

## INSTRUCTION

Hayden Canyon Charter School

### **2000 Goals**

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

- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for lifelong learning.
- To be free of any sexual, cultural, ethnic, or religious bias.

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

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate, any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
- A plan for new or revised instructional program implementations; and
- A review of present and future facility needs.

Policy History

Adopted on: March 14, 2019

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Hayden Canyon Charter School

## **2100 Curriculum Development and Assessment**

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Administrator is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the Charter School's educational philosophy, mission statement, objectives and goals.

### Development and Assessment

A written sequential curricula shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and Charter Schools education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and timelines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program.

In all program areas and at all levels, the Charter School shall assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude. The Charter School will use assessment results to improve the education program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to: standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

All courses of instruction shall comply with state statutes and the rules of the State Board of Education.

#### Cross Reference:

- 2000 Goals
- 2800 Objectives

#### Legal Reference:

- I.C. 33-512A District curricular materials adoption committees
- I.C. 33-1601 et seq. Courses of Instruction
- IDAPA 08.02.01 et seq. Rules of the State Board of Education

#### Policy History:

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Hayden Canyon Charter School

### **2110 Lesson Plans**

To ensure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared at least 3 (three) days in advance of the actual class presentation. The format for the lesson plan will be specified by the Administrator and shall be reviewed on a regular basis. The plan book must be readily available when a substitute teacher is needed.

Careful planning should precede:

1. The opening of the school year;
2. The beginning of a project; and/or
3. The daily activities that address the needs of students.

Planning should include:

1. Statement of objectives;
2. Procedures and strategies to be used;
3. Organizational materials and instruction;
4. Materials — basic and supplementary; and
5. Evaluation of students.

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

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## **2120 Program Evaluation and Diagnostic Tests**

The Board strives to achieve efficiency and effectiveness in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for the Charter school's instructional program;
2. A provision for staff, resources and support to achieve the stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials permitted by state law, may do so by contacting the Principal. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices containing any questions about a student's or the student's family's personal beliefs and practices in family life, morality and religion shall be administered unless the parent gives written permission for the student to take such test, questionnaire or examination.

Legal Reference:

20 U.S.C 1232h Protection of Pupil Rights  
I.C. 1601 et seq. Courses of Instruction

Policy History:

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## **2125 K-3 Reading Intervention**

The Charter School strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal the Charter School shall establish a reading intervention program, in addition to core reading instruction, that is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. The Charter School's reading intervention program will include research-based literacy instructional practices, student engagement, and effective interventions.

### Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

### Intervention Program

The Charter School will provide a research based reading intervention programs to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program will provide intensive development in phonemic awareness, phonics, fluency, vocabulary, text comprehension, and decoding intervention as applicable to the grade level.

The Charter School will monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.

The program will provide a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

### Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment shall receive an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. The Charter School shall notify parent(s)/guardian(s) as outlined below once the deficiency has been identified and request their participation in developing the plan.

The reading improvement plan shall be created by the teacher, administrator, parent(s)/guardian(s), and other pertinent school personnel, including staff assigned library duties, if applicable, no later than 30 days after the identification of the reading deficiency. The plan will describe the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, the Charter School is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. The Charter School shall notify the parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

### Parental Notification

The parent(s)/guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Administrator or designee to provide written notification to the parent(s)/guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, Administrator, other applicable school personnel, and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent(s)/guardian(s) will be updated on the student's progress, including any recommendation for placement.

### Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

### Reporting

Annually by October 1, the Charter School shall report to the Idaho State Department of Education the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading; and
2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.

Legal Reference:

I.C. 33-1614 Reading Instruction and Intervention

I.C. 33-1615 Reading Assessment

I.C. 33-1616 Literacy Intervention

Other Reference: Idaho Comprehensive Literacy Plan [https://boardofed.idaho.gov/k\\_12/documents/](https://boardofed.idaho.gov/k_12/documents/)

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Hayden Canyon Charter School

### **2130 Research Studies**

The Board recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of the instructional program in the school system as well as growth in the profession and growth for individual teachers and researchers.

Simultaneously, the Board recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to the Board should be allowed to be conducted in the school system.

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Administrator at least three (3) weeks prior to the date on which the research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data and the distribution of the study. The Administrator will approve or disapprove all research studies. If the Administrator is not clear or certain about the value of the research proposal, the Administrator should contact the Board for a second opinion. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the Board. A final copy of the study will be provided free of charge to the Board.

No test, questionnaire, survey, or enumeration containing questions about a pupil's or his parent's personal beliefs, practices in sex, family life, morality and religion will be administered without Board approval.

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Hayden Canyon Charter School

## **2140 Student and Family Privacy Rights**

### Surveys General

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the Board's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

### Surveys Created by a Third Party

Before the Board administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a Board official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

### Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one (1) or more of the following items:

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

The student's parent(s)/guardian(s) may:

1. Inspect the survey 5 business days before the survey is to be distributed to the students, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

### Instructional Material

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

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

### Collection of Personal Information from Students for Marketing is Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including: (1) a student's or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (4) telephone number, or (5) a Social Security identification number.

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

The Board, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education related activities;
6. Student recognition programs.

### Notification of Rights and Procedures

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

1. This policy as well as its availability from the administration office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

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

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

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

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

Policy History:

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Hayden Canyon Charter School

## **2150 Copyright**

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

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

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

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

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

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

### Legal Reference:

17 USC 101 to 1010

Federal Copyright Law of 1976

### Policy History:

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Hayden Canyon Charter School

## **2200 School Year / Calendar / Instructional Hours**

### School Fiscal Year

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

### School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays.

### Holidays / Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Labor Day, Thanksgiving Day, Martin Luther King Day, Presidents Day, and Christmas Day

For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. 73-108 observing an appropriate program of at least one (1) class period with appropriate ceremonies; and for each Veterans Day, each school in session shall conduct and observe an appropriate program of at least one (1) class period remembering and honoring American veterans

### Instructional Hours

The Board of Directors shall provide the minimum number of instructional hours for students at each grade level as follows:

<u>Grades</u>	<u>Hours</u>
K	450
1-3	810
4-8	900
9-12	990

### PIR Days

Not more than twenty-two (22) hours may be utilized for in-service teacher activities.

