

VICTORY CHARTER SCHOOL
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Victory Charter School

INSTRUCTION

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 of Director'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.

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

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

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

Surveys Created by a Third Party

Before the 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; 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/guardian exercises this option.

Instructional Material

A student's parent/guardian 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. A telephone number; or
4. 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; and
6. Student recognition programs.

Notification of Rights and Procedures

The Principal 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 eighteen (18) years of age or is an emancipated minor.

NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, ISBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Cross 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:

Adopted on: June 23, 2015

Revised on: February 23, 2016

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: June 23, 2015

Revised on:

Copyright Compliance

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one (1) per pupil for classroom use if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

1. Brevity:
 - A. A complete poem, if less than 250 words and two (2) pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
 - B. Complete articles, stories, or essays of less than 2500 words or excerpts from prose works less than 1000 words or ten percent (10%) of the work, whichever is less, may be copied; in any event, the minimum is 500 words. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph; or
 - C. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.
2. Spontaneity: Should be at the “instance and inspiration” of the individual teacher.
3. Cumulative Effect: Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, or story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. “Consumable” works include: workbooks, exercises,

standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost, or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one (1) article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than ten percent (10%) of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.

Recording of Broadcast Programs

Television programs may be recorded and used for instruction for up to ten (10) days following recording. The recording may be retained for up to forty-five (45) days for teacher evaluation purposes. The recording may only be replayed for educational purposes in the classroom or a similar learning environment. No program may be recorded by or for the same teacher more than once and the recording may not be altered. A limited number of copies may be made for legitimate educational purposes. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded. The Principal will establish appropriate control procedures to maintain the integrity of these guidelines.

Authorized Reproduction and Use of Copyrighted Materials on Websites

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

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

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

Legal Reference: 17 U.S.C. 101 to 110 Federal Copyright Act

Procedure History:

Adopted on: February 23, 2016

Revised on:

Nutrition Services

Rationale

Students must go to school with minds and bodies ready to take advantage of the learning environment schools work so hard to develop. Good nutrition is a prime factor in the student's ability to learn. In addition to families, the school environment plays a vital role in shaping students' nutritional health throughout the growing years in the following ways:

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

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

1. Children with special healthcare needs;
2. Adolescents who are obese, underweight, follow a specialized diet, or have other issues, such as eating disorders;
3. Students living in impoverished conditions with limited access to nutritionally adequate food; and
4. Students who abuse substances such as food, drugs, alcohol, and tobacco.

The food service director, and teachers should work collaboratively with parents to successfully integrate nutrition into the District's comprehensive health program.

Nutrition services are linked to physical education, school meals, and health promotion programs in the school and community. At a minimum, the nutrition services program will:

1. Provide standard nutrition screening;
2. Establish a well-defined plan for follow up with students and referral to community-based services; and
3. Provide recommendations for physical activities.

Nutrition-Related Health Problems

Headaches, stomach upsets, and general malaise may be a direct result of poor nutrition. Other nutritional concerns; including restrictive dieting, distorted body images, eating disorders, and obesity; may have an indirect effect on learning, and may be significant predictors of a student's success in school.

Cross Reference: 8200 Healthy Lifestyles

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

Policy History:

Adopted on: May 22, 2018

Revised on:

Nutrition Education

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

Comprehensive nutrition education programs extend beyond the classroom into the larger school environment. The school cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports and school health services are appropriate avenues for nutrition education efforts. Students need to explore how knowledge has purpose and meaning in their lives and how curriculum points to the connection within and across disciplines. Examples of how nutrition can be integrated into other classes are: discussing ethnic food practices in the context of history and geography; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

The Board has a comprehensive curriculum approach to nutrition. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of food guide pyramid;
2. Healthy diet;
3. Healthy heart choices;
4. Food labels;
5. Sources and variety of foods;
6. Major nutrients;
7. Guide to a healthy diet;
8. Multicultural influences;
9. Diet and disease;
10. Serving sizes;
11. Understanding calories;
12. Proper sanitation;
13. Healthy snacks;
14. Identifying and limiting junk food; and
15. The importance of eating a healthy breakfast.

The school's nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

All nutrition education will be scientifically based, consistent with the United States Department of Agriculture's (USDA) Dietary Guidelines for Americans.

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

Participation in USDA nutrition programs such as "Team Nutrition" is encouraged as the Board of Directors conducts nutrition education activities and promotions that involve students, parents, and the community. The school nutrition team responsible for these activities will be composed of child nutrition services staff, student services staff, school nurses, health teachers, and physical education coaches.

