
CHARTER BOARD POLICIES

Prepared by Bluum

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Governance

G1.1 Board of Directors

G1.1.1 Purpose & Powers

The Board is the body responsible for managing the business and affairs of the Public Charter School as established in its Articles of Incorporation and Bylaws. The Board provides oversight in legal, compliance, fiscal and budgetary, and student achievement matters, establishes policies, and manages the Administrator(s); the Board does not provide day-to-day management of the Public Charter School.

G1.1.2 Board Member Roles & Responsibilities

Board member roles, including officer positions, will comply with the Bylaws.

G1.1.3 Board Committees

The Board may, at any time, establish or disband a committee and define the committee's role unless outlined as a permanent committee in the Bylaws. All committees will comply with Open Meetings laws.

G1.1.4 Elections

Board elections will comply with the Bylaws.

G1.1.5 Open Meetings

The Board will comply with Idaho Open Meeting Law. All Meetings of the Board will be open to the public, with all persons permitted to attend, unless the Board is in Executive Session. Members of the Board may attend Meetings both in-person and electronically. No Decisions of the Board will be made by secret ballot.

G1.1.5a Notice of Board Meetings

The notice for meetings and agendas shall be posted in a prominent location and electronically through the school's website and/or a social media platform, if the Public Charter School maintains an online presence.

G1.1.5b Action Items on Agenda

The Board will identify action items on the meeting agenda. Failure to identify an item as an action item will prohibit a decision from being made though it does not require a vote to be taken at that meeting. The Board will not amend the agenda after the meeting has started to add an action item to the agenda, unless an emergency is declared that requires action at that meeting. The declaration and justification will be approved by motion of the board and recorded in the minutes.

G1.1.5c Executive Session

The Board will follow Idaho code section 74-206 when entering into Executive Session.

G1.1.6 Board Member Ethics

The Board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members. Board members will comply with all Idaho Ethics in Government Laws.

1. Members must demonstrate loyalty to the school, unconflicted by loyalties to employees, other organizations, or any personal interests as consumers.
 - a. There will be no self-dealing or business by a member with the school. Members will annually disclose their involvements with other schools or with vendors and any associations that might be reasonably seen as representing a conflict of interest.
 - b. When the Board is to decide on an issue about which a member has an unavoidable conflict of interest, that member will recuse herself or himself without comment not only from the vote but also from the Deliberation.
 - c. Board members will not use their Board position to obtain employment in the school for themselves, Relatives, or close associates. A Board member who applies for employment must first resign from the Board.
2. Members may not attempt to exercise individual authority over the school.
 - a. Members' interactions with the Administrator or with employees must recognize the lack of authority vested in individuals except when explicitly authorized by the Board.
 - b. Members' interactions with the public, the press, or other entities must recognize the same limitation and the inability of any Board member to speak for the Board except to repeat explicitly stated Board Decisions.
 - c. Except for participation in Board Deliberations about whether the Administrator has achieved any reasonable interpretation of Board policy, members will not express individual judgments about the performance of employees or the Administrator.
3. Members will respect the confidentiality appropriate to issues of a sensitive nature. These may include, but are not limited to, human resource issues, individual student or family issues, legal issues, and contract negotiations.

4. Members will be properly prepared for Board deliberations.
5. Members will support the legitimacy and authority of the final determination of the Board on any matter, irrespective of personal positions on the issue.
6. No member will use his/her public position for personal gain.

G1.2 Accountability

The Board's performance and stewardship will be evaluated by the Authorized Chartering Entity. This evaluation will include the Board's compliance with all applicable laws and regulations and the terms of the Performance Certificate.

G1.3 Annual Assurances

The Public Charter School will annually submit an audit of the fiscal operations to the Authorized Chartering Entity. The Public Charter School will also provide additional information reasonably requested by the Authorized Chartering Entity to ensure that the Public Charter School is meeting the terms of its Performance Certificate.

G1.4 Bylaws

If there is a conflict between these policies and the Bylaws, the Bylaws will control.

G1.5 Continuous Improvement Plans & Training

Each year, the Board will create a collaborative continuous improvement plan designed to improve student achievement, assess and prioritize needs, and measure outcomes. The Board will work with the Administrator to engage students, Parents/Guardians, teachers, and community members as appropriate in the planning process. The Continuous Improvement plan will include all requirements outlined in the most recent Idaho Code and Idaho Administrative Procedures Act (IDAPA).

The Board may engage in planning training to assist in the process and the development of the plan. Qualified planning training may be reimbursable by the State through the process outlined in SBOE rule.

The Board will continuously monitor progress towards the targets for student outcomes included in the plan by using relevant data to measure growth. Such progress will be included in the Board's annual evaluation of the Administrator(s).

The plan will be made available to the public on the Public Charter School website. The plan must be reviewed, updated annually, and posted no later than October 1 each year.

G1.6 Insurance

The Public Charter School will secure and maintain insurance for liability and property loss.

All employees are covered by Workers' Compensation benefits pursuant to, and in accordance with, the terms of the Worker's Compensation insurance policy.

The Board will conduct an annual review of liability, property, workman's compensation, and Directors and Officers insurance.

G1.7 Public Records

Personnel and student files are confidential and are to be disclosed only as provided in policy and/or by law. A record of persons examining or copying personnel or student files, other than administrative employees, will be kept for each employment and student file.

All public records will be provided to the public in accordance with State law.

G1.7.1 Record Safety

The Administrator or Designee, will create and enforce a procedure, including a records retention schedule, to keep the Public Charter School's data and vital records safe and secure in the event of a possible disaster. Examples of vital records include personnel files, student records, fiscal documents (financial and insurance), etc. Refer to Appendix B.

In creating the procedure, the Administrator or Designee will consider the following:

1. Physical security and remote access;
2. Backup storage and infrastructure security, schedules, and rotations;
3. Personnel authentication;
4. Duplicating records for off-site storage; and
5. Storing computer tapes and disks in fire/waterproof safes.

G1.7.2 Destruction of Official Records

Destruction of all relevant records, including electronic records (even if destruction is authorized by an approved Retention Schedule) will cease immediately for the following reasons:

1. The school receives a request to examine public records;
2. The school believes that an investigation or litigation is imminent; or
3. The school is notified that an investigation or litigation has commenced.

G1.7.3 Records Retention Schedule

The Records Retention Schedule can be found in Appendix B.

G1.8 Students with Special Needs

The Board will annually review and adopt the SDE Special Education Manual.

Administration

A1 General

A1.1.1 Child Abuse/Neglect Reporting

Any employee of the Public Charter School who observes a child under the age of eighteen (18) being, or has reason to believe a child has been, Abused, Abandoned or Neglected will report within twenty-four (24) hours such conditions or circumstances to the proper law enforcement agency or Department of Health and Welfare.

A1.1.2 Food Sold on School Grounds

All food sold during regular school hours and at school-sponsored events will comply with Federal standards and guidelines.

A1.1.3 Technology Standards

The Board will comply with all technology requirements as required by Idaho Code and IDAPA.

A1.1.3a Functionality

To receive State funding, the Board will ensure that it provides wireless coverage and sufficient capacity to connect all mobile computing devices to the wireless local area network (WLAN) from any instructional and administrative area in the school. Instructional and administrative areas include, at a minimum, academic classrooms for all content areas, frequently used study areas, media centers, assembly spaces, libraries and administrative offices.

A1.1.3b Validation Testing

The Public Charter School will conduct system validation testing in conjunction with the SDE to confirm the wireless installation meets or exceeds functional requirements and performance and reliability specifications. System validation will include connectivity, usability and reliability testing during the first year after installation. The SDE may require additional testing as deemed appropriate to ensure the ongoing functionality and integrity of the wireless system. All installations will include a site work completion and satisfaction verification signed by both the Technology Coordinator and the SDE designee.

A1.1.3c Content Filtering and Wireless Security

The Public Charter School will include internet content filtering as part of any wireless internet access made available to children. The internet content filtering will:

1. Allow the Public Charter School to block specific categories of content and to maintain its own whitelist and blacklist overrides;
2. Provide utilization and filtering reports, including the most frequently visited websites, the most frequently visited categories, the most frequently blocked websites, search terms most frequently used and the top authenticated users; and
3. Protect against eavesdropping and unauthorized access, which will include encryption, or other techniques to provide such assurances, that the Public Charter School may turn on or off as policy indicates.

A2 Facilities

A2.1 Safe Facilities

The Public Charter School will conduct an annual independent inspection of the school facilities to ensure compliance with codes addressing safety and health standards for the facilities, including electrical, plumbing, mechanical, elevator (if applicable), fire safety, boiler safety, life safety, structural, snow loading, and sanitation. The results of the inspection will be given to the Board.

A2.2 Use of Facilities

A2.2.1 Primary Use

When in compliance with Federal and State laws, School property and facilities may be used by the Public Charter School Parent Teacher Organization, teachers, students, administration, and other authorized persons for school-sponsored programs and activities, with approval of the Administrator or his/her designee. Merely allowing students, a school club, team or program to access an activity, or provide concessions at an activity, does not qualify the activity as a school-sponsored program.

A2.2.2 Rental Use

School property and facilities may be rented and used, for a fee, upon approval of the Administrator. Refer to Appendix D for rental and use fees.

A2.2.3 Other Uses

School facilities may be made available to public agencies for polling places and mass care shelters during disasters or emergencies affecting public health and welfare. School property and equipment will not be loaned or taken from the school for non-school affairs.

A3 Finance

A3.1.1 Accounting & Reporting

The Administrator will be responsible for properly accounting for all funds received and all expenses incurred in the operation of the Public Charter School. The Administrator will exercise his/her responsibility to the highest ethical standards and will conform to generally accepted principles of government accounting. Such accounting will be done in a manner that is easily reviewed by the Board and lends itself to auditing. The fiscal year of the Public Charter School will commence on the first day of July each year. Financial statements will be prepared for review and/or approval on a regular basis, as requested by the Board.

A3.1.2 Audits & Tax Returns

The Public Charter School Board will contract with an independent auditor who is licensed to practice in Idaho and knowledgeable in government/non-profit/public school accounting to conduct an annual audit. The independent auditor will present a report to the Board that includes the audited financial statements and an opinion regarding those financial statements.

A3.1.3 Budgeting

The Board is responsible for approving the annual budget to support the vision and mission of the Public Charter School. The financial plan for the operation of the Public Charter School and provides the framework for both expenditures and revenues for the fiscal year and translates the educational programs and goals of the school into financial terms. The Board assigns the Administrator the overall responsibility for the preparation and administration of the annual budget. The annual budget will contain sections and corresponding detail in alignment with the most recent Idaho Financial Accounting Reports Management System (IFARMS) and as requested by the Board. The annual budget for the upcoming fiscal year will be submitted to the Board for review prior to the annual budget meeting. An open budget meeting will be held for the Board to approve the annual budget prior to the end of the fiscal year.

A3.1.4 Fundraising, Gifts, Donations & Sponsorships

It is the intent of the Board to encourage individuals, companies, charitable organizations, foundations and community groups to support the students of the Public Charter School and their programs. Such support may come in the form of money, personal services, real or personal property and/or any combination of the aforementioned.

A3.1.4a General Fundraising Standards

1. All fundraising activities will remain in harmony with the standards and values of the school, as well as in compliance with State and Federal law.

2. Faculty participation in fundraisers is typically voluntary. However, employees may be directed to supervise specific activities as an employment assignment.
3. Students will not be required to participate in fundraising activities as a condition of belonging to a team, club or group, nor will a student's fundraising effort affect his/her participation time or standing on any team or in any club or group.
4. If prizes or rewards are offered by a selected fundraising vendor, the prizes or rewards should only be awarded to groups, classes or students, and must be disclosed and approved prior to the fundraiser. No teacher, activity, club or group director, or any other Public Charter School employee or volunteer will receive rewards, prizes, commissions, or other direct or indirect compensation.
5. The Public Charter School may not impose a sales quota (or the like) as part of fundraising efforts, and students or Parents/Guardians will not be required to pay for any unsold items or pay for unmet goals.
6. Door-to-door sales are prohibited for all students
7. Approval may be denied for fundraising activities that would expose the school to risk of monetary loss or liability if the activity is not successful.
8. Fundraising activities will be age appropriate and will maintain the highest standards of ethical responsibility and integrity.
9. Fundraising revenues should be accounted for at an individual contribution level or participation level. Participation logs should be retained by the Business Manager to be included with the deposit detail.
10. Employees who approve, manage, or oversee fundraising activities are required to disclose if they have a financial or controlling interest or access to bank accounts in a fundraising organization or company.
11. Records of all fundraising efforts will be open to the Parents/Guardians, students and donors, including accurate reporting on participation levels and financial outcomes. This policy does not require the release of students' PII protected by FERPA.
12. The Public Charter School reserves the right to prohibit, restrict or limit any fundraising activity.

A3.1.4b Acknowledgements

Entities wishing to provide support to the school in exchange for acknowledgement or sponsorship may only do so with the approval of the Administrator.

A3.1.4b.1 Gifts, Donations or Bequests

Any gift, donation or bequest, which exceeds a fair market value of five thousand dollars (\$5,000) must have Board approval. Any donation or support, upon formal transfer to the Public Charter School, will become the property of the Public Charter School and will be used at the discretion of the school. For IRS reporting requirements, if a donation exceeds

\$5,000 in value, the school must collect at minimum the donor's name and mailing address.

Acknowledgement of the donor will be made in an appropriate fashion by the Board and/or Administration. A gift or donation may not be accepted if an acknowledgement restriction or condition is placed on it by the donor.

The Board will ensure that all gifts, grants, donations and bequests meet or exceed the school's standards, philosophy and operating parameters.