### Legal Reference:

I.C. 33-512 Governance of schools

I.C. 33-701 Fiscal year Payment and accounting of funds

IDAPA 08.02.01.250.01 Required Instructional Time

IDAPA 08.02.01.250.03 Day In Session When Counting Pupils in Attendance

Policy History:

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Hayden Canyon Charter School

**2210 School Closure**

The Administrator may order the closure of schools in the event of extreme weather, facility failures or other emergency, in compliance with established procedures for notifying parents, students and staff.

Legal Reference:

I.C. 33-512 Governance of schools

Policy History:

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Hayden Canyon Charter School

**2250 Pledge of Allegiance**

The school day shall begin with the Pledge of Allegiance.

Policy History:

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Hayden Canyon Charter School

## **2302 School Wellness Policy**

### Mission Statement

Wellness is about nurturing a balanced healthy lifestyle.

Hayden Canyon Charter School's Wellness Policy strives to promote, assist and educate students and their families in the importance of health, fitness, and nutrition.

### Defining a School Wellness/Nutrition Committee

The Wellness/Nutrition Committee is comprised of representatives from some or all of the following: administration, school food service, school board, faculty, staff, parents, students and the community.

The mission of the Wellness/Nutrition Committee shall be to address nutrition and physical activity issues and will develop, implement and evaluate guidelines that support a healthy school nutrition environment, in compliance with the wellness policy. This committee will offer revisions to the policy as needed.

The committee shall, to the extent possible, have annual review of foods being served on the menu. Have input to the planning of the menu and food choices.

### Physical Fitness

Hayden Canyon Public Charter School will:

1. Continue to offer well-rounded physical education for all grades and meet state and national requirements for health and physical education. Weekly opportunity for exercise and wellness activities.
2. Offer an after-school sports program for grades 6th-8th in which participation is promoted and encouraged. The athletic director will continue to promote and provide additional athletic opportunities to students of all grades.
3. The food service director will have the opportunity to encourage a volunteer to be a Fitness Coordinator. The Fitness Coordinator is a volunteer who will promote fitness activities and educational opportunities for students and their families. Activities may include, but are not limited to the following:
  - a. Lunch time fitness activities
  - b. After-school fitness opportunities such as fitness workshops and/or guest speakers.
  - c. Encouragement of fitness activities at home and for the whole family

### School Meals

Hayden Canyon Public Charter School will:

1. Continue to meet or exceed the nutrition standards established by the U.S. Dept. of Agriculture and the Idaho State Department of Education.
2. To provide a pleasant eating experience for students and adults by adopting the following:
  - a. Student input is solicited for meal choices
  - b. Adequate time to eat in a pleasant eating environment should be provided.
  - c. Adult supervision and role modeling is available during the meal service times to encourage students to eat the meals.
  - d. Drinking water and/or drinking fountains will be made available during meals and throughout the day.
  - e. School personnel will assist all students in developing the healthy practice of washing hands before eating.
  - f. Lunch room supervisors will encourage socializing among students, and between students and adults, using appropriate voice levels. Parents are highly encouraged to dine with students in the cafeteria.
  - g. Students will be discouraged from sharing food or beverage with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

#### Goals of the Program:

(Rated on a 4-score scale. 1 = Need of Improvement, 2 = Below Basic, 3 = At Level, 4 = Model Program)

Breakfast- The goal is to have 30 or more students participating  
1 = 0-10, 2 = 11-19, 3 = 20-29, 4 = 30 or more students

Lunch- The goal is to have 40% of the student enrollment participating  
1 = 0-29%, 2 = 30-39%, 3 = 40-44%, 4 = 45% or more students participating

#### Nutrition Education

Hayden Canyon Public Charter School will follow health education and physical activity standards as outlined by the State Department of Education and/or State Dept, of Education. All students will receive nutrition education within the classroom a minimum of one (1) time per month. Teachers are also encouraged to integrate nutrition education into core curriculum areas such as math, science, social studies, and language arts as applicable. Nutrition Education will be implemented in school wide activities

Nutrition Education will be implemented in school wide activities and may include, but are not limited to, the following:

3. Nutrition education efforts in the classroom, using appropriate nutritional information and/or materials to be taught in the classroom.
4. Guest speakers will be utilized.

5. A monthly article(s) on nutrition to be included in the school newsletter,
6. Provide teachers and staff with ideas for healthy alternatives to food as rewards in the classroom.
7. Provide teachers, students and parents with ideas for healthy alternatives for snacks, and classroom celebrations.

Legal Reference:

Child Nutrition and WIC Reauthorization Act of 2004 (PL108-265 Section 204)

Policy History:

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Hayden Canyons Charter School

### **2341P Controversial Speakers Procedure**

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the education process or endanger the health and safety of students or staff. The Board, in an effort to uphold the students' freedom to learn while also recognizing obligations that the exercise of this freedom entails, establishes the following rules:

1. Selection of speakers and topics must be appropriate to the age and grade level of the students.
2. Selection of speakers and topics should be congruent with the curriculum of the course or function.
3. The teacher/sponsor and Administrator shall investigate fully those proposed resource persons for whom the community may question the wisdom of his/her presence:
4. The teacher/sponsor or designee must give one-week prior notification to the Administrator. The Administrator may waive the one-week notification requirement if extenuating circumstances are present.
5. Minimal disruption to the normal flow of school operation is a high priority.
6. An attempt to provide a balance of viewpoints is recommended when dealing with controversial issues or candidates for public office.
7. No person who encourages or advocates breaking the law shall be invited to speak;
8. Teachers should ensure that the presentation and follow up is consistent with the Charter School's approved programs and policies.
9. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when speakers are in the classroom.
10. Prior to his/her appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations:
  - a. Profanity, vulgarity and lewd comments are prohibited;
  - b. Tobacco use is prohibited;
  - c. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.
11. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting to be held between the Administrator and the teacher/sponsor. The meeting shall be held no later than five (5) working days from the date of the request for the meeting. The Administrator shall review with the teacher/sponsor pertinent information concerning the request and render a final decision on the issue.

Legal Reference:

I.C. 33-512 Governance of schools

Policy History:

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Hayden Canyon Charter School

### **2385 English Learners Program**

In accordance with the Board's philosophy to provide a quality educational program to all students, Hayden Canyon Charter School shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purposes of the program are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers) and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

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

The Executive Director or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Executive Director or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

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

Hayden Canyon Charter School shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in Hayden Canyon Charter School upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of Hayden Canyon Charter School.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

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

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

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

At the beginning of each school year Hayden Canyon Charter School shall notify parents of students qualifying for English Learners programs about the instructional program and parental options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents/guardians shall be in the language understood by the parents/guardians.

Hayden Canyon Charter School shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

### Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Executive Director or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department, describing HCC's English Learner program and activities and providing the School's applicable demographic data.



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

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Hayden Canyon Charter School

### **2390 Limited English**

In accordance with the Board's philosophy to provide a quality educational program to all students, the Charter School shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

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

The Administrator or his/her designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with applicable laws and regulations.

The Administrator or his/her designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:

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

The Charter School shall establish procedures for identifying students whose language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in the Charter School upon proof of residency and other legal requirements. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the Charter School.

Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The LEP program shall be designed to provide instruction that meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English, to assure achievement of academic standards.

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

A student may be excluded from requirements to participate in Idaho's Direct Writing Assessment and in Idaho's Direct Mathematics Assessment if the following requirements are met:

1. The student has not been enrolled for two (2) full school years in an elementary school or secondary school in the United States.
2. The student scores less than a level four (4) on the state assessment used to determine English Language Proficiency.
3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

At the beginning of each school year the Charter School shall notify parents of students qualifying for LEP programs about the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Whenever possible, communications with parents shall be in the language understood by the parents.

The Charter School shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

**Legal Reference:**

Title VI, Civil Rights Act of 1964  
 Equal Education Opportunities Act as an amendment to the Education  
 Amendments of 1974 Bilingual Education  
 Act 20 U.S.C. 7401, et seq., as amended by the English Language Acquisition,  
 Language Enhancement, and Academic Achievement Act  
 Title 111, 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L. 1071 10  
 I.C. 33-1618 Assessment Exception

**Policy History:**

Adopted on: March 14, 2019

Revised on:

Hayden Canyon Charter School

**2410 Section 504 of the Rehabilitation Act of 1973**

It is the intent of the Charter School to insure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the Charter School shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

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

Policy History:

Adopted on: March 14, 2019

Revised on:

Hayden Canyon Charter School

### **2415 Supporting Students with Characteristics of Dyslexia**

The Charter School shall take steps to ensure students with characteristics of dyslexia are identified and will work with the students' parents to provide them with academic support.

The fall administration of the statewide reading assessment will be used as an initial screening to identify students who have characteristics of dyslexia, as defined in I.C. 33-1802. Students in grades kindergarten through 5 who are identified by the initial screening shall be given a second (Tier 2) diagnostic screening test for characteristics of dyslexia. This Tier 2 screening shall also be provided to students identified by their classroom teacher and to students whose parent/guardian requests this screening. The Tier 2 screening may be selected from among the Tier 2 screening measures recommended by the State Department of Education for this purpose.

When a student is identified as having characteristics of dyslexia by the initial screening or the Tier 2 screening, the student's parents/guardians shall be notified and provided with the School's options for school interventions.

The School shall provide evidence-based interventions for any students identified with characteristics of dyslexia by either screening. These interventions shall align with the Idaho comprehensive literacy plan and the State Dyslexia Handbook.

The School shall submit to the State Board of Education any data they require on the effectiveness of such interventions.

#### Professional Development

Beginning in the 2023-2024 school year, all School instructional staff and instructional coaches involved in the instruction of students in grades kindergarten through 5 shall be required to complete a professional development on dyslexia approved by the State Department of Education for this purpose.

All teachers, administrators, and school counselors with an instructional certificate in grades 6 through 12 must complete professional development on the characteristics of dyslexia no later than the beginning of the 2023-2024 school year.

Legal References:	I.C. § 33-1802	Definitions
	I.C. § 33-1811	Dyslexia

#### Procedure History:

Adopted on: 7/6/2022

Revised on:

Reviewed on:

Hayden Canyon Charter School

## **2420 Parent and Family Engagement**

The Charter School may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

The Charter School shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy will establish the Charter School's expectations and objectives for meaningful parent and family involvement, and specifically describe how the Charter School will:

1. *Demonstrate Joint Development of Engagement Plan:* The Charter School shall involve parents and family members in jointly developing the Charter School's Plan; and
2. *Coordinate Assistance and Support:* The Charter School shall provide the coordination, technical assistance, and other support necessary to assist in implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and
3. *Coordinate with Other Programs:* The Charter School shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the Charter School's other relevant federal, state, and local programs; and
4. *Conduct Annual Program Evaluation:* The Charter School shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
  - a. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - c. The strategies that will be implemented to support successful school and family interactions.
5. *Implement Evaluation Findings:* The Charter School shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the Charter School's parent and family engagement policy described herein; and
6. *Establish a Parent Advisory Board:* The Charter School shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the Charter School to adequately represent the needs of the

population served by the Charter School for the purpose of developing, revising, and reviewing the Charter School's Parent and Family Engagement Policy.

### Policy Development

The Charter School shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the Charter School.

1. *Parental Involvement*: All Charter Schools receiving Title I funds shall:
  - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
  - b. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
  - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and
  - d. Provide parents of participating children:
    - i. Timely information about qualifying programs;
    - ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
    - iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
  
2. *School-Parent Compact to Achieve High Student Academic Achievement*: As a component of the parent and family engagement policy developed under this policy, the Charter School shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

- a. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;
  - b. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
    - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
    - ii. Frequent reports to parents on their children's progress;
    - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
    - iv. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
3. *Empowering Parents*: To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the Charter School:
- a. Shall provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  - b. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
  - c. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools;
  - d. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
  - e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;



- f. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- g. May provide necessary literacy training for parents from Title I funds in the event the Charter School has exhausted all other reasonably available sources of funding for such training;
- h. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- i. May train parents to enhance the involvement of other parents;
- j. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- k. May adopt and implement model approaches to improving parental involvement;
- l. May establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;
- m. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- n. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
- o. Shall inform parents and organizations of the existence of the program.