School Community

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

Local Community

The effectiveness of school-based nutrition programs and services can be enhanced by outreach efforts in the surrounding community. Personnel should be familiar with the health and nutritional resources available through the town and local agencies. Contacts should be made with the health department, community nutrition programs, health centers, local food pantries, and fitness programs. Once contact has been established, collaborative efforts should be made with other community agencies to positively influence the health and nutritional status of school-age children.

The Charter School will work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.

Parent Involvement

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

Board's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the Board will provide opportunities for parents to share their healthy food practices with others in the school community.

The Board will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events, or physical education homework.

Parents are to be advised that their children are participating in a nutrition education or counseling experience, encouraging their support at home. Parent involvement can be in person or through communication sent to the home.

1. Nutrition education will be provided to parents. The goal will be to continue to educate parents throughout the student's time at the school;
2. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, Open Houses, Health Fairs, teacher in-services, etc.; and
3. Nutrition education may be provided in the form of handouts, postings on the Board website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference: 8200 Healthy Lifestyles
 8230 Board Nutrition Standards

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

Policy History:

Adopted on: April 24, 2018

Revised on:

Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12

Students will receive physical education instruction in a manner consistent with the requirements established by the state of Idaho. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

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

1. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons; and
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate

Daily Recess

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

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities such as mandatory school-wide testing make it necessary for students to remain

indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Cross Reference: 8200 Healthy Lifestyles

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

Policy History:

Adopted on: April 24, 2018

Revised on:

Victory Charter School

INSTRUCTION

2310

Health Enhancement Education

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

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

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

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

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

Alcohol, Tobacco, and Drug Education

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

Cross Reference: 2307 Physical Activity Opportunities and Physical Education

Legal Reference: I.C. § 33-1605	Health and Physical Fitness – Effects of Alcohol, Tobacco, Stimulants and Narcotics
I.C. § 33-1608 et seq.	Family Life and Sex Education – Legislative Policy
IDAPA 08.02.03.450	Health Standards

Policy History:

Adopted on: April 24, 2018

Revised on:

Parental Opt-Out Form for Sex Education

I, _____, parent/guardian of _____,
request that my child be removed from class and/or student activities when planned instruction is
given in the subject of:

- Sex Education
- HIV/AIDS Education

I understand a philosophy of abstinence is a part of and the underlying principal in the school's education instruction. Because this alone may not prevent pregnancies and sexually transmitted disease, the Board allows for instruction in sex education including AIDS awareness and sexually transmitted diseases, birth control, and general human sexuality. In all cases the known scientific facts will be taught, utilizing the Harbor Method, not the opinions or moral judgments of the instructor. This does not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods.

Date

Signature of Parent/Guardian

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: June 23, 2015

Revised on:

Service Animals in School

The Charter School acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at school functions, as required by the American with Disabilities Act.

“Service animal” refers to any dog that is individually trained and certified to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship **does not** constitute work or tasks for the purpose of this definition.

Use of service animals shall be subject to the following requirements:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Special Education Director. This written request must be delivered to the School’s office at least ten business days prior to bringing the service animal to school or a school function. Any such request by a student shall be advanced to the proper administrative personnel for consideration of a Section 504 analysis and possible program.
2. The animal must be required for the individual with a disability.
3. The animal must be a dog. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
4. Owners of service animals must provide proof of current vaccinations to the Special Education Director with their request to be accompanied by a service animal.
5. All service dogs must be spayed or neutered.
6. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks
7. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
8. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal’s safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler’s control, such as by voice control, hand signals, or other effective means.

9. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animals need to relieve itself.
 - A. The Charter School is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
 - B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care or supervise his service animal, the parent is responsible for providing care and supervision of the animal.

12. A school administrator may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:
 - A. The animal is out of control and the animal's handler does not take effective action to control it.
 - B. The animal is not housebroken.
 - C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
 - D. The animal presents a direct threat to students, staff, or other individuals.

Legal Reference: ADA Regulations, 28 C.F.R. Part 35

Policy History:

Adopted on: September 26, 2017

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: June 23, 2015

Revised on:

English Learners Program

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

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

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

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

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

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;

4. Classroom accommodations;
5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

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

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

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

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

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

A student may be excluded from requirements to participate in Idaho's direct writing assessment and in Idaho's direct mathematics assessment, if either test is required to be given, if the following requirements are met:

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

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

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

Reporting

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

Cross Reference: 4160 Parents Right-to-Know Notices

Legal Reference: Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the Education
Amendments of 1974 Bilingual Education Act
20 USC §§ 6811, et seq., the "English Language Acquisition, Language
Enhancement, and Academic Achievement Act" as amended by the Every
Student Succeeds Act of 2015

I.C. § 33-1618 Assessment Exception

Policy History:

Adopted on: June 23, 2015

Revised on: June 27, 2017

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: June 23, 2015

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: June 23, 2015

Revised on:

Victory Charter School

INSTRUCTION

2420

Parent and Family Engagement

Victory 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.