A3.1.5 Internet Based Expenditure Website

The Public Charter School will develop and maintain a publicly available website where the Public Charter School's expenditures are posted in a non-searchable PDF, searchable PDF, spreadsheet or database format. The website will contain only information that is a public record or that is not confidential or otherwise exempt from public disclosure pursuant to State or Federal law. The website will be maintained and include data concerning all expenditures as follows:

1. The name and location or address of the entity receiving moneys;
2. The amount of expended moneys;
3. The date of the expenditure;
4. A description of the purpose of the expenditure, unless the expenditure is self-describing;
5. Supporting contracts and performance reports upon which the expenditure is related when these documents already exist;
6. To the extent possible, a unique identifier for each expenditure;
7. The annual budget approved by the Board, to be posted within thirty (30) days after its approval; and
8. Any current master labor agreements approved by the Board.

The Public Charter School will:

1. Update the expenditures contained on the website at least monthly;
2. Archive all expenditures, which will remain accessible and on the website for a set number of years consistent with State law regarding retention of records (refer to Appendix D); and
3. Make the website easily accessible from the main page of the Public Charter School's website.

A3.1.6 Purchasing

The Administrator is authorized to make purchases within the limits of the detailed annual budget for the School Year. Board approval for purchases is required when the aggregate total of a requisition exceeds five thousand dollars (\$5,000), and it is outside

the limits of the annual budget. The Administrator will establish purchasing procedures as a means of controlling and maintaining proper accounting of the expenditure of funds. Faculty and employees will not enter into purchasing agreements or obligate the Public Charter School without written authority.

A3.1.6a Inventory/Property Management Policy

Property Classifications

- *Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the Public Charter School for financial statement purposes, or \$5,000. 2 C.F.R. §200.33.
- *Supplies* means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the Public Charter School for financial statement purposes or \$5,000, regardless of the length of its useful life. 2 C.F.R. §200.94.
- *Computing devices* means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.
- *Capital assets means* tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:
 - Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
 - Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

Inventory Procedure

- 1) Approval for purchases is notated through email notification, or when needed by a vendor, on Purchase Order forms after verifying the funds are available through the CFSGA and the GRA; only items approved in the CFSGA will be considered for purchase. Specific funding sources must be identified prior to approval.
- 2) Once an order or a signed Purchase Order is submitted to a vendor, the original order or PO and a copy of the invoice and packing slips are submitted

to the Business Manager upon delivery. Records are stored in the office of the Business Manager, and electronically.

- 3) Upon receipt of new items, the principal, or the designated receiving staff, will inspect the inventory to ensure it's in good condition and that it matches the item specified on the purchase order and invoice. The invoice is delivered to the Business Manager who enters the information into accounting records (property management system).

Inventory Records

The inventory file is stored in the Public Charter School's data files. As new items are purchased, they are added to the inventory. The written inventory includes the following information: Item Name, Item Description, Item Location, acquisition date and cost of the item.

Physical Inventory

Once a year, in May, the written inventory is printed and all items are catalogued by the principal or their delegate. Maintenance of Equipment In accordance with 2 C.F.R.313(d)(4), Public Charter School maintains adequate maintenance procedures to ensure that property is kept in good condition.

Lost or Stolen Items

- Public Charter School maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.
- Computing devices stored in areas that can be locked and/or stored in a locked classroom. Computing devices must be checked out by a certified teacher or paraprofessional and to be used within the school building only and are not allowed to be taken off-site.
- If the equipment is lost or suspected to be stolen, the business manager is notified. If the device is suspected to be stolen, the administrator is also notified in order to launch an investigation into the stolen device. The administrator would conduct interviews and file a police report if necessary. The lost/stolen property will remain listed in the inventory until the close of the school year.

Disposal of Equipment

The Business Manager will identify the fair market value of the item(s) to be sold. The Business Manager and Administrator will set a price range in which the item(s) can be sold. The Business Manager will handle the sale of the unneeded equipment. The number of offers received must be greater than 3 (if lower than the asking price). If a full price offer is received, one offer is sufficient.

State references: The State of Idaho Board of Examiners State Personal Surplus Property Policy and Procedures <http://www.sco.idaho.gov/>

A3.1.7 School Property

A3.1.7a Real Property

Prior to acquiring real property, such property will be appraised by an appraiser certified in the State. The appraised value will be used to establish the fair market value of the property. If the Board is purchasing a site for educational purposes, such building site will be located within the boundaries of the city limits, unless, by resolution of the Board, it is determined that it would be in the best interest of the Public Charter School to acquire a site outside the city limits, but within the boundaries of the Public Charter School.

A3.1.7b Personal Property

The Public Charter School may purchase personal property as deemed necessary for the effective operation of the Public Charter School by any means deemed appropriate when the expenditure of funds will be less than \$50,000. When the purchase of personal property (except for curricular materials) is reasonably expected to cost \$50,000 or more, the Public Charter School will obtain a minimum of three quotes. Purchases over \$100,000 require a formal competitive bid process outlined in statute.

A3.1.7c Construction of School Property

The Public Charter School may enter into contracts for construction of school property as deemed necessary for the effective operation of the Public Charter School by any means deemed appropriate when the expenditure of funds will be less than \$50,000. When the construction of school property is reasonably expected to cost fifty thousand dollars (\$50,000) or more, the Public Charter School will obtain a minimum of three quotes.

A3.1.7d Tax-Exemption

All Public Charter School property used exclusively for educational purposes is tax-exempt.

A3.1.8 Travel Allowances and Expenses

Public Charter School employees and Administrators may be paid and/or reimbursed for travel expenses incurred while traveling inside or outside of the charter school area and engaged in official school business. Payments and/or reimbursements, not to exceed IRS established per diem rates, will be for actual food expenses necessary non-food expenditures, and for out-of-area travel requiring overnight stay(s). All reimbursable travel must be pre-approved by the Administrator. It is the responsibility of the Board to review travel by the Administrator. The Public Charter School Administrator and/or

designee will be responsible for the development of procedures and forms to be used in connection with travel.

A3.1.8a Types of Travel

A3.1.8a.1 In-Area

Public Charter School employees and Administrators will be reimbursed for actual and necessary expenses incurred within the charter school area while attending to charter school business. Actual mileage driven for pre-approved in-area travel will be reimbursed. It is the responsibility of the Board to review travel by the Administrator within the Public Charter School area.

A3.1.8a.2 Out-of-Area

Travel outside of the Public Charter School area must be pre-approved. Administrators will obtain Board approval prior to incurring out-of-area travel expenses, while employees will obtain prior approval from the Administrator.

Public Charter School employees and Administrators will be reimbursed for actual food expenses, not to exceed IRS established per diem rates, for out-of-area travel requiring an overnight stay.

Public Charter School employees and Administrators will also be reimbursed for actual and necessary non-food expenditures.

A3.1.8b Documentation of Expenses

Expenses not in compliance with this policy will not be reimbursed nor paid for by the Public Charter School.

Prior to reimbursement of actual and necessary expenses, the charter school employee or Administrator must submit a detailed receipt indicating the date, purpose, and nature of the expense for each claim item and the appropriate travel expense or voucher form. Expenses requiring prior approval must also include a copy of the written prior approval. Employees will submit their receipts, travel expense and voucher forms, and documentation of prior approval, where necessary, to the Administrator. The Administrator will submit such documentation to the Board. Failure to provide a detailed receipt will make the expense non-reimbursable.

In exceptional circumstances, the Board may allow a claim without a proper receipt. Written documentation explaining the exceptional circumstances will be maintained as part of the charter school record of claim.

The Board directs the Administrator to promulgate procedures specifying which expenses will be reimbursable for travel of different distances and durations.

A3.1.9 Conflict of Interest

No employee will make any purchase or incur any obligations for or on behalf of the Public Charter School from any non-governmental private business, contractor or vendor in which or with which the employee has a direct or indirect financial or ownership interest.

Purchases or contracted services from any non-governmental or private business or venture in which any employee of the Public Charter School has a direct or indirect financial or ownership interest will be made on a competitive bid basis in strict accordance with the following procedures:

1. The interested employee, business, contractor, or vendor will seek, in writing from the Administrator, a clarification of this policy stating the transaction at issue. The interested employee, business, contractor, or vendor will fully disclose, in writing, the employee's exact relationship to the business, contractor, or vendor;
2. Upon written clarification from the Administrator, which will include written specifications to be followed in advertising for bids, the affected business, contractor, or vendor may submit a bid in compliance with the specifications outlined by the Public Charter School
3. The interested employee will not be involved in any part of the bidding process including, but not limited to, preparing specifications or advertising, or analyzing or accepting bids.
4. It will be the duty of each employee, to the best of his/her knowledge and belief, to disclose in writing to the Administrator his/her financial or ownership interest in any business or other purchase arrangement with the Public Charter School; and
5. This policy will apply to any organization, fund, agency, or other activity maintained or operated by the Public Charter School.

No employee will solicit gifts, gratuities, favors, prizes, awards, merchandise, or commissions as a result of ordering any items or placing any purchase order with a business, contractor or vendor on behalf of the Public Charter School, nor accept anything of monetary value from a business, contractor or vendor except for unsolicited gifts of fifty dollars (\$50) or less in value.

A4 Federal Programs

A4.1 Allowable Uses of Grant Funds

When determining how to spend grant funds, the Administrator and the Business Manager will review the proposed cost to determine whether it is an allowable use of

federal grant funds before obligating and spending those funds on proposed goods or services. All costs supported by federal education funds must meet the standards outlined in the Education Department General Administrative Regulations, which are provided in the bulleted list below. All costs must:

1. Be necessary and reasonable for the performance of the federal award.
2. Be allocable to the federal award.
3. Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the charter school.
4. Conform to any limitations or exclusions set forth as cost principles in 2 C.F.R. §200 or in the terms and conditions of the federal award.
5. Be treated consistently.
6. Be adequately documented.
7. Be determined in accordance with General Accepted Accounting Principles (GAAP), unless provided otherwise in 2 C.F.R. §200.
8. Not be included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.

A4.2 Procurement Under a Federal Award

In addition to its other policies and procedures regarding procurement, The Public Charter School will adhere to the following requirements when making procurements under a federal award. The Public Charter School will:

1. Ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product or service to be produced, and set forth those minimum essential characteristics and standards to which the material, product or service must conform.
2. Provide documentation of the method to be used to conduct technical evaluations of the received proposals and for selecting recipients, which will include the factors to be considered in the evaluation, who performs the evaluation, the number of evaluations performed, the timeframe for conducting the evaluations and selecting a vendor. and whether another position reviews the evaluation.
3. Maintain oversight to ensure that contractors perform in accordance with the terms, conditions and specifications of their contracts or purchase orders.
4. Avoid acquiring unnecessary or duplicative items.
5. Consider consolidating procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
6. Maintain a list of prequalified persons, firms, or products which are used in acquiring goods and services and include enough qualified sources to ensure maximum open and free competition.

7. Award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
8. Maintain records sufficient to detail the history of procurement. These records will include:
 - a. Rationale for the method of procurement;
 - b. Selection of contract type;
 - c. Contractor selection or rejection; and
 - d. The basis for the contract price.
9. The use of a time and materials use contract is prohibited unless the Public Charter School determines that no other contract is suitable. Time and materials use contract means a contract whose cost to the charter school is the sum of:
 - a. The actual cost of materials; and
 - b. The direct labor hours charged at an hourly rate that reflects wages, general and administrative expenses, and profit.
10. Be responsible for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims.
11. The charter school will adhere to any additional procurement rules as applicable to specific federal programs

An inventory of all capital purchases, equipment, curricula, and library/reference books in the school will be compiled annually by the Administration. The physical inventory will be compared to the general ledger totals; any significant difference will be reviewed and corrected by the Business Manager.

A4.3 Time and Effort Documentation

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. Such work must be documented as delineated in the Code of Federal Regulations.

A4.4 Travel Costs Under Federal Award

A4.4.1 General

Travel costs include expenses for transportation, lodging and food, and related items incurred by employees who travel on official business under a federal award. Such costs may be charged on an actual cost basis, or on a per diem

mileage basis, or on a combination of the two, provided the method used is applied to the entire trip and not selected days of the trip.

A4.4.2 Lodging and Subsistence

Costs incurred by employees, Administrators and Board members for travel, including costs of lodging, other subsistence, and incidental expenses, will be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the Public Charter School in its regular operations. If these costs are charged directly to the federal award, the charter school will maintain documentation justifying the following:

1. The participation of the individual is necessary to the federal award; and
2. The costs are consistent with this policy and any related procedures.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences are allowable provided that:

1. The costs are a direct result of the individual's travel for the federal award;
2. The costs are consistent with this policy and any related procedures; and
3. The costs are temporary, lasting only during the travel period.

Travel costs for dependents are not allowable, except for travel of a duration of six-months or more with prior approval of the federal awarding agency

A4.4.3 Commercial Air Travel

Airfare costs which exceed the basic, least expensive unrestricted accommodations class offered by commercial airlines are not allowable except when such least-expensive accommodations would:

1. Require circuitous routing;
2. Require travel during unreasonable hours;
3. Excessively prolong travel;
4. Result in additional costs that would offset the transportation savings; or
5. Offer accommodations not reasonably adequate for the traveler's medical needs.

A4.5 Conflicts of Interest

In addition to the conflicts of interest outlined in A3.1.9 above, no employee or Administrator of the Public Charter School may participate in the selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest. Such conflicts of interest include instances where any of the following has a financial or other interest in or a tangible personal benefit from a firm considered for a contract:

1. The employee or Administrator;
2. Any the employee's or Administrator's Relatives;

3. The employee's or Administrator's Partner; or
4. An organization which employs or is about to employ any of the parties listed above.