4. *Accessibility of Information for Parents:* In carrying out the parent and family engagement requirements of this policy, the Charter School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Cross Reference: 4160 Parents Right to Know Notices

Legal Reference: 20 U.S.C. § 6311 State Plans  
 20 U.S.C. § 6312 Local Education Agency  
 Plans  
 20 U.S.C. § 6318 Parental Involvement

Policy History:

Adopted on: March 14, 2019

Revised on:

Reviewed on: January 19, 2022

Hayden Canyon Charter School

### **2420P Parent and Family Engagement Guidelines**

In order to achieve the level of parent and family engagement outlined in Charter School Policy 2420 these procedures guide the development of the school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

#### Guidelines

Parent involvement activities will include opportunities for:

1. Volunteering;
2. Parent education;
3. Home support for the child's education; and
4. Parent participation in school decision making.

The Charter School will provide opportunities for professional development and resources for staff, parents, and the community regarding effective parent involvement practices. The Charter School also encourages the inclusion of family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

#### Roles and Responsibilities

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis;
5. Let teachers, school counselors, and family know when they need help.

It is the responsibility of the parent to:

1. Actively communicate with school staff;
2. Be aware of rules and regulations of school;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
4. Take an active role in assuring that the child is prepared to attend school each day;
5. Utilize opportunities for participation in school activities.

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;
3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and

4. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community members who volunteer in the schools have the responsibility to:

1. Be aware of rules and regulations of the school; and 2. Utilize opportunities for participation in school activities.

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide in-service education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.
6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and
7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of the Charter School's other relevant programs; and
8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by the Charter School to adequately represent the needs of the population served by the Charter School for the purpose of developing, revising, and reviewing the Charter School's Parent and Family Engagement Policy; and
9. Ensure that each school in the Charter School jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards and includes the requirements of Charter School Policy 2420.

Procedure History:

Promulgated on: March 14, 2019

Revised on:

Reviewed on: January 19, 2022

Hayden Canyon Charter School

### **2425 Parental Rights**

The Board of Directors encourages parents/guardians to be involved in their student's school activities and academic progress.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section I of the Idaho Constitution that it is "the duty of the Legislature of Idaho to maintain a general, uniform and thorough system of public, free common schools."

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the Charter School has established its practices, policies, and procedures as well as the approved curriculum and assessment program. The failure to follow the Charter School's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to the Charter School's violation of State and/or federal laws, rules, and regulations, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the Charter School's operations and funding in jeopardy.

Parents/guardians, and students are expected to abide by the Charter School's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact Charter School staff and resources, including employee working conditions, safety and supervision on school premises for school activities and the efficient allocation of expenditures. The Charter School will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, a teacher's workload and the assurance of the safe and efficient operations of the school.

If a parent/guardian has an objection to the Charter School's implementation of various mandates through the Charter School's practices, policies and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the Charter School's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Directors in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the Charter School's adopted curriculum and/or the Charter School's implementation of practices, policies, and

procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parent/guardian's firmly held beliefs, values, or principles, may withdraw their child

from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the Charter School. The final decision as to the placement of such alternative educational activity shall be at the discretion of the Charter School, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

#### Access to Learning Materials

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

#### Notice

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

#### Cross Reference:

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

#### Legal Reference:

Idaho Constitution Article IX  
I.C. 32-1010 Intent of the Legislature — Parental Rights  
I.C. 32-1012 Parental Right to Direct the Education of Children  
I.C. 32-1213 Interference with Fundamental Parental Rights Restricted  
I.C. 33-6001 Parental Rights  
I.C. 33-6002 Annual Notice of Parental Rights  
IDAPA 08, Titles .01, .02, .03 and .04

#### Policy History:

Adopted on: March 14, 2019

Revised on:

Hayden Canyon Charter School

## **2450 Student Records / Release of Student Directory Information**

The Family Educational Rights and Privacy Act (FERPA) has specified that student records are confidential, with some exceptions. The Federal law requires that the Hayden Canyon Charter School, with certain exceptions, obtain parents' written consent prior to the disclosure of personally identifiable information from a child's education records; however, the Hayden Canyon Charter School may disclose appropriately designated "directory information" without written consent unless the parents have advised the Charter School to the contrary in accordance with Hayden Canyon Charter School procedures.

FERPA provides that the parent/guardian or eligible students (students over the age of eighteen) may inspect and review educational records. The Charter School:

- Personnel will comply with a request of access to records within a reasonable period of time, but in no case more than forty-five (45) days after it has received the request.
- Personnel will respond to reasonable requests for explanations and interpretations of the records.
- May make copy of educational records upon a parent/guardian request and may charge for the actual cost of copying the records unless payment is determined to effectively preclude access to the educational records.
- Shall not destroy any educational records if there is an outstanding request to inspect and review the records.

Education records are defined as those records directly related to a student and maintained by Hayden Canyon Charter School or by a party acting on behalf of the Charter School.

Education records pertaining to particular students do not include the records of Charter School employees which are kept in the sole possession of the employee, are used only as a personal memory aid, and are not revealed to any other person except a temporary substitute of that employee.

The cumulative file of each active student is maintained at the school of attendance. The cumulative file of each inactive student is maintained at the Charter School office. The Administrator, individual teachers and special education personnel may also have a file containing particular educational records.

Personally identifiable information (PII), other than directory information, will not be released from an education record without the prior written consent of the parent or eligible student, except under specific circumstances. Personally identifiable information is defined as such information including, but not limited to:

- The student's legal name.
- The name of the student's parent/guardian or other family members.
- The address of the student or student's family;
- A personal identifier such as the student's social security number or student number;

- A list of personal characteristics that would make the student's identification easily traceable;
- Other information that would make the student's identity easily traceable.

Personally identifiable information will be released without prior written consent of the parent or eligible student under the following conditions:

1. The disclosure is to School officials, including teachers within the Charter School who have a legitimate educational interest. A legitimate educational interest is defined as an interest directly pertaining to a particular student's education.
2. The disclosure is to officials of another school, school system or institution of post-secondary education where the student seeks or intends to enroll.
3. The disclosure is to state and local educational authorities.
4. The disclosure is in connection with financial aid for which the student has applied or which the student has received.
5. The disclosure is to organizations conducting studies for, or on behalf of, the Charter School to develop, validate or administer predictive tests, administer student aid programs or improve instruction.
6. When information is disclosed to organizations as set for the in item five above, the study must be conducted in such a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization. The information must be destroyed when no longer needed for the purposes for which the study was conducted.
7. The disclosure is to an accrediting organization to carry out its crediting function.
8. The disclosure is to parents of a dependent student as defined by the Internal Revenue Code.
9. The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that the Charter School makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance.
10. The disclosure is in connection with a health or safety emergency.
11. The disclosure is information that the Charter School has designated as "directory information."
12. The disclosure is to the parent of a student who is under the age of eighteen (18) year, or to the student if he/she is 18 years or older.

The Charter School shall maintain a record of each request for access to and each disclosure of personally identifiable information from the information record of each student. This record of access shall be maintained with the education records of each student as long as the records are maintained. The access log shall specify the individuals who have requested or received personally identifiable information from the education records and the legitimate interest the parties had in requesting or obtaining the information. If the information was released without prior parental consent, the specific exception for such consent shall also be set forth. A record is not required to be kept of access to a student's record by the parent or eligible student, A Charter School official with legitimate educational interest, when written consent has been received from the parent or eligible student, a request is received for directory information only, or the Charter School is ordered to not disclose the request for records.

Directory information is defined as information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. The release of directory information is allowed if designated by the Charter School and the parents have not “opted out”. It includes, but is not limited to:

- The student’s name
- Parent/guardian name(s)
- Address.
- Telephone listing.
- Electronic mail address (e-mail).
- Photographs and videos of the student used by the Charter School for recognition of student achievement and community relations, including, but not limited to, publication in the Charter School’s or school’s newsletters or publications, in the school setting and on the Charter School’s or school’s website.
- Date and place of birth.
- Major field of study.
- Grade level.
- Participation in officially recognized activities such as sports.
- Weight and height of members of athletic teams.
- Dates of attendance, degrees and awards received.
- The most recent previous educational agenda or institution attended.

The Charter School may disclose directory information after giving written public notice annually to parents of students in attendance and eligible students in attendance that:

- All information as set forth in the definition of directory information has been designated as directory information by the Charter School.
- A parent or eligible student has the right to refuse to allow the Charter School to designate directory information about the student as directory information, i.e. “opt out”.
- A parent or eligible student must notify the Charter School in writing within thirty (30) days of the beginning of school or date of enrollment that the parent or eligible student does not want directory information about the student released.
- The Charter School shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students’ names, addresses and telephone listings unless a parent or secondary school student requests, in writing, that the student’s name, address and telephone listing not be released without prior written parental consent.
- The Charter School may disclose directory information about former students without notice.

If a parent or eligible student believes that the educational records relating to the student contain information that is inaccurate, misleading or in violation of the student’s right of privacy, the Charter School may be asked to amend the record. The following procedure will be followed:

- Within thirty (30) days of receiving a request to amend the record, the Charter School shall decide whether to amend the record as requested.



- If the Charter School determines that the information being contested is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the records and inform the parent or eligible student of the amendment in writing.
- If it is determined by the Charter School not to amend the record as requested, it shall inform the parent or eligible student of its decision and the right to a hearing.
- The parent or eligible student, on request, has an opportunity for a hearing to challenge the contents of the student's educational records on the grounds that the information contained in the educational records is inaccurate, misleading or in violation of the privacy rights of the student.
- The Charter School shall hold the requested hearing within a reasonable time after it receives a request for the hearing. Notice of the date, time and place shall be given to the parent or eligible student within a reasonable amount of time prior to the hearing.
- The hearing may be conducted by an individual, including an employee of the Charter School, who does not have a direct interest in the outcome of the hearing. The hearing shall give the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- The Charter School shall make its decision in writing within a reasonable period of time after the hearing. The decision will be based solely on the evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision.
- If the Charter School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, the Charter School shall inform the parent or the eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the Charter School, or both.
- If such a statement is received by the Charter School, it will remain as part of the record for as long as the student's record is maintained and the statement will be disclosed whenever the Charter School discloses the portion of the record to which the statement relates.

The Charter School shall meet State and Federal requirements in dealing with the education records of students with disabilities.

Definition Directory Information: Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed.

**Legal Reference:**

The Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g;  
 34 CFR Part 99 Individuals with Disabilities Education Act  
 20 U.S.C. 1412(2)(D) and U.S.C. 1417  
 34 CFR Section 300.560F through Section 300.576  
 No Child Left Behind Act, Section 9528

Policy History:

Adopted on: March 14, 2019

Revised on:

Hayden Canyon Charter School

## **2460 Extended Learning Opportunities**

The Board encourages students to pursue extended learning opportunities (ELOs) as a way to gain knowledge and skills outside the traditional classroom. The Charter School shall allow students to receive credit for ELOs.

“Extended learning opportunity” or “ELO” shall mean an out-of-classroom learning experience that provides a student with:

1. Enrichment opportunities outside of a classroom setting;
2. Career readiness or employability skills, including internships, pre-apprenticeships, and apprenticeships; or
3. Any other type of out-of-classroom educational opportunity approved by the State Board of Education or the School.

ELOs may include, but are not limited to performing groups, internships, community service, apprenticeships, or other opportunities approved by the School, in conjunction with Board policies.

All ELOs shall comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety.

ELOs shall not include activities for religious purposes.

The School maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution’s requirement to maintain a system of free public schools, the ELOs may not include activities for which a fee is charged.

In determining whether to approve an ELO proposed by a student or by a prospective supervising organization, the School shall consider the overall benefits, costs, advantages, and disadvantages to both the student and the School.

### Approval of a Proposed ELO

An organization such as a nonprofit organization, an Idaho business, a trade association, or the United States armed forces may apply to offer Charter School students a for-credit ELO. The application must demonstrate the opportunity will teach students specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Requests by organizations seeking to offer an ELO shall be evaluated by the Executive Director or their designee. The Board directs the Executive Director to create a process for evaluating these applications.

At a minimum, all applications by supervising organizations or students must meet the following criteria:

1. Provide for administration and supervision of the program; and
  2. Meet rigorous standards, including the minimum standards established by the School.
- The Board directs the Executive Director to draft such standards.

### Request by Student for Credit

In addition to opportunities proposed by a supervising organization as described above, a student may request credit for a proposed ELO on an individual basis. To do so, they must provide written permission from their parent, if the student is a minor, to participate in a particular extended education opportunity.

The application must demonstrate the opportunity will teach the student specific Idaho Content Standards or the Idaho College and/or Career Readiness Competencies and Subskills.