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

1. **Demonstrate Joint Development of Engagement Plan:** Victory shall involve parents and family members in jointly developing the Charter School's Plan; and
2. **Coordinate Assistance and Support:** Victory 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:** Victory Charter School shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the school's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** Victory 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:** Victory Charter School shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the school's parent and family engagement policy described herein; and
6. **Establish a Parent Advisory Board:** Victory Charter School shall involve parents in the activities of the schools receiving Title I funds, which *may* include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school to adequately represent the needs of the population served by the school for the purpose of developing, revising, and reviewing the school's Parent and Family Engagement Policy.

Policy Development

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

1. **Parental Involvement:** All Charter Schools receiving Title I funds shall:
 - A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
 - B. Offer additional meetings, if requested by parents, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
 - C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if the school already has in place a process or procedure for involving parents in the joint planning and design of the school's programs, such as Victory Charter School had when the school's charter and educational programs were being written, presented, and supported by parents in the community during its approval process through parent meetings and comment periods and that included representation of all interested parents, including those who ultimately enrolled and whose children were supported with Title IA services; and

D. Provide parents of participating children:

- I. Timely information about qualifying programs;
- II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the parent and family engagement policy developed under this policy, Victory 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, Victory Charter School:

- A. Shall provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- C. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools;
- D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
- E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- F. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- G. May provide necessary literacy training for parents from Title I funds in the event the school has exhausted all other reasonably available sources of funding for such training;
- H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- I. May train parents to enhance the involvement of other parents;
- J. May arrange school meetings at a variety of times between teachers or other educators, who work directly with participating children, with parents in order to maximize parental involvement and participation;

- K. May adopt and implement model approaches to improving parental involvement;
 - L. May establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;
 - M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
 - N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
 - O. Shall inform parents and organizations of the existence of the program.
4. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, Victory 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: September 27, 2016

Revised on: September 26, 2017

Victory Charter School

INSTRUCTION

2420P

Parent and Family Engagement Guidelines

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

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

Roles and Responsibilities

It is the responsibility of the student to:

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

It is the responsibility of the parent to:

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

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;
3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
4. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

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

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

It is the responsibility of the administration to:

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

Procedure History:

Promulgated on: September 27, 2016

Revised on: September 26, 2017

Victory Charter School

INSTRUCTION

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 1 of the Idaho Constitution that it is “. . . the duty of the Legislature of Idaho to maintain a general, uniform and thorough system of public, free common schools.”

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, 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
 I.D.A.P.A. 08, Titles .01, .02, .03 and .04

Policy History:

Adopted on: September 27, 2016
Revised on:

Advanced Opportunities

The Charter School provides opportunities for students to begin earning credit for college and vocational programs and/or to take advanced placement or other college credit-bearing or professional certificate examinations while they attend school in the Charter School.

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

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

Definitions

"Credit" means middle level or high school credit.

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

"Full credit load" means at least 12 credits per school year for grades 9 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full credit load, including summer courses.

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

Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in the Charter School with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and professional certificate examinations.

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

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Dual credits, in an amount which may not exceed \$75.00 per one dual credit hour.
3. Eligible college credit-bearing or professional certificate examinations.

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

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

Parents/guardians of participating students may enroll their child in any eligible course, with or without the permission of the Charter School, up to the course enrollment limits described in this policy. Each participating student's transcript shall include the credits earned and grades received by the student for any courses taken pursuant to this policy. For an eligible course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level.

The Charter School will collaborate with publicly funded institutions of higher education in Idaho to assist students who seek to participate in dual credit courses or graduate high school early by enrolling in postsecondary courses.

Challenging Courses

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

If a student fails to earn credit for any course or examination for which the State Department of Education has paid a reimbursement, the student must pay for and successfully earn credit for 1 similar course before any further reimbursements for the student can be paid. If a student performs inadequately on an examination for which the State Department of Education has paid a reimbursement, the building principal shall determine whether the student must pay for and successfully pass such examination to continue receiving State funding. Repeated and remedial courses or examinations are not eligible for funding through this program.