The following activities are prohibited:

1. The purchase during the school day of any food or service from a Public Charter School contractor or vendor for individual use;
2. The removal of any food, supplies, equipment, or school property without proper authorization; and
3. Individual sales by Public Charter School employees of any school property, including used items.

Any Public Charter School employee or Administrator who violates this policy may be subjected to disciplinary action including, but not limited to, a fine, suspension or termination. Violations of law will be referred to local, State, or federal authority having proper jurisdiction.

Instruction

I1 General

I1.1 Academic Reporting – Assessment of Student Achievement

I1.1.1 Reading Assessment

The Public Charter School will assess the reading skills of students in kindergarten through third grade twice a year. The kindergarten assessment will include reading readiness and phonological awareness. Assessments for grades 1, 2, and 3 will test for fluency, comprehension, and accuracy of the student’s reading.

I1.1.2 Assessment Exception

A student who has not been enrolled for two (2) full School Years in an Elementary or Secondary School in the U.S. and who scores less than a level four (4) on the State assessment used to determine English language proficiency may be excluded from requirements to participate in the State’s direct writing and mathematics assessments if the Parent of the student and the student’s teacher agree that an exclusion is educationally appropriate for the student.

I1.2 School Calendar

The Public Charter School fiscal year is from July 1 to June 30. The Public Charter School Board will annually adopt and implement a school calendar to include instructional days, teacher professional development days (only 22 hours of professional development can be calculated into instructional hours), vacations and holidays. The Public Charter School calendar will provide a minimum number of instructional hours (which may not include transportation to and from school, passing times, recess and lunch periods) as follows:

Grades	Instructional Hours
9-12	990
4-8	900
1-3	810
K	450
Alternative (7-12)	900

I1.3 Enrollment & Attendance Records

Since accurate enrollment and attendance records are essential both to obtain State financial reimbursement and to fulfill the Public Charter School’s responsibilities under the attendance law, employees will be diligent in maintaining such records.

11.3.1 Average Daily Attendance (ADA)

A day of attendance is one in which a student is physically present for a full day under the guidance and direction of a teacher, or other authorized school employee, while school is in session or is a homebound student under the instruction of a teacher employed by the Public Charter School.

A full day is at least four (4) hours for all-day kindergarten and grades 1-12 and at least two and one-half (2 ½) hours for half-day kindergarten.

ADA is the aggregate number of days enrolled students are present divided by the number of school days in the reporting period.

11.3.2 Attendance Accounting

The Public Charter School will record the number of days present and absent for every student. This data will be used to inform Parents/Guardians of a student's attendance record.

11.4 Constitutional Freedoms & Civics Education

For Secondary Schools

11.4.1 Civics Instruction and Assessment

The Public Charter School will instruct students on citizenship. Citizenship instruction will include lessons on:

1. The role of a citizen in a constitutional republic;
2. How laws are made;
3. How officials are elected;
4. The importance of voting; and
5. The importance of respecting and obeying statutes which are validly and lawfully enacted by the State legislature and the U.S. Congress.

All Secondary School students must show they have met the State civics and government standards through the successful completion of the civics test or alternate path established by the Public Charter School.

11.4.2 The Constitution of the United States

The Public Charter School will teach the Constitution in the grades designated by the SBOE using the SBOE adopted materials.

11.4.3 The United States Flag

The United States flag will be displayed in every classroom during the school hours of each school day. Instruction in the proper use, display and history of and respect for the

American flag and the national colors will be given in all Elementary and Secondary Schools.

11.4.4 Pledge of Allegiance

The Public Charter School will offer the Pledge of Allegiance or National Anthem at the beginning of each school day. No student, teacher or staff member will be compelled, against his/her will, or the will of his/her Parent, to recite the Pledge of Allegiance or to sing the National Anthem.

11.4.5 Prayer in School

The Public Charter School has no policy that prevents or otherwise denies student participation in constitutionally protected prayer. Students can pray in school if they choose; however, school personnel are prohibited from leading the class in a prayer.

The Public Charter School will maintain constitutional freedom regarding religious observation and education. School activities, performances, or displays which are designed to achieve secular educational objectives will be allowed even though they may include religion, religious thought or expression, or the influence of religion on music, art, literature, law, politics, history, or any other element of the curriculum. No aspect of cultural heritage, political theory, moral theory, or societal value will be included or excluded from the curricula simply because it affirms, ignores, or denies religious belief, religious doctrine, a religious sect, or the existence of a spiritual realm or supreme being.

11.5 Curriculum & Materials

The Board, with the recommendation of the Administrator, has the authority and responsibility to adopt and carry out a total educational program that strives to meet the objectives established in its philosophy and State and federal guidelines. This includes responsibility for curriculum adoption, consistent with Idaho content standards and approval of all significant changes, such as the adoption of new textbooks and/or courses.

11.5.1 Development & Assessment

Each subject area will have a written, sequential curriculum developed to address learner and Public Charter School education goals and content and program area performance standards. The curricula will be constructed to include such parts of education as content, skills, and thinking as well as curriculum review cycles and timelines for development and evaluations.

Employees and the Administrator will suggest materials and resources necessary for development and implementation of the curriculum.

The Public Charter School will use a variety of assessments and various sources of data to determine the effectiveness of the planned, written, taught and tested curriculum at all levels of instruction.

11.5.2 Curricular Materials

The Board is responsible to approve and provide the necessary curricula used at the Public Charter School. Textbooks and instructional materials should provide quality learning experiences for students; therefore, curricular materials adopted by the Public Charter School should:

1. Enrich and support the general education goals, aims, and objectives of the Public Charter School;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Provide background information to enable students to make intelligent judgements and to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society;
4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

Students & Families

SF1 General

SF1.1 Attendance & Truancy

SF1.1.1 Compulsory Attendance

Parents/Guardians are responsible to ensure their children, who obtain the age of seven (7) prior to the first day of school, attend school or are otherwise comparably instructed until the child reaches the age of sixteen (16).

SF1.1.2 Attendance Standards

(Note: This policy may be modified to meet the needs of the individual charter school.)

The Board, with recommendation from the Administrator, will develop attendance standards aligned with Idaho Code and IDAPA rules for the Public Charter School. In cooperation with the Board, the Administrator will develop procedures to support the attendance standards.

SF1.1.2a Student Absences

All absences, including extraordinary and physically excused absences, count toward the XX% attendance standard. By enrolling in the Public Charter School, Parents/Guardians agree to assist the school in enforcing the attendance policy and adhering to the XX% attendance standard. A physician's letter is required for absences due to illness that will cause the student to fall below the XX% attendance standard.

Allowable absences may not exceed:

1. High School Students – four (4);
2. Middle School Students – five (5); and
3. Elementary School Students – six (6)

The Administrator has the discretion to evaluate extraordinary absences and special circumstances which may cause a student to fall below the 96% attendance standard.

SF1.1.2a High School (9-12)

Students who exceed the allowable absences in any class may lose Credit unless cleared by the Administrator as a supportable absence. Students who exceed the allowable absences within a semester may be referred to

the Administrator and the Board. Communication must come from a Parent within forty-eight (48) hours of the absence to prevent truancy.

A student serving in- or out-of-school suspension will not be allowed to participate in after school functions until his/her suspension is over.

SF1.1.2b Middle School (6-8)

Students who exceed the allowable absences within a semester may be referred to the Administrator and the Board. Communication must come from a Parent within forty-eight (48) hours of the absence to prevent truancy.

A student serving in- or out-of-school suspension will not be allowed to participate in after school functions until his/her suspension is over.

SF1.1.2c Elementary School

Students who exceed the allowable absences within a semester may be referred to the Administrator and the Board. Inadequate and unacceptable academic progress due to absences may result in retention for the next School Year. Communication must come from a Parent within forty-eight (48) hours of the absence to prevent truancy.

SF1.1.2d Exceptions

Activities and absences that do not count against the attendance standard include:

1. Field trips/class activities (students that have excessive tardies or absences may not be allowed to participate in field trips or other activities);
2. Bereavement for a member of the immediate family (i.e., father, mother, brother, sister, grandparent);
3. Supportable absences (see SF1.1.3);
4. Illness waiver (confirmed with documentation from a licensed medical practitioner); and
5. Attendance at off-campus or online Dual Credit courses.

SF1.1.2e Excessive Tardies

Tardiness is a form of absence and interferes with student learning. Late arrivals interrupt the learning environment and daily procedures. Students arriving after the class begins will be considered tardy and must check in at the front desk. Excessive tardies will be handled in a serious manner.

Excessive tardiness may result in:

1. High School – administrative discipline and loss of Credit;

2. Middle School – administrative discipline and referral to the Board; or
3. Elementary School – administrative discipline or retention.

SF1.1.3 Supportable Absences

Supportable absences require prior notification from a Parent. The student will be expected to complete the assigned work within a reasonable period agreeable to the teacher(s) of the missed class(es). The following guidelines are used to determine supportable absences:

1. Activities or events organized for continuing competition or as an extension of an approved school Program as approved by the Administrator (i.e., national or international competitions).
2. Court appearance that is verified by official documentation.
3. Professional appointments confirmed with documentation from professional personnel such as counselors, attorneys, etc.
4. Extended educational trips with family or organizations while school is in session. The Parent and student requesting this exception must meet the following to get approval for a supportable absence:
 - a. Submit a letter of request to administration at least two (2) weeks prior to the trip;
 - b. Have passing grades in all classes;
 - c. Have no more than six (6) absences total for the year;
 - d. Request work from teachers and turn in all pre-arranged work on or before the established deadline.
5. Religious observances verified by Parent, church official, or document.

SF1.1.4 Attendance Follow-up

The Public Charter School will attempt to reach the Parent of the absent student on the day of his/her absence. The student's Parent will also be notified when a student has reached the number of allowable absences for the semester

SF1.1.5 Habitual Truancy

A student who repeatedly violates the attendance policies of the Public Charter School may be required, along with his/her Parents/Guardians, to attend a hearing regarding the student's habitual truancy status. The hearing could result in expulsion from the school.

SF1.2 Bullying, Harassment and Intimidation Prevention & Response

(Note: This policy may be replaced by the SDE model policy.)

SF1.2.1 Intervention

Public Charter School employees are authorized and expected to intervene or facilitate intervention on behalf of students facing in-person or cyber- harassment, intimidation, and bullying. Intervention will be reasonably calculated to:

1. Correct the problem behavior;
2. Prevent another occurrence of the problem;
3. Protect and provide support to the victim of the act; and
4. Take corrective action for documented system problems related to harassment, intimidation, or bullying.

SF1.2.2 Graduated Consequences

Graduated consequences for a student who commits acts of bullying, harassment, and intimidation will include a series of measures proportional to the act(s) committed and appropriate to the severity of the violation as determined by the Board. Consequences will be in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and do need to be followed in order.

1. Graduated consequences may include, but are not limited to:
 - a. Meeting with the school counselor;
 - b. Meeting with the Administrator and the student's Parents/Guardians;
 - c. Detention, suspension or special programs; and
 - d. Expulsion
2. The graduated consequences are not intended to prevent or prohibit the referral of a student who commits acts of harassment, intimidation, or bullying to available outside counseling services or to law enforcement, or both, pursuant to Section 18-917A, Idaho Code.
3. Students with disabilities may be afforded additional protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act; The Public Charter School will comply with applicable State and federal law when disciplining acts of bullying, harassment, and intimidation.

SF1.2.3 Notice

The Public Charter School will make reasonable efforts to ensure that information on the prevention of harassment, intimidation and bullying of students is disseminated annually to all school employees, Parents/Guardians, and students.

SF1.2.4 Ongoing Employee Training on Prevention

The Public Charter School will provide ongoing professional development to build skills of all school staff members to prevent, identify and respond to harassment, intimidation and bullying. The Public Charter School will follow the professional development content as promulgated by the SBOE.

SF1.2.5 Reporting

An aggregate report identifying the total number of bullying incidents by building, grade level, gender, and repeat offenders will be provided to the Board and SDE on an annual basis. The SDE may provide the Public Charter School with the guidelines and forms for reporting.

SF1.3 Enrollment

Per the Admissions process defined in the charter contract and Bylaws, the Public Charter School will not make any distinction based on disability, race, creed, color, gender, national origin, religion, or ancestry of any student who seeks admission. Furthermore, admission will be offered publicly with an effort to invite all families in the Public Charter School's primary attendance area to carefully review the charter and enroll their children if the Parents/Guardians value the Public Charter School's philosophy and educational offering.

SF1.3.1 Admission Procedures

Vacancies exist whenever the number of students enrolled in a grade level falls below that grade's capacity. As vacancies occur, those vacancies will be filled using a lottery system as defined in the charter contract and implementing the following lottery enrollment procedures:

1. To be included in the Enrollment Pool for the initial enrollment for the upcoming School Year, Parents/Guardians must apply to the lottery pool during the open enrollment period ending [e.g. the third Thursday in April]. The lottery drawing is held [##] week(s) after the Open Enrollment period ends. This lottery determines the initial enrollment for the upcoming School Year.
2. Enrollment priority will be given to students in a manner consistent with State law and as defined in the charter contract.

3. Wait lists: Once the equitable selection process is conducted each year, wait lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. These lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment, or a Parent does not respond to the offer by the designated date in said offer, the student's name will be removed from the list and the next eligible student will be offered the seat. Any written requests for admission received after the lottery has been conducted will be added to the bottom of the wait list for the appropriate enrollment priority group.
4. Wait lists will not carry over from one year to the next.
5. When a vacancy occurs during the school year, that vacancy may or may not be filled at the school's discretion. If the Public Charter School chooses to fill the vacancy, the space will be filled by the next person on the wait list for that grade level.

SF1.3.2 Age Requirement

No student will be admitted into the Public Charter School's kindergarten class(es) who has not obtained the age of five (5) prior to September 1 of the year of enrollment.