Such applications must be submitted to the administrator at least 14 days prior to the beginning of the proposed opportunity when prior approval is sought. The deadline may be waived at the Administrator's discretion. Alternatively, a student may apply to receive credit for an activity as an ELO after it has begun, provided application is made within 7 days of the completion of the activity.

The application will be reviewed by the Administrator and any other staff the School deems appropriate. A decision will be made within 14 days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is requested, the information must be submitted within one week of receipt of the request.

Once a student-initiated opportunity has been approved as an ELO, the School may consider it an approved ELO for other students.

### Nature of Credit Awarded

If a middle level or high school student requests credit for an ELO and the School approves this request, or if the student participates in an approved ELO, the student shall receive credit toward their graduation requirements.

If an elementary student requests credit for an ELO and the School approves this request, or if the student participates in an approved ELO, the student shall receive credit toward mastery of required skills or standards.

The School may award elective credit for an ELO that does not qualify for credit toward core instruction graduation requirements.

The Board directs the Executive Director to draft criteria for determining whether a proposed learning opportunity will qualify for credit toward one or more core subjects, elective credit, or required skills or standards. Granting of credit shall be based on a student's mastery of Idaho Content Standards or the Idaho College and Career Readiness Competencies and Subskills. Credit counted toward a core subject shall only be awarded for ELOs which align with the content standards of a course for which core credit is awarded. The Executive Director may

designate a teacher with expertise in teaching a subject area to determine whether an ELO meets these criteria and qualifies for credit.

The School reserves the right to determine the number of credits to be awarded. Any credits earned may be calculated towards the student's grade point average (GPA). In that instance, the course name and actual grade earned will be noted on the student's official transcript.

The Board may direct the Executive Director or their designee to track approved ELOs and may direct the Executive Director or designee to make information on approved ELOs available to guide students, parents/guardians, and community members who may be interested in pursuing or offering an ELO.

### Responsibility

Any ELO shall be the financial responsibility of the student's parent/guardian. The student or their parent/guardian will be responsible for providing transportation to and from the off-campus site. However, the School may choose to provide transportation, if feasible.

The organization supervising any ELOs shall be responsible for the student's personal safety and well-being.

A signed agreement among the school, the student, the student's parent/guardian, and a designated agent of the supervising organization may be required before any ELO will be approved by the School. The agreement should specify the roles and responsibilities of each party.

It is the student's responsibility to maintain academic standing and enrollment in the approved program. Any failure to complete an approved program may jeopardize the student's ability to earn credit for the course and may result in the ELO being counted as a failing grade.

In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically or upon request to provide evidence of progress and attendance. The Administrator shall be responsible for certifying completion of the ELO and the award of credits consistent with the School's policies, procedures, and rules.

In order to certify completion of co-curricular programs and activities based upon specific instructional objectives aligned to the standards, each school shall develop appropriate mechanisms to document student progress and program completion in each student's record.

### Cross References:

Legal References: Constitution of the State of Idaho, Article IX, Section 1 Legislature to Establish System of Free Schools  
I.C. § 33-6401 et seq. Extended Learning Opportunities

### Policy History:

Adopted on: 7/6/2022

Revised on:  
Reviewed on:

Hayden Canyon Charter School

### **2470 Self-Directed Learners**

Hayden Canyon Charter School offers students the opportunity to be designated as a self-directed learner for the purpose of being granted additional flexibility in meeting the School's graduation requirements. This allows students to tailor their education activities to meet individual learning goals developed in consultation with the student's supervising teacher and their parent/guardian.

Students designated as a self-directed learner shall have a right to flexible learning to support their postsecondary goals. Flexible learning may include

1. Flexible attendance requirements;
2. Attending school virtually;
3. Extended learning opportunities as described in Policy 2460; and
4. Any other agreed-upon learning inside or outside the classroom This may include, but is not limited to curriculum compacting, acceleration, or credit by examination.

This flexibility may be used to allow the student to make use of the School's educational resources in customized ways and/or to allow the student to pursue educational opportunities outside of those offered by the School.

The School maintains a policy of not charging a fee for any course for which academic credit is awarded. In keeping with this policy and with the State Constitution's requirement to maintain a system of free public schools, the learning activities incorporated into the student's program of flexible learning may not include activities for which a fee is charged.

Additionally, the learning activities incorporated into the student's program of flexible learning may not include activities for religious purposes.

A student's self-directed learner status may be terminated if the teacher supervising the student's self-directed learning determines that the student is failing to meet the requirements laid out in Procedure 2470P or is failing to complete assignments within the time provided.

The process for designating a student as a self-directed learner and maintaining this designation is provided in Procedure 2470P. This procedure shall be reviewed and approved by the Board prior to promulgation and prior to any revision of the procedure.

Each year, the School shall report to the State Department of Education the number of students in attendance who are designated as self-directed learners.

Cross References: 2460 Extended Learning Opportunities

Legal References: Constitution of the State of Idaho, Article IX, Section 1 Legislature to Establish System of Free Schools  
I.C. § 33-512D Self-Directed Learner Designation

I.C. § 33-1001

Definitions

Policy History:

Adopted on: 7/6/2022

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Reviewed on:



Hayden Canyon Charter School

## **2470P Self-Directed Learner Procedure**

### Eligibility Requirements

To be designated a self-directed learner, a student must meet all of the following criteria:

1. Demonstrate mastery of content knowledge through grades, assessments, or mastery-based learning rubrics.
2. Demonstrate mastery of addition and multiplication for numbers 0-10, as well as related subtraction and division problems. Students in grades kindergarten through 4<sup>th</sup> grade shall be exempt from this requirement.
3. Demonstrate academic growth
4. Demonstrate timeliness in returning assignments, self-motivation, ability to establish goals.
5. Reach age-appropriate learning outcomes.

Additionally, students in 8<sup>th</sup> grade or higher must show that they have made an informed choice of postsecondary career and education goals by:

1. Creating a full student learning plan as defined in I.C. 33-1001(30), and keeping it up-to-date; and
2. Working toward their postsecondary goals and supplementing their student learning plan, if applicable, with such activities as participation in extended learning opportunities, advanced opportunities, challenging courses as described in Policy 2435, or successful completion of an online course. The Board directs the Executive Director or designee to develop a process for a student to document their post-secondary goals for the purposes of this policy.