College-Level Examination Program

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

Legal Reference: I.C. § 33-4601 Definitions
 I.C. § 33-4602 Advanced Opportunities

 IDAPA 08.02.03.106 Advanced Opportunities

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

Policy History:

Adopted on: November 11, 2014

Revised on: June 23, 2015

Revised on: September 27, 2106

Revised on: June 27, 2017

Revised on:

Advanced Opportunities Participation Form

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

Students are allocated a total of \$4,125.00 to use in grades 7-12. Funds can be used towards:

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225.00 per course. Definitions of full credit load may vary between schools;
2. Dual credits; a maximum of \$75.00 per credit; and
3. Examinations; Advanced Placement, International Baccalaureate, College Level Examination Program, Professional Technical.

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

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

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

The Idaho State Department of Education will send payment for courses to the public Idaho post-secondary institution or the student's Charter School. Eligibility for payment is subject to the deadlines and procedures set forth by the Charter School in partnership with course/exam providers. All payment requests must be submitted through the Advanced Opportunities portal according to Charter School guidelines.

If a student fails to earn credit for a course paid for by *Fast Forward*, the student must subsequently pay for a "like" course on their own before he/she is eligible for further *Fast Forward* funding. If a student performs inadequately on an examination paid for by *Fast Forward*, the local school district will decide whether the student may continue utilizing *Fast Forward* funding, or if she/he must pay for the cost of a "like" examination before using further funds. *Fast Forward* funds may not be used for repeated or remedial course work.

With the approval of the Charter School students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.
This form will be retained by the Charter School.

Student Name: _____

Date: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Charter School Name: _____

Victory Charter High School Four Year Learning and Graduation Plan

Name: _____ Graduation Year: _____

Requirements

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

Speech : _____ (1) core	
Foreign Language: _____ (4) (2 credits counted as Humanities& 2 as electives)	
Health: _____ (1) core	
English: _____ (8) core	
Math: _____ (6) (2credits Sr yr) core	Credits
Science: _____ (6) core	9 th Grade: _____
U.S. History: _____ (2) core	10 th Grade: _____
Life Skills: _____ (1) (counted as elective)	11 th Grade: _____
Government: _____ (2) core	12 th Grade: _____
Economics: _____ (1) core	
Electives: _____ (14)	
Apprenticeship: _____ (4)	
Community Service: _____ (4)	
Family Teamwork: _____ (4)	
Speech Symposium: _____ (2)	

ACT/SAT /COMPASS EXAM

Date	Math	Eng	Reading	Science	Composite
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ISAT Date _____ Math _____ ELA _____

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

Comment: _____

Date of Evaluation: _____

Student Signature: _____ Counselor Signature: _____

Victory Charter School

INSTRUCTION

2700P

High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the individualized education program (“IEP”). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

Credits

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

The core of instruction is **twenty-nine semester credits**:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	
Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	
Secondary Mathematics of the student’s choice	2 credits	
*(2 credits must be taken in the last year of high school in which the student intends to graduate. For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics.)		
Science		
Secondary Science		6 credits*
*(4 credits shall be laboratory sciences)		
Social Studies		5 credits

Government	2 credits
US History	2 credits
Economics	1 credit

Arts and Humanities 2 credits
 Interdisciplinary humanities, visual, and performing arts, or
 Foreign language

Health/Wellness 1 credit*

*(For students who enter 9th grade in Fall 2015 or later, each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, Students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the Charter School, or 18 weeks of a sport recognized by the Charter School may choose to substitute participation up to one credit of physical education.)

Middle School Credit

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

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's 11th grade year: COMPASS, ACCUPLACER, ACT, or SAT.

A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests;
2. Enrolled in a Limited English Proficient program for 3 academic years or fewer;
3. Enrolled for the first time in grade 12 at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's 11th grade year may instead take the examination during his or her 12th grade year if the student:

1. Transferred to an Idaho public school during his or her 11th grade year;
2. Was homeschooled during his or her 11th grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade 12.

Idaho Standards Achievement Tests (ISAT)

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

Civics Test

Beginning with the class of 2017, all secondary students must successfully pass the civics test or alternate path with at least a 70%. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

The Charter School will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The Charter School will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the Principal may approve minor deviation from the graduation requirements.

Alternative Programs

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

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

All classes attempted at Victory Charter School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

A student must have a minimum grade-point average of 3.5 to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (Grade Point Average)

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

Early Graduation

A student who completes all of the graduation requirements set forth by the Charter School and the State Department of Education prior to the completion of eight semesters of school attendance in grades 9-12 may petition the Principal and Board for early graduation by submitting such a petition to the Principal. The Principal shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

The Principal is authorized to create any procedures necessary to assist students to achieve early graduation as well create incentives for participation in any early graduation program. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Cross Reference: 2435 Advanced Opportunities

Legal Reference: I.C. § 33-4601, *et seq.* Advanced Opportunities
IDAPA 08.02.01.350 Early Graduation
IDAPA 08.02.03.105 High School Graduation Requirements
IDAPA 08.02.03.107 Middle Level Credit System

