

Victory Charter School

INSTRUCTION

2140

Student and Family Privacy Rights

Surveys - General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students must advance or relate to the Charter School's educational objectives as identified in Board policy, the school's Charter as well as the general mission and vision of the Harbor Method TM. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey. Generally speaking, surveys in relation to the school's setting shall be used sparingly and only after the review and approval of the School's Administrator.

Surveys Created by a Third Party

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

This section applies to every survey:

1. That is created by a person or entity other than a Charter School official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

Surveys Requesting Personal Information

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

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

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

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(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 Prohibited

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

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

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

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

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;

4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities; and
6. Student recognition programs.

Notification of Rights and Procedures

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

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

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

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

Cross Reference: 2520 Curricular Materials
 3200 Student Rights and Responsibilities
 3500 Student Health, Physical Screenings, and Examinations

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

Policy History:

Adopted on:

Revised on:

Victory Charter School

INSTRUCTION

2150

Copyright

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

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

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

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

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

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

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

Policy History:

Adopted on:

Revised on:

Victory School Charter School

INSTRUCTION

2335

Digital Citizenship and Safety Education

The Administrator will ensure that Charter School students are educated on network etiquette and appropriate online behavior, including cyber-bullying awareness, digital citizenship, and online safety. Instruction will be given to students at the secondary level as appropriate to the educational and developmental needs of students.

The Charter School may make use of the Idaho Attorney General's online safety program, titled Protecteens, which addresses online safety and cyber-bullying, in classroom discussions about digital citizenship, responsible online behavior, and consequences or any subsequent AG online safety program that may be developed. The Charter School may also make use of other materials on digital citizenship.

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

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

The Charter School may use the following methods of providing instruction on appropriate online behavior and cyber-bullying awareness:

1. Incorporation of instruction into course objectives or daily lessons of planned instruction, as appropriate;
2. Class assemblies or special instruction given in the school library or media center;
3. Special technology courses that are required for students at various grade levels;
4. Online tutorial programs required for students to use a Charter School network account; and

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

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

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

Policy History:

Adopted on:

Revised on:

Supplemental Educational Services

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

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

Assessing Need for Supplemental Educational Services

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

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

Eligibility for Supplemental Educational Services

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

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

Selection for Supplemental Educational Services

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

Notification to Parents of Supplemental Educational Services

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

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

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

Student Progress

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

Legal Reference: Title I, Section 1116(e)

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

Policy History:

Adopted on:

Revised on:

Limited English Proficiency Program

In accordance with the Board's philosophy to provide a quality educational program to all students, the Charter School shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The 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, School Special Education Administrator or designee shall implement and supervise an LEP program which ensures appropriate LEP instruction and complies with applicable laws and regulations.

The Administrator, School Special Education Administrator or 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; and
6. A list of resources, including support agencies and interpreters.

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

Students whose dominant language is not English should be enrolled in the Charter School, upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of the Charter School and will be provided with services on site and in an inclusion method.

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

The 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; and
3. If the parent or guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

The Charter School will apply this policy and student assessment requirements with regard to LEP qualified students consistent with state law, federal law and the Idaho Administrative Procedures Act as such may be amended from time to time.

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 or guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents or guardians shall be in the language understood by the parents.

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

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 III, §§ 3001-3304 of HRI, No Child Left Behind Act
of 2001, P.L. 107-110

I.C. § 33-1618 Assessment Exception

Policy History:

Adopted on:

Revised on:

Victory Charter School

INSTRUCTION

2390

Migrant Education Program

Purpose

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

Eligibility

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

A “migratory child” is defined as:

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

Record Keeping

The Charter School is required to keep records to demonstrate:

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

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

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

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

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

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

Policy History:

Adopted on:

Revised on:

Victory Charter School

INSTRUCTION

2410

Section 504 of the Rehabilitation Act of 1973

It is the intent of the Charter School to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, the Charter School shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include:

1. Notice;
2. An opportunity for the student's parent or legal guardian to examine relevant records;
3. An impartial hearing with opportunity for participation by the student's parent or legal guardian; and
4. A review procedure.