The Board directs the Executive Director or their designee to determine ways of establishing whether a student has met all of the criteria above. These measures may be based on the following and/or on other measures the Executive Director or their designee deems appropriate:

1. GPA and/or achievement of a minimum grade for all classes or for specified classes;
2. Scores on specified assessments;
3. A portfolio of student work;
4. Teacher reports of whether the student meets all of the criteria listed above or specific criteria.

### Designation of Self-Directed Learners

To be designated a self-directed learner, a request must be submitted to the Executive Director. The request process may be initiated by a student, their parent/guardian, or one of the student's teachers.

The request must include the following:

1. Permission of the student's parent/guardian if under 18 years of age.

2. A recommendation that designation as a self-directed learner would be appropriate and helpful to the student by at least one of the student's teachers. This may include the recommendation of the teacher who initiated the request.
3. A description of the exemptions from standard instruction practices and requirements sought for the student. If a student is to be absent from the classroom during the usual school day, this must include a statement of who will be responsible for supervising the student.
4. An explanation of how this flexibility will aid the student in meeting their goals as well as mastering grade-level content. For students in 8<sup>th</sup> grade and above, this must include an explanation of how flexible learning will further the student's progress toward identified postsecondary goals.
5. Criteria the student will be required to meet to maintain their designation as a self-directed learner, such as:
  - A. Continued mastery of content knowledge and skills, academic growth, progress toward postsecondary goals (if the student is in Grade 8 or higher), or other measures of student learning as specified further in the request;
  - B. Compliance with the School's rules regarding student conduct, except for any from which the student is specifically exempted; and
  - C. Submission of regular updates outlining the flexibility sought for upcoming instruction and how it will aid the student in meeting their goals.

Students who are in grade 8 or higher must also include a description, written by the student, of their self-determined personal life goals, including an explanation of how attending specific classes will lead to the fulfillment of personal life goals in addition to the identified post-secondary goals.

An updated request for designation as a self-directed learner must be submitted for each school year in which the student is to have this designation.

The request must be submitted at least 30 days prior to the beginning of the school term. The deadline may be waived at the Executive Director's discretion.

The application will be reviewed by the Executive Director and any other staff they deem appropriate. A decision will be made within 14 days of receipt of the application. The student will be notified in writing of the status of the application. If additional information is needed, the information must be submitted within one week of receipt of the request.

To receive credit for activities a student participates in as part of their flexible learning activities, a middle or high school student must:

1. Successfully complete an accredited online or correspondence course or a class taught by an Idaho school district or charter school; or
2. Earn college credit as allowed by School policy.

#### Ending Self-Directed Learner Status

The Executive Director shall designate a staff member to supervise the self-directed learner's educational program. This staff member shall support the student in their flexible learning,

monitor their academic progress, and monitor whether they are meeting the criteria described in the request for self-directed learner status.

If a teacher determines that:

1. A student is failing to meet these criteria; or
2. A student is failing to complete assignments within the time provided

the teacher may submit to the Executive Director a written recommendation to rescind the designation of self-directed learner. The Executive Director shall determine whether to rescind the self-directed learner status. A student's parent or a student with the permission of their parent (if the student is under 18 years of age) may submit notice to the School that they wish to terminate the student's flexible learner status at the end of the term, semester, or school year.

Policy History:

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Hayden Canyon Charter School

## 2520 Curricular Materials

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

The Board of Directors is legally responsible for approving and for providing the necessary curricular materials used in Hayden Canyon Charter School. Textbooks and instructional materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Board shall appoint a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the School that are not covered by the state curriculum materials committee. At least ½ of this committee must be comprised of persons other than public educators and Board Directors and shall include parents of a child or children attending school at the Charter School. All meetings of the committee shall be held in open session and be duly noticed.

Curricular materials may be made available for loan to students when the best interest of HCC and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Curricular materials provided for dual credit courses offered by an institution of higher education are selected by the provider and not the Charter School. The Charter School has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

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

Legal References:	I.C. § 30-30-617	Idaho Nonprofit Corporation Act - Directors and Officers - Committees of the Board
	I.C. § 33-1612	Courses of Instruction - Thorough System of Public Schools

I.C. § 33-5210(4)      Application of School Law – Accountability –  
Exemption from State Rules - Public Charter  
Schools

Policy History:

Adopted on: 7/6/2022

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Reviewed on:

Hayden Canyon Charter School

## **2540 Selection, Adoption, and Removal of Curricular Materials**

Curriculum committees will be responsible for recommending textbooks and major instructional materials for consideration by the Board as curricular materials that are consistent with the Charter, Performance Certificate, and Charter School goals and objectives. Recommendations will be made to the Executive Director, with a final decision being made by the Board. This includes materials that are and are not covered by the State curriculum materials committee.

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. The Charter School has no control over the selection, adoption, and removal of curricular materials and it is the responsibility of the student's parent to have knowledge of and/or review such prior to student enrollment.

### Selection and Adoption

The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated. The criteria should include the following along with other appropriate criteria. Curricular materials shall:

1. Be congruent with identified instructional objectives;
2. Present more than one viewpoint on controversial issues;
3. Present members of minority groups realistically;
4. Present non-stereotypic models;
5. Facilitate the sharing of cultural differences; and
6. Be priced appropriately.

### Removal

Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the learning materials review process.

Legal References:	I.C. § 33-1612	Courses of Instruction - Thorough System of Public Schools
	I.C. § 33-5210(4)	Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools

### Policy History:

Adopted on: 7/6/2022

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Reviewed on:

Hayden Canyon Charter School

### **2550 Field Trips, Excursions and Outdoor Education**

The Board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities in missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities, and only if the Board believes that the field trip or excursion is in line with the curriculum as outlined in the Charter School's Charter.

Field trips which take students out of the state must be approved in advance by the Board. The Charter School Administrator has the authority to approve all other field trips.

