1359 Using Public Position for Personal Gain
Idaho Constitution Article III, Section 1
Idaho Attorney General Opinion No. 95-07
Idaho Attorney General Opinion No. 93-10

PERSONNEL

Tobacco, Alcohol and Drug Free Workplace

Policy #: E-10 (5820)
Adopted: January 12, 2000
Revised: May 24, 2000; June 10, 2010; October 16, 2023

In order to create an environment that promotes a healthy model for students and adults, the use of all tobacco and alcohol products is prohibited on Charter Academy grounds and at all school sponsored events and activities. Additionally, the unlawful possession, use, dispersion, distribution or manufacture of tobacco, alcohol or illegal drugs is prohibited on Charter Academy grounds and at all school sponsored events and activities.

Compliance with this policy is a mandatory condition of employment and violations can lead to termination of employment. Convictions for offenses of any criminal drug statute not occurring in the workplace may also be subject to disciplinary action, including termination of employment.

Federal law requires that employees notify their immediate supervisor of any criminal drug statute conviction for violations occurring in the workplace no later than five (5) calendar days after such conviction.

PERSONNEL

Internet Usage

Policy #: E-11 (5325)
Adopted: January 12, 2000
Revised: May 24, 2000; June 10, 2010; December 14, 2010; October 16, 2023

A wide area network with access to the Internet is available to students, teachers and other employees at the Charter Academy. The Academy's goal in providing this service is to promote educational excellence in schools by facilitating resource sharing, innovation, and communication. The primary purpose of the Internet is educational, however, with access to computers and people all over the world, comes the availability of material that may not be of educational value. On a worldwide network it is impossible to control all materials that an industrious user may try to access. Users must take responsibility for their own actions. All Employees must sign the Employee Acceptable Use Contract" prior to using any of the Academy's computers. The Employee Acceptable Use Contract will be updated by the principal to ensure compliance with Idaho code section 33-131, as from time to time amended.

PERSONNEL

Evaluation of Personnel

Policy #: E-12 (5340)
Adopted: March 19, 2018
Revised: October 16, 2023

Evaluation of Personnel

The Charter School has a firm commitment to performance evaluation of Charter School personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving Charter School goals. This policy applies to personnel. The Administrator is hereby directed to create procedures that differentiate between non-instructional and pupil instructional personnel in a way that aligns with the Charlotte Danielson Framework for Teaching Second Edition to the extent possible and aligned to the pupil service staff's applicable national standards.

Each staff member shall receive at least one (1) written evaluation to be completed by no later than June 1st for each annual contract year of employment and shall use multiple measures that are research-based and aligned to the Charlotte Danielson Framework for Teaching Second Edition domains and components. The evaluation of instructional personnel shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1st.

Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by letting him or her know that the supervisor is interested in his or her job progress and personal development;
2. Serve as a systematic guide for supervisors in planning each employee's further training;
3. Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties;
4. Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized;
5. Assist in planning personnel moves and placements that will best utilize each employee's capabilities;
6. Provide an opportunity for each employee to discuss job problems and interests with his or her supervisor; and
7. Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Responsibility

The Principal, or the Principal's designee, shall have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper evaluation forms in a timely manner;
2. Ensuring completed evaluation forms are returned for filing by a specified date;
3. Reviewing evaluation forms for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguards and filing of completed evaluation forms;
6. Creating and implementing a plan for ongoing training for evaluators and personnel on the Charter School's evaluation standards, forms, and process and a plan for collecting and using data gathered from evaluation forms. The plan will include identification of the actions, if any, available to the Charter School as a result of the evaluation as well as the procedure(s) for implementing each action;
7. Creating a plan for ongoing review of the Charter School's Performance Evaluation Program
8. Creating a procedure for remediation for employees who receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system for how evaluations will be used to identify proficiency and record growth over time with four rankings used to differentiate performance of teachers and pupil personnel certificate holders including: "unsatisfactory" being equal to a rating of 1; "basic" being equal to a rating of 2; "proficient" being equal to a rating of 3; and "distinguished" being equal to a rating of 4.

The Immediate Supervisor is the employee's "evaluator" and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two (2) documented observations annually for instructional personnel, one (1) of which shall be completed prior to January 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluation Forms as required; and
4. Completing training on the Charter School's Performance Evaluation Program. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations.

Procedures

Individualized Professional Growth Plan (IPGP) – All staff members will review the evaluation model and procedures and submit a written annual professional growth plan. The Charter School has identified that student input will be used to inform the Professional Practice portion of the evaluation. This student input will take the form of a survey offered to all students in an anonymous, electronic form.

Observations: Periodic classroom observations will be included in the evaluation process with a minimum of two (2) documented observations annually for instructional personnel, one (1) of which shall be completed prior to January 1st.

A teacher-principal conference is to be held following each formal observation, and the observation instrument is to be dated and signed by the teacher and the principal. Additional observations may be conducted as needed.

Frequent informal classroom observations are encouraged. A conference between the teacher and the principal may be held after an informal observation when deemed necessary or appropriate.

Summative Evaluation: A Summative Evaluation will be completed for each employee by June 1st. A copy will be given to the employee. The original will be retained by the Immediate Supervisor. The Summative Evaluation should be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The Summative Evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Immediate Supervisor (Evaluator) and the employee as to the job description and major performance objectives.

Professional Practice

A majority of the evaluation of instructional personnel will be based upon Professional Practice and will be aligned with minimum State standards and based upon the Charlotte Danielson Framework for Teaching Second Edition and will include, at a minimum, the following general criteria upon which the performance evaluation system will be based:

1. Planning and Preparation
    a. Demonstrating Knowledge of Content and Pedagogy;
    b. Demonstrating Knowledge of Students;
    c. Setting Instructional Outcomes;
    d. Demonstrating Knowledge of Resources;
    e. Designing Coherent Instruction; and
    f. Designing Student Assessments.

2. Classroom Learning Environment
    a. Creating an Environment of Respect and Rapport;
    b. Establishing a Culture for Learning;
    c. Managing Classroom Procedures;
    d. Managing Student Behavior; and
    e. Organizing Physical Space.

3. Instruction and Use of Assessment
    a. Communicating with Students;
    b. Using Questioning and Discussion Techniques;
    c. Engaging Students in Learning;
    d. Using Assessment in Instruction; and
    e. Demonstrating Flexibility and Responsiveness;
    f. Using Assessment to Inform Instruction and Improve Student Achievement*
4. Professional Responsibilities

a. Reflecting on Teaching;
b. Maintaining Accurate Records;
c. Communicating with Families;
d. Participating in a Professional Community;
e. Growing and Developing Professionally; and
f. Showing Professionalism.
g. Upholding and Enforces Academy Policies and Standards*
h. Responding Positively and Professionally to Directives and Input from Supervisors*
i. Consistently Meeting Contractual Obligations and Performs Duties as Assigned*

*Denotes Academy-Specific criteria in addition to mandated criteria.

Student Achievement

Part of the evaluation of instructional personnel will be based on growth in student achievement as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other staff evaluations must include measurable student achievement or student success indicators as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) or both years' data. Growth in student achievement may be considered as an optional measure for all other school-based and Charter School-based staff, as determined by the local board of trustees.

A written formal evaluation for all certified staff is to be prepared by the principal on or before June 1 of each year. All evaluation forms are to be dated and signed by the principal and the teacher during the conference held to review the evaluation.

Conferences/Counseling

Informal conferences between immediate supervisors and employees may occur periodically. During these sessions, an open dialogue should occur which allows for the exchange of ideas, focused on performance. The employee should be informed of his or her levels of performance based on the Charter School evaluation form and ongoing observation. In the case of "basic" or "unsatisfactory" ratings, the employee should be informed of the steps necessary to improve performance to the desired level. Conference sessions should include, but not be limited to, the following: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

Summative Evaluation Conference

A conference will occur in conjunction with the summative evaluation. During the scheduled conference with the employee, the Immediate Supervisor will:

1. Review individualized professional growth plan (IPGP);
2. Discuss the evaluation with the employee, emphasizing strong and weak points in job performance;
3. Commend the employee for a job well done if applicable, and discuss specific corrective action if warranted;
4. Set mutual goals to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future success;
5. Have employee sign the evaluation form indicating that he/she has been given a copy;
    a. Following the meeting, the supervisor will place the original copy in the employee's personnel file.
6. Allow the employee to make any written comments he or she desires;
7. Inform the employee that he or she may turn in a written rebuttal of any portion of the evaluation within seven (7) days and outline the process for rebuttal
8. Have the employee sign the evaluation form indicating that he or she has been given a copy and initial after the supervisor's comments.

No earlier than seven (7) days following the meeting, if the supervisor has not received any written rebuttal, the supervisor will file the original copy in the employee's personnel file.

Rebuttals

Within seven (7) days from the date of the evaluation meeting with their supervisor the employee may file a written rebuttal of any portion of the Summative Evaluation. The written rebuttal shall state the specific content of the

Summative Evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the Summative Evaluation requested.

If a written rebuttal is received by the supervisor within seven (7) days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal.

Subsequent to these activities, and within a period of ten (10) working days, the supervisor may provide the employee with a written response either amending the Summative Evaluation as requested by the employee or stating the reason(s) why the supervisor will not be amending the Summative Evaluation as requested.