Cross Reference: 3210 Uniform Grievance Procedure

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

Procedure History:

Promulgated on:

Revised on:

Promotion/Retention

The Board recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop an enriching and challenging curricula and programs, consistent with the school's approved Charter and the Harbor Method™ philosophy, which meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of the Charter School that students thrive best when placed or promoted to grade levels with other students who have compatible age, physical, and social/emotional status. It is our philosophy to promote students who demonstrate effort within those compatibilities. However, it is equally our philosophy and practice to retain students who do not make a reasonable effort to meet grade level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning.

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

1. Tests and Test Results

Tests and test results refer to Charter School-approved tests to measure attainment of the essential learner results at grades two through ten. Charter School approved tests will be administered to all pupils in grades K – 10. The test results in grades K – 8 will be used in making promotion decisions. The results in grades 9 and 10 will be used in making placement decisions and graduation.

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

2. Charter School Promotion Standards

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

1) by scoring on approved tests at or above the Promotion Standards with proficiency as determined by the State Board of Education or 2) by the presentation of a portfolio of grade level

assessments collected throughout the school year that clearly shows the achievement level of the pupil.

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

Class standing in the high school will require the following:

Freshmen will be those students with 11 or fewer credits;

Sophomores will be those students with 12 to 23 credits;

Juniors will be those students with 24 to 35 credits;

Seniors will be those students with more than 36 credits;

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

3. Grade Level Retention

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

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

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

From eighth to ninth grade: 24 middle school semester credits or more.

4. Exceptions

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

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

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

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

5. Notification

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

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

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

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

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

6. Appeal

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

If a parent insists on the child being retained or promoted, a notice will be placed in the child's file that the retention or promotion was a parent decision and not recommended by the school.

Policy History:

Adopted on:

Revised on:

Advancement Requirements (6-9)

The District has established a set of advancement requirements for 6-9 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, District sets the following advancement requirements:

1. To advance to the seventh (7th) grade, students must earn at least eighty percent (80%) of the credits attempted in sixth (6th) grade and be in compliance with the District's attendance policy;
2. To advance to the eighth (8th) grade, students must earn at least eighty percent (80%) of the credits attempted in seventh (7th) grade and be in compliance with the District's attendance policy.
3. To advance to the ninth (9th) grade, students must earn at least eighty percent (90%) of the credits attempted in eighth (8th) grade and be in compliance with the District's attendance policy; and
4. Students who have failed more than twenty percent (20%) of the courses attempted in the sixth (6th), seventh (7th), or eighth (8th) grade may make up the credits needed to achieve the minimum portion of credits attempted by retaking the necessary course(s) during the summer, online, or through correspondence.

Cross Reference: 2600 Promotion/Retention
 3050 Attendance Policy

Legal Reference: IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on:

Revised on:

Victory Charter School

INSTRUCTION

2705

Military Compact Waiver

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

Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing timely student enrollment, student placement, qualification and eligibility for programs (curricular, co-curricular, and extra-curricular), timely graduation, and the facilitation of cooperation and communication between various member states' schools.

Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders. For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the commissioned corps of the national oceanic and atmospheric administration and public health services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

Educational Records and Enrollment

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

Upon receipt of the unofficial educational records, the Charter School shall enroll and appropriately place the otherwise qualified student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.

2. **Official Educational Records/Transcripts:** At the time of enrollment and conditional placement of a qualifying student at the Charter School, the Charter School shall request the student's official educational records from their last school of attendance.

A school receiving such a request shall process the official educational records request and furnish such within a period of ten (10) days, or within the timeline determined to be reasonable by the Interstate Commission.

3. **Immunizations:** The Charter School shall provide a period of thirty (30) days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the Charter School. Where the Charter School's requirements include a series of immunizations, initial vaccinations must be obtained within thirty (30) days, or within the timeline determined to be reasonable by the Interstate Commission.

4. **Kindergarten and First Grade Entrance Age:** Otherwise qualifying students shall be allowed to continue their enrollment at grade level at the Charter School, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code Section 33-201 regarding attaining the age of five (5) on or before the first day of September for enrollment in Kindergarten, and attaining the age of six (6) on or before the first day of September or having attained the age of five (5) and having completed a private or public out of state kindergarten for the required 450 hours for enrollment in first grade, shall continue to apply.