No student will be admitted into the Public Charter School's first grade class(es) who has not obtained the age of six (6) prior to September 1 of the year of enrollment.

SF1.4 Family & Student Records

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

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

This model policy is required by the Idaho Data Accountability Act. To ensure the proper protection of confidential student information, the Public Charter School will adopt, implement and electronically post this policy. It is intended to provide guidance regarding the collection,

access, security and use of education data to protect student privacy. This policy is consistent with the DMC's policies regarding the access, security and use of data maintained within the SLDS. Violation of the Idaho Data Accountability Act may result in civil penalties.

SF1.4.1 Collection

The Public Charter School will follow applicable State and federal laws related to student privacy in the collection of Student Data.

SF1.4.2 Access

Unless prohibited by law or court order, the Public Charter School will provide Parents/Guardians, or eligible students, as applicable, the ability to review their child's educational records.

The Administrator is responsible for granting, removing, and reviewing user access to Student Data. An annual review of existing access will be performed.

Access to PII maintained by the Public Charter School will be restricted to:

1. The authorized employee of the Public Charter School who requires access to perform their assigned duties;
2. Authorized employees of the SBOE and the SDE who require access to perform their assigned duties; and
3. Vendors who require access to perform their assigned duties.

SF1.4.3 Security

The Public Charter School will have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure. The Public Charter School will immediately notify the Executive Director of the SBOE and the State Superintendent of Public Instruction in the case of a confirmed Data Breach or Unauthorized Data Disclosure. The Public Charter School will notify in a timely manner affected individuals, students, and families if there is a confirmed Data Breach or Unauthorized Data Disclosure.

SF1.4.4 Use

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

Contracts involving Student Data with outside vendors of databases, online services, assessments, special education or instructional supports, will include the following provisions intended to safeguard student privacy and the security of the data:

1. The vendor will comply with all applicable State and federal law;

2. The vendor will have in place Administrative Security, Physical Security, and Logical Security controls to protect against a Data Breach or Unauthorized Data Disclosure;
3. The vendor will restrict access to PII to the authorized employee of the vendor who requires such access to perform his/her assigned duties;
4. The vendor will not use PII for sales, marketing, advertising, etc.;
5. Data destruction will conform with record retention requirements; and
6. The vendor may face penalties for non-compliance with the above provisions.

The Public Charter School will clearly define what data is determined to be directory information. If the Public Charter School chooses to publish directory information which includes PII, Parents/Guardians must be notified annually in writing and given an opportunity to opt out of the directory. If a Parent does not opt out, the release of the information as part of the directory is not a Data Breach or Unauthorized Data Disclosure.

SF1.5 Parent Participation in the Educational Process

The Public Charter School will promote the involvement of Parents/Guardians utilizing:

1. A plan for Parent participation that is designed to improve Parent and teacher cooperation with homework, attendance and discipline;
2. A process by which Parents/Guardians may learn about the course of study and review learning materials; and
3. A process by which Parents/Guardians who object to any learning material or activity on the basis that it harms the child or impairs the Parents/Guardians' firmly held beliefs, values or principles, may withdraw their child(ren) from the activity, class or program in which the material is used.

SF1.6 Parent Right to Academic Accommodations

Parents/Guardians have a right to reasonable accommodations from the Public Charter School. Reasonable accommodations are those that enable Parents/Guardians to exercise their rights and which do not impose an undue hardship on the Public Charter School.

The Public Charter School will annually notify Parents/Guardians of their rights.

SF1.7 School Emergency Response

All school employees and students must be prepared to respond quickly and responsibly to emergencies and disasters and events which threaten to result in a disaster. The Board will develop and maintain a school crisis plan which details provisions for handling foreseeable emergencies and disasters. This plan will be reviewed and updated regularly.

The Administrator will augment the school plan with working site crisis plans and appropriate procedures specific to the school. All students and employees will receive instruction regarding

these plans. The Board will consult with city and/or county agencies so that school and site plans may provide the best feasible way of handling each situation. These consultations should also consider emergency communications systems between these agencies and the school.

School and site plans will address, but not be limited to, the following situations:

1. Fire in a building
2. Fire from an external source, i.e., brush, grass, or forest fires
3. Bomb threats or actual events
4. Natural disasters, i.e., floods, severe weather, or earthquakes
5. Man-made disasters, i.e., riots, accidents involving aircraft, or hazardous materials
6. Threats, attacks, or disturbances from groups or individuals
7. Other threats to students' health and safety, i.e., suicide

The Board will grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare. The Board will also cooperate with these agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

Crisis plan drills/exercises will be held **monthly** at the school and will demonstrate how safety procedures may be applied to various types of emergencies. The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation. The Administrator will encourage employees to hold valid certificates in these areas.

SF1.8 Dress Code - School Uniform

(Note: This policy may be modified to meet the needs of the individual charter school.)

It is the policy of the Public Charter School that students dress in a manner which is appropriate for an effective and successful educational environment. While recognizing the importance of allowing students to express their individuality through their attire, the Public Charter School is responsible for ensuring that student dress is conducive to a positive and respectful environment for all students. All students, therefore, are required to dress in a manner that promotes a safe and healthy school environment and is not disruptive of the educational climate and process.

Some basic dress code guidelines include:

1. Students should have a neat, clean, and well-groomed appearance;
2. Clothing should be as well-fitted as reasonably possible (i.e., no skin tight, see-through or overly revealing tops or bottoms of any nature);
3. Clothing or any item brought to school, such as outer wear, backpacks, lunch boxes, notebooks, jewelry and hair pieces, are devoid of any insignias, patterns, graphics, writing or

messages that are obscene or relating to drugs, alcohol, tobacco, any illegal activity or any sexual innuendos;

4. Gang attire of any kind is strictly prohibited. This includes, but is not limited to, garments that are suggestive, colors, bandanas or belts that have gang symbols or innuendos on them;
5. Any attire, grooming habit, or possession that disrupts the educational atmosphere will not be allowed;
6. Special days that would not adhere to certain portions of this dress code may be allowed with the permission of the Administrator and announced in advance.

SF1.9 Student Drug, Alcohol & Tobacco Use

The Public Charter School recognizes that drug, alcohol and tobacco use is detrimental to a state of well-being and undermines the aim of education, which is to enable individuals to develop to their full potential. In addition, the use of chemical substances – including alcohol, tobacco, and controlled substances – creates economic and legal problems. Therefore, no one will use, possess, sell, buy, or distribute drugs, including alcohol, tobacco, controlled substances, or related paraphernalia, on school premises. The Public Charter School will take disciplinary action will be taken when deemed necessary and appropriate and may include expulsion from the school.

SF1.9.1 Drug Free School Zone

In accordance with federal law, the Board hereby establishes a “Drug-Free School Zone” that extends 1000 feet from the boundary of any school property. The Board prohibits the use, possession, concealment, delivery, or distribution of any drug or any drug-related paraphernalia at any time on school property, within the Drug-Free School Zone, or at any school-related event. Furthermore, the Administrator will take the necessary steps to ensure that an individual, eighteen (18) years of age or older, who knowingly delivers or distributes controlled substances so designated and prohibited by State law within the Drug-Free School Zone is prosecuted to the fullest extent of the law.

The Administrator will prepare guidelines for the identification of drug use at the Public Charter School. Such guidelines will emphasize the prevention of drug use and include a statement to students that use of illicit drugs and the unlawful possession of alcohol is harmful.

SF1.10 Student Suicide Prevention, Intervention and Response Policy

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. Public Charter School:

- a) recognizes that physical, behavioral and emotional health is an integral component of a student’s educational outcomes,
- b) has a responsibility to take a proactive approach in preventing deaths by suicide, and

- c) acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Toward this end, the policy is meant to be paired with other policies supporting the emotional and behavioral health of students.

Definitions:

1. At risk: a student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. Crisis team: a multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. Crisis team members often include someone from the administrative leadership, school psychologist, school counselors, social workers, resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
3. Postvention: suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
4. Risk assessment: an evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.
5. Risk factors for suicide: characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and social factors in the individual, family, and environment. Risk is highest when several risk factors are present and when the individual has access to lethal means.
6. Suicide attempt: a self-injurious behavior for which there is evidence that the person had at

least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

7. Suicidal behavior: suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
8. Suicide contagion: the process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
9. Suicidal ideation: thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

Scope:

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school sponsored out-of- school events where school staff are present.

Prevention:

The Charter school directs the Administrator to develop procedures relating to suicide prevention. Such procedures shall address:

[NOTE: The Charter school must adopt a policy on suicide prevention which addresses procedures relating to suicide prevention, intervention, and postvention. To address these topics, the Board may choose to adopt all of the following options, only some of them, or other practices not listed. All practices adopted should be evidence-based.]

[OPTIONAL]

Charter School Policy Implementation:

A school-level suicide prevention coordinator shall be designated by the Administrator. This may be an existing staff person. The suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the charter school. Any teacher with direct evidence of a student's suicidal tendencies shall report this knowledge to the suicide prevention coordinator. If any staff member believes a student is at elevated risk; they are encouraged to report this belief to the designated individual.

Staff Professional Development:

All staff who work closely with students will receive professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide. Such training shall be provided within the employee's first year of employment. Additional professional development in risk assessment and crisis intervention may be provided to mental health professionals and school nurses.

Youth Suicide Prevention Programing:

Developmentally-appropriate, student-centered education materials on suicide prevention will be integrated into the curriculum of all K-12 health classes. In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution

This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

[OTHER CHARTER SCHOOL PROCEDURES]

Assessment and Referral:

When a student is identified by a staff person as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen immediately by a mental health professional or, if there is no mental health professional available, a school staff member will accompany and observe the student until a mental health professional can be brought in or emergency services are engaged. For youth at risk:

1. School staff will continuously supervise the student to ensure their safety until their care is transferred to parents / guardians or emergency services. In situations where the student is deemed to be at high risk of suicide, the student should not be left alone.
2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling the Idaho Suicide Prevention Hotline (1-208-398-4357), emergency services, bringing the student to the local Emergency Department or setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

In-School Suicide Attempts:

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following charter school emergency medical procedures.
2. School staff will supervise the student and attempt to ensure their safety, provided doing so does not threaten the safety of the staff member or others.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the principal or school suicide prevention coordinator regarding in- school suicide attempts.
7. The school may engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

Re-entry Procedure:

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns, including academic or social issues.
4. The administration will disclose to the student's teachers and other relevant staff (without sharing specific details of mental health struggles) that the student is returning after hospitalization/medical treatment and may need adjusted deadlines for assignments. The mental health professional will also be available to teachers to discuss any concerns they have regarding the student after re-entry.
5. The mental health professional will check in with the student and their parents every week either on the phone or in person for three months following re-entry to ensure the student and their parents are supported in the transition.

Parental Notification and Involvement

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. Staff should provide outside mental health resources to the parents or guardians to support their child. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," i.e., limiting the child's access to mechanisms for carrying out a suicide attempt. Means restriction counseling should include discussing the following:

Firearms

- Recommend that parents store all guns away from home while their child is having problems, e.g., store their guns with a relative, gun shop, or police.
- Discuss parents' concerns and help problem-solve around offsite storage of firearms. Avoid a negative attitude about guns; accept parents where they are, but let them know offsite storage is an effective, immediate way to protect their child.
- Explain that in-home locking is not as safe. Kids sometimes find the keys or get past the locks.
- Ask about guns in other residences (e.g., joint custody situation)

Other options include:

- The next safest option is: unload guns, lock them in a gun safe, lock ammunition separately (or don't keep ammo at home for now).
- If guns are already locked, ask parents to consider changing the combination or key location. Parents can be unaware that kids know their "hiding" places.

Medications

- Recommend locking up all medications (except rescue meds like inhalers) with a traditional lock box or a daily pill dispenser.
- Recommend disposing of expired and unneeded medicines, especially prescription pain pills.

Other options include:

- Advise they prioritize the following and seek specific guidance from a doctor or pharmacist:
 - ✓ Prescriptions, especially for pain
 - ✓ Over-the-counter pain pills
 - ✓ Over-the-counter sleeping pills

Mental Health Assessment

Through discussion with the student, the principal or mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate while identifying appropriate resources for the student such as law enforcement or child protective services. If contact is delayed, the reasons for the delay shall be documented.

Postvention

The Charter school directs the Administrator to develop procedures relating to postvention following a death by suicide in the Charter school. Such procedures shall address:

[NOTE: The Charter school must adopt a policy on suicide prevention which addresses procedures relating to suicide prevention, intervention, and postvention. To address these topics, the Board may choose to adopt only some of the following options, or instead adopt other practices not listed. Regardless of how these topics are addressed, it is important to use best-practice postvention guidelines.]

Development and Implementation of an Action Plan

The crisis team will develop an action plan to guide school response following a death by suicide that has a significant impact on the school community. Ideally, this plan should be developed long before it is needed. A meeting of the crisis team to implement the action plan will take place immediately following news of the suicide death. If the death has not yet been confirmed to be a suicide, the team should still meet while this is being confirmed. For more detailed information on responding to a suicide death, please see the document- After A Suicide: A Toolkit for Schools which was newly revised in 2018. A link to this document can be found in the resources section below.

The action plan may include the following steps:

- a) *Verify the death.*
- b) *Alert the State Department of Education (SDE).*
- c) *Assess the situation.*
- d) *Share information.*
- e) *Avoid suicide contagion.*
- f) *Initiate support services.*
- g) *Develop memorial plans.*

External Communication

The school administrator or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a) Keep the charter school suicide prevention coordinator and Administrator informed of school actions relating to the death.
- b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson can encourage reporters to follow safe messaging guidelines (e.g. not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic”) – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available including the Idaho Suicide Prevention Hotline number.