If the supervisor chooses to amend the Summative Evaluation as requested by the employee, then the amended copy of the Summative Evaluation will be provided to, and signed by, the employee. The original copy will be placed in the employee's personnel file.

If the supervisor chooses not to amend the Summative Evaluation as requested by the employee then the Summative Evaluation along with the written rebuttal, and the supervisor's response, if any, will be placed in the employee's personnel file.

Action

Should any action be taken as a result of an evaluation (improvement plan, probation, non-renewal of contract) the Charter School will comply with the requirements and procedures established by State law.

Records

Permanent records of each personnel's evaluation and any properly submitted rebuttal documentation will be maintained in the employee's personnel file. All evaluation records, including rebuttal documentation, will be kept confidential within the parameters identified in state and federal law regarding the right to privacy.

Reporting

Any subsequent changes to the Charter School's evaluation plan shall be resubmitted to the State Department of Education for approval. The Charter School shall report annually to the State Department of Education:

1. The summative rankings;
2. The number of components rated as unsatisfactory;
3. The percentage of the employee's students who met their measurable achievement or growth targets, or student success indicators;
4. The measures used; and
5. Whether an individualized professional learning plan is in place for all personnel evaluations.

Legal Reference:

I.C. § 33-1001	Foundation Program - State Aid-Apportionment-Definitions
IDAPA 08.02.02.120	Local District Evaluation Policy - Instructional Staff and Pupil Service Staff Certificate Holders

PERSONNEL

Disciplinary Action, Probation, Discharge, Resignation

Policy #: E-13 (5350)
Adopted: January 12, 2000
Revised: May 24, 2000; April 13, 2010

The Coeur d'Alene Charter Academy will follow all of the procedural requirements for employee discipline, probation and discharge as dictated by Idaho codes 33-512 through 33-517 (as from time to time amended). In addition, the Board of Directors and administration will abide by employee contractual agreements and all labor laws of the federal government and the State of Idaho relevant to discipline, probation or discharge.

In order to resign in good standing, certified employees on a contract must provide written notice of the resignation according to the following schedule:

Category 1 & 2 contracts - notice of intent to resign must be received by the Board of Directors within two weeks of the date of the Board's notice of intent to rehire for the coming year.

Category 3 & continuing contracts - notice of intent to resign must be received by the Board of Directors no later than June 1st preceding the expiration of the term of the current contract.

Administrative Contracts - notice of intent to resign must be received by May 15th of the current contract year.

Classified and temporary personnel must provide written notice of resignation at least two (2) weeks prior to the last day of employment in order to resign in good standing. A shorter period may be mutually agreed upon at the discretion of the Principal or CFO.

PERSONNEL

Dress and Appearance

Policy #: E-14 (5360)
Adopted: January 12, 2000
Revised: May 24, 2000; June 10, 2010; October 16, 2023; August 12, 2024

"One of the reasons we have schools is for students to learn what is appropriate. Young people learn what is appropriate in society by looking at their adult role models. Your dress and your behavior are what young people will take to be appropriate." Harry K. Wong

As professionals in our schools, we realize and value the public's perception of our roles as mentors and models for students. We, therefore, set in policy the following outline of "reasonable expectations" for all teachers, counselors, secretaries, and administrators throughout the Charter. It is to be applied for all of the days students are present, parent-teacher conferences, professional development days, and all school related activities.

DRESSING UP IS ENCOURAGED

Appropriate Attire for Males

- Pinpoint or button-down dress shirts
- Dress/casual slacks
- Dress shoes, boots, casual shoes
- Neckties
- Business suits
- Sport coats or sweaters
- School shirts/attire that have been approved

Appropriate Attire for Females

- Business suits
- Jumpers, dresses, skirts, skorts (knee length)
- Dress/casual slacks or capris
- Dress shoes, boots, casual shoes
- Blouses, knit shirts, cotton shirts, sweaters (moderate neckline)
- School shirts/attire that have been approved

Inappropriate Attire

- Polo shirts
- Backless, see-through, tight-fitting, or low-cut blouses, shirts, or dresses
- T-shirts, lycra, spandex, midriff, muscle shirts/tank tops
- Cut-off jeans or shorts
- Sweatshirts or sweatpants
- Athletic, spandex, lycra shorts/pants
- Mini-skirts
- Overalls
- Jogging suits
- Jeans
- Clothing showing bare midriffs, shoulders, lumbar regions or cleavage
- Clothing with graphics or wording

Exceptions

- Gym teachers (clothing shall be modest and appropriate to activity and is limited to knee length shorts, sweatpants/joggers, sweatshirts/hoodies, unaltered t-shirts)
- Field trips/days (clothing shall be modest and appropriate to activity and may include jeans, knee length shorts, sweatshirts/hoodies, unaltered t-shirts, modest swimwear/footwear when swimming)
- The building principal may grant exceptions based upon job related needs or health issues

Enforcement

Charter staff members who do not, in the judgment of the Principal/Supervisor, reasonably conform to this dress code shall receive a verbal warning from the Principal/Supervisor. A second violation will result in a written notice from the Principal/Supervisor. Repeated violations could result in disciplinary action by the Principal/Supervisor against the staff member. In cases where a staff member refuses to comply with the directions of the Principal/Supervisor or the staff member's employment could be terminated. The decision of the Charter Administrator is final regarding administration of this policy.

PERSONNEL

Personal Leave

Policy #: E-15 (5400)
Adopted: May 24, 2000
Revised: December 14, 2010; August 12, 2024

Full-time employees are granted five (5) days of paid personal leave at the beginning of each fiscal year for all needs except those provided for by sick leave. Personal leave is non-accumulative at the end of the fiscal year and unused leave will not be compensated.

If employment is terminated before leave is earned for the year, used unearned leave will be deducted from the employee's final paycheck.

PERSONNEL

Leave of Absence

Policy #: E-16 (5410)
Adopted: January 12, 2000
Revised: May 24, 2000; December 14, 2010; October 16, 2023

The Principal or CFO may grant unpaid leaves of absence for periods as stipulated by the following limits or by Federal or State laws:

Illness, Accident, Disability or Maternity up to twenty-six work weeks provided a certification by a licensed medical doctor is obtained stating the need for such absence.

Jury summons or subpoena to appear in court for any period specified by the court as long as the employee provides proof of said summons or subpoena.

Military leave as required by Federal law as long as the employee provides advance written or oral notice of military service.

Professional leave as determined by the Principal or CFO and according to Idaho Code section 33-1216

Bereavement as determined by the Principal or CFO up to five (5) Days. The Coeur d'Alene Charter Academy will follow all requirements of the Federal "Family and Medical Leave Act of 1993", as amended.

PERSONNEL

Sick Leave

Policy #: E-17 (5420)
Adopted: January 12, 2000
Revised: May 24, 2000; December 14, 2010; October 17, 2016; December 18, 2017; October 21, 2019; November 18, 2019, October 16, 2023; November 13, 2023; August 12, 2024, March 9, 2026

The Coeur d'Alene Charter Academy provides all full-time employees with one (1) day of paid sick leave for every month of service. Sick leave is accrued at the beginning of each fiscal year. Sick leave for classified employees shall be calculated proportionate to the average hours worked per day.

Unused sick leave may accumulate without limits for retirement purposes (PERSI) as long as the employee remains continuously in service to the Academy. Termination of employment shall terminate sick leave rights except when said employee is employed by an Idaho Charter School or another state educational agency during the school year immediately following the year of termination. Compensation shall not be provided for unused sick leave.

Employees will be required to provide medical verification from a licensed medical provider for proof of illness/injury and the ability to return to work following an illness/injury that exceeds 4 working days. Employees will also need to provide the same verification of illness/injury for direct family members in circumstances where the employee claimed sick leave exceeding 4 working days to care for said family members. Direct family members include spouses, children, siblings, parents, grandchildren, and grandparents. Sick leave may also be used for bereavement related to the death of a direct family member and maternity or paternity leave of an employee.

Employees who have been hospitalized may be required to provide a written release from a licensed medical provider certifying that they are medically cleared to return to work prior to resuming their duties.

If employment is terminated before leave is earned for the year, used unearned leave will be deducted from the employee's final paycheck.

Reference: I.C. § 33-12258 Teachers - Severance Allowance at Retirement

PERSONNEL

Insurance Benefits for Employees

Policy #: E-18 (5430)
Adopted: January 12, 2000
Revised: May 24, 2000; June 10, 2010; October 16, 2023

The Coeur d'Alene Charter Academy provides a group medical, dental, vision, and life insurance plan for all full-time employees. Plans may change on an annual basis at the Board of Directors' discretion due to market conditions and budgetary limitations. Information and details on these plans are available by contacting the CFO.

PERSONNEL

School Holidays

Policy #: E-19 (5440)
Adopted: January 12, 2000
Revised: May 24, 2000; November 29, 2000; December 14, 2010; October 16, 2023, October 13, 2025

Classified personnel who are full-time employees are eligible for paid holidays, as defined in their job descriptions.