A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in the Charter School, at the receiving school, regardless of age.

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

Placement and Attendance

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

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

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

- 2. Educational Program Placement:** The Charter School shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language. This requirement does not preclude the Charter School from performing subsequent evaluations to ensure appropriate placement of the student.

- 3. Special Education Services:** In compliance with the federal requirements of the Individuals with Disabilities Education Act, the Charter School, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current Individual Education Plan.

In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act, the Charter School, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with his or her existing 504 or Title II Plan.

This does not preclude the Charter School, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

- 4. Placement Flexibility:** The Charter School's Administration shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving Charter School.
- 5. Absences Relating to Deployment Activities:** A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of the Charter School's Administrator to visit with his or her parent/legal guardian relative to such leave or deployment of the parent/guardian.

Eligibility

- 1. Eligibility for Enrollment:** A Special Power of Attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for

the purposes of enrollment and all other actions requiring parental participation and consent.

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

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

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

Graduation

In order to facilitate the on-time graduation of children of military families, the receiving Charter School shall incorporate the following procedure:

- 1. Graduation Course Requirements – Waiver:** The receiving Charter School's Administration, through the Administrator or designee, shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

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

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

- 2. Exit Exams:** In lieu of testing requirements required for graduation at the receiving Charter School, the Charter School and the State of Idaho shall accept any or all of the following:
 - A. Exit exams or end-of-course exams required for graduation from the sending school;
 - B. National norm-referenced achievement tests; or
 - C. Alternative testing.

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

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

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

Conflicts

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

Cooperation

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

Cross Reference: Policy 2700P High School Graduation Requirements
Policy 2715 Secondary Route to Graduation

Legal Reference: I.C. § 33-5701 Interstate Compact on Educational Opportunity for
 Military Children
IDAPA 08.02.03.105 Graduation from High School

Policy History:

Adopted on:

Revised on:

VICTORY CHARTER HIGH SCHOOL
SECONDARY ROUTE TO GRADUATION

Student Name:
School:

Student ID:
Date:

Students must earn 350 points to graduate under the secondary route to graduation. The following points have been awarded:

1. GRADE POINT AVERAGE is _____ = _____ points

2. ASSESSMENTS taken and passed:

ISAT Reading/literacy score of _____ = _____ points

ISAT Math score of _____ = _____ points

ISAT LA score of _____ = _____ points

Direct Writing score of _____ = _____ points

Direct Math score of _____ = _____ points

10th grade writing assessment score of _____ = _____ points

End of course exam passed at 75% proficiency or better:

Name of Course:	Points earned:
_____	= _____ points

PROFESSIONAL/INSTITUTION EVALUATION OF STUDENT SKILLS

PLATO courses taken and points awarded:

_____ = _____ points

_____ = _____ points

_____ = _____ points

_____ = _____ points

IDLA/ISAT courses taken and points awarded:

_____ = _____ points

_____ = _____ points

_____ = _____ points

_____ = _____ points

ACT/SAT/PSAT tests taken and points awarded:

_____ = _____ points

_____ = _____ points

_____ = _____ points

_____ = _____ points

PROFESSIONAL/INSTITUTION EVALUATION OF STUDENT SKILLS

Senior project and points awarded:

_____ = _____ points

TOTAL POINTS AWARDED:

DISTRICT GUIDELINES

<p><i>Grade Point Average: 100 points maximum</i></p> <p>3.5- 4.0 = 100 3.0- 3.5 = 90 2.5- 3.0 = 80 2.0- 2.5 = 70 1.5- 2.0 = 60</p>	<p><i>Assessments: 150 points maximum</i></p> <p>ISAT READING/ LITERACY 50 points ISAT MATH 0-25 points ISAT LA 0-25 points Direct Writing 0-25 points Direct Math 0-25 points</p> <p>10th grade writing assessment: Score of 4 = 25 points Score of 3 = 20 points Score of 2 = 15 points (Each assessment scored by two scorers. Each student takes two practice tests prior to actual assessment.)</p> <p>End of course exams at 75% proficiency.</p>
<p><i>Professional/Institution Evaluation of Student skills: 150 points maximum</i></p> <p>For areas not passed on ISAT, the following courses can be substituted at 80% proficiency: PAMS (not yet developed) PLATO</p>	<p><i>Portfolio performance measures: 100 points maximum</i></p> <p>Senior project</p>