The Administrator shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness. A parental release letter must be completed and signed by a parent or guardian of the student planning to go on any field trip or excursion away from school grounds.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Policy History:

Adopted on: March 14, 2019

Revised on:

Hayden Canyon Charter School

**2550P Field Trip Procedures**

1. Each teacher contemplating a field trip must confer with the Administrator before making any arrangement. After securing the Administrator's tentative approval the teacher shall obtain permission of an official of the institution or point of interest to visit. The teacher then is to complete a field trip application and secure the Administrator's signature.
2. The teacher must obtain advance written permission from the parent or guardian of each student going on a field trip by having the parent sign a Parental Release Letter.
3. The teacher must arrange for adequate supervision to ensure proper student behavior and safety. Consideration shall be given to the length of the trip, the special needs of the group, and the gender of the group in determining adequate supervision.
  - a. The number of chaperones shall depend on the number of students, age and maturity of the students, types of activities, duration of the trip, type of transportation, and safety consideration.
  - b. The recommended minimum supervision ratio (adults to students) is as follows:  
K-5th grade: 1-5  
6th-8th grade: 1-9
  - c. More or specifically qualified staff/chaperones may be needed for overnight stays (gender specific), and those including behaviorally, physically or mentally challenged students.
  - d. All chaperones going on any overnight or out-of-state field trip must be background checked prior to the field trip.
  - e. At least one staff member/ chaperone on a field trip should hold a valid First Aid/CPR certification. The Certified First Aid/CPR chaperone will be responsible for the First Aid kit and any additional emergency tools that should be taken on the field trip.
  - f. For supervision purposes, each bus should have at least one staff member or chaperone other than the driver.
  - g. Chaperones shall be at least 21 years of age.
4. The teacher must check the class roll before leaving school and again prior to returning.
5. Any field trip application must be completed and received by the Administrator no less than 10 school days prior to the actual trip date. No later than 5 school days after receipt of the application the Administrator will notify the teacher of the approval or disapproval of the fieldtrip.
6. The Board must approve in advance any field trips that take students out of the state or on which students stay overnight. The Administrator shall have final authority to approve or disapprove all other field trip requests.



7. Out of State or overnight field trips will need special arrangements, such as sleeping accommodations, supervision, inspection, and communication with the parents during the trip.
  - a. Sleeping accommodations: Sleeping accommodations shall be made for both students and chaperones. Chaperones and room assignments must be gender specific, and roommates are close in age.
  - b. Supervision: Special consideration should be given to the number of chaperones on any overnight trip. Ensure students have supervision at all times while on a school sponsored trip. If chaperones will not be sleeping in the same room as the students, a plan outlining the supervision of the students shall be put in place, such as checking rooms regularly to ensure students are asleep.
  - c. Inspection: Inspect the proposed housing prior to deciding to use the facility. If prior inspection is not possible, obtain recommendations from an approved travel agency or another school that has used the facility.
  - d. Communication with parents: All information regarding housing and trip arrangements shall be communicated to the parents prior to the trip. While students are on the trip, regular updates will be sent to the parents to communicate the whereabouts of the students.
  
8. Any and all requisition for transportation shall go through the Administrator.
  - a. Bus Transportation: Using a recognized bus service is recommended. A certificate of insurance naming HCC as an additional insured on the bus company's liability insurance policy must be obtained prior to the field trip.
  - b. Private Vehicle: The use of private vehicles is not recommended, but when a private vehicle is being used, The Charter School will make the following efforts to ensure the safety of the students:
    - i. Volunteer Drivers must be at least 21 years old
    - ii. Volunteer Drivers must have a valid Idaho Driver's License
    - iii. Volunteer Drivers must carry and show proof of the minimum auto liability insurance required by Idaho Law.
    - iv. Volunteer Drivers understand that the vehicle's liability insurance is primary.
    - v. Volunteer Drivers shall follow Idaho seat belt and child restraint laws.
  - c. A parent/guardian may elect to transport their student to and/or from the field trip. If the student is transported via means other than arranged by the school, the parent/guardian agrees to release the Charter School from any and all liability that may arise as a result of this alternate means of transportation.
  - d. No volunteer shall transport a single student in their vehicle unless it is their own child.
  
9. The Administrator will advise the teacher as soon as transportation has been scheduled.

10. If meals/snacks are provided during a field trip, they must be provided by either the parents or the Charter School, or prior arrangements with other food entities will be made by the teacher in charge of the field trip and approved of by the Administrator.
11. On any fieldtrip medical emergency cards/information/permission for treatment for each student shall accompany the group with a copy kept at the Charter school. If medication is to be distributed while on the fieldtrip at least I staff member must be trained in the proper administering of the medication. Medication, either prescribed or over-the-counter, shall only be distributed to a student with a proper parent signed medication permission slip. All medication must be properly labeled and stored out of the reach of the students unless specific permission is given otherwise, such as asthma inhalers.
12. Whenever plans for an approved field trip changes for any reason, the following persons shall be notified as soon as possible: Administrator; teacher requesting the trip; transportation company; and parents.

Procedure History

Adopted: March 14, 2019

Hayden Canyon Charter School

### **2600 Promotion/Retention**

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs which meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of the School that a student's long term success is related to their ability to demonstrate knowledge and skills according to grade level benchmarks. Students will be promoted that meet the appropriate benchmarks. A student may be "placed" in a grade level, but not promoted, if the administration, instructional staff, and parent/guardian feel it is in the best interests of the student; even though he/she has not met the appropriate curriculum benchmarks and standards.

The Administrator shall be responsible for establishing a process, including appeals, for promotion/retention. The Board will have final authority.

#### Policy History:

Adopted on: March 14, 2019

Revised on:

Hayden Canyon Charter School

### **2605 Advancement Requirements (grades 6-9)**

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

1. To advance to the 7th grade, students must earn at least 80 percent of the credits attempted in 6th grade and be in compliance with the School's attendance policy;
2. To advance to the 8th grade, students must earn at least 80 percent of the credits attempted in 7th grade and be in compliance with the School's attendance policy;
3. To advance to the 9th grade, students must earn at least 80 percent of the credits attempted in 8th grade, complete instruction in career exploration, and be in compliance with the School's attendance policy; and
4. Students who have failed more than 20 percent of the courses attempted in 6th, 7th, or 8th grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) during the summer, online, or through correspondence.

Cross References: 2600  
3050

Promotion/Retention  
Attendance Policy

Legal Reference: IDAPA 08.02.03.107  
IDAPA 08.02.02.104

Middle Level Credit System  
Career Exploration Instruction

#### Policy History:

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Reviewed on:

Hayden Canyon Charter School

## **2620 Grading and Progress Reports**

The Board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor and parent.

The Board directs the Administrator to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents and teachers shall be involved.

Policy History:

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