The Charter School may designate the following days as school holidays (these days may change annually at the discretion of the board):

1. New Year's Eve;
2. New Year's Day;
3. Martin Luther King Day;
4. Presidents' Day;
5. Memorial Day;
6. Independence Day;
7. Labor Day;
8. Thanksgiving Break;
9. Christmas Eve; and
10. Christmas Day.

In those cases where an employee, as defined in policy, is required to work any of these holidays, another day shall be granted in lieu of such holiday.

If a holiday occurs during the period in which vacation is being taken by an employee, the holiday shall not be charged against the employee's annual leave.

When New Year's Day, Independence Day, Christmas Eve or Christmas Day falls on a Saturday, the observed holiday is observed on the prior business day, if it falls on a Sunday, the observed holiday is on the following business day.

Legal References	Description
IC § 73-108	Construction of Statutes - Holidays Enumerated

PERSONNEL

Vacation Leave

Policy #: E-20 (5450)
Adopted: January 12, 2000
Revised: May 24, 2000; December 14, 2010; October 16, 2023

Twelve month classified and administrative employees shall accrue annual vacation leave benefits according to the following schedule or as defined in their job descriptions. The number of days of paid vacation earned each year of service is as follows:

Years of Service with the Charter School	Days of Annual Vacation Leave
1	10 days
2-3	15 days
4-30	20 days

Days are accrued in six month periods (i.e. ½ of the yearly total) and can be used after the accrual period has passed. Accrued vacation days must be used within one year of the date they are earned.

Vacation leave is intended to be used during that year in which it is earned and cannot be carried forward.

Unused vacation time is not convertible to any other form of benefit at the termination of employment. Prior approval by the administration must be given before vacation leave is taken.

Nothing in this policy guarantees approval of the granting of specific days of annual vacation leave in any instance. Each request will be judged by the Charter School in accordance with staffing needs.

Employees of less than six months duration will not accrue vacation benefits.

PERSONNEL

Workers' Compensation Benefits

Policy #: E-21 (5460)
Adopted: January 12, 2000
Revised: May 24, 2000; June 10, 2010; October 16, 2023

Benefits under the Worker's Compensation laws are provided for all employees by the State Insurance Fund. The insurance provides benefits for work related injuries and accidents including medical, loss of time, rehabilitation, temporary partial disability, permanent partial disability and death benefits for family survivors. Employees must report any injury or accident to the CFO as soon as possible and a "Notice of Injury and Claim for Benefits" form must be filed within ten (10) days.

PERSONNEL

Personnel Files

Policy #: E-22 (5500)
Adopted: January 12, 2000
Revised: May 24, 2000; March 9, 2010; October 16, 2023

The Coeur d'Alene Charter Academy establishes and maintains a personnel file for each employee. These files contain any and all material relevant to the evaluation of employees. Employees will be given timely notice of all materials placed in the personnel file and the opportunity to attach a rebuttal to those materials. Personnel files are confidential and excepted from public access under provisions of the Idaho Code. Employees or designated representatives may access their own personnel file on request and receive copies of all materials contained therein, with the exception of recommendation letters, in a timely manner upon request.

Legal Reference: I.C. § 74-106 Records Exempt from Disclosure - Personnel Files, Etc.

PERSONNEL

Safe Work Environment

Policy #: E-23 (5620)
Adopted: January 12, 2000
Revised: May 24, 2000; June 10, 2010; October 16, 2023

Employees shall guard the safety of themselves, fellow employees, children, and the public by immediately reporting unsafe conditions, equipment or practices. Safety procedures and first aid supplies are available in the Main office. Notification of all accidents must occur within twenty-four (24) hours to the Principal or CFO. Appropriate reports relevant to the nature and source of the accident will be filed in the business office. Education regarding communicable diseases and blood borne pathogens is necessary in order to protect the rights of all individuals at the Charter Academy. All employees are required to read and sign a handout on proper handling of situations that may arise where exposure to a communicable disease or blood borne pathogen is possible.

PERSONNEL

Reduction in Force

Policy #: E-24 (5740)
Adopted: January 12, 2000
Revised: May 24, 2000; March 9, 2010; October 16, 2023

Budgetary limitations, grant or program expiration, and or position consolidation may dictate the necessity for staff reductions. Employees released for this reason are presumed to be performing at a satisfactory level. Reductions will be determined solely by the Board of Directors based on the best available information which provides the reasons for and the extent of the overall need for reductions. Employees subject to a reduction will be notified at the earliest possible convenience of the Charter Academy, not less than two (2) weeks prior to the last day of employment or as required by Idaho State code.

Legal Reference: I.C. § 33-522A District Trustees - Reduction in Force

PERSONNEL

Complaints and Grievances

Policy #: E-25 (5800)
Adopted: January 12, 2000
Revised: May 24, 2000; April 13, 2010; October 16, 2023, October 13, 2025

Classified employees are those noncertificated employees who are employed by the Charter School or personnel hired in positions which do not require certification.

With the exception of those classified employees specifically hired by the Board as holding a status of not at-will, all classified employees shall be regarded as "at-will" employees and may be dismissed at the will of either party and the employment relationship may be terminated at any time for any or no reason, so long as the same does not violate public policy or violate any other provision of law. Such at-will designation will be included in all job descriptions and related written documentation, should the same be implemented by the Charter School. An employment period, as well as other terms and conditions of employment set forth in a job description and/or written documentation shall not create a property right as such are included for the specific purpose only of providing notice to the employee of the service and expectations of the Charter School so long as the employment relationship continues.

Classified employees shall have no expectation of continued employment, unless so expressly specified in writing by the Charter School's Board. The Charter School reserves the right to change employment conditions affecting the employee's duties, assignment, supervisor, or grade.

The Board shall determine the salary and wages for classified personnel.

A grievance is defined as a written allegation of unfair treatment or a violation of Charter Academy policy.

The grievance procedure for classified employees shall be the procedure set forth in Idaho Code Section 33-517. Grievances should first be directed to the CFO for resolution. The intent of an informal complaint is to resolve a problem or offense before it becomes serious. Repeated or serious offenses will be handled as grievances and follow established procedures set by The Coeur d'Alene Charter Academy Board of Directors. However, neither the rate of pay nor the decision to terminate an employee during the initial 180 days of employment shall be regarded as a proper grievable matter.

The grievance procedure for certified employees shall be set forth in Idaho Code Section 33-120. Grievances should first be directed to the Principal. The intent of an informal complaint is to resolve a problem or offense before it becomes serious. Repeated or serious offenses will be handled as grievances and follow established procedures set by The Coeur d'Alene Charter Academy Board of Directors.

If an employee so chooses, he/she can bypass the procedures set by the Charter Academy Board and file discrimination claims directly with the Idaho Human Rights Commission and/or the Equal Employment Opportunity Commission.

Legal References	Description
IC § 33-1201 et seq.	Teachers - Certificate Required
IC § 33-517	Non-Certificated Personnel

PERSONNEL

Compensation Time and Overtime for Classified Employees

Policy #: E-26 (5810)
Adopted: February 8, 2011
Revised: April 17, 2023; October 16, 2023

Classified or temporary personnel who work more than 40 hours in a week (defined as Monday 12:00 am - Sunday 11:59 pm) are entitled to time-off equal to 1 ½ times the amount of time worked over 40 hours (compensation time). Personnel are responsible for reporting in writing to the CFO the "overtime hours" (defined as those hours and minutes worked beyond 40 hours in a week). Overtime hours must be reported within one week of those hours worked. The compensation time will be calculated by the CFO and posted to the employee leave database. Accumulated compensation time must be exhausted before the employee may request personal or vacation leave.

A classified employee may not volunteer work time in an assignment similar to his or her regular work without pay.

A non-exempt employee who works overtime without authorization may be subject to disciplinary action up to and including possible termination.

A general notice from the Department of Labor explaining the Fair Labor Standards Act, as prescribed by the Department's Wage and Hour Division, will be posted prominently where it can be readily seen by employees and applicants and shall either be distributed to each new employee upon hiring or will be included in employee handbooks. Not notification of rights under the Fair Labor Standards Act or related regulation should be construed to alter any applicable at-will employment relationship between Coeur d'Alene Charter Academy and an employee.

Legal Reference: 29 USC § 201, et seq. The Fair Labor Standards Act of 1985
19 CFR § 516.4 Records to be kept by Employers- Posting of Notices

PERSONNEL

Evaluation of Staff

Policy #: E-27 (5820)
Adopted: January 12, 2000
Revised: May 24, 2000; February 10, 2010; October 16, 2023

The Coeur d'Alene Charter Academy employs an evaluation procedure that complies with state code, as detailed in the Employee Handbook. The procedure has been approved by representatives from the administration, board, and teaching staff, and will be amended as required to maintain compliance with state code and meet the needs of administration and faculty.

PERSONNEL

Retirement Benefits

Policy #: E-28
Adopted: January 12, 2000
Revised: May 24, 2000; June 10, 2010; October 16, 2023

All permanent full-time employees are members of the Public Employee Retirement System of Idaho. Benefits are provided through a combination of employer and employee contributions. Information and details are available by contacting the CFO.

PERSONNEL

Payroll

Policy #: E-29
Adopted: February 22, 2023
Revised: October 16, 2023

It is the policy of the Board of Directors that payroll periods shall be established by the CFO of the Academy.

Payday shall be on the 27th day of each month. If the 27th of the month falls on a Saturday, payday shall be on Friday, the 26th. If the 27th falls on Sunday, payday shall be on Monday, the 28th.

All classified employees are required to fill out timesheets monthly that are due the 25th of each month, and must be signed by the employee and the CFO.

Direct deposit is available and encouraged for all employees.

Full-time employees who work nine months during the school year receive annualized payments through the end of August.

Employees receiving a check will receive it at their building during the school year. Substitutes' and Tutors' checks will be mailed to the address on file. During the summer, employees working less than 205 days will receive their checks, if they do not participate in direct deposit, at the address on file, unless requested otherwise.

Changes in address/phone number should be emailed to payroll.

The deadline for payroll changes is the 10th of the month.

PERSONNEL

Certified Staff Salary Index

Policy #: E-30
Adopted: March 3, 2004
Revised: June 4, 2006; November 21, 2006; April 10, 2007; April 23, 2008; Suspended 2010; Suspended May 2011; May 20, 2013; April 15, 2019; September 9, 2024; August 11, 2025; August 10, 2026

The certified staff salary index dated 2026-2027 represents the salary schedule for the teaching staff of the Coeur d'Alene Charter Academy (herein referred to as "the Academy") beginning in the 2026-2027 school year. It does not represent previous contractual agreements with the employees of the Academy.

Salaries are determined annually at the discretion of the Board of Directors, and there is no guarantee of vertical adjustments. However, salary minimums must comply with Idaho Code 33-1004B, which governs the minimum allocations for Residency, Professional, and Advanced Professional levels on the career ladder.

2026 - 2027 CERTIFIED SALARY INDEX	
Residency 1	54,152
Residency 2	55,284
Residency 3	56,415
Professional 1	57,547
Professional 2	59,527
Professional 3	61,507
Professional 4	63,487
Professional 5	65,467
Advanced Professional 1	69,428
Advanced Professional 2	71,691
Advanced Professional 3	73,954

Advanced Professional 4	76,217
Advanced Professional 5	78,480
Charter Master	83,439

Education addition: 2026-27
(Professional level only, not accumulative)
BA +24 2,000
Masters 3,500

Legal References	Description
IC § 33-1004b	Career Ladder

PERSONNEL

Classified Staff Salary Index

Policy #: E-31
Adopted: July 1, 2005
Revised: April 23, 2008; Suspended 2010; Suspended May 2011; May 20, 2013; April 15, 2019; September 9, 2024; August 11, 2025; August 10, 2026

SUPPORT STAFF (CLASSIFIED) SALARY INDEX 5/20/26			
GRADE	**CLASS 1**	**CLASS 2**	**CLASS 3**
0	18.75	19.92	25.77
1	19.13	20.33	26.30
2	19.53	20.74	26.83
3	19.92	21.16	27.38
4	20.33	21.60	27.95
5	20.74	22.04	28.51
6	21.18	22.50	29.09
7	21.61	22.95	29.69
8	22.04	23.41	30.29
9	22.50	23.90	30.91
10	22.95	24.39	31.55
11	23.43	24.89	32.19
12	23.90	25.39	32.85
13	24.39	25.91	33.52
Class 1 - Custodians			
Class 2 - Custodian, Front Office Secretary, AR, Activity Asst.			
Class 3 - Counselor, AP/PR, Registrar			
Class will be defined in the employee's job description.			

Starting salary for new employees or employees changing job positions will be negotiated by the CFO/Business Manager. The salary will be no less than grade 0 and no more than grade 13 for the assigned class.

All Index amounts are based on full-time 8 hour-260 day assignments. Part-time or partial year assignments will be determined based on the appropriate hourly or daily fraction.

Raises/change in grade will be determined by the CFO/Business Manager after the annual evaluations of the staff. Grade levels are not "years of service."

Once an employee reaches grade 13 they are no longer eligible for an increase in salary unless approved by the Board of Directors.

Nothing in this policy is intended to imply or create a guarantee or contractual right of employment or change in salary.

SECTION F (6000 SERIES)

ADMINISTRATION

Professional Development Fund

Policy #: F-1 (6330)
Adopted: January 17, 2006
Revised: January 12, 2009; August 23, 2021

The Coeur d'Alene Charter Academy expects and encourages all employees to participate in professional development. The Academy will provide financial support for professional development when possible, these funds will be allocated in a manner that allows for the following three objectives:

1. Supporting meaningful professional development efforts within Coeur d'Alene Charter Academy,
2. Compensating mentors and coaches of teaching staff,
3. Providing funding for effective professional development experiences outside of the Coeur d'Alene Charter Academy, both as directed by administration and pursued by staff members by their own election.

A plan for use of funds will be submitted to the board annually. Funding will be allocated as follows:

1. Stipends for the director of professional development, the professional development committee, and mentor program leaders;
2. Money toward staff development days held on campus and/or staff retreats; and
3. 3. Other needs as identified by administration.

Then with the balance, funding will be allocated as follows:

1. Outside professional development stipends to be paid annual to each certified member of the teaching staff, for use in professional development pursuits of their choosing

As part of annual evaluations, teachers will be assessed by administration on the Danielson Framework for Evaluation Component 4e: Growing and Developing Professionally. This component includes the following:

1. Enhancement of content knowledge and pedagogical skill
2. Receptivity to feedback from colleagues
3. Service to the profession

In addition, teachers will submit to the administration annually their personal professional growth plan. The plan for the following school year will be submitted at the end of each school year, and revisited at the end of the next. Teachers will evaluate themselves on how well they have done at meeting this goal.

SECTION G (7000 SERIES)
FINANCIAL MANAGEMENT

FINANCIAL MANAGEMENT

Fixed Assets

Policy #: G-1 (7210)
Adopted: November 20, 2001
Revised: December 11, 2007; November 13, 2023

Definitions:
Fixed Assets are tangible property at acquisition with a cost or market value of greater than $5,000 and a useful life of more than two years. They are generally more cost effective to repair than to replace and the expense of procedures to safeguard them should be less than the expense to replace them. Expenditures that do not increase an asset's future benefit should be expensed as repair and maintenance. Costs incurred to achieve greater future benefits should be capitalized, whereas expenditures that simply maintain a given level of services should be expensed. Ordinary repairs required to maintain the existing condition of the asset or restore it to normal operating efficiency should be expensed immediately.

Land is all real estate owned by the Coeur d'Alene Charter Academy exclusive of improvements. Land is capitalized but not depreciated. It is capitalized at its purchase price plus incidental costs to put the land in condition for its intended use. These costs include, but are not limited to legal and title fees, closing costs, appraisal and negotiation fees, and surveying fees.
Land Improvements are any items that would add value to real estate owned by the Academy. This includes such items as excavation, non-infrastructure utility installation, driveways, sidewalks, parking lots, flagpoles, retaining walls, fencing, outdoor lighting, playground/field equipment, and other non-building improvements intended to make the land ready for its intended purpose.

Buildings and Building Improvements include permanent walled and/or roofed structures and the improvements attached. Buildings should be valued at all acquisition and/or construction costs including fees for brokers, appraisers, engineers, architects, and consultants. Improvements that extend the useful life of a building should be capitalized. This includes but is not limited to roofing projects, major energy conservation projects, remodeling, and replacing major building components.
Leasehold Improvements include all property attached to the land and/or buildings leased by the Academy. This includes the same items that would be capitalized as a building improvement.

Equipment is all tangible property defined as a fixed asset that is not land, buildings, leasehold improvements, or attachments thereof. Examples of equipment include furniture, vehicles, machinery, and electronics.
Procedures:

1. Accounting and Reporting for Fixed Assets Accounting records for fixed assets and fixed asset transactions shall be maintained in such a manner as to provide information to promote sound fiscal management, to assess management accountability, and to assist interested parties with decision making about the Charter's management of fixed assets.
2. The Charter's accounting system must provide proper accounting of assets and provide proper reporting of those assets whose capitalized values equal or exceed $5,000.00.

3. At the end of each school year, the Business office shall conduct a physical inventory of the fixed assets, which shall be reconciled with the accounting records.
4. Assets valued between $500 to $5,000 are not recognized as capital assets but are to be tracked and controlled in inventory records.

The useful life of a fixed asset will be calculated and depreciated on the straight- line method based on the following table. Fixed assets not listed should be determined by the guidance of the State of Idaho's Controller's Office, and the professional judgment of the Business Manager.

Description	**Estimated Useful Life**
Land	No Depreciation
Land Improvements	40 years
Buildings	40 years
Building Improvements	10 years
Leasehold Improvement	10 years
Modular Equipment	10 years
Furniture and Equipment	3-10 years

Other Reference: Governmental Accounting Standard Board ("GASB") Statement No. 34

FINANCIAL MANAGEMENT

Fund Balance

Policy #: G-2 (7215)
Adopted: June 21, 2011

The Coeur d'Alene Charter Academy will comply with Statement #54 of the Government Accounting Standards Board in the presentation of all fund balances. Disclosing, presenting, committing, and spending of fund balances will be recommended by the CFO and approved by the Board of Directors.

FINANCIAL MANAGEMENT

Student Activity Fund Management

Policy #: G-3 (7260)
Adopted: November 20, 2001
Revised: November 13, 2023

The Coeur d'Alene Charter Academy Board of Directors shall approve all student activity fund accounts and the purpose of each. Monies raised for these student activities must be expended for the direct benefit of the students. Sources of student activity funds and the establishment of new accounts must be approved by the Board Treasurer or Asst. Treasurer. The CFO shall be responsible for the management of the student activity funds in accordance with current governmental and nonprofit accounting procedures. The following minimum accounting procedures will be implemented:

1. All other cash receipts shall be entered into Square.
2. All outgoing checks shall be signed by both the Board Treasurer or Asst. Treasurer and the Board Chairman or Secretary.
3. All outgoing checks shall be accompanied by an invoice.
4. A report of student activity funds will be presented to the Board of Directors at their monthly meeting.
5. The student activity funds will be audited annually by an independent audit firm selected by the Board of Directors.
6. Funds raised for or donated to a specific club or activity shall only be spent by that club or activity.

FINANCIAL MANAGEMENT

Investment and Custodial Risk

Policy #: G-4 (7305)
Adopted: February 8, 2011
Revised: November 13, 2023

The treasurer or assistant treasurer shall invest any money received by the Coeur d'Alene Charter Academy as directed by the Academy Board of Directors. Said investments will be made in compliance with Idaho code section 67-1210. All monies not insured by the Federal Deposit Insurance Corporation, Federal Savings and Loan Insurance Corporation or the National Credit Union Share Insurance Fund will be fully collateralized with securities issued by the Federal Home Loan Bank and pledged to the Coeur d'Alene Charter Academy with the exception of the Local Government Investment Pool (LGIP). A progress report of investments shall be made to the Academy Board of Directors on a regular basis.

Interest received on all investments shall be paid into the General fund with the exception of monies of the Building Trust Fund and the Scholarship Trust Fund. Interest received for those trust funds will be calculated on a monthly basis at the highest rate of interest received by the Academy on investments. The ending monthly fund balance of those trust funds will be the basis for calculating the monthly interest earned.

FINANCIAL MANAGEMENT

Public Procurement of Goods and Services

Policy #: G-5 (7407)
Adopted: October 21, 2013
Revised: November 13, 2023; September 8, 2025

The Board of Directors hereby grants to the Principal and the CFO authority to enter into legal agreements and contracts that are no longer in duration than one year. And, that the maximum financial obligation of those agreements shall be no more than the lesser amount of $24,999 or the authorized budget amounts for those expenses previously approved by the Board of Directors.

The Charter School shall at all times adhere to the bidding requirements for the procurement of goods and services as set out in State law.

$0 to $100,000	No bidding requirements	IC 67-2803(2)
$100,000 to $250,000	Semi-formal bidding: Issue written requests for bids describing goods or services desired to at least three vendors. Allow three days for written response, unless an emergency exists; One day for objections. Keep records for six months when impractical to obtain three bids. Accept low bid or reject all bids.	IC 67-2806(1)
$250,000 and above	Formal bidding: Publish bid notice at least two weeks in advance of bid opening and again at least seven days for the opening. Make bid specifications available; written objections allowed. May request bid security/bond. Can reject all if able to purchase more economically in the open market.	IC 67-2806(2)

Exemptions to Public Procurement of Goods and Services Bidding		
Personal Property	Already competitive bid (piggy-backing)	IC 67-2803(1)
Less than $100,000	Contracts or purchases of goods or services	IC 67-2803(2)
Any Amount	Payments of Wages	IC 67-2803(3)
Any Amount	Personal or professional services performed by an independent contractor. (Refer to info on qualifications in I.C. 67-2320)	IC 67-2803(4)
Any Amount	Procurement of an interest in real property – lease or purchase	IC 67-2803(5)
Any Amount	Procurement of insurance	IC 67-2803(6)
Any Amount	Costs of Joint Powers participation	IC 67-2803(7)
Any Amount	Procurement of used personal property	IC 67-2803(8)
Any Amount	Procurement from federal government general services administration (GSA) schedules or federal multiple award schedules (MAS)	IC 67-2803(9)
Any Amount	Procurement of personal property or services through contracts entered into by the Division of Purchasing of the Department of Administration of the State of Idaho	IC 67-2803(10)
Any Amount	Procurement of goods for direct resale	IC 67-2803(11)
Any Amount	Procurement of travel and training;	IC 67-2803(12)
Any Amount	Procurement of goods and services from Idaho correctional industries	IC 67-2803(13)
Any Amount	Procurement of repair for heavy equipment	IC 67-2803(14)
Any Amount	Procurement of software maintenance, support and licenses of an existing system or platform that was bid in compliance with state law	IC 67-2803(15)

Any Amount	Procurement of public utilities	IC 67-2803(16)
Any Amount	Procurement of used equipment at an auction if authorized by the governing board	IC 67-2803(18)
Any Amount	Emergency Expenditures	IC 67-2808(1)

Legal References	Description
IC § 67-2320	Professional Service Contracts with Design Professionals, Construction Managers and Professional Land Surveyors
IC § 67-2801, et seq.	Purchasing by Political Subdivisions

FINANCIAL MANAGEMENT

Public Works Contracting and Procurement

Policy #: G-6 (7405)
Adopted: September 8, 2025
Revised:

No contract involving a public works project shall be let to any contractor who is not licensed as required by the laws of this State. Further, the Charter School shall at all times adhere to the bidding requirements for public works contracting and procurement as set out in State law.

Public Works Contractor Licensure Requirements		
$0 to $50,000	No licensure requirement	IC 54-1903(9)
$50,000 and above	Licensure required	IC 54-1903(9)
Exemptions from Public Works Contractor Licensure		
Less than $50,000 for construction, alteration, improvement, or repair.	Single project with any number of trades	IC 54-1903(9)
Any construction, alteration, or repair due to an emergency.	Pursuant to the provision of Chapter 10, Title 46 Idaho Code	IC 54-1903(11)
Public Works Construction Bidding		
$0 to $100,000	No bidding requirements	IC 67-2803(2)
$100,000 to $250,000	Semi-formal bidding: Issue written requests for bids describing the work to at least 3 licensed contractors. Allow 3 days for written response; objections 1 day prior to bid. Keep records for 6 months.	IC 67-2805(1)
$250,000 and above	**Formal bidding 2 Options A & B: Category A – Open to all licensed contractors. Publication**	IC 67-2805(2)
	requirements. Written objections allowed. May request bid security/bond. See code for details. (IC 67-2805(2)(a).)	
	Category B – Open to pre-qualified contractors. After pre-qualification is determined, the bidding process is in the same manner as Category A. (IC 67-2805(2)(b).)	

Legal References	**Description**
IC § 33-601	School Property - Real and Personal Property — Acquisition, Use or Disposal of the Same
IC § 54-1903	Unlawful to Engage in Public Works Contracting Without License – Exemptions
IC § 67-2801, et seq.	Purchasing by Political Subdivisions
IC § 74-401 et seq.	Ethics in Government

FINANCIAL MANAGEMENT

Public Works Contracting and Procurement Procedure

Policy #: G-6P (7405)
Adopted: September 8, 2025
Revised:

Charter School Procurement Policy

Efficient and cost-effective procurement of goods, services, and public works construction is an important aspect of Charter School operations. The School shall endeavor to buy goods, services, and public works construction through a publicly accountable process that respects the shared goals of economy and quality. The Charter School shall, to the extent reasonably available, and not prohibited by law or administrative rule, endeavor to purchase goods and services from vendors with a significant Idaho economic presence.

Authorization and Control - Generally

It is the policy of this Charter School to conduct its purchasing program in a manner that ensures optimum use of School funds. The Board, or its designee, reserves the right to determine what is in the best interest of the Charter School.

The CFO or designee is authorized to direct expenditures and purchases within the limits of the detailed annual budget for the school year and pursuant to State purchasing and federal procurement requirements. Board approval for purchase of capital outlay items is required when the aggregate total of a requisition exceeds $24,999, except the CFO shall have the authority to make capital outlay purchases without advance approval when it is necessary to protect the interests of the Charter School or the health and safety of the staff or students. The CFO shall establish requisition and purchase order procedures as a means of controlling and maintaining proper accounting of the expenditure of funds that align with State and federal procurement requirements. Staff members shall not obligate the Charter School without express authority of the Board or authorized designee. Staff members who obligate the School without proper authorization may be held personally responsible for payment of such obligations, and may also be subject to discipline, up to and including termination.

All other procurement and purchases shall be made in accordance with the State and federal laws and administrative rules and with Charter School policies and procedures.

Procuring Public Works Construction

Public Works Procurement, Projects Between $100,000 and $250,000: When the Board contemplates procurement of public works construction valued at or in excess of $100,000, but in an amount less than $250,000, the following procedures shall be followed.

1. The Board or its designee shall prepare a solicitation for bids for the contemplated public works construction, and shall deliver it in writing to no fewer than three owner-designated licensed public works contractors. Delivery may be accomplished either by electronic or physical delivery. The solicitation shall describe the construction work to be completed in sufficient detail to allow an experienced public works contractor to understand the construction project the Charter School seeks to build.
2. In the event that it is impractical or impossible to obtain three bids for the proposed public works procurement, the Charter School may proceed to acquire the work in any manner the Board or its designee deems best from a qualified public works contractor quoting the lowest price. When fewer than three bids are considered, a description of the School's efforts undertaken to procure at least three bids shall be documented and placed in the records of the Board, and such documentation shall be maintained for at least six months following the date of the final procurement decision.

3. The solicitation for bids shall describe the electronic or physical delivery method or methods authorized to submit a bid, the date and time by which a bid proposal must be received by the clerk, secretary, or other authorized Charter School official, and shall provide a reasonable time to respond to the solicitation, provided that, except in the event of an emergency, such time shall not be less than three business days.

4. The solicitation shall explain that if a potential bidder has an objection to the specifications described in the solicitation, the bidder must submit a written objection to the Charter School. The objection must be received by the School's clerk, secretary, or other authorized person no later than one business day before the date and time of the bidders' deadline to submit bids.

5. When written bids have been received by the Charter School, by either physical or electronic delivery, they shall be submitted to the Board or its designee, who shall present the lowest responsive bid to the Board for approval or, if the Board's designee is so authorized, approve the bid. The Board or the Board's designee is required to either approve the responsive bid proposing the lowest procurement price, or reject all bids and publish notice for bids, as before.

6. In the event two or more price quotations offered by different licensed public works contractors are the same and represent the lowest responsive bid, the Board or its authorized designee may, in the exercise of its discretion to promote the best interests of the Charter School, accept the one it chooses.

Public Works Procurement, Projects greater than $250,000: When the Board contemplates procuring public works construction valued in excess of $250,000, the following procedures shall apply. The purchase of construction services shall be made pursuant to a competitive sealed bid process. The purchase shall be made from the qualified public works contractor submitting the lowest bid price complying with bidding procedures and meeting the pre-qualifications, if any are required, established by the bid documents. The competitive bidding process may follow either of two alternate procedures described in detail below, either Category A, bidding open to all licensed public works contractors; or Category B, bidding open only to licensed public works contracts who satisfy minimum requirements set by the Board or its designee.

Category A: Competitive bidding procedures shall be open to any licensed public works contractor desiring to bid upon a public works project. For all Category A bids, the Board may consider only the amount bid, the bidder's compliance with administrative requirements of the bidding process, and whether the bidder holds the requisite license. When considering bids meeting these requirements, the Board shall award the bid to the qualified bidder submitting the lowest responsive bid.

1. The Charter School's request for bids for a Category A procurement shall set a date and place for the public opening of bids. The Charter School shall publish two notices soliciting bids in the Charter School's official newspaper. The first notice shall be published at least two weeks before the date for opening bids, with the second notice to be published in the succeeding week at least seven days before the date that bids are scheduled to be opened. The notice shall succinctly describe the project to be constructed. Copies of specifications, bid forms, bidder's instructions, contract documents, and general and special instructions shall be created by the Board or its designee and shall be made available upon request by any interested bidder which also submits payment of a reasonable plan copy fee.
2. The solicitation shall explain that in the event a bidder has an objection to project specifications or bidding procedures, it must submit a written objection in writing which must be received by the Board or its designee at least three business days before the date and time the bids are scheduled to be opened. The Board or its designee shall respond to all objections in writing and shall provide written copies of the objection and the response to the objecting bidder, and deliver copies to all other bidders known to the Charter School at that time. The Board or its designee may adjust the bidding timeframes if necessary.

3. All bids shall be delivered under sealed cover to the clerk of the Board or other designee identified in the bid solicitation documents provided to bidders by the Charter School. On the cover of the sealed bid, the bidder must include a concise statement generally identifying the project for which the bid is submitted.

4. In the event the Board deems it to be in the best interest of the Charter School to require bidders to provide bid security, it may do so in an amount equal to at least 5% of the amount bid. If the Board requires bid security, no bid may be considered unless it includes adequate bid security in one of the following forms designated by the Board:
    1. Cash;
    2. A cashier's check made payable to the Charter School;
    3. A certified check made payable to the Charter School; or
    4. A bidder's bond executed by a qualified surety company, made payable to the Charter School.

5. Once submitted to the Charter School, no bid may be withdrawn after the passing of the date and time set in the notice for opening of the bids. When sealed bids have been received, they shall be opened in public at a designated place and time, thereafter to be compiled and submitted to the Board for award to the lowest responsive bidder, or, if a designee had been authorized to select the lowest bid, for approval of the award.

6. In the event the successful bidder fails to execute the contract, at the sole discretion of the Board, the bidder's security may be forfeited to the Charter School and the proceeds shall be deposited in a designated fund from which the expenses of procuring substitute performance are paid.

7. In the event the successful bidder refuses or fails to execute the contract, the Charter School may award the contract to the qualified bidder which had submitted the next lowest responsive bid. If the Board awards the contract to the next lowest qualified bidder, the Charter School may apply the lowest qualified bidder's security to the difference between the lowest responsive bid and the next lowest responsive bid. The surplus, if any, shall be returned to the lowest bidder if cash or check is used, or to the surety on the bidder's bond if a bond is used. The Charter School may retain reasonable administrative costs not to exceed 25% of the amount of the bidder's security.
8. In its discretion, the Board may reject all bids presented and decide to re-bid the project. Alternatively, the Board may, after finding it to be a fact, pass a resolution declaring that the project sought to be accomplished by the expenditure can be performed more economically by purchasing goods and services on the open market because the project is not a public works project.

9. If the Board chooses to award a competitively bid contract involving the procurement of public works construction to a bidder other than the apparent low bidder, the Board shall, in open session at a duly noticed Board meeting, declare its reason or reasons on the record and shall communicate such reason or reasons in writing to all bidders that submitted a competing bid.
10. In the event a participating bidder objects to the award of the project to a bidder other than the lowest responsive bidder, such bidder shall, within seven calendar days of the date of the Board's award notice, deliver to the Board clerk or designee its written objection to the Board's award, setting forth the express reason or reasons that the Board's award decision is in error. Upon receipt of such objection, the Board shall immediately stay performance of the project until after the Board addresses the contentions raised by the objecting bidder(s). To address the objection(s), the Board shall review its decision and determine whether to affirm its prior award, to modify the award, or to re-bid the project, setting forth its reason or reasons therefore. The Board's review cannot be delegated. After completion of the review process, the Board may proceed as it deems to be in the public's best interest.

11. If two or more identical bids are received, the Board may select the bidder it prefers.

12. If no bids are received, the Board may complete the project by selecting a licensed public works contractor without further competitive bidding procedures.

Category B: When following this procedure, competitive bids may only be submitted by licensed public works contractors which have satisfied the Board's preliminary supplemental qualifications. The solicitation for bids in Category B procurement consist of two stages:

1. An initial stage determining supplemental pre-qualifications for licensed contractors, either prime or specialty contractors; followed by
2. A second stage during which bids are accepted only from prequalified contractors.

The Category B procedure shall be as follows:

1. Notice of the prequalification stage of the Category B competitive bidding process shall be given in the same manner that notice of competitive bidding is provided for a Category A competitive bid request, by providing a specific date and time by which qualifications statements must be received. The Board may establish prequalification standards premised upon demonstrated technical competence; experience constructing similar facilities; prior experience with the Charter School; available nonfinancial resources, equipment, and personnel as they relate to the subject project; as well as the contractor's overall

performance history. Such a request shall also include the standards the Board will use when evaluating the applicants' qualifications.

2. During the initial stage of the Category B bidding process, licensed contractors desiring to be prequalified to bid on a project must submit a written response to the Board's request for qualifications.

3. The solicitation shall explain that in the event a bidder has an objection to the prequalification procedures, it must submit a written objection which must be received by the Board or its designee at least three business days before the date and time prequalification statements are due. The Board or its designee shall respond to all objections in writing and shall provide the written response to the objecting contractor, and deliver copies to all other contractors seeking to prequalify that are known to the Charter School at that time. The Board or its designee may adjust the bidding timeframes if necessary.

4. After a review of qualification submittals, the Charter School may select licensed contractors that meet the prequalification standards. If any licensed contractor submits a statement of qualifications but is not selected as a qualified bidder, the Board or its designee shall supply a written statement of the reason or reasons why the contractor failed to meet the Board's prequalification standards.
5. The solicitation shall explain that any licensed contractor that fails the prequalification stage can appeal in writing any such determination to the Board within seven days after transmittal of the prequalification results. After reviewing the objection, if the Board sustains the decision that a contractor fails to meet prequalification standards, it shall state its reason or reasons in writing to the contractor. The Board's decision may be appealed to the public works contractor's license board no more than 14 days following the Board's decision. Category B prequalification procedures that are appealed shall be stayed during the pendency of the prequalification appeal until the public works contractor's license board completes its review, but in no instance more than 49 days after the appellate decision of the Board regarding prequalification. Any licensed public works contractor affected by a decision on appeal by the public works contractor's license board may, within 28 days of the final decision, seek judicial review as provided by Idaho Code 67-5201, et seq.