IDLA/ISAT courses ACT/SAT/PSAT	
-----------------------------------	--

1. Description of Alternative Graduation Plan

Our Alternative Graduation Plan will be submitted to our local board for approval at the December 2009 School Board Meeting. The description of the plan is as follows:

The Office of the State Board of Public Education (OSBPE) allows for any student who does not attain at least a “proficient” score on the Idaho Student Achievement Test (ISAT) prior to graduation to appeal to their local school board, and at the discretion of the local school board, may be given an opportunity to demonstrate proficiency through some other “locally established mechanism” or an alternative route to graduation. (IDAPA 08.02.03)

Victory Charter students not meeting passing rates on the Idaho Student Achievement Test (ISAT) as defined by State Board rules, will have the option of appealing to the Victory Charter Board of Trustees for an alternate route to graduation. Students who choose to appeal must meet the following eligibility requirements:

- Must be enrolled in a special education program and have a current Individual Educational Plan (IEP); or
- Must be enrolled in a Limited English Proficiency Program; or
- Must be enrolled in the fall semester of the senior year.

The District requires that all students who appeal for an alternative route to graduation using a measure other than the ISAT test must be approved by the Board of Trustees in order to graduate. The District program that students must use to demonstrate that they possess the skills and knowledge necessary to graduate from Victory Charter as follows:

<p><i>Grade Point Average: 100 points maximum</i></p> <p>3.5- 4.0 = 100 3.0- 3.5 = 90 2.5- 3.0 = 80 2.0- 2.5 = 70 1.5- 2.0 = 60</p>	<p><i>Assessments: 150 points maximum</i></p> <p>ISAT READING/ LITERACY 50 points ISAT MATH 0-25 points ISAT LA 0-25 points Direct Writing 0-25 points Direct Math 0-25 points</p> <p>10th grade writing assessment: Score of 4 = 25 points Score of 3 = 20 points Score of 2 = 15 points (Each assessment scored by two scorers. Each student takes two practice tests prior to actual assessment.)</p> <p>End of course exams at 75% proficiency.</p>
<p><i>Professional/Institution Evaluation of Student skills: 150 points maximum</i></p> <p>For areas not passed on ISAT, the following courses can be substituted at 80% proficiency: PAMS (not yet developed) PLATO IDLA/ISAT courses</p>	<p><i>Portfolio performance measures: 100 points maximum</i></p> <p>Senior project</p>

ACT/SAT/PSAT	
--------------	--

Victory Charter School

NONINSTRUCTIONAL OPERATIONS

8115

Extracurricular Transportation

The term “extracurricular” refers to activities or events which are supplements to the regular instructional program and do not involve class credit, including, but not limited to athletics, speech, debate, music, band, student groups and/or organizations, and community activities.

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the Charter School. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

Charter School employees wishing to undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities shall do so only when specifically directed or approved by the Principal or the Principal’s designee. Charter School employees will notify the Principal or designee of all transportation details and/or arrangements made after authorization. Charter School employees shall not use a personal vehicle to transport students.

Responsibility for extracurricular transportation, when not provided by the Charter School, will remain with the parent who will be required to sign a waiver and release of claims prior to the extracurricular activity or event. Such waiver and release of claims shall remain on file at the school.

At its discretion, the Charter School may charge fees for transportation of students to and from extracurricular activities where attendance is optional.

Cross Reference: 3380 Extracurricular and Co-Curricular Participation Policy
8100 Transportation
8105F Extracurricular Transportation Liability Waiver

Legal Reference: I.C. § 33-1501 Transportation Authorized
I.C. § 33-512(12) Governance of Schools

Policy History:

Adopted on:

Revised on:

Victory Charter School

NONINSTRUCTIONAL OPERATIONS

8115F

Extracurricular Transportation Liability Waiver

I, _____, parent or guardian of _____(student) hereby have chosen to provide transportation for this child TO and FROM all extracurricular activities or events for which Charter School transportation is not provided.