Resources:

Idaho Suicide Prevention Hotline
(208)398-4357
www.idahosuicideprevention.org

Idaho Suicide Prevention Program
(208)334-4953
<https://spp.dhw.idaho.gov>

Idaho Suicide Prevention Coalition
(208)577-4430
<https://www.idahospcc.org/>

SPAN Idaho (208)860-1703
<https://www.spanidaho.org/school-support>

Idaho Lives Project <http://www.idaholives.org/>

American Federation of Suicide Prevention - Idaho Chapter
Contact: Ryan Price
rprice@afsp.org (503)951-3012

SF1.11 Transportation

[Note: Select the policy that fits the services offered by the charter school.]

SF1.11.1 Provided by the Charter School

The Public Charter School provides transportation to and from school and home in a specific geographical location. If a student lives within the geographical location, he/she will receive information regarding the location of his/her bus stop, bus number, and pick-up and drop-off times. The Public Charter School will comply with all Idaho laws and rules regarding student transportation.

SF1.11.2 Not Provided by the Charter School

Due to the Public Charter School's enrollment being open to students from communities near and far, bus transportation cannot be provided by the school. Except for field trips, Parents/Guardians will be responsible for the transportation of their children to and from the school and are strongly encouraged to participate in carpool groups. Policies and procedures governing carpool and associated traffic flow graphics are published by the school and are available on the school's website.

SF2.6 Student Grievance

(Note: This is a model policy that can be revised. Please seek legal counsel before adopting any changes.)

All students should use this Grievance procedure if they believe the Board or the Public Charter School has violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy. The Public Charter School will designate a Title IX coordinator, and will endeavor to respond to and resolve complaints promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies. In addition, use of this Grievance procedure is not a prerequisite to the pursuit of other remedies and does not extend any filing deadline related to the pursuit of other remedies.

SF2.6.1 Level 1: Informal

An individual with a complaint is encouraged to first discuss it with the teacher, counselor, or Administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line Administrator that is not involved in the alleged harassment.

SF2.6.2 Level 2: Administrator

If the complaint is not resolved at Level 1, the Grievant may file a written Grievance which will include: 1) the nature of the Grievance; 2) the remedy requested; and 3) the signature of the Grievant with the date. The Level 2 written Grievance must be filed with the Administrator within sixty (60) days of the event or incident, or from the date the Grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or procedure, the Administrator will investigate and attempt to resolve the complaint. If either party is not satisfied with the Administrator's decision, the Grievance may be advanced to Level 3 by requesting in writing that the Board review the Administrator's decision. This request must be submitted to the Board within fifteen (15) days of the Administrator's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Administrator will turn the complaint over to the Nondiscrimination Coordinator who will investigate the complaint. The Public Charter School has appointed a Nondiscrimination Coordinator to assist in the handling of discrimination complaints. The Nondiscrimination Coordinator will complete the investigation and file the report with the Administrator within thirty (30) days of receiving the written Grievance. The Administrator may hire an outside investigator if necessary. If the Administrator agrees with the recommendation of the Nondiscrimination Coordinator, the recommendation will be implemented. If the Administrator rejects the recommendation of the Nondiscrimination Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal to the Board within fifteen (15) days of receiving the report of the Nondiscrimination Coordinator for a hearing.

SF2.6.3 Level 3: The Board

Upon receipt of a written appeal of the decision of the Administrator, and assuming the appeal alleges a failure to follow Board policy, the matter will be placed on the agenda for consideration no later than the next regularly scheduled meeting. A decision will be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

SF2.9 Student Wellness

The goal of this policy is to promote healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. Public Charter School supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Public Charter School shall review and consider evidence-based approaches in establishing goals for school-based activities to promote student wellness.

Public Involvement

A Wellness Committee, appointed by the Administrator and/or designee, shall be comprised of Public Charter School Board, administration, food service, physical education instructors, school health professionals, community members, students and parents will meet annually to implement, review and update the School Wellness policy.

Nutrition Guidelines

All foods and beverages available for sale on the school campus during the school day shall meet or exceed the nutritional standards required by the USDA's National School Lunch Program, the National School Breakfast Program and the Smart Snacks in Schools. School day is defined as midnight before to 30 minutes after the end of the instructional day. Water shall be available during mealtimes. Water shall also be available through water fountains and/or water bottle filling stations. Water sales options may also be provided through school vending and concession services.

Any food item sold in vending machines, school stores, snack bars, classrooms, ala-carte items in the cafeteria during the school day and intended for consumption at school must meet the requirements of the Smart Snacks in Schools, except for exempt fundraisers. The Administrative Staff and teachers are encouraged to use non-food items or foods meeting Public Charter School nutrition standards for celebrations and as a reward for student accomplishment.

Public Charter School shall ensure celebrations that involve food during the school day be limited to no more than one party, per class, per month and that each party include no more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools.

Nutrition Standards

Any fundraising requires administrative approval. The number of exempt fundraisers held annually may not exceed the number established by the Idaho State Department of Education, unless special permission is granted by the State Department of Education. Any fundraising activity that involves foods not intended for consumption in schools, such as the sale of cookie dough or frozen pizza outside of school, shall also be exempt. Non-food items or food items that comply with Smart Snack restrictions are also exempt.

Food and Beverage Marketing

Marketing on the school campus during the school day is permitted for the food and beverage items that meet the competitive food requirements. Includes exterior of vending machines, menu boards, posters, coolers, cups, and food service equipment.

Nutrition Promotion

Students shall have opportunities to select healthy, nutritious food items during the school day. Public Charter School may take steps to promote wellness, such as the promotion of health fairs, school gardens, theme days, food tasting, wellness newsletters, and smarter lunchroom strategies theme meals, food tasting. The school environment shall be safe, comfortable, pleasing and allows ample time and space for eating meals.

Nutrition Education

Age appropriate nutrition education shall be provided to students. Standards based nutrition education shall be integrated into curricula (i.e. cooking classes, food tastings and meals).

Physical Activity

Public Charter School will meet or exceed the physical education requirements for all students as defined by the State Board of Education. Public Charter School will provide supervised recess time for all elementary students.

Other School Based Wellness Activities - Physical Activity

Public Charter School will provide a variety of extra-curricular activities and opportunities for physical activity to meet the needs of all students. Public Charter School will promote physical activity and healthy eating to students, parents, staff and patrons at all schools. This policy will be reviewed with the Administrative Staff annually to encourage staff awareness and adult modeling.

Assessment

The Administrative Staff will designate one or more persons at each school as the monitor with the operational responsibility for ensuring the school meets the policy. This responsibility includes completing the Idaho Wellness Policy Progress Report, using the smart snack product calculator, ensuring the policy's guidelines are being met, ensuring that all fundraisers are tracked and ensuring exempted fundraisers do not exceed ten per year, per school. Evaluation of the Local Wellness Policy shall be conducted at least once every three years and shall include:

- The extent to which schools under the jurisdiction of Public Charter School are in compliance with the wellness policy;
- The extent to which Public Charter School wellness policy compares to model school wellness policies; and
- A description of the progress made in attaining the goals of the wellness policy.

Communication

The Administrator and/or designee shall annually inform and update the Board, public, parents, students, and others in the community, about the content updates and assessments of the wellness policy.

Complete dietary guidelines, latest version of USDA's Local School Wellness Policy Implementation, the Idaho State Department of Education Wellness Policy Guidelines, smart snack guidelines, and tools may be made available on the Public Charter School website.

SF2.10 Medication Disbursement

(Note: May be revised to meet the specific procedures of the charter school.)

Where possible, Parents/Guardians should try to schedule medication administration at home. If this is not possible, Parents/Guardians must fill out a medication disbursement permission form and turn it in to the Administrator or his/her designee. All medications, both prescription and over-the-counter, must be in the original containers with the time and dosage clearly marked. In

life-threatening circumstances, students and their Parents/Guardians may obtain prior written permission from the Administrator to carry and self-administer emergency medications (e.g., severe asthma or allergy management). No student may self-administer medication including cold-medicine or pain medications.

SF2.11 Education of Homeless Children

It is the policy of the Public Charter School to ensure that:

1. Each child of a homeless individual and each homeless child has equal access to the same free, appropriate public education, including a public preschool education, as provided to other students;
2. Homelessness does not in any way separate homeless students from the mainstream school environment; and
3. Homeless children and youths have access to the education and other services that such children and youths need to ensure that such children and youths have an opportunity to meet the same challenging state academic standards to which all students are held.

The Board of Directors directs Public Charter School to admit children who are homeless regardless of residence and irrespective of whether the homeless child is able to produce records normally required for enrollment.

The employees of Public Charter School shall work to ensure that children and youth who are homeless are free from discrimination, segregation, and harassment. Public Charter School will also strive to prevent stigma against students who are homeless.

Definitions

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

The terms “enroll” and “enrollment” includes attending classes and participating fully in all school activities.

The terms “homeless,” “homeless individual,” and “homeless person” include:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;

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

5. An unaccompanied student and homeless families with children and youth are also defined as homeless if they:

A. Have experienced a long-term period without living independently in permanent housing;

B. Have experienced persistent instability as measured by frequent moves over such period, and

C. Can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

“Children and youth in transition” is defined as children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence.

“Unaccompanied youth” is defined as a youth not in the physical custody of a parent/guardian who is in transition as defined above.

The term “school of origin” is defined as the school that the student attended when permanently housed, or the school in which the student was last enrolled, including a preschool.

In General

Public Charter School shall ensure the following is provided according to the homeless student's best interest:

1. That the homeless student's education continues in the school of origin for the duration of homelessness:

A. In any case in which a family becomes homeless between academic years or during an academic year; and

B. For the remainder of the academic year, if the student becomes permanently housed during an academic year; or

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

School Stability

In determining the best interest of the homeless student, Public Charter School shall:

1. Presume that keeping the student in the school of origin is in the student's best interest, except when doing so is contrary to the request of the student's parent or guardian, or (in the case of an unaccompanied youth) the student;
2. Consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless students, giving priority to the request of the student's parent or guardian or (in the case of an unaccompanied youth) the student;
3. If, after conducting the best interest determination based on consideration of the above presumptions, the Administrative Staff determines that it is not in student's best interest to attend the school of origin requested by the parent or guardian, or (in the case of an unaccompanied student) the student, provide the student's parent or guardian or the unaccompanied student with a written explanation of the reasons for his or her determination, which will be provided in a 16 manner and form understandable to such parent, guardian, or unaccompanied student, including information regarding the right to appeal under "Enrollment Disputes", below; and
4. In the case of an unaccompanied student, ensure that Public Charter School's liaison designated under "Charter School Liaison," below, assists in placement or enrollment decisions under this subparagraph, gives priority to the views of such unaccompanied student, and provides notice to such student of the right to appeal under "Enrollment Disputes," below.

Immediate Enrollment

1. In General: Public Charter School, in accordance with this policy, shall immediately enroll the homeless student, even if the student:
 - A. Is unable to produce records normally required for enrollment, such as previous academic records, records of immunization and other required health records, proof of residency, or other documentation; or
 - B. Has missed application or enrollment deadlines during any period of homelessness; or
 - C. Has outstanding fees or fines, including fees associated with extracurricular activities.
2. Relevant Academic Records: The enrolling school shall immediately contact the school last attended by the student to obtain relevant academic and other records.
3. Relevant Health Records: If the student needs to obtain immunizations or other required health records, the enrolling school shall immediately refer the parent/guardian of the student, or (in the case of an unaccompanied student) the student, to Public Charter School's liaison designated under "Charter School Liaison," below, who shall assist in obtaining all necessary immunizations and/or screenings, or other required health records, in accordance with "Records," below.

Records

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

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

Disputes

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

1. The student shall be immediately enrolled at Public Charter School if the student has been admitted through the lottery process is sought, pending final resolution of the dispute, including all available appeals;
2. The parent or guardian of the student or (in the case of an unaccompanied student) the student shall be provided with a written explanation identifying the bases for any decisions related to enrollment made by Public Charter School, including the rights of the parent, guardian, or unaccompanied student to appeal such decisions;
3. The parent, guardian, or unaccompanied student shall be referred to the local educational agency liaison designated under “Charter School Liaison” below, and upon being informed of the dispute, the liaison shall initiate an appeal of the dispute regarding the educational placement of homeless student as expeditiously as possible; and
4. In the case of an unaccompanied student, the liaison shall ensure that the student is immediately enrolled at Public Charter School if the student has been admitted through the lottery process pending resolution of the student’s dispute.

Placement Choice

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

Privacy

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

Contact Information

Nothing in this policy shall prohibit Public Charter School from requiring the parent or guardian of a homeless student to submit contact information.

Comparable Services

Each homeless student in Public Charter School shall be provided services comparable to those services provided to other students in the school attended by the homeless student, including the following:

1. Transportation services;
2. Educational services for which the student meets eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965, or similar State or Charter School sponsored programs, educational programs for children with disabilities, and educational programs for English Learners;
3. Programs in career and technical education;
4. Programs for gifted and talented students; and
5. School nutrition programs.

