

Taylor's Crossing Public Charter School

INSTRUCTION

2000

Goals

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

- To guide students across the bridge from childhood into adulthood.
- To prepare students to accept challenges with the confidence, courage, and skills needed to achieve success.
- To help students become people of integrity, vision and virtue.
- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for life long learning.

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

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- A plan for new or revised instructional program implementations; and
- A review of present and future facility needs.

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2100

Curriculum Development and Assessment

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

Development and Assessment

A written sequential curricula shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards and Taylor's Crossing Public Charter School's education goals, and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and time lines for curriculum development and evaluations shall be developed as well.

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

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

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

Cross Reference: 2000
2800

Goals
Objectives

Legal Reference: I.C. § 33-512A

District curricular materials adoption
committees

I.C. § 33-1601 et seq.

Courses of Instruction

IDAPA 08.02.01 et seq.

Rules of the State Board of Education

Policy History:

Adopted on: 5/12/2010

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Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2110

Lesson Plan

To insure proper planning and continuity of instruction, the Board requires that each teacher prepare lesson plans for daily instruction. To facilitate more effective instruction, lesson plans must be prepared at least 7 days in advance of the actual class presentation. The plan book must be readily available when a substitute teacher is needed.

Policy History:

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Taylor's Crossing Public Charter School

INSTRUCTION

2120

Program Evaluation and Diagnostic Tests

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

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

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

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

Policy History:

Adopted on: 5/12/2010

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Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2130

Research Studies

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

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

All research proposals from outside sources will be submitted in prospective form, with the instruments attached, to the Administrator at least three (3) weeks prior to the date on which the research study is to be conducted. The prospectus will include the researcher's name, address and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data and the distribution of the study. The Administrator will approve or disapprove all research studies. Approval will be based on educational significance, project design, and disruption to the regular school process. The primary criteria in approving research studies will be the value to the Board. A final copy of the study will be provided free of charge to the Board.

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

Policy History:

Adopted on: 5/12/2010

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Taylor's Crossing Public 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's educational objectives as identified in Board Policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party

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

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

Surveys Requesting Personal Information

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

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

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

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

Instructional Material

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

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

Collection of Personal Information from Students for Marketing Prohibited

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

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

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

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

6. Student recognition programs.

Notification of Rights and Procedures

The 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 turn 18 years of age or is an emancipated minor.

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

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

Policy History:

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Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2150

Copyright

The Board 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 Board encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of the staff to abide by the Board's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for the staff to violate copyright requirements in order to perform their duties properly. The Board 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 Board'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 Principal or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

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

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

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

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

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 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 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.)
 - 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, 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 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.

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.

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 USC 101 to 1010 Federal Copyright Law of 1976

Procedure History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor’s Crossing Public Charter School

INSTRUCTION

2200

School Year / Calendar / Instructional Hours

School Fiscal Year

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

School Calendar

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

Holidays / Commemorative Days

School holidays may include New Year’s Day, Martin Luther King, Jr.-Idaho Human Rights Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day.

Instructional Hours

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

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

PIR Days

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

Legal Reference: I.C. § 33-512 Governance of schools
I.C. § 33-701 Fiscal year – Payment and accounting of funds
IDAPA 08.02.01.250.01 Required Instructional Time
IDAPA 08.02.01.250.03 Day In Session When Counting Pupils in Attendance

Policy History:

Adopted on: 5/12/2010
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Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2210

School Closure

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

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

Policy History:

Adopted on: 5/12/2010

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Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2210P

School Closure

All students, parents, and school employees should assume that school will be in session and buses running as scheduled, unless there is official notification from the Administrator to the contrary. Such notice will be given via public media.

In the event that extremely cold temperatures, wind chill factors, snow, wind or other circumstances require a modification of the normal routine, the Administrator will make the modification decision prior to 6:30 a.m. and contact the public radio stations for broadcast to the community and will initiate the emergency fan-out communication procedure to all administrators.

Work Schedules and Responsibilities for School Closures

Administrator

Only the Administrator shall have the authority to close schools. The Administrator will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Administrator.

Non-Teaching "Exempt" Personnel, and Key Support Staff

All non-teaching "exempt" personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian and at least one (1) secretary, insofar as is safely possible. The Administrator shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home. The Administrator and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his/her work year by memorandum to the Administrator by the number of hours not worked on the day or days of school closure.

12-Month Classified Employees

In the event of a school closure, 12-month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Administrator. Building secretaries who are required to be on duty are expected to

report for duty. If a 12-month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

10- and 11-Month Classified Employees

Ten- and 11-month employees may report for duty or not report for duty as directed by their immediate supervisor or Administrator. If such employees do not report for duty, they shall complete a district leave request form to declare the day as either personal leave, vacation, or leave without pay.

Aides, Food Service Workers, and Other 9-Month Classified Employees

These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, 9-month employees should not report for duty unless otherwise directed by their immediate supervisor or the Administrator. 9-month employees shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Teachers (Teachers, Librarians, Psychologists, Counselors)

If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

Procedure History:

Adopted on: 5/12/2010

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Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2301

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:

- Students eat one or two of their meals in the school cafeteria;
- Classroom teachers provide factual instruction on human health and biology;
- Peer relationships and adult role models influence eating patterns and provide subtle but strong messages in body image development;
- Physical education and school sports programs strengthen students' bodies and often are sources of nutrition information; and
- 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 and referral and follow-up services. Students who may benefit most from school-based nutrition services include:

- Children with special health care needs;
- Adolescents who are obese, underweight, follow a vegetarian diet or have other related issues (e.g., eating disorders);
- Students living in impoverished conditions with limited access to nutritionally adequate food; and
- Students who abuse substances such as food, drugs, alcohol and tobacco.

Optimally, nutrition services are provided on the school premises by a qualified nutrition professional who is recognized as a valued member of the health care team.

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:

- Provide standard nutrition screening;
- Establish a well-defined plan for follow up of students and referral to community-based services; and
- Provide recommendation 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 be significant predictors of a teen's success in school.

School professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

Cross Reference: 8200 Healthy Lifestyles

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

Policy History:

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Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2305

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 1) knowledge has purpose and meaning in their lives and 2) 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:

- *Knowledge of food guide pyramid
- *Healthy heart choices
- *Sources and variety of foods
- *Guide to a healthy diet
- *Diet and disease
- *Understanding calories
- *Healthy snacks
- *Healthy breakfast
- *Healthy diet
- *Food labels
- *Major nutrients
- *Multicultural influences
- *Serving sizes
- *Proper sanitation
- *Identify and limit junk food

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 foodservice 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 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 foodservice 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.

Parent Involvement. The Board will support parents’ efforts to provide a healthy diet and daily physical activity for their children. They 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.

- 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.
- Nutrition education may be provided in the form of handouts, posters or displays, 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:

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Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2320

Driver Training Education

The Charter School may offer a Driver Training Education Program when staffing and funding are available. Any such program will be conducted in compliance with all requirements in the Idaho Standards for Public school Driver Education and Training as approved by the State Board of Education on August 13, 2004.

Anyone residing in the area servicing the Charter School between the ages of fourteen and one-half (14 1/2) through twenty-one (21) years of age, irrespective of whether they are enrolled in the Charter School, are eligible to enroll in the Charter School's drivers training program. Such program, in the discretion of the Board, may be conducted after school hours, on Saturdays or during regular school vacation periods. The Charter School may offer a joint driver training program with other school districts.

A fee shall be assessed to cover those costs which are not reimbursed by state funds, except that this fee may be waived or reduced for students whose families, by reason of their low income, would have difficulty paying the entire fee.

The purpose of the program is to introduce students to a course of study that leads to the eventual development of skills appropriate for a licensed driver. The traffic education program is designed to meet the criteria established by the State Department of Education.

Legal Reference: I.C. § 33-1701 et seq.	Driver Training Courses
I.C. § 49-110	Definitions
I.C. § 49-307	Fee for Class D Driver's Training
	Instruction Permit - - Class D Supervised
	Instruction Permit

IDAPA 08.02.02.230

Policy History:

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Taylor's Crossing Public Charter School

INSTRUCTION

2330

Community and Adult Education

The Charter School makes its resources available to adults and other non-students within the limits of budget, staff and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board.

Policy History:

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Taylor's Crossing Public Charter School

INSTRUCTION

2340

Controversial Issues and Academic Freedom

The Charter School shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination.

The Board recognizes the need for the teacher to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but not necessarily be limited to (1) politics, (2) science, (3) health and sex education and (4) values and ethics.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, importance of fact, value of good judgment, and the virtue of respect for conflicting opinions.

The Board encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information.

The Board also believes that academic freedom carries with it a responsibility that is shaped by the basic ideals, goals and institutions of the local community. These standards are expressed via the goals and objectives of the adopted curriculum, by the adopted textbooks, by school board policy, and by the school's mission statement.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. relative maturity of students;
2. Taylor's Crossing Public Charter School philosophy of education;
3. community standards, morals and values;
4. the necessity for a balanced presentation; and
5. the necessity to seek prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. all classroom studies will be curriculum-related, objective, and impartial;

2. teachers will create and maintain an atmosphere of open-mindedness and tolerance, and that no one idea or viewpoint should necessarily prevail;
3. teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation;
4. teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

1. the teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. the school shall provide for parents to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and Administrator.
3. the teacher shall notify parents when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the Administrator view questionable materials, etc.
4. the Board directs that a philosophy of abstinence shall be a part of and the underlying principle in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease and therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment 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.

5. when speakers are to be used, the Administrator must always give approval as outlined in the School Board Policy on "Controversial Speakers".

Cross Reference 2341 Controversial Speakers

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

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2341

Speakers in the Classroom and at School Functions

The Board encourages the use of outside speakers when the speaker's program is educationally sound, consistent with the curriculum, and follows Charter School policies and procedures.

All speakers must be invited with the school Administrator's approval. If the subject is controversial the Administrator may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

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

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2341P

Guest Speakers Procedure

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

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

classroom, the teacher may request a meeting to be held between the Administrator or designee and the teacher/sponsor. The meeting shall be held no later than five (5) working days from the date of the request for the meeting. The administrators shall review with the teacher/sponsor pertinent information concerning the request and render a final decision on the issue.

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

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor’s Crossing Public Charter School

INSTRUCTION

2350

Student Religious Activity at School

In keeping with the United States and Idaho Constitutions and judicial decisions, Taylor’s Crossing Public Charter School may not support religion or endorse religious activity. At the same time, the Charter School may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members are representatives of the Charter School and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, Taylor’s Crossing Public Charter School sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

Taylor’s Crossing Public Charter School officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, school officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. School may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

Taylor's Crossing Public Charter School may not be identified as sponsoring or endorsing baccalaureate services. School funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies, Extracurricular and Athletic Events

Taylor's Crossing Public Charter School officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies and extracurricular or athletic events. School officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious.

Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that the Taylor's Crossing Public Charter School imposes on other student-organized clubs.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that Taylor's Crossing Public Charter School imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the school's policy on solicitations (Policy 4240).

Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2360

Release Time

For students in grades K through 8 (K-8), Taylor's Crossing Public Charter School will not allow release time.

Upon application, students in grades 9-12 may be excused from school provided that no student will be excused in excess of five (5) periods in a school week or one hundred sixty-five (165) hours in any given school year.

The Board may, in its sole discretion, determine release time(s).

No student will be permitted to attend release time programs except upon written request from a parent or guardian filed with the Administrator.

Release time shall not interfere with the scheduling of classes, activities and programs of the school. No credit shall be given for completion of courses during release time for religious purposes. Credit may be granted for other purposes, at the discretion of the school board. Registration for release time programs shall not occur on school property.

Taylor's Crossing Public Charter School is not responsible for the health, safety and welfare of a student participating in a release time program nor will the Charter School be liable for acts, injuries or events occurring while: (1) a student is being transported to and from release time programs; or (2) while a student participates in release time programs.

Legal Reference: Article IX, § 6 Idaho Constitution – Religious Test and Teaching in School Prohibited

I.C. § 33-519 Release for Religious Instruction

I.C. § 33-1603 Sectarian Instruction Forbidden

IDAPA 08.02.02.220 Release Time Program for Elementary and Secondary Schools

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor’s Crossing Public Charter School

INSTRUCTION

2370

Interscholastic Activities

The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games or events, or exhibitions involving individual students or teams of students of Taylor’s Crossing Public Charter School when such events occur between schools outside the school.

Although Taylor’s Crossing Public Charter School recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty or contract right of any student; any and all interscholastic activities offered by the school shall not be deemed a “right” but rather is considered to be a “privilege.”

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of Taylor’s Crossing Public Charter School, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques and safety measures associated with a coaching assignment will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While Taylor’s Crossing Public Charter School will strive to prevent injuries and accidents to students, each parent or guardian will be required to sign an “assumption of risk” statement that indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Cross Reference: 3510

Administering Medication to Students

Legal Reference: I.C. § 33-512

Governance of schools

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2380

Homebound, Hospital and Home Instruction

A student absent from school for more than ten (10) consecutive days because of health or physical impairment may be provided the services of a teacher or an aide in the home or hospital. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental or guardian request.

Such students shall be included in calculating the average daily attendance.

The district reserves the right to deny or discontinue homebound services.

Legal Reference: I.C. § 33-1001 Definitions
I.C. § 33-1003A Calculation of Average Daily Attendance

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2390

Limited English Proficiency Program

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

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

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

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

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

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

Students whose dominant language is not English should be enrolled in Taylor's Crossing Public 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 school.

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

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

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

A student may be excluded from requirements to participate in some Idaho standardized testing if the following requirements are met:

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

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

Taylor's Crossing Public Charter School shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Legal Reference: Title VI, Civil Rights Act of 1964
Equal Education Opportunities Act as an amendment to the
Education Amendments of 1974 Bilingual
Education Act
20 U.S.C. §§ 7401, et seq., as amended by the English Language
Acquisition, Language Enhancement, and
Academic Achievement Act
Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001,
P.L. 107-110

I.C. § 33-1618 Assessment Exception

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2395

Idaho Digital Learning Academy Classes

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grant the student flexibility of learning anytime, any place and at a pace that meets their individual learning styles.

The Charter School will use IDLA classes to supplement its curriculum and to provide remedial academic support.

Site Coordinator

The Charter School will provide an individual, employed by the Charter School, as a Site Coordinator. The Site Coordinator is to regularly motivate and monitor the progress of the student. The role of the Site Coordinator is to:

- A. Advise the student on appropriate courses for registration.
- B. Ensure that the student is completing work on a timely basis, including monitoring student grades online.
- C. Proctor the final exam.
- D. Facilitate communications with the student's parent/guardian regarding course progress and the IDLA instructor.

Additionally, the Site Coordinator is a contact for the IDLA instructor and IDLA staff. A Site Coordinator shall be assigned to Taylor's Crossing Public Charter School. Anyone selected as a Charter School Site Coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by the Charter School.

Student and Course Selection

Charter School administrators, counselors and teachers will identify those students who will benefit from IDLA classes.

At the discretion of the Principal or designee, students may be selected to take IDLA courses who:

- A. Need to make up credits in order to graduate on schedule;
- B. Are eligible for hospital or homebound programs;
- C. Are interested in advanced placement or dual credit courses;

- D. Want to supplement their curriculum by taking course(s) not offered at their school;
- E. Have scheduling conflicts;
- F. Want to accelerate their academic program by taking additional courses to facilitate early graduation;
- G. Are excused from being physically present on the campus of their school of record for an extended period of time.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent, student and principal or designee must confer and agree that course(s) selected is (are) academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

Ethical Conduct

Any student attending classes through IDLA shall adhere to Taylor's Crossing Public Charter School's Acceptable Use policies 3270 and 3270P and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the Acceptable Use form 3270F prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify Taylor's Crossing Public Charter School. The school shall take any disciplinary measures necessary as provided in school policy.

Tuition / Fees

Taylor's Crossing Public Charter School shall abide by the IDLA Fees Policy Statement provided by IDLA. The school shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day, and successfully pass the course with an A or B grade. The Administrator may waive IDLA student fees if there are extenuating circumstances. Students are responsible for all costs associated with flex-recovery, university credit, and AP exams.