I understand that by signing this waiver, I take full responsibility for the transportation of this child TO and FROM all extracurricular activities and events during the 20___/20___ school year for which school transportation is not provided. I also understand that this waiver releases Victory Charter School from any and all liability or claims regarding the transportation of this child TO and FROM extracurricular activities or events for which Charter School transportation is not provided.

Signature of Parent/Guardian

Date

Victory Charter School

NONINSTRUCTIONAL OPERATIONS

8170

Hours of Service of Drivers

The maximum driving time for passenger-carrying vehicles shall be as follows, subject to the exceptions and exemptions provided by law, and the Charter School shall not permit or require any driver to drive a passenger-carrying commercial motor vehicle:

- (1) More than ten (10) hours following eight (8) consecutive hours off duty; or
- (2) For any period after having been on duty fifteen (15) hours following eight (8) consecutive hours off duty.

Additionally, the Charter School shall not permit or require a driver of a passenger-carrying commercial motor vehicle to drive for any period after:

- (1) Having been on duty sixty (60) hours in any seven (7) consecutive days if the employing motor carrier does not operate commercial motor vehicles every day of the week; or
- (2) Having been on duty seventy (70) hours in any period of eight (8) consecutive days if the employing motor carrier operates commercial motor vehicles every day of the week.

Drivers shall use FMCSA over-the-road hours-of-service trip logs, a trip agenda, or other trip documentation validating applicable driving hours on all extended trips.

Cross Reference: 8100 Transportation

Legal Reference: FMCSA: § 395.5: Maximum driving time for passenger-carrying vehicles

Other Reference: Idaho Department of Education, Idaho's School Bus Driver Training
Classroom Curriculum

Policy History:

Adopted on:

Revised on:

Victory Charter School

NONINSTRUCTIONAL OPERATIONS

8175

Unauthorized School Bus Entry

The Board of Trustees hereby instructs the Principal to place the following notice at the entrance to all school buses which warns against unauthorized school bus entry:

NOTICE

A person shall be guilty of a misdemeanor if that person:

- (a) Enters a school bus with intent to commit a crime;
- (b) Enters a school bus and disrupts or interferes with the driver; or
- (c) Enters a school bus and refuses to disembark after being ordered to do so by the driver.

Legal Reference: I.C. § 18-1522 Unauthorized School Bus Entry—Notice

Policy History:

Adopted on:

Revised on:

Victory Charter School

NONINSTRUCTIONAL OPERATIONS

8180

Driver Training and Responsibility

Bus drivers shall observe all state statutes and administrative rules governing traffic safety and school bus operation. The Charter School shall, at the beginning of each school year, provide each driver with a copy of the Charter School's written rules for bus drivers and for student conduct on buses. Each driver shall provide written acknowledgment of receipt of Charter School bus rules and policies.

Each bus driver shall meet the qualifications established by the State Department of Education, including, but not limited to the following:

1. Be over the age of eighteen (18) years of age;
2. Be of good moral character;
3. Not be addicted to the use of intoxicants or narcotics;
4. Possess a valid and appropriate commercial driver's license and other endorsements required by law, and, if applicable, a waiver for insulin-dependent diabetes mellitus issued by the State Department of Education; and
5. Be medically qualified under the physical examination standards of the federal motor carrier safety regulations; provided, however, that individuals with insulin-dependent diabetes mellitus, who are otherwise medically qualified under the physical examination standards of the federal motor carrier safety regulations, may request a waiver for this condition from the state department of education as provided in Idaho Code § 33-1509.

When a teacher, coach, or other certified staff member is assigned to accompany students on a bus, such person shall be primarily responsible for the behavior of the students in his or her charge. The bus driver shall have final authority and responsibility for the bus. The Principal shall establish written procedures for bus drivers.

The Principal or designee, including the transportation supervisor, shall evaluate a minimum of once per year each route and each driver for the purpose of assessing driver performance and the safety of routes and bus stops. Such evaluation shall be conducted in accordance with the model evaluation procedures and forms provided by the State Department of Education.

Documentation of the driver and route evaluation shall be retained in the driver's personnel file.