6. Following the conclusion of the prequalification administrative procedures, the bidding stage shall proceed by the setting of a time, date, and place for the public opening of bids. In circumstances involving prequalified prime contractors, a notice soliciting bids shall be transmitted to prequalified bidders at least 14 days before the date of opening the bids. In circumstances involving prequalified specialty or subordinate contractors, the notice soliciting bids shall be published in the same manner applicable to Category A bids. The notice shall succinctly describe the project to be constructed. Copies of specifications, bid forms, bidder's instructions, contract documents, and general and special instructions shall be made available upon request and payment of a reasonable plan copy fee by any eligible bidder.

7. Thereafter, the Board shall proceed with its solicitation of and consideration of bids from prequalified public works contractors in accordance with the procedures set forth above regarding submission and consideration of Category A bids set forth above at Category A paragraphs 2 through 12, inclusive.

Procuring Services or Personal Property, Purchases between $100,000 and $250,000

When the Board contemplates an expenditure to purchase or lease personal property or to procure services, other than personal property or services excluded pursuant to section Idaho Code § 67-2803, valued at or in excess of $100,000 but not to exceed $250,000, the procurement procedures of this policy shall apply.

1. The Board or its designee shall solicit bids from no fewer than three vendors by written means, either by electronic or physical delivery. The solicitation shall describe the personal property or services to be purchased or leased in sufficient detail to allow a vendor dealing in such goods or services to understand what the Charter School seeks to procure.

2. The solicitation for bids shall describe the electronic or physical delivery method or methods authorized to submit a bid, the date and time by which a bid proposal must be received by the Board or its designee, and shall provide a reasonable time to respond to the solicitation, provided that, except in the event of an emergency, such time shall not be less than three business days.

3. The solicitation shall explain that a vendor's objections to specifications or bid procedures must be in writing and received by the Board or its designee at least one business day before the date and time upon which bids are scheduled to be received.
4. All timely written bids received by the Charter School, whether submitted electronically or by physical delivery, shall be compiled and submitted to the Board or its designee who shall approve the responsive bid proposing the lowest procurement price, or shall reject all bids and publish notice for bids, as before.
5. In the event the Board determines that it is impractical or impossible to obtain three bids for the proposed procurement, the Board may acquire the property or services in the manner the Board deems to be in the Charter School's best interest from a qualified vendor quoting the lowest price. When fewer than three bids are considered, a description of the Board's efforts to procure at least three bids shall be documented in the Board's official records and such documentation shall be maintained for at least six months following the date of the procurement. In the event two or more bids are the same and are the lowest responsive bids, the Board or its designee may exercise its discretion and select the bid it deems to be in the Charter School's best interest.

Procuring Services or Personal Property, Purchases Greater than $250,000

When the Board contemplates a purchase or lease of personal property or the hiring of services, other than personal property or services excluded pursuant to Idaho Code § 67-2803, valued in excess of $250,000, the following procurement procedures shall apply.

1. The purchase or lease shall be made pursuant to an open competitive sealed bid process with the procurement to be made from the qualified bidder submitting the lowest bid price that complies with bidding procedures and meets the specifications for the goods and/or services sought to be procured.

2. The request for bids shall set a date, time, and place for the opening of bids. Two notices soliciting bids shall be published in the official newspaper of the Charter School. The first notice shall be published at least two weeks before the date for opening bids, with the second notice to be published in the succeeding week at least seven days before the date that bids are scheduled to be opened. The notice shall succinctly describe the personal property and/or services to be procured. Copies of specifications, bid forms, bidder's instructions, contract documents, as well as general and special instructions shall be made available upon request by any interested bidder.

3. The notice shall explain that written objections to specifications or bidding procedures must be received by the Board or its designee at least three business days before the date and time upon which bids are scheduled to be opened.

4. If the Board deems it to be in the Charter School's best interest, it may require all bidders to provide bid security in an amount equal to at least 5% of the amount bid. If so required, a bid shall not be considered unless one acceptable form of security is enclosed with it, and it is submitted in a form which substantially complies with the form provided by the School. The Board may require that bid security be provided by means of the following:
    1. Cash;
    2. A cashier's check made payable to the Charter School;
    3. A certified check made payable to the Charter School; or
    4. A bidder's bond executed by a qualified surety company, made payable to the Charter School.

5. No bid received by the Charter School after the time set in the notice for opening of bids may be withdrawn. When sealed bids have been received, they shall be opened in public at a designated place and time. Thereafter the bids are compiled and submitted to the Board for award or, if a designee had been authorized, for approval of the designee's award.
6. In the event the successful bidder fails to execute the contract, the amount of the bidder's security may be forfeited to the Charter School at the sole discretion of the Board. Thereafter the proceeds may be deposited in a designated fund out of which reasonable expenses incurred in procuring substitute performance are paid.
7. The Board may, on the refusal or failure of the successful bidder to execute the contract, award the contract to the next lowest qualified bidder. If the Board awards the contract to the next lowest qualified bidder,

the amount of the lowest qualified bidder's security may be applied by the Board to the difference between the lowest responsive bid and the next lowest responsive bid, and the surplus, if any, shall be returned to the lowest bidder if cash or check is used, or to the surety on the bidder's bond if a bond is used. The Board may retain a reasonable administrative cost not to exceed 25% of the amount of the bidder's security.

8. In its discretion, the Board or its designee may reject all bids presented and re-bid or, after finding it to be a fact; the Board may pass a resolution declaring that the subject goods or services can be procured more economically on the open market.

9. If the Board chooses to award the contract for delivery of personal property or services to a bidder other than the apparent low bidder, the Board shall first declare in open session at a duly noticed public meeting its reason or reasons for the award and shall communicate such reason or reasons in writing to all bidders that responded to the Charter School's solicitation for bids.

10. The solicitation shall explain that if any participating bidder objects to the Board's award to a bidder other than the lowest apparent bidder, such bidder shall, within seven calendar days of the date of transmittal of the notice, object in writing to the award and specifically identify the reason or reasons that the Board's award is in error. Thereafter, the Board shall stay performance of the award until after the Board reviews and addresses the bidder's objections. The Board shall then review its decision and determine whether to affirm its prior award, modify the award, or choose to re-bid and will identify its reason or reasons therefor. The Board shall not delegate this responsibility. After completion of the review process, the Board may proceed as it deems to be in the public's best interest.

11. If two or more bids are the same and the lowest responsive bids, the Board or its designee may accept the one it deems to be in the public's best interest.

12. In its discretion, when the Board purchases goods, it may forgo the above request for bids procedure and may preauthorize the purchase of goods (but not services) at a public auction.

Requests for Proposals: The Board may utilize a request for proposal process as set forth below as an alternative to the competitive bidding process required by the Procuring Services or Personal Property policy subsection set forth above, when the Board contemplates a procurement of goods or services for which the Board determines one or more of the following is true:

1. The submission of fixed specifications by the Board may prevent the discovery of a more cost-effective solution;
2. The specific need to be satisfied by the procurement is amenable to more than one solution; or
3. Factors other than price will determine the best option for the Charter School to satisfy or solve the Charter School's specific need.

Factors to be Considered: When the Board utilizes the request for proposal process, it may consider the following factors when evaluating the vendor's responses to the request:

1. An innovative solution that is offered;
2. Unique product features;
3. Price;
4. Vendor experience in the market;
5. Financial stability of a vendor;
6. Differences among vendors in their ability to perform contract requirements in a timely or efficient manner;
7. Ability to meet product specifications;
8. Product quality;
9. Product performance records;
10. Past performance by a vendor;
11. Future product maintenance or service requirements; and
12. Product warranties.

Requirements of a Request for Proposals

At a minimum, a request for proposals shall:

1. State the instructions of the process;
2. Identify the scope of work for the goods or services contemplated;
3. Identify the selection criteria;
4. Identify the contract terms; and
5. Identify the scoring methodology applying relative weights to factors considered.

The notification, solicitation, and consideration of contests concerning the award of a procurement contract pursuant to a request for proposal shall be in accordance with the same procedures and requirements set forth in the policy subsection pertaining to Procuring Services or Personal Property, subject to the selection criteria established by the Board at the outset of each such procurement. After the procurement recommendation is made to the Board under the Request for Proposal process described above, the documents and records compiled in the scoring process shall be made available for public inspection.

Legal References	**Description**
IC § 33-601	School Property - Real and Personal Property — Acquisition, Use or Disposal of the Same
IC § 54-1903	Unlawful to Engage in Public Works Contracting Without License – Exemptions
IC § 67-2801, et seq.	Purchasing by Political Subdivisions
IC § 74-401 et seq.	Ethics in Government

FINANCIAL MANAGEMENT

Entering into Professional Service Contracts

Policy #: G-7 (7408)
Adopted: September 8, 2025
Revised:

Selection of Public Works Professionals to be Based on Qualifications

Notwithstanding any other provision of law to the contrary, the Charter School and their agents shall make selections for professional engineering, architectural, landscape architecture, construction management, and professional land surveying services, by persons and firms licensed pursuant to Idaho law to perform such professional services, on the basis of qualifications and demonstrated competence, and shall negotiate contracts or agreements with licensed professional(s) selected to provide the requested professional service(s).