If the student is enrolled in six or more credits or sufficient classes to qualify as fulltime in the home high school, the student is responsible for all tuition and registration fees to be paid to IDLA.

Grading

IDLA provides a percentage grade to the school. The school transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA.

The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy current year Fees Policy Statement.

Legal References: I.C. § 33-5502 Creation—Legislative Findings—Goal
I.C. § 33-5505 Definitions.
Paulson v. Minidoka School District No. 331, 93 Idaho 469, 470
(1970).

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2410

Section 504 of the Rehabilitation Act of 1973

It is the intent of the District 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 Taylor's Crossing Public Charter School shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

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

Procedure History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2410P

Section 504 of the Rehabilitation Act of 1973 ("Section 504")

- (1) Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of Taylor's Crossing Public Charter School with respect to: (1) the identification of the child as qualifying for Section 504; (2) the school's evaluation of the child; and/or (3) the educational placement of the child, the parents of the student are entitled to certain procedural safeguards. The student shall remain in his/her current placement until the matter has been resolved through the process set forth herein.
- a. The school shall provide written notice to the parent or legal guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
 - b. Upon request, the parent or legal guardian of the student shall be allowed to examine all relevant records relating to the child's education and the school's identification, evaluation and/or placement decision;
 - c. The parent or legal guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with the school;
 - d. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three (3) business days of receipt of the same;
 - e. Within ten (10) days of receipt of a written request for an impartial due process hearing, the school shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, the school may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent or any other person that would conduct the hearing in an impartial and fair manner;

- f. Once the school has selected an impartial hearing officer, the school shall provide the parent or legal guardian and all other interested parties with notice of the person selected;
- g. Within five (5) days of the school's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard and stipulate to undisputed facts to narrow the contested factual issues;
- h. The hearing officer shall in writing notify all parties of the date, time and location of the due process hearing;
- i. At anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
- j. At the hearing, the school and the parent or legal guardian may be represented by counsel;
- k. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. The school shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present its case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions and decision;
- l. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties;
- m. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695 or 5696.

(2) Uniform Grievance Procedure. If a parent or legal guardian of the student allege that the school and/or any employee of the school has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through Taylor's Crossing Public Charter School's Uniform Grievance Procedure.

Legal Reference: 34 C.F.R. 104.36 Procedural safeguards

Procedure History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

R
2420

INSTRUCTION

Title I Parent Involvement

Taylor's Crossing Public Charter School endorses the parent involvement goals of Title I and encourages the regular participation of parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy the word "parent" also includes guardians and other family members involved in supervising the child's schools.

Pursuant to federal law Taylor's Crossing Public Charter School will develop jointly with, agree upon with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals shall be presented.

In addition to the required annual meeting, at least three (3) additional meetings shall be held at various times of the day and/or evening for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the Charter School level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings, through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the

parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist at home in the education of their children.

Each school receiving Title I funds shall develop jointly with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Legal Reference: Title I of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §§ 6301-6514, as implemented by 34 CFR parts 200, 201, 203, 205, and 212
Improving America's Schools Act, P.L. 103-382, § 1112 Local Education Agency Plans
P.L. 107-110, "No Child Left Behind Act of 2001," Title I – Improving the Academic Achievement of the Disadvantaged, § 1118

Policy History:

Adopted on: 5/12/2010

Revised on: 1/18/2012

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2420P

Title I Parent Involvement

In order to achieve the level of Title I parent involvement desired by Charter School policy on this topic, these procedures guide the development of each school's annual plan designed to foster a cooperative effort among parents, school, and community.

Guidelines

Parent involvement activities developed at each school will include opportunities for:

- Volunteering;
- Parent education;
- Home support for the child's education;
- Parent participation in school decision making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

Roles and Responsibilities

Parents

It is the responsibility of the parent to:

- Actively communicate with school staff;
- Be aware of rules and regulations of school;
- Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
- Utilize opportunities for participation in school activities.

Staff

It is the responsibility of staff to:

- Develop and implement a school plan for parent involvement;
- Promote and encourage parent involvement activities;
- Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;

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

Community

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

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

Administration

It is the responsibility of the administration to:

- Facilitate and implement the Title I Parent Involvement Policy and Plan;
- Provide training and space for parent involvement activities;
- Provide resources to support successful parent involvement practices;
- Provide in-service education to staff regarding the value and use of contributions of parents and how to communicate and work with parents as equal partners;
- Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Procedure History:

Adopted on: 5/12/2010

Revised on: 1/18/2012

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2430

Gifted and Talented Program

The term "gifted and talented" means students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or the ability in the performing or visual arts and who require children of outstanding abilities who are capable of high performance and require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

By law, Taylor's Crossing Public Charter School is required to provide for special instructional needs of gifted and talented children enrolled in the school. The Board, in conjunction with the Principal and staff, shall develop the State required plan for the school's gifted/talented program. The Plan shall include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation. The school's initial plan was submitted to the Department of Education on _____. Pursuant to State Board mandate, the Plan will be updated every three (3) years.

The Board designates the Principal to be responsible for development, supervision and implementation of the Charter School's gifted and talented program. Such program shall include, but not be limited to, the following:

1. Expansion of academic attainments and intellectual skills;
2. Stimulation of intellectual curiosity, independence and responsibility;
3. Development of a positive attitude toward self and others; and
4. Development of originality and creativity.

The Principal shall establish procedures consistent with state guidelines for screening, nominating, assessing and selecting children of demonstrated achievement, or potential ability in terms of general intellectual ability and academic aptitude.

Legal Reference: I.C. § 33-201 School Age
I.C. § 33-2001 Definitions
I.C. § 33-2003 Responsibility of school districts for education of
gifted/talented children
IDAPA 08.02.03.999 Gifted and Talented Programs

Policy History:

Adopted on: 5/12/2010
Revised on:
Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2440

Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through the following means.

Virtual/Online Courses

Students in grades 7-12 may register with agencies approved by the State Department of Education, such as the Idaho Digital Learning Academy upon recommendation from the school counselor or administrator. Credit from an online or virtual course may be earned only in the following circumstances:

1. The course is not offered at the high school;
2. Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict;
3. The course will serve as a supplement to extend homebound instruction;
4. The student has been expelled from the regular school setting, but educational services are to be continued; or
5. The principal, with agreement from the student's teachers and parents/guardians, determined the student requires a differentiated or accelerated learning environment;
6. Unless otherwise approved by the Administrator/designee, students taking such courses must be enrolled in the school and take the courses during the regular school day at the school site.
7. The school must receive an official record of the final grade before credits earned for coursework completed through virtual or online instruction will be recognized.

As determined by school policy, students applying for permission to take a virtual course shall complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online learning environment. In addition, the express approval of the Administrator/designee shall be obtained before a student enrolls in a virtual course.

Correspondence Courses

Taylor's Crossing Public Charter School will permit a student to enroll in an approved correspondence course from an institution approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Administrator shall be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. prior permission has been granted by the Administrator; and
2. the program fits the education plan submitted by the regularly enrolled student;

An official record of the final grade must be received by the school before a diploma may be issued to the student.

Cross Reference: 2700 & 2700P
3030

High School Graduation Requirements
Dual Enrollment

Legal Reference: I.C. §33-5501, et seq.

Idaho Digital Learning Academy

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2450

Contracted Student Services

The Board of Trustees hereby delegates to the Administrator the authority to enter into agreements for student services but requires district approval of such contracts. The reason for District approval is District Administration has no control over excess spending if contracts are signed at the building level without the District's approval.

Special Education

It is the intent of the District to provide services required by student's Individualized Educational Programs (IEPs) and develop resources within the district to eliminate the need for outside sources for special education services.

Supplemental Education Services

Adequate Yearly Progress (AYP) is the measure of the necessary annual improvement made by a school as evaluated by the State academic assessment. When students attending schools that have not made AYP for three consecutive years, eligible students will be provided supplemental services to increase the academic achievement. The supplemental services may include tutoring, remediation, and other educational interventions and are provided outside of the regular school day. If sufficient funds are not available to serve all eligible children, the school district will give priority to the lowest achieving eligible students.

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2500

Library Materials

Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers and catechisms of a sectarian nature. School library and classroom library books are provided primarily for use by school students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The Administrator may assess fines for damaged or unreturned books.

Taylor's Crossing Public Charter School residents or parents/guardians of non-resident students attending the school may be allowed use of library books at the discretion of the Administrator. However, such access shall not interfere with regular school use of those books. Use of the library books outside of the school is prohibited except for inter-library loan agreements with other libraries.

Taylor's Crossing Public Charter School will not allow books, tracts, papers or catechisms of a sectarian nature in the library.

Any individual may challenge the selection of materials for the library/media center. The Uniform Grievance Procedure shall be utilized to determine if the challenged material is properly located in the library.

Cross Reference: 2530
4120

Learning Materials Review
Uniform Grievance Procedure

Legal Reference: I.C. § 33-512

Governance of schools

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2510

Selection of Library Materials

Taylor's Crossing Public Charter School has a library with the primary objective of implementing and supporting the educational program in the school. It is the objective of the library to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

Where funding and/or facilities may limit the range of materials provided by the school, Taylor's Crossing Public Charter School will seek to provide access to a wider range of material through technology, media, and internet resources.

The provision of a wide variety of library materials at all reading levels supports the District's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

The Administrator is responsible for selection of library materials. Ultimate responsibility for the selection of library materials rests with the Board.

The Board, acting through the Administrator, thereby delegates the authority for the selection of library materials to the Administrator. The Administrator further delegates that authority to the librarian in the school.

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2510P

Selection of Library Materials

The selection of library materials is a professional task conducted by the library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids.

Weeding

When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM TAYLOR’S CROSSING PUBLIC CHARTER SCHOOL LIBRARY”

Materials will be discarded in compliance with I.C. § 33-601. The Board may sell materials with an estimated value of less than \$1,000, without appraisal, by sealed bid or at auction if there is at least one published advertisement prior to such sale. If the Board, by unanimous vote of those members present, finds that the materials have an estimated value of less than \$500.00 and is of insufficient value to defray the costs of arranging a sale, the materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority.

Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for book selection.

Legal Reference: I.C. § 33-601 Real and Personal Property – Acquisition, Use or Disposal of the Same.

Procedure History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor’s Crossing Public Charter School

INSTRUCTION

2520

Curricular Materials

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

The Board is legally responsible to approve and to provide the necessary curricular materials used in the Charter School. Textbooks and instructional materials should provide quality learning experiences for students and:

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

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

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

A complete and cataloged library of all curricular materials and all electronically available curricular materials adopted in the preceding three (3) years shall be maintained at the State Department of Education.

Cross Reference: 2530

Learning Materials Review

Legal Reference: I.C. § 33-118A
I.C. § 33-512A

Curricular materials – Adoption procedures
District curricular materials adoption
committees

IDAPA 08.02.03.112

Curricular Materials Selection

Policy History:

Adopted on: 5/12/2010
Revised on: 12/21/2011
Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2530

Learning Materials Review

Citizens objecting to specific materials used in the school are encouraged to submit a complaint in writing and discuss the complaint with the Administrator prior to pursuing a formal complaint pursuant to the Uniform Grievance Procedure.

Learning materials, for the purposes of this policy, shall be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

Cross Reference: Policy 4120 Uniform Grievance Procedure

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2540

Selection, Adoption and Removal of Curricular Materials

Curriculum committees will generally be responsible to recommend textbooks and major instructional materials for consideration by the Board for curricular materials that are not covered by the state curriculum materials committee.

Recommendations will be made to the Administrator, with a final decision being made by the Board. The function of the committee is to ensure that materials are selected in conformance with stated criteria and established school goals and objectives.

Selection and Adoption

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

- be congruent with identified instructional objectives;
- present more than one viewpoint on controversial issues;
- present minorities realistically;
- present non-stereotypic models;
- facilitate the sharing of cultural differences;
- be priced appropriately.

Removal

Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the Learning Materials Review Process.

Procedure History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2550

Field Trips, Excursions and Outdoor Education

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

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

The Administrator shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

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

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2560

Contests for Students

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Administrator shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the schools and that it meets the needs and interests of students.

The school shall confine their participation to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and activities of the National Association of Secondary School Principals.

A state or local contest in which students participate shall be:

1. One that supplements and does not interfere with the regular school program.
2. One that is beneficial to youth in education, civic, social or ethical development.
3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration.
4. One whose subject is not commercial, controversial, sectarian or concerned with propaganda. It must emphasize high moral standards, good citizenship and intellectual competence.
5. One from which no contestant shall be excluded because of race, color, creed, sex or payment of entry fee.
6. One which does not place an undue burden on students, teachers or the school, nor requires frequent or lengthy absence of participants from the school.
7. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a "front" for advertising a company name or product.

Contests will not be allowed unless they further the educational goals of Taylor's Crossing Public Charter School.

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2570

Use of Commercially Produced Video Recordings

Purpose

The Board believes that movies, videos and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work, fair and accurate representation of the facts, the reputation and significance of the writer, director and/or performer and critical acclaim of the work itself.

Age Appropriate Movies

Elementary Level: Only G-rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG-rated movie to be shown at the elementary level requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Middle School/High School Level: Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the middle school/high school level requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the junior/middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

For All School Levels: The instructor/teacher shall be responsible for previewing broadcast media, regardless of rating, to ensure both educational relevance and age appropriateness and will make a good faith effort to prevent students from being exposed to profanity, including the use of a legally recognized editing device (when possible) and previewing all media used

Administrator's Authorization

At least five (5) days prior to the showing, the instructor/teacher shall submit to the Administrator, in writing, the following information on the particular video or multimedia:

1. Title and brief description
2. Purpose for showing the movie/video
3. Match with course objectives
4. Proposed date(s) of viewing
5. When and how parents will be notified, or if necessary, grant consent
6. Audience rating (G, PG, PG-13)

Copyright

All School employees must comply with federal copyright laws, as well as publisher licensing agreements. A rented or privately owned movie or video may only be shown in the classroom provided "fair use" exceptions/requirements are satisfied:

1. The movie or video is shown in the course of face-to-face teaching activities.
2. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives.
3. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:
 - a. Educators desiring to show television programs for instructional purposes should request the school library/media specialist to record the program at school with school recording facilities.
 - b. A television program that is recorded off-air may be retained for 45 consecutive calendar days after the date of the recording. At the conclusion of this 45 day retention period, the recording must be destroyed or erased.
 - c. During the first ten (10) consecutive school days of the forty-five (45) day period the recording may be used once by individual teachers in classrooms or similar places devoted to instruction, in the course of relevant teaching activities. The teacher may show the program again only once within this ten (10) school day period when instructional reinforcement is necessary.

- d. Teachers and other school officials who show television programs for entertainment purposes violate this policy as well as federal copyright law.
- e. After the first ten (10) consecutive days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include a broadcast program in the teaching curriculum, and may not be shown in the schools to students or for other non-evaluation purposes.
- f. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded.
- g. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content nor may they be physically or electronically merged to constitute teaching anthologies.

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2570F

Parental Movie Opt-Out/Consent Form

The Taylor's Crossing Public Charter School Board of Directors believes that movies, videos and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, the Taylor's Crossing Public Charter School policy, Use of Commercially Produced Video Recordings, promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process and fostering community values. (See Policy 2570)

Parental Opt-Out Form for Movies, Videos, etc.

I, _____, parent/guardian of _____,
request that my child be removed from class and/or student activities when the
following movie(s) or videotape(s) is/are shown:

I have had the opportunity to review the materials mentioned above and have explained to my child why I do not wish to have him/her view it/them.

Date

Signature of Parent/Guardian

Parental Consent Form for Movies, Videos, etc.

I, _____, parent/guardian of _____,
allow my child to view the following movie(s) or videotape(s) when it/they are
shown in class:

_____	Rating: _____
_____	Rating: _____
_____	Rating: _____

I have had the opportunity to review the materials mentioned above and
understand the ratings of said movies and videotapes as designated above.