Procedure History:

Promulgated on: November 14, 2014

Revised on: September 27, 2016

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: June 23, 2015

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: June 23, 2015

Revised on:

Advancement Requirements (9-12)

The Charter School has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the Charter School:

5. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 9th grade shall have that grade, and the number of credit hours assigned to the course, transferred to the student's high school transcript. The course must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school. Courses taken in middle school appearing in the student's high school transcript shall count for the purpose of high school graduation. However, the student must complete the number of credits required by state law and administrative rules for each high school core subject.
6. To advance to the 10th grade, students must earn at least 12 credits in 9th grade, 6 credits of which must be in English, math, or science.
7. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer.
8. Students will not be retained at each grade level if the following year requirements are not met by August 30:

A minimum of 12 credits is required for advancement into the 10th grade.

A minimum of 24 credits is required for advancement into the 11th grade.

A minimum of 36 credits is required for advancement into the 12th grade.

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

Cross Reference: 2700P High School Graduation Requirements

Legal Reference: I.C. § 33-512C Encouragement of Gifted Students
IDAPA 08.02.03.105 High School Graduation Requirements
IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: November 11, 2014

Revised on:

Victory Charter School

INSTRUCTION

2700P

High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

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

The core of instruction is **twenty-nine semester credits**:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	

Mathematics		6 credits*
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Algebra I (or meets Algebra I standards)	2 credits
Geometry (or meets Geometry standards)	2 credits
Secondary Mathematics of the student's choice	2 credits

*(2 credits must be taken in the last year of high school in which the student intends to graduate.

Science		6 credits*
Secondary Science		

*(4 credits shall be laboratory sciences)

Social Studies		5 credits
Government	2 credits	
US History	2 credits	
Economics	1 credit	

Humanities		2 credits
Interdisciplinary humanities, visual, and performing arts, or Foreign language		

Health/Wellness		1 credit
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Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the ninth (9th) grade, and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school, unless the student is a participant in the 8 in 6 Program.

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's eleventh (11th) grade year: COMPASS, ACCUPLACER, ACT, or SAT.

A student may elect an exemption in their eleventh (11th) grade year from the college entrance exam requirement if the student is:

5. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests;
6. Enrolled in a Limited English Proficient program for three (3) academic years or fewer;
3. Enrolled for the first time in grade twelve (12) at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's eleventh (11th) grade year may instead take the examination during his or her twelfth (12th) grade year if the student:

4. Transferred to an Idaho public school during his or her eleventh (11th) grade year;
5. Was homeschooled during his or her eleventh (11th) grade year; or
6. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade twelve (12).

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the Principal may approve minor deviation from the graduation requirements.

Alternative Programs

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

All classes attempted at Victory Charter High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9) will be required to complete an alternative plan for graduation, as designed by the Charter School, including all elements required by state law and administrative rules. The student may enter the alternate path prior to his or her senior year.

Honor Roll

A student must have a minimum grade-point average of 3.5 in the previous semester to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Cross Reference: 2435 Advanced Opportunities
 2710 Alternative Measure to the ISAT
 2715 Secondary Route to Graduation

Legal Reference: I.C. § 33-1620, *et seq.* Mastery Advancement Pilot Program
 IDAPA 08.02.01.350 Early Graduation
 IDAPA 08.02.03.105 High School Graduation Requirements
 IDAPA 08.02.03.107 Middle Level Credit System

Procedure History:

Promulgated on: November 11, 2014

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: June 23, 2015

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
_____	= _____ points
_____	= _____ points
_____	= _____ points
_____	= _____ points
_____	= _____ points
_____	= _____ points
_____	= _____ 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>
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	End of course exams at 75% proficiency.
<i>Professional/Institution Evaluation of Student skills: 150 points maximum</i> For areas not passed on ISAT, the following courses can be substituted at 80% proficiency: PAMS (not yet developed) PLATO IDLA/ISAT courses ACT/SAT/PSAT	<i>Portfolio performance measures: 100 points maximum</i> Senior project

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:

<i>Grade Point Average: 100 points maximum</i> 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	<i>Assessments: 150 points maximum</i> 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 10 th 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.) End of course exams at 75% proficiency.
<i>Professional/Institution Evaluation of Student skills: 150 points maximum</i>	<i>Portfolio performance measures: 100 points maximum</i> Senior project

<p>For areas not passed on ISAT, the following courses can be substituted at 80% proficiency: PAMS (not yet developed) PLATO IDLA/ISAT courses ACT/SAT/PSAT</p>	
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