Charter School Liaison

For purposes of this policy, the Administrator shall designate a Public Charter School employee to serve as its liaison to serve homeless students in accordance with the following provisions. The liaison for homeless students designated by the Administrator shall ensure that:

1. All homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies;
2. The Public Charter School tracks academic and enrollment data on homeless students;
3. All homeless students are enrolled in, and have a full and equal opportunity to succeed the same as non-homeless students at Public Charter School;
4. Homeless families and homeless students have access to and receive educational services for which such families and students are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by Public Charter School;
5. All homeless families and homeless students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
6. The parents or guardians of homeless students are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
7. Public notice of the educational rights of homeless students is disseminated in locations frequented by parents or guardians of such students, and unaccompanied students, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless students, and unaccompanied students;

8. Enrollment disputes are mediated in accordance with “Dispute,” above;
9. The parent or guardian of a homeless student, and any unaccompanied student, is fully informed of all transportation services, including transportation to the student’s school of origin, and is assisted in accessing transportation to the student’s assigned school;
10. School personnel receive annual professional development and other support; and
11. Unaccompanied homeless students:
 - A. Are enrolled in school;
 - B. Have opportunities to meet the same challenging state academic standards as the State establishes for other students; and
 - C. Are informed of their status as independent students under 20 USC § 1087vv(d), and that such students may obtain assistance from the Public Charter School Liaison to obtain verification of such status for purposes of the Free Application for Federal Student Aid. Local and State Coordination with the School’s liaison for homeless students shall, as a part of their duties, coordinate and collaborate with the Idaho State Office of the Coordinator for Education of Homeless Children and Youths, as well as with community and school personnel who are responsible for the provision of education and related services to homeless students. These shall include public and private agencies, the transportation department, the State Coordinator for the Education of Homeless Children and Youth, and others. Such coordination shall include collecting and providing to the State Coordinator the reliable, valid, and comprehensive data needed to meet the requirements of 42 USC § 11432(f)(1) and (3).

Homeless Status

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

Title 1, Part A

Any student who is homeless and attends Public Charter School is eligible for Title 1, Part A services.

SF2.19 Student Discipline

(Note: This policy may be revised to fit the individual charter school. Consult legal counsel when revising this policy.)

The Public Charter School has established the following discipline policy and procedures. The disciplinary actions may be taken by the Administrator or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, these actions are suggestive and not necessarily sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance.

SF2.19.1 Traditional Disciplinary Measures

Traditional disciplinary measures include, but are not limited to:

1. Loss of student privileges;
2. Loss of bus privileges;
3. Temporary removal from the classroom;
4. Clean-up duty;
5. Detention, including Saturdays;
6. Meeting with the student and the student's Parents/Guardians;
7. Suspension;
8. Expulsion;
9. Restitution for damages to school property; and
10. Notification to juvenile authorities and/or police

No person who is employed or engaged by the Public Charter School may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and Public Charter School personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel or other persons, or for self-defense.

SF2.19.2 Alternative Disciplinary Measures

Alternative disciplinary action is discipline other than traditional suspension or expulsion from school that is designed to correct and address the root causes of a student's specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons because of the student's misbehavior.

Alternative discipline includes, but is not limited to:

1. Reflective activities, such as requiring the student to write an essay about the his/her misbehavior;
2. Mediation when there is mutual conflict between peers, rather than one-way negative behavior;
3. Counseling;
4. Anger management;
5. Health counseling or intervention;
6. Mental health counseling;
7. Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution, and restorative conferencing;

8. Diversion or use of juvenile specialty courts;
9. Behavioral management plans;
10. Corrective instruction or other relevant learning or service experience;
11. Community service; and
12. In-school detention or suspension, which may take place during lunchtime, after school or on weekends.

SF2.19.3 Disciplining Students on Individual Education or Section 504 Plans
The Charter School will comply with the procedural safeguards enumerated in State and federal law and rule when disciplining students with IEPs or 504 plans.

Human Resources

HR1 General

HR1.1 Benefits & Compensation – Career Ladder

HR1.1.1 Salary Schedule Initial Placement

Teaching experience outside the Public Charter School will include the number of School Years a full-time certificated employee was under contract and performed as a teacher. Such experience will be considered for initial placement according to the current salary schedule unless State statute or a hard to hire position dictates an alternative approach.

Teaching experience in private or parochial schools will be recognized if:

1. The teacher held a valid public-school teaching certificate and taught in areas of endorsement; and
2. The teacher was accredited by a regional accrediting association and/or the SDE.

HR1.1.2 Leadership Premiums

The Board will have in place a plan and criteria for providing leadership premium compensation to reward teachers and pupil-service employees for serving in a leadership capacity in the Public Charter School.

Leadership priorities will be based upon one or more of the criteria below as identified by a committee consisting of teachers, Administrators, and other charter school stakeholders and approved by the Board. The decision as to whom and how many instructional and pupil service employees receive leadership premiums will be determined by the Board.

HR1.1.2a Leadership Criteria

The Board will award leadership premiums in accordance with State Law to certificated instructional and pupil service employees, regardless of such employees full or part time status, in recognition of the additional time they will spend fulfilling one or more of the following leadership roles:

1. Teaching a Dual Credit course to high school students;
2. Teaching a course to middle school students in which the students earn both middle school and high school Credit;
3. Holding and providing service in multiple non-administrative certificate or subject endorsement areas;

4. Serving, or being hired to serve, in an instructional position designated as hard to fill by the Board, including a career technical education program;
5. Providing mentoring, peer assistance or professional development to teachers in their first two years in the profession;
6. Having received professional development in career and academic counseling, and then providing career or academic counseling to students, with such services incorporated within or provided in addition to the teacher's regular classroom duties; and
7. Various other criteria designated by the Board, excluding duties related to student activities or athletics, that require the employee to work additional time such as:
 - a. Curriculum development;
 - b. Assessment development;
 - c. Data analysis;
 - d. Grant writing;
 - e. Acting as a special program coordinator;
 - f. Conducting a research project; and
 - g. Teaching professional development course.

The Board may grant multiple leadership premiums to those performing multiple duties, but no employee will receive leadership premiums that exceed twenty-five percent (25%) of the employee's minimum salary as designated on the career ladder.

These premiums will be valid only for the fiscal year for which the awards are made. Duties related to student activities and athletics are not eligible for leadership premiums.

HR1.1.3 Payroll Deductions

HR1.1.3a Legally Required Deductions

Legally required deductions include the following:

1. F.I.C.A. (social security) at the current legal rate;
2. Federal income tax at the current legal rate;
3. State income tax at the current legal rate; and
4. Public employee retirement benefits.

HR1.1.3b Optional Deductions

HR1.1.3b.1 Health insurance

The school pays a [ENTER PERCENTAGE HERE (e.g., 50%)] share of regular monthly premiums for qualified employees. In addition, employees have the option to add eligible Relatives to their medical and dental benefit package, though the school [does/does not] pay a share for these additions. Enrollment must take place during the first month of employment. After initial enrollment, changes can only be made during the month of December, or when there is a family status or job change.

HR1.1.3b.2 Tax-Sheltered Annuities

Payroll deductions for the purchase of tax-sheltered annuities such as 403B and the PERSI Choice 401K, 403B Roth after-tax annuities, life insurance, and deferred compensation savings may be made monthly to vendors approved by the Public Charter School.

HR1.1.3b.3 Direct Deposit/ACH

Direct deposit of monthly payroll checks can be authorized for financial institutions affiliated with ACH (Automated Clearing House).

HR1.1.4 Insurance Benefits

Full-time employees of the Public Charter School are eligible for insurance benefits subject to each insurance plan's enrollment rules. A full-time employee is defined as an employee who works thirty (30) hours or more per week, or at least 130 hours or more per month.

NOTE: In accordance with the Affordable Care Act, the Public Charter School can set a lower minimum threshold for hours worked per week, but not higher.

The Board will not be allowed to participate in the Public Charter School's group health insurance program.

HR1.1.5 Overtime for Classified Employees

Classified employees who work more than forty (40) hours in a given work week may receive overtime pay of one and one-half (1½) times the normal hourly rate. No overtime is authorized for any classified employee without the specific approval of the Administrator.

A classified employee may not volunteer work time in an assignment like his/her regular work without pay.

HR1.2 Child Abuse, Abandonment, or Neglect Reporting

The personal safety and welfare of each child is of paramount concern to the Board and employees and patrons of the Public Charter School. It is important that employees within the Public Charter School become knowledgeable and thoroughly educated as to their legal and ethical responsibilities on observation and reporting of suspected child Abuse, Abandonment or Neglect. The Administrator or Human Resources Director will review with employees the legal requirements concerning suspected child Abuse at the commencement of each year.

HR1.2.1 Reporting

A Public Charter School employee who has reasonable cause to suspect that a student may be an Abused, Abandoned or Neglected child or who observes a child being subjected to conditions which would reasonably result in Abuse, Abandonment or Neglect will:

1. Report, or cause to be reported, such a case to local law enforcement or the Department of Health and Welfare within twenty-four (24) hours; and
2. Immediately report the case to the Administrator or Human Resources Director.

The Human Resources Director or Administrator will in turn report, or cause to be reported, the case to local law enforcement or the Department of Health and Welfare within twenty-four (24) hours.

HR1.2.2 Failure to Report

Any Public Charter School employee who fails to report a suspected case of Abuse, Abandonment or Neglect to the Department of Health and Welfare or local law enforcement as outlined above, or who prevents another person from doing so, may be civilly liable for the damages proximately caused by such failure or prevention, and may be charged with a misdemeanor or face other criminal or civil charges. The employee will also be subject to disciplinary action up to and including termination.

HR1.2.3 Immunity

Pursuant to Idaho Code, any person who has reason to believe that a child has been Abused, Abandoned or Neglected and, acting upon that belief, makes a report of Abuse, Abandonment or Neglect, as required, will have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. However, any person who reports in bad faith or with malice is not entitled to immunity from civil or criminal liability that might result therefrom.

HR1.2.4 False Reporting

Pursuant to Idaho Code, any person who makes a report or allegation of child Abuse, Abandonment or Neglect knowing the same to be false, or who reports or alleges the

same in bad faith or with malice, will be liable to the party or parties against whom the report was made.

HR1.3 Conflict of Interest

No employee will make any purchase or incur any obligations for, or on behalf of, the Public Charter School from any non-governmental business, contractor or vendor in which or with which the employee has a direct or indirect financial or ownership interest.

Purchases or contracted services from any non-governmental business or venture in which any employee of the Public Charter School has a direct or indirect financial or ownership interest will be made on a competitive bid basis strictly in accordance with the following procedures:

1. The interested employee, business, contractor or vendor will seek, in writing from the Administrator, a clarification of this policy stating the transaction at issue. The interested employee, business, contractor, or vendor will fully disclose, in writing, the employee's exact relationship to the business, contractor or vendor.
2. Upon written clarification from the Administrator, which will include written specifications to be followed in advertising for bids, the affected business, contractor or vendor may submit a bid in compliance with the specifications outlined by the Public Charter School.
3. The interested employee will not be involved in any part of the bidding process including, but not limited to, preparing specifications and advertising or analyzing or accepting bids.
4. It will be the duty of each employee, to the best of his/her knowledge and belief, to disclose in writing to the Administrator his/her financial or ownership interest in any business or other purchase arrangement with the Public Charter School; and
5. This policy will apply to any organization, fund, agency or other activity maintained or operated by the Public Charter School.

No employee will solicit gifts, gratuities, favors, prizes, awards, merchandise or commission for ordering any items or placing any purchase orders with a business, contractor or vendor on behalf of the Public Charter School, nor accept anything of monetary value from a business, contractor or vendor except for unsolicited gifts of fifty dollars (\$50) or less in value.

HR1.4 Criminal History Check

HR1.4.1 Initial Criminal History Check

All certificated and non-certificated employees, certification applicants, Substitute Employees, and all individuals who have unsupervised contact with students in a K-12 setting, including volunteers and Board members, must undergo a criminal history check.

The criminal history check is conducted in cooperation with the Idaho State Police, and is based on a completed ten (10) finger fingerprint card or scan and will include, at a minimum, the following State and national databases:

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

All individuals will be charged a fee to cover the costs associated with undergoing a criminal history check.

HR1.4.2 Employee Arrest or Conviction – Reporting Requirement

All employees will have the continuing duty to notify, in writing, of any arrest or criminal conviction that occurs after being hired by the Public Charter School.

If any employee, whether full-time or part-time, probationary or non-probationary, classified or certified, is arrested, charged or indicted for a criminal violation of any kind, whether misdemeanor or felony, or served with a protective order, with the exception of minor traffic infractions, he/she is required to report such, in writing, to the Human Resources Director within one (1) business day unless mitigating circumstances exist. The written notice must list all related charges. The Human Resources Director will contact the Administrator or designee upon receiving written notification that an employee has been arrested, charged or indicted or has a protection order served against him/her. This reporting requirement applies regardless of whether such arrest, charge, indictment or protective order has occurred on-duty or off-duty.

HR1.4.3 Failure to Report

Failure by any employee to comply with the above reporting requirement may be grounds for disciplinary action up to and including termination.

HR1.5 Discrimination, Harassment, & Retaliation

Equal employment opportunities will be provided to all persons, regardless of their race, color, religion, creed, national origin, sex, gender identity and expression, sexual orientation, age, ancestry, marital status, military status, citizenship status, use of lawful products while not at work, or physical or mental handicap or disability if otherwise able to perform the essential functions of the job with reasonable accommodations, and other legally protected categories.

Inquiries regarding discrimination, harassment, or retaliation should be directed to the Administrator or Human Resources Director. Specific written complaints should follow the Uniform Grievance Procedure in HR2.3.1.

HR1.5.1 Notification

In compliance with federal regulations, annual notification of this policy will be given to all students, applicants, employees and the Nondiscrimination Coordinator. Notifications should include the name and location of the Nondiscrimination Coordinator.

HR1.5.2 Prevention

Procedures will be developed to: (1) prevent discrimination, harassment, and retaliation; and (2) follow up with victims of violations of this policy to ensure preventive actions were effective.

HR1.5.3 Reasonable Accommodations

Reasonable accommodations will be made for an individual with a known disability if the individual is otherwise qualified for the position unless the accommodation would impose an undue hardship upon the Public Charter School.

HR1.5.4 Retaliation

Students, employees or visitors will not retaliate against an individual who in good faith reports, associates with the individual reporting, participates in the investigation, or investigates, discrimination or harassment. Any person who retaliates against another individual who investigates or in good faith reports an incident may be subject to disciplinary action up to and including termination.

HR1.5.5 Written Record

A written record, including, but not limited to, witness statements, investigative reports, and correspondence, will be kept and maintained from the date any allegation of discrimination or harassment is reported. The information in the written record will also include the action taken in response to each allegation. The confidential written record will be kept in the administrative offices and will be purged according to record retention procedures (refer to Appendix B).

HR1.6 Drug & Alcohol-free Workplace

HR1.6.1 Employee Use of Alcohol & Other Drugs

Employees are prohibited from using, possessing, distributing, dispensing, or manufacturing Illegal Drugs, paraphernalia, or alcohol on school premises or at any school activity. Employees are further prohibited from being Under the Influence of Illegal Drugs or alcohol on school premises or at any school activity. The use of legal or prescription drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

HR1.6.1a Disciplinary Action

Any employee who violates the terms of the school's drug and alcohol policy may be subject to disciplinary action including, but not limited to, discharge, suspension, and/or referral for drug and alcohol abuse evaluation and rehabilitation, at the discretion of the Board.

Notwithstanding the above paragraph, anyone charged by law enforcement with driving a school-sponsored and/or a school-owned vehicle under the influence of drugs or alcohol will be suspended from all duties pending an investigation. Individuals who are on-duty driving students under the authority of the Public Charter School and who use or are Under the Influence of alcohol or Illegal Drugs as determined by the legal system and defined by this policy will be terminated.

HR1.6.2 Tobacco, E-Cigarettes & Vaping

The Public Charter School maintains tobacco-free buildings and grounds which includes E-Cigarettes and Vaping. Use of tobacco, E-Cigarettes and Vaping will not be allowed in any buildings or on any grounds; nor will employees be allowed to use tobacco, E-Cigarettes or Vape while on-duty. Upon hiring, the Public Charter School will direct new employees not to use tobacco, E-Cigarettes or Vape in school buildings or on school grounds. Limitations or prohibitions on tobacco, E-Cigarettes and Vape use are applicable to all hours.

HR1.7 Employee Evaluations

The Public Charter School has a firm commitment to provide performance evaluations to its employees, whatever their category and level, to assist in professional development and in achieving the mission and goals of the school.

HR1.7.1 Objectives

The formal performance evaluation system is designed to:

1. Maintain or improve each employee's job satisfaction and morale by communicating job progress and personal development;
2. Assist in determining and recognized special talents, skills, and capabilities;
3. Assist in staffing and succession planning; discuss job interests and challenges with his or her supervisor; and
4. Assemble substantiating data for use as a guide for purposes as wage adjustments, promotions, disciplinary action, and termination.

HR1.7.2 Evaluation of Non-Certified Employees

Each non-certified employee's job performance will be evaluated by the employee's direct supervisor. The evaluation process will include scheduled evaluations on forms applicable to the job classification and description and day-to-day appraisals. The

supervisor will provide a copy of the completed evaluation to the employee and will provide an opportunity to discuss the evaluation. The original should be signed by the employee and placed in the employee's file. If the employee refuses to sign the evaluation, the supervisor should note the refusal and place it in the employee's file. The employee will be allowed the opportunity to attach a rebuttal to any information contained in the evaluation.

HR1.7.3 Evaluation of Certificated Employees

The Administrator will create procedures that differentiate between certificated non-instructional and certificated pupil instructional employees in a way that aligns with the Charlotte Danielson Framework for Teaching to the extent possible and aligned to the pupil service employee's applicable national standards.

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

HR1.7.4 Responsibility

The Administrator, or his/her designee, will be responsible for administering and monitoring the performance evaluation system and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper forms in a timely manner;
2. Ensuring completed forms are returned by a specified date for filing;
3. Reviewing forms for completeness;
4. Identifying discrepancies;
5. Ensuring proper safeguards for and filing of completed forms;
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on the Public Charter School's evaluation standards and processes and the collection and use of gathered data.
7. Review of the performance evaluation system that includes stakeholder input from teachers, Board members, Administrators, Parents/Guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system plan for how evaluations will be used to identify proficiency and record growth over time with a minimum of three (3) rankings used to differentiate performance of teachers and certificated employees including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; and proficient being equal to a rating of 3.

The immediate supervisor is the employee's evaluator and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two (2) documented observations annually for instructional personnel, one (1) of which will be completed prior to January 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance; and
3. Completing Performance Evaluation Forms as required.

HR1.7.5 Summative Evaluation

A written formal evaluation for all certificated employees is to be prepared on or before June 1st of each year. All evaluation forms are to be dated and signed by the Evaluator and the teacher during the conference held to review the evaluation. A copy will be given to the employee. The original will be retained by the Immediate Supervisor.

The Summative Evaluation should be reviewed annually and revised as necessary to indicate any significant changes in duties or responsibilities. The Summative Evaluation is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the Immediate Supervisor and the employee of the job description and major performance objectives.

When any matter of a nature that could cause dismissal or non-renewal of a contract for a teacher is brought to the attention of the teacher, the Administrator will assist the teacher in correcting the situation.

HR1.7.6 Evaluation Measures

HR1.7.6a Observations

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

HR1.7.6b Professional Practice

A majority of the evaluation of instructional personnel will be based on professional practice and will be aligned with minimum State standards and the four domains of the Charlotte Danielson Framework for Teaching. The Public Charter School may also use student and Parent input and/or a portfolio to inform professional practice portion of the evaluation.

HR1.7.6c Student Achievement

Part of the evaluation of instructional employees will be based on growth in student achievement as defined in Section 33-1001, Idaho Code, and as applicable to the subjects and grade ranges taught by the instructional employee. All other certificated employee evaluations must include measurable student achievement or student success indicators as defined in Section 33-1001, Idaho Code, and as applicable to the position. This portion of the evaluation may be calculated using the current or the immediate past year's data or both years' data.

HR1.7.6d Individualized Professional Growth Plan (IPLP)

All certificated employees will review the evaluation model and procedures and submit a written annual professional growth plan based on the twenty-two (22) components of Charlotte Danielson's Framework for Teaching to their supervisors.

HR1.7.7 Evaluation Meeting

A meeting will occur in conjunction with the summative evaluation. During the scheduled meeting with the employee, the immediate supervisor will discuss the evaluation with the employee including specific recommendations to improve or prepare the employee for future promotions, review the IPLP, and set mutual goals to be reached before the next performance evaluation.

The employee may make any written comments he/she desires. In addition, the employee may turn in a written rebuttal to any portion of the evaluation (refer to HR1.7.8 for the rebuttal process).

The employee will sign the evaluation form indicating that he/she has been given a copy.

After seven (7) days following the meeting, if the supervisor has not received any written rebuttal, the supervisor will forward the original signed evaluation form to the Administrator, or his/her designee, for review. The supervisor will also retain a copy of the completed form.

HR1.7.8 Rebuttals

Within seven (7) days from the date of the evaluation meeting with their supervisor the employee may file a written rebuttal to any portion of the Summative Evaluation. The written rebuttal will state the specific content of the Summative Evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the Summative Evaluation requested.

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

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

The Summative Evaluation, either amended as requested by the employee, or in its unaltered state, will be provided to and signed by the employee. The original Summative Evaluation form will then be forwarded to the Administrator, or his/her designee, for review. The supervisor will also retain a copy of the completed form including any rebuttals and responses.

HR1.7.9 Action

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

HR1.7.10 Records

All evaluation records, including rebuttal documentation, will be maintained in the employee's permanent and confidential personnel file in accordance with State and federal law regarding the right to privacy.

HR1.7.11 Reporting

By July 1, 2014, the Public Charter School will submit an evaluation plan to the SDE for approval. Any subsequent changes to the Public Charter School's evaluation plan will be resubmitted to the SDE. The Public Charter School will report the rankings of individual certificated personnel evaluations annually to the SDE.

HR1.8 Non-certificated/Classified Employees

Non-certificated/Classified employees are those employees who are employed by the Public Charter School or hired into positions which do not require certification.

Except for those classified employees who are hired for a stated specified time, all classified employees will be regarded as "at-will" employees and may be dismissed at the will of either party; the employment relationship may be terminated at any time for any or no reason (so long as the same does not violate public policy or any other provision of law). Such at-will designation will be included in all job descriptions and in written contracts, should the same be implemented by the Public Charter School. An employment period, as well as other terms and conditions of employment set forth in a job description and/or written contract, does not create a property right as such are included for the specific purpose of providing notice to the employee of the service and expectations of the Public Charter School so long as the employment relationship continues.

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

The Administrator will determine the salary and wages for classified employees.

HR1.8.1 Evaluations

Each non-certificated employee's job performance will be evaluated by the employee's direct supervisor. The evaluation process will include scheduled evaluations on forms applicable to the job classification and description, and day-to-day appraisals.

The supervisor will provide a copy of the completed evaluation to the employee and will provide an opportunity to discuss the evaluation. The original should be signed by the employee and placed in the employee's file. If the employee refuses to sign the evaluation, the supervisor should note the refusal and place it in the employee's file. The employee will be allowed the opportunity to attach a rebuttal to any information contained in the evaluation.

HR1.9 Professional Codes & Standards

Employees are expected to maintain high standards of honesty, integrity and impartiality in the conduct of Public Charter School business and required to comply with and conform to State law and the Code of Ethics of the Idaho Teaching Profession.

In addition, an employee should not disclose or otherwise use any information gained from employment with the Public Charter School, nor accept gifts or benefits, or participate in business enterprises or employment which create a conflict of interest with the faithful discharge of the employee's Public Charter School duties. A Public Charter School employee may, prior to acting in a manner which may impinge on any fiduciary duty, disclose the nature of the private interest which creates a conflict. All Public Charter School employees should take care to avoid using, or avoid the appearance of using, official positions and confidential information for personal advantage or gain.

Further, employees should hold confidential all information deemed "not for public consumption" by law and Board policy. Employees will respect the confidentiality of those served in the course of their duties and use information gained in a responsible manner. Discretion should be employed even within the Public Charter School's own network of communication.

The Administrator and Human Resources Director may set forth additional rules and regulations governing an employee's conduct on the job.

HR1.9.1 Nepotism

No school employee or Board member will directly Supervise another employee who is a Relative when the salary, wages, pay, or compensation of the Relative will be paid from public funds. The school employee or Board member will not evaluate the Relative's job performance nor recommend salary increases for the Relative.

HR1.10 Professional Employees

HR1.10.1 Certification

The Public Charter School will require its contracted certificated employees to hold a valid Idaho certificate, or interim certificate, endorsed for the role and responsibilities for which they are employed. The Public Charter School will withhold the salary of any certificated professional employee who does not hold a valid certificate.

The Public Charter School will retain a copy of each contracted certificated employee's valid certificate in the employee's personnel file.

HR1.10.2 Contracts

The Public Charter School will employ all certificated professional employees on a written contract.

HR1.10.3 At-Will Employment

Except for those classified employees who are hired for a stated specified time, all classified employees will be regarded as "at-will" employees and may be dismissed at the will of either party; the employment relationship may be terminated at any time for any or no reason (so long as the same does not violate public policy or any other provision of law). Such at-will designation will be included in all job descriptions and in written contracts, should the same be implemented by the Public Charter School. An employment period, as well as other terms and conditions of employment set forth in a job description and/or written contract, does not create a property right as such are included for the specific purpose of providing notice to the employee of the service and expectations of the Public Charter School so long as the employment relationship continues.

HR1.11 Public Employees Retirement System Idaho (PERSI)

HR1.11.1 Benefits

Any employee who normally works an average of twenty (20) hours or more per week will qualify for PERSI benefits. PERSI establishes a mandatory contribution percentage, to be deducted from the employee's paycheck each month, and a monthly employer contribution percentage.

HR1.11.2 Sick Leave

Employees who qualify for PERSI will receive one (1) day of sick leave for each Month of Service in which they are projected to work a majority portion of that month. An employee who qualifies at a time other than the beginning of the School Year will receive one (1) day of sick leave fore each of the remaining months of the school calendar.

Public Charter School employees who have sick leave accrued at previous PERSI employers may have those sick leave days transferred to their Public Charter School PERSI account. The Public Charter School will accept the maximum number of days allowed by Idaho Code.

The Public Charter School does not limit the number of sick leave days an employ can accumulate.

HR1.12 School Employees & Medical Recommendations

Medical recommendations should be made by school employees with medical training, only, and must comport with the requirements of the Health Insurance Portability and Accountability Act (HIPAA).

HR1.13 Substitute Teachers

HR1.13.1 Hiring

All substitutes are hired from an approved list compiled by the Administrator. Teachers will be responsible for finding their own substitute from the approved list. The Administrator may approve a substitute not on the approved list, on a case-by-case basis. Teachers do not pay or dismiss substitutes.

HR1.13.2 Student Discipline

Substitutes will be expected to become familiar with and operate within the philosophy of discipline established by the Public Charter School.

HR1.13.3 Public Relations

As is true for the regular teacher, the substitute teacher plays a vital role in developing and maintaining a good relationship between home and school. In all dealings with Parents/Guardians and students, substitutes should remember they are representing the school.

HR1.13.4 Fire Drills

Substitute teachers should become familiar with building fire drill procedures, know which exit and route the class is to take, and to what area of the school grounds the class

is to assemble. The grade book should be taken to call roll outdoors and ensure that no students are left inside. Always wait for an "all clear" signal before reentering the building.

HR1.13.5 Salary Compensation

The rate of pay for substitutes will be reviewed and established on an annual basis by the Administrator.

HR1.14 Worker's Compensation

All employees of the Public Charter School are covered by Workers' Compensation benefits pursuant to, and in accordance with, the terms of the Public Charter School's Worker's Compensation insurance policy, for injuries sustained during their work day.

HR1.14.1 Accident Response and Reporting

In the event of an injury or accident:

1. The injured employee will immediately obtain first aid or emergency medical care, as necessary, to stabilize their medical condition. This treatment will, to the extent possible, be in accordance with the requirements of the Public Charter School's Worker's Compensation insurance policy.
2. The injured employee will promptly report the accident and injury to his/her immediate supervisor.
3. The employee will, if possible, immediately remediate the hazardous condition. If immediate remediation is not possible, the employee will report the hazardous condition so it can be remediated as soon as possible.
4. The employee will complete the Public Charter School's Worker's Compensation report of injury forms with the Human Resources Director within forty-eight (48) hours of the accident unless prohibited by the employee's medical condition. In which case, the forms will be completed as soon as the employee's medical condition reasonably allows.
5. On behalf of the employee, the Human Resources Director will immediately report the injury and claim to the Public Charter School's Worker's Compensation carrier to begin coordinating income, medical, and other benefits available to the employee under Idaho's Worker's Compensation Law.
6. The Public Charter School will allow the employee to take available sick leave benefits until the date that Worker's Compensation income benefits are made

available to the employee under the Public Charter School's Worker's Compensation insurance policy.

7. The Human Resources Director will notify the immediate supervisor of the report and consult with the immediate supervisor when completing the required reports.

HR1.14.2 Investigation into Accident

Upon receipt of a report of an accident, the Public Charter School will investigate to determine whether:

1. Continuing hazardous conditions exist that require remediation; and
2. The employee's work environment caused or contributed to the reported accident.

The employee is required to cooperate with the Public Charter School's Worker's Compensation insurance carrier to coordinate and effectuate appropriate medical treatment and to secure other available Worker's Compensation benefits including, but not limited to, income benefits. In all instances where an employee is unable to work because of an injury, the employee must obtain a written work release from their treating physician prior to returning to work. This release will be provided to the employee's immediate supervisor who will make a copy and forward the original to the Human Resources Director for placement in the employee's personnel file.

HR1.15 Employee Grievance

(Note: This is a model policy that can be revised. Please seek legal counsel before adopting any changes.)

It is the Board's desire that: (1) administrative procedures for settling employee complaints and Grievances be an orderly process within which solutions may be pursued; (2) the Grievance procedure provide prompt and equitable resolution at the lowest possible administrative level; and (3) each employee be assured an opportunity for orderly presentation and review of complaints without fear of reprisal.

HR1.15.1 Uniform Grievance Procedure

Any employee who believes, due to any action by the Board or its employees or agents, that he/she has been the recipient of illegal discrimination or harassment, based on race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, or marital or family status, may file a Grievance in accordance with this policy. Any employee may file a Grievance for violations of school policy, procedures or employee handbook, or health and safety concerns, or tasks outside the employee's essential job function and for which the employee has no specialized training.

This policy does not deny the right of a Grievant to file formal complaints with other State or federal agencies, or to seek private counsel for complaints alleging discrimination or harassment.

Intimidation, harassment or retaliation against any person filing a Grievance, or participating in the investigation or resolution of a Grievance, is a violation of law and constitutes grounds for filing a separate Grievance.

It is the policy of the Public Charter School to process all Grievances in a fair and expeditious manner. However, in no event will a Grievance be accepted or reviewed that is submitted more than 180 days after the alleged civil rights violation or from the date the Grievant could have reasonably become aware of such occurrence.

The Public Charter School will maintain confidentiality to the extent required by law.

HR1.15.1a Level 1: School Official (Informal and optional – may be bypassed by Grievant)

Employees or individuals with a Grievance are encouraged to first discuss the issues with the Public Charter School's Human Resources Director with the objective of resolving the matter promptly and informally. However, Grievances under this section may also be discussed with the Administrator not involved in the alleged discrimination or harassment.

HR1.15.1b Level 2: Administrator or Human Resources Director

If an employee feels that a Grievance was not satisfactorily resolved at Level 1, or elects to bypass Level 1, he/she may file a written, signed statement of the Grievance with the Human Resources Director. The statement must fully set out the nature of the Grievance and the remedy requested, and include the signature of the Grievant and the date.

The Human Resources Director has the authority to investigate all written Grievances. If possible, the Human Resources Director will resolve the Grievance. If the parties to the Grievance cannot agree on a resolution, a written report of the investigation will be prepared by the Human Resources Director and contain:

1. A clear statement of the allegations of the Grievance and the remedy sought;
2. A statement of the facts as contended by each of the parties;
3. A statement of facts as found by the Human Resources Director and identification of evidence to support each fact;
4. A list of all witnesses interviewed, and documents reviewed, during the investigation;
5. A narrative describing attempts to resolve the Grievance; and

6. the Human Resources Director's conclusion as to whether the allegations in the Grievance has merit.

If the Human Resources Director believes the Grievance is valid, he/she will recommend appropriate action.

The Human Resources Director will complete the investigation and file a report within sixty (60) days after receipt of the written Grievance. By mutual consent of both parties, this time can be extended. A summary report will be sent to the parties of the Grievance consistent with confidentiality requirements of federal and State law. The recommendation(s) of the Human Resources Director will be implemented.

HR1.15.1c Level 3: Board of Directors

If either party is not satisfied with the recommendation(s) by the Human Resources Director, either party may make a written appeal to the Board within ten (10) days of receiving the Human Resources Director's summary report. The Board may assign a panel of Directors, faculty and/or other designees, to review the appeal. Within fifteen (15) days of receipt of the appeal, the panel will review the Human Resources Director's recommendation(s) and may hear and consider any additional information that may exist regarding the allegations. If a Board member has been involved in any of the previous steps, that individual will not participate in the review of the appeal. Within ten (10) days of convening, the panel will issue a decision regarding their findings. The decision will be submitted to the Human Resources Director and the parties of the Grievance. Upon approval of the Human Resources Director, the decision will be implemented.

The decision of the panel and Human Resources Director, regarding implementing the decision, is a final decision and is not appealable, except that the Grievant may, in writing, request that the Board review the record of the Grievance procedure to ensure that Board policy, as set forth in this document, has been followed. The Grievant is not precluded from filing complaints at any time during or after the Grievance process with State or federal agencies.

HR1.15.2 Timelines

The timelines set forth in this policy may be waived at the discretion of the Chairperson of the Board or the Administrator if such waiver is determined to be in the best interest of the individuals involved.

HR1.15.3 Employee Actions

All employees of the Public Charter School will be responsible for acting in accordance with this policy.

HR1.15.4 Review and Prevention

The Human Resources Director will review the Grievance in relation to current Public Charter School policies and practices to determine if there are steps which the Public Charter School should take to prevent a recurrence of a similar type of discrimination or harassment.

HR1.16 Aiding and Abetting Sexual Abuse

Any individual who is an employee, contractor, or agent of this LEA is prohibited from assisting an employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

EXCEPTION. — The requirements of this policy shall not apply if the information giving rise to probable cause —

- (1) (A) has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and

(B) has been properly reported to any other authorities as required by Federal, State, or local law, including title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the regulations implementing such title under part 106 of title 34, Code of Federal Regulations, or any succeeding regulations; and
- (2) (A) the matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law;

(B) the school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or

(C) the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within 4 years of the date on which the information was reported to a law enforcement agency.

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Legal References

Governance

G1.1.5 Open Meetings	I.C. §74-201, et seq.
G1.1.6 Board Member Ethics	I.C. §18-1351 – 1562 I.C. §3-5204(6) & (7) I.C. §33-5204A I.C. §74-401, et seq.
G1.2 Accountability	I.C. §33-5209A I.C. §33-5210
G1.3 Annual Assurances	I.C. §33-5206(7) IDAPA 08.02.04.300.03
G1.5 Continuous Improvement Plans & Training	I.C. §33-320 IDAPA 08.02.01.801
G1.6 Insurance	I.C. §33-5204(5)
G1.7 Public Records	I.C. §33-508 I.C. §33-701(8) I.C. §74-101, et seq.
G2.1 Accreditation	I.C. §33-119 I.C. §33-5206(12) IDAPA 08.02.02.140
Additional Resources	I.C. §6-901, et seq. I.C. §33-5210(4) I.C. §33-5801, et seq. I.C. §67-5742

Administration

A1 General

A1.1.1 Child Abuse/Neglect Reporting	I.C. §16-1601, et seq.
A1.1.2 Food Sold on School Grounds	7 C.F.R. 210.11
A1.1.3 Technology Standards	I.C. §33-132 I.C. §33-1025
A1.2.1 Firearms	I.C. §18-3302D

A2 Facilities

A2.1 Safe Facilities	I.C. §33-1613 I.C. §33-1613A
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A2.2 Use of Facilities I.C. §33-601(7)
I.C. §33-602

A3 Finance

A3.1.1 Accounting & Reporting I.C. §33-5206(7)

A3.1.5 Internet Based Expenditure Website I.C. §33-357

A3.1.7 School Property I.C. §33-601
I.C. §33-5204(3) & (4)
I.C. §63-602E

A3.1.8 Travel Allowances & Expenses I.C. §33-701

Additional Resources I.C. §33-1002
I.C. §33-1004I
I.C. §33-1004J
I.C. §33-1006
I.C. §33-1009
I.C. §33-1018B
I.C. §33-1019
I.C. §33-1021
I.C. §33-1023
I.C. §63-3622O

A4 Federal Programs

A4.1 Allowable Uses of Grant Funds 2 C.F.R. §200
2 C.F.R. §3474

A4.4 Travel Costs Under Federal Award 2 C.F.R. §474

Instruction

II.1 Academic Reporting – Assessment of Student Achievement I.C. §33-513(1)¶4
I.D.A.P.A. 08.02.03.111.01 to 08.02.03.111.13.b.vi

II.1.1 Reading Assessment I.C. §33-1615
I.C. §33-5206(13)

II.1.2 Assessment exception I.C. §33-1618

II.3 Enrollment & Attendance Records I.C. §33-202
I.C. §33-206
I.C. §33-207

II.4 Constitutional Freedoms & Civics Education I.C. §33-1602

II.4.3 The United States Flag I.C. §33-1602(2) & (3)

II.5 Curriculum & Materials I.D.A.P.A. 08.02.03.112

I2.1.1 Copyright 17 U.S.C. §§101 – 1010

Additional Resources I.C. §33-315
I.C. §33-316
I.C. §33-1002C
I.C. §33-1612
I.C. §33-1629

Students & Families

SF1.1.1 Compulsory Attendance Art. IX, §9, Idaho Constitution
I.C. §33-201
I.C. §33-202

SF1.1.5 Habitual Truancy I.C. §33-205
I.C. §33-206
I.C. §33-207

SF1.2 Bullying, Harassment and Intimidation Prevention & Response 20 U.S.C.A. §1400, et seq.
42 U.S.C.A. §2000c, et seq.
42 U.S.C.A. §12101, et seq.
I.C. §18-917
I.C. §18-917A
I.C. §33-1631

SF1.3.1 Admission Procedures I.C. §33-5206(11)

SF1.3.2 Age Requirement I.C. §33-201

SF1.4 Family & Student Records 20 U.S.C.A. §1232g
34 C.F.R. 99
I.C. §33-133

SF1.5 Parent Participation in the Educational Process I.C. §33-6001(2)

SF1.6 Parent Right to Academic Accommodations I.C. §33-6001(1)
I.C. §33-6002

SF1.9 Student Drug, Alcohol, & Tobacco Use I.C. §33-210

SF1.9.1 Drug Free School Zone 20 U.S.C. §3170, et seq.

SF1.10 Suicide Prevention I.C. §33-512B
I.C. §33-136

SF1.11 Transportation I.C. §33-1006

SF2.2 Concurrent Enrollment – Advanced Opportunities I.C. §33-4601
I.C. §33-4602
I.C. §33-4605

SF2.3 Dual Enrollment – Extracurricular Activities I.C. §33-203

SF2.7 Head Injury & Concussion	I.C. §33-1625
SF2.8 Human Sexuality in School	I.C. §33-1608 I.C. §33-1611
SF2.11 Education of Homeless Children	42 U.S.C. Chapter 119, Subchapter VI, Part B
SF2.13 Records of Missing Children	I.C. §18-4511
SF2.15 Secondary School Completion & Diplomas	I.D.A.P.A. 08.02.03.105
SF2.18 Student Conduct – Rights & Responsibilities ...	LaVine v. Blaine School Dist., 257 F.3d 981 (9th Cir. 2001) Tinker v. Des Moines Independent School District, 393 U.S. 503 (1969)
SF2.19 Student Discipline	I.C. §33-206 I.C. §33-210
SF2.20.2 Immunization Requirements	I.C. §39-4801 – 4802
SF2.22 Student Transfers	I.C. §33-209
SF2.6 Student Grievance	I.C. §33-517
SF2.9 Student Wellness	Public Law 111-296 (Dec. 2010), as amended

Human Resources

HR1.1.1 Salary Schedule Initial Placement	I.C. §1004B
HR1.1.2 Leadership Premiums	I.C. §33-1004I I.C. §33-1004J
HR1.1.4 Insurance Benefits for Employees	42 U.S.C.A §18001, et seq. I.C. §67-5763
HR1.1.5 Overtime for Classified Employees	29 U.S.C. §201, et seq.
HR1.2 Child Abuse, Abandonment, or Neglect Reporting	I.C. §16-1601, et seq.
HR1.2.3 Immunity	I.C. §16-1606
HR1.2.4 False Reporting	I.C. §16-1607
HR1.3 Conflict of Interest	I