For such contracts of $30,000 or more per year, the School shall publish the following information within 15 days on the State Controller's website:

1. The parties;
2. The amount of the contract; and
3. A one sentence description of the contract's purpose.

Additionally, such contracts shall be published as required in Policy 4130 Public Access to Charter School Website.

No ESG (environmental, social, and governance) criteria shall be used to evaluate bids.

Procedures to Select Public Works Professionals for Contracts Greater than $100,000

In carrying out this policy the Board shall use the following guidelines when securing contracts for engineering, architectural, landscape architecture, construction management, and land surveying services on projects for which the professional service fee is anticipated to exceed the total sum of $100,000, excluding, however, those professional services contracts previously awarded by the School for an associated or phased project, and for which the expenditure is otherwise exempt from the bidding process otherwise required by law. To implement this policy:

1. The Board or its designee will provide a general description of the services being solicited and encourage persons or firms engaged in the services being solicited to submit statements of qualifications and past performance data.

2. The Board or its designee will establish and make available to the public a request for qualifications that includes the criteria and the procedures to be used for measurable scoring, ranking, and selection of qualified persons or firms to perform such services.

3. After receiving responses to a request for qualifications, the Board or its designee shall score and rank the responding persons and firms based on their qualifications and demonstrated competence pursuant to the Board's or its designee's established criteria and procedures. The list of ranked respondents, including the scoring used to develop the ranking, shall be made available to the public. Some examples of selection criteria for consideration may include but are not limited to:

    A. A description of the firm, including its location and longevity;
    B. Its past performance;
    C. Its project manager and key staff experience, education, and training;
    D. Its experience with similar projects;
    E. Its specific approach to projects or assignments;
    F. Its proposed schedule, if applicable; and

G. Its quality control procedures.

4. The Board or its designee shall select for negotiation the persons or firms whom the School determines to be the highest-ranked and best qualified.

5. The Board or its designee shall next negotiate with the highest ranked person or firm for a contract or an agreement to perform such services at a price determined by the Board to be reasonable and fair to the public after considering the estimated value, the scope, the complexity, schedule, and the nature of the services required.

6. In the event the Board or its designee is unable to negotiate a satisfactory contract or agreement with the highest-ranked person or firm, it shall formally terminate negotiations and undertake negotiations with the next highest-ranked person or firm, following the procedure prescribed above.

7. In the event the Board or its designee is unable to negotiate a satisfactory contract or agreement with any of the selected persons or firms, it may recommence negotiations as described in the two items immediately above, until a contract or agreement is reached, or may, in its discretion, cancel the procurement.

8. Published Request for Qualifications. When the Board solicits proposals for qualifications for engineering, architectural, landscape architecture, construction management, or land surveying services for which the professional service fee is anticipated to exceed the total sum of $100,000it shall publish public notice in the same manner as required for procurement of public works construction projects set forth in Procedure 7405P, which sets forth the procedures required by Section 67-2805(2) of Idaho Code.

9. A List of Qualified Professionals. In fulfilling the requirements of the items above, the Board may establish and select from a list of two or more persons or firms selected and preapproved for consideration by the School. When creating a preapproved list of qualified professionals, the Board or its designee shall first publish notice as set forth in the item immediately above. When selecting from such list, no notice shall be required; and

10. Any list established under this item will be valid for up to five years, unless canceled by the Board prior to the list's expiration where the Board has first determined in open session that cancellation of the list would be in the public's best interest.

Procedures to Select Public Works Professionals for Contracts Less than $100,000

When securing contracts for engineering, architectural, landscape architecture, construction management, or land surveying services on projects for which the professional service fee is anticipated to be less than the total sum of $100,000, the Board may use the guidelines set forth in the above paragraphs, or may establish its own guidelines for selection based on demonstrated competence and qualifications to perform the type of services required, which shall then be followed by negotiation of the fee at a price determined by the Board to be fair and reasonable after considering the estimated value, scope, complexity, schedule, and nature of services required.

Approvals for Phased Projects

When the Board has previously awarded a professional services contract to a person or firm for an associated or phased project, the School may, at its discretion and in accordance with all provisions of Section 59-1026 of Idaho Code, negotiate an extended or new professional services contract with that person or firm.

Legal References	Description
IC § 59-1026	Willful and Knowing Avoidance of Competitive Bidding and Procurement Statutes
IC § 67-2320	Professional Service Contracts with Design Professionals, Construction Managers and Professional Land Surveyors

IC § 67-2347	Prohibition of Environmental, Social, and Governance Standards in Public Contracts
IC § 67-2803	Exclusions
IC § 67-2805	Procurement of Public Works Construction
IC § 67-2810	Publication of Contractee, Amount, and Purpose of Personal Service Contracts -- Definition

FINANCIAL MANAGEMENT

Travel Reimbursement

Policy #: G-8 (7430)
Adopted: January 12, 2000
Revised: May 24, 2000; November 9, 2010; October 16, 2023

All staff members traveling on official school related activities must obtain authorization from the Principal or CFO through the database leave system before leaving. Reimbursement for expenses will only be made for travel that has received prior approval through the purchase request/purchase order process. Receipts must be submitted for all applicable expenses. The following approved expenses will be reimbursed at the listed allowable rates:

Travel expenses will be reimbursed at the lowest amount of the four listed options.

1. Mileage - at the rate equal to the current Internal Revenue Service rate
2. Airfare - Reimbursement will be for coach fare only. Tickets should be purchased as early as possible to secure the lowest rate available.
3. Rail/Bus - Coach fare only, tickets should be purchased as early as possible to secure the lowest rate available.
4. Car Rental - Pre-approval of the type of car to be rented must be made by the Principal or CFO.
5. Lodging - Reimbursement will be made for the official traveler/approved employee only. If the arrival is earlier or the departure later than the necessary time assigned for the official business, the additional cost will not be reimbursed.
6. Meals - The maximum daily amount is $50.00, including taxes and tips. Reimbursement for tips will not exceed 15% of the employees' meal cost.
7. Ground Transportation - (taxi, limo, buses, tolls) Reimbursement will be made for travel to and from airports, and from and to lodging if the meeting site requires travel. Receipts are required and tips must be on the receipts. Reimbursement for tips will not exceed 15% of the travel cost.
8. Parking, telephone, registration - these and other incidentals must be related to the official purpose of the travel and be included in the original purchase request.

Rebates- any rebates (cash, goods or services) directly related to a reimbursed expense become the property or possession of the Charter Academy.

SECTION H (8000 SERIES)

NON-INSTRUCTIONAL OPERATIONS

Driver's Education

Policy #: H-1
Adopted: July 30, 2002
Revised: August 18, 2008; March 10, 2009

In order to qualify for a driver's permit or license, students under the age of eighteen must obtain a letter from the Academy verifying that they are in compliance with Academy attendance requirements.

A letter will not be issued to a student who has been denied credit based on attendance in the previous or current term. In the case of a student who has exceeded the number of allowable absences and is appealing denial of credit, the verification letter will be withheld pending the outcome of the appeal.

NON-INSTRUCTIONAL OPERATIONS

Adult Driving Requirement

Policy #: H-2
Adopted: September 17, 2003

For any adult, (staff, parent, or other volunteer) to transport a Coeur d'Alene Charter Academy student for school related activities, they must have the following on file with the school office:

- Copy of current driver's license
- Copy of current auto insurance
- Copy of State Department of Motor Vehicle driving record

The purpose of this policy is to protect and maximize the safety of our students, and to minimize the legal liability of the school.

NON-INSTRUCTIONAL OPERATIONS

Activities Travel

Policy #: H-3 (8105)
Adopted: March 18, 2019

The Coeur d'Alene Charter Academy provides activities for the purpose of student enrichment. Some of these activities may entail traveling out of town. In order to prevent undesired interference with the academic program, and to limit the burden on families, the Board of Directors has established the following limitations on activities travel.

No Academy-sponsored activity will include travel outside of the state of Idaho, except within a 200-mile radius. Students who qualify for regional or national-level competitions or gatherings outside the state of Idaho or beyond that 200-mile radius may attend those events, but the Academy will not provide financial support or supervision, or facilitate participation. Students who choose to participate in such activities will be required to use the "Pre-Arranged Absence" form, according to the established procedure.

"Academy-sponsored" activities include any activities for which the Academy provides access, training, entrance, supervision, or funding. An activity will lose its "Academy-sponsored" status when participation requires travel outside of the above restrictions.

The Academy will not provide on-site fundraising for non-Academy-sponsored activities or travel.

NON-INSTRUCTIONAL OPERATIONS

Coach/Advisor Fines

Policy #: H-4
Adopted: February 8, 2011

School fines imposed by the District I Board of Control will be paid by the coach or advisor responsible, if the administration determines that the fine is the result of intentional acts or negligence on the part of the coach or advisor. The fine will be deducted from the coach or advisor's stipend or salary. In the event that the coach or advisor has already received his or her stipend or final check, he or she will not be offered a contract for the following year's activity until the fine has been paid

School fines result from violation of certain rules as specified in the IHSAA Rules and Regulations Handbook, enforced by the District I Board of Control.

SECTION I (9000 SERIES)
SCHOOL FACILITIES

NO POLICIES