Date

Signature of Parent/Guardian

Policy History:

Adopted on: 5/12/2010
Revised on: 12/21/2011
Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2600

Promotion/Retention

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

It is the philosophy of Taylor's Crossing Public 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. 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.

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: 5/12/2010

Revised on: 1/18/2012

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2605

Advancement Requirements (6-9)

Taylor's Crossing Public Charter School has established a set of advancement requirements for 6-8 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:

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

Cross Reference: 2600 Promotion/Retention
 3050 Attendance Policy

Legal Reference: IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: 5/12/2010

Revised on: 1/18/2012

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2610

Advancement Requirements (9-12)

Taylor's Crossing Public 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 from an accredited school recognized by the State Board of Education, 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.
6. To advance to the 10th grade, students must earn at least 11 credits in 9th grade, 6 credits of which must be in English, math or science.
7. Failure to pass a 9th grade English, math or science class shall necessitate the failed course being retaken in the 9th grade even though the student may have earned enough credit to advance to the 10th grade.
8. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer through IDLA or correspondence. The student is responsible for all costs associated with retaking the course.
9. A student who is retained in the 9th grade would normally have to repeat all classes. However, the Administrator may allow the student to take one or more advanced courses. In the event that the Administrator does not agree on allowing a student to take advanced courses, the decision may be appealed to the Board.

10. Students may be retained at each grade level if the following year requirements are not met by August 15:

A minimum of 11 credits is required for advancement into the 10th grade.

A minimum of 25 credits is required for advancement into the 11th grade.

A minimum of 39 credits is required for advancement into the 12th grade.

Cross Reference: 2700P High School Graduation Requirements

Legal Reference: I.C. § 33-512C Encouragement of Gifted Students

Policy History:

Adopted on: 5/12/2010

Revised on: 1/18/2012

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2620

Grading and Progress Reports

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

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

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

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2625

Parent-Teacher Conferences

Parent-Teacher Conferences have been adopted by Taylor's Crossing Public Charter School as a means of reporting student progress to parents in K - 12 grades. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting, but may be planned for any occasion that will be helpful to the teacher, the child and the parent(s). They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

Schedule for conferences, the number of conferences and general details shall be worked out to meet the needs of the parents, teachers, and students.

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2630

Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful to the students; and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2700P

High School Graduation Requirements

The following graduation requirements apply for students entering the ninth grade in the fall of 2009 or later:

Secondary Language Arts and Communication credits	9
English (language study, composition, literature)	8 credits
Speech or Debate	1 credit
Mathematics credits*	6
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)	
Science credits*	6
Secondary Science	
*(4 credits shall be laboratory sciences)	
Social Studies credits	6
Government	2 credits
US History	2 credits
Economics	1 credit
Secondary Social Studies of the student's choice	1 credit
Humanities credits	4
Interdisciplinary humanities, visual and performing arts, or Foreign language	
Health/Wellness credit	1
Service Learning credits	4
50 service hours approved by the administrator = 1 Credit	

Electives	17
credits	

Total 53

credits

Publication of Graduation Requirements

Prior to registering in 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 53 semester credits 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 state-required core of instruction is twenty nine semester credits (IDAPA 08.02.03.107):

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)	
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
Humanities	2
credits	

Interdisciplinary humanities, visual and performing arts, or
Foreign language

Health/Wellness
credit

1

College Entrance Examination

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

Senior Project

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

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, effective with the graduating class of 2006 a student will show proficiency on the Idaho Student Achievement Test (ISAT) as defined by State Board rules. Students who do not attain at least a proficient score on the Idaho Student Achievement Test will have the option of appealing to the Board of Trustees for relief from the ISAT proficiency requirement. Students who choose to appeal must meet the following eligibility requirements:

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

Taylor's Crossing Public Charter School requires that all students who appeal from relief of the ISAT proficiency requirements must successfully complete an alternative program equivalent to the ISAT requirement approved by the Board of Trustees in order to graduate.

Taylor's Crossing Public Charter School's program that students must use to demonstrate that they possess the skills and knowledge necessary to graduate is as follows:

- A. Successfully complete performance measures that are equivalent to the sub skills areas measured in the ISAT, and/or
- B. Successfully complete multiple factors that evaluate academic proficiency and performance of an individual child. These factors should include:
 - Grade point average;

- Assessment scores including ISAT reading, ISAT math, ISAT language arts, Directing Writing Assessment and/or literacy assessment;
- Performance assessment measures, as appropriate, or other performance entries included in a student's portfolio;
- Other professional/institutional evaluations, including end-of-course assessments, senior projects, community service, work experience, attendance and work ethics documented at school site.

Taylor's Crossing Public Charter School's alternative programs are aligned to state content standards and are based on academic proficiency and performance.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the Administrator 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 school.

All classes attempted at Taylor's Crossing Public 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 are 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

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

1. Attendance: To be eligible for early graduation, must have been in attendance in Taylor's Crossing Public Charter School prior to the beginning of his/her last semester of attendance. During the student's last semester of school attendance, the student must be in school for six class hours and must pass five or more subjects during his/her last semester of attendance.
2. Guidelines: Students should notify the school of their interest to graduate early by the end of their second to last semester. Approval to enter the seven semester program must be subsequent to a conference of parents, student and school Administrator. The conference and application should be submitted to the school prior to the last day of the first quarter of the graduating semester.
3. Students who stay out of school the Fall semester and attend the Spring semester will be ineligible for athletics during the Spring semester.
4. Students graduating on the seven semester program have the average daily attendance for the first semester apply to the second semester, as well as the first, in determining the funding for the educational support program.

Participation in graduation ceremonies is a privilege extended to students. Students may be denied the right to participate.

Cross Reference: Policy 2710 Alternative Measure to the ISAT
Policy 2715 Secondary Route to Graduation

Legal Reference: IDAPA 08.02.01.350 Early Graduation
IDAPA 08.02.03.105 Graduation from High School
IDAPA 08.02.03.107 High School Graduation Standards

Procedure History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor’s Crossing Public Charter School

INSTRUCTION

2710C

Alternative Mechanism to the Idaho Standards Achievement Tests (Multiple Factor Route)

The Board hereby authorizes and directs the Administrator to implement an alternative mechanism to the ISAT to give qualified students an opportunity to demonstrate proficiency of the achievement standards set by the State Board of Education. The alternative mechanism will use a qualifying score of 350 based on the following factors*:

Factor	Point Value
Grade Point Average:	100 max
3.5-4.0	100
3.0-3.49	90
2.5-2.99	80
2.0-2.49	70
1.5-1.49	60
Assessments:	150 max
Direct Writing	50
Direct Math	0-25
ISAT Reading	0-25
ISAT Math	0-25
ISAT Language Arts	0-25
Institutional Evaluation of the Student:	100 max
Professional Recommendations	0-50
End of Course Assessments	0-50
Classroom Participation/Attendance	0-50
Meet School Graduation Requirements	100 max
Portfolio or Performance Measures:	150 max
Senior Project, Work Portfolio, Community-based learning, PAMS, PLATO, etc.	0-150

Appeal to Local Board for Alternative Mechanism

Before appealing to the local Board for use of an alternative mechanism to demonstrate proficiency of the Idaho High School Achievement Standards, a student must meet the following qualifications:

- a. Enrolled in a special education program and have an Individual Education Plan (IEP), or
- b. Enrolled in a Limited English Proficient (LEP) program for three years or less, or
- c. Enrolled in the fall semester of the senior year.

Cross Reference: Policy 2700 & 2700P

Legal Reference: IDAPA 08.02.03.105

IDAPA 08.02.03.107

High School Graduation Requirements

Graduation from High School

High School Graduation Standards

Procedure History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Secondary Route to Graduation

**Idaho Standards
Achievement Test**

**ISAT Proficiency + Local Graduation Requirements =
Graduate**

SECONDARY ROUTE TO GRADUATION

Demonstrate Proficiency or Performance Measure of ISAT Sub-Skill

AND/OR

<p>Grade Point Average: 100 points maximum</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>Assessments: 200 points maximum</p> <p>ISAT Reading/Literacy Assessment 0 - 100 point ISAT Math 0 - 100 point ISAT Language Arts or DWA* 0 - 100 point Direct Math Assessment..... 3 – 50 point 4 – 75 point *Direct Writing Assessment.....3+ - 100 point</p>
<p>School Graduation Requirements: 100 points maximum</p> <p>Meet School Graduation Requirements.....100</p>	<p>Portfolio or Performance Measures: 200 points maximum</p> <p>Performance Portfolio eg. Senior Project Academic Work Portfolio Community-based Learning AND/OR Performance Measures—Plato, IDLA other</p>
<p>400 Points Necessary to Graduate</p> <p>100 points must be earned by showing proficiency on ISAT reading or school-endorsed alternative literacy assessment.</p>	

Cross Reference: Policy 2700 & 2700P High School Graduation Requirements

Policy History:

Adopted on: 5/12/2010

Revised on:

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2720

Participation in Commencement Exercises

Statement of Policy

A student's right to participate in the commencement exercises of the Charter School's graduating class is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the state and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

Organization and Content of Commencement Exercises

The school administration shall exercise plenary control over all aspects of any graduation ceremony held. The school administration may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing. The Administrator shall review and approve the student's address, poem, reading, song, musical presentation, or any other pronouncement of their choosing prior to its presentation to the audience attending the graduation ceremony to ensure that there is no conflict with the Establishment Clause found in the First Amendment to the United States Constitution, The Idaho Constitution or the laws of the state of Idaho.

Legal Reference:

United States Constitution-1 st Amendment	
Art. 9, Sec. 6, Idaho Constitution – Religious Test and Teaching in	
School Prohibited	
I.C. § 33-1603	Sectarian Instruction Forbidden
I.C. § 33-512	Governance of Schools
I.C. § 67-5909	Acts Prohibited

Policy History:

Adopted on: 5/12/2010

Revised on: 12/21/2011

Adopted on: 8/14/2013

Taylor's Crossing Public Charter School

INSTRUCTION

2800

Objectives

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. Taylor's Crossing Public Charter School uses Northwest Accreditation Standards for secondary education serving grades 9-12, as required by law. Accreditation is voluntary for elementary schools, grades K-8.

Taylor's Crossing Public Charter School will timely submit an annual accreditation report to the State Board of Education.

Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

The Administrator is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide for:

1. placement of a student at the student's functional level;
2. learning materials and methods of instruction considered to be most appropriate to the student's learning style; and
3. evaluation to determine if the desired student outcomes have been achieved.

Each year, the Administrator shall determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually shall provide the Board with the necessary information to make future program improvement decisions.

Legal Reference: I.C. § 33-119 Accreditation of Secondary Schools – Standards
for Elementary Schools

IDAPA 08.02.02.140 Accreditation

Policy History:

Adopted on: 5/12/2010

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