Legal Reference: I.C. § 33-1508 Operation of School Buses
I.C. § 33-1509 School Bus Drivers – Definition – Qualification – Duties
I.C. § 49-105 Definition - Drivers Licenses
IDAPA 08.02.02.170 School Bus Drivers and Vehicle Operation

FMCSA 382.105

Other Reference: Standards for Idaho School Buses and Operations
Idaho's School Bus Drivers Training - Classroom Curriculum
Idaho's School Bus Drivers Training - Behind the Wheel Curriculum

Policy History:

Adopted on:

Revised on:

Victory Charter School

NONINSTRUCTIONAL OPERATIONS

8185

Use of Wireless Communication Devices by Bus Drivers

While the Board of Trustees believes the use of wireless communication devices by the Charter School bus drivers is important to provide instant communication regarding emergencies as well as to convey other important Charter School information, bus drivers shall be subject to the restrictions outlined in this policy to ensure safe use of personal or Charter School wireless communication devices.

For purposes of this policy, wireless communication device is defined as any device intended to facilitate communication, including but not limited to cell phones, two-way radios, walkie talkies, palm pilots, blackberries, PDAs, beepers, pagers, etc.

Bus drivers shall not place or receive communications on any personally owned wireless communication device while passengers are loading or unloading from the bus or while the bus is in motion.

Under usual circumstances, use of the Charter School owned wireless communication devices shall be allowed when used to assist a driver and/or dispatcher in the necessary communications periodically needed to safely deliver children from home to school, from school to school, from school to home, and on activity trips. A school bus driver is prohibited from operating a school bus while using a cellular telephone, except:

1. During an emergency situation;
2. To call for assistance if there is a mechanical breakdown or other mechanical problem;
3. Where a cellular telephone is owned by the Charter School and used as a two-way radio;
and
4. When the school bus is parked.

Bus drivers may not use hands-free devices, unless there is an emergency situation. Bus drivers shall under no circumstances place or receive communications unrelated to Charter School business while on duty.

Violation of this policy may subject the driver to disciplinary action up to and including termination.

Legal Reference: FMCSA 49CFR392.82-Wireless Communication Devices

Policy History:

Adopted on:

Revised on:

Victory Charter School

NONINSTRUCTIONAL OPERATIONS

8190

Emergencies Involving Transportation Vehicles

In the event of an accident or other emergency, the bus driver shall follow the emergency procedures developed by the Principal. A copy of the emergency procedures shall be located in each bus. To ensure the success of such emergency procedures, each bus driver shall conduct an emergency evacuation drill within the first six (6) weeks of each school semester. The Charter School shall conduct such other drills and procedures as may be necessary.

Drivers shall report all school bus accidents to local school authorities and the appropriate law enforcement agency. Subsequent to the accident or incident, a Uniform School Bus Accident/Injury or appropriate Incident Report Form shall be completed by the driver or Principal and submitted to the State Department of Education within fifteen (15) days.

Reference: Federal Highway Safety Guideline 17
I.C. § 49-1301, et seq.

Policy History:

Adopted on:

Revised on:

Victory Charter School

NONINSTRUCTIONAL OPERATIONS

8195

Charter School Vehicle Idling

The Board is committed to transporting students on school buses in a safe manner. Further, the Board recognizes that accumulated emissions from school buses can be harmful to students, bus drivers, and others in the area of the idling buses. Unnecessary bus or Charter School vehicle idling emits pollutants, wastes fuel, and wastes financial resources.

Charter School Idling Times

1. When school buses arrive at loading and unloading areas to drop off or pick up passengers, the school bus driver should turn off the bus as soon as possible to eliminate idling time and reduce harmful emissions;
2. The school bus should not be restarted until it is ready to depart;
3. School buses should not idle, on or off of school grounds, for longer than five (5) minutes unless:
 - A. They are waiting in traffic;
 - B. They are loading or unloading students with special needs;
 - C. There are safety or emergency situations;
 - D. The driver is in the process of receiving or discharging passengers on a public highway or public road;
 - E. There are maintenance or mechanical situations, inspections, or repair; or
 - F. There are extreme weather conditions and the purpose is to warm the interior of the bus.
4. All Charter School vehicles should follow the above guidelines as applicable.

Reference: Standards for Idaho School Buses and Operations

Policy History:

Adopted on:

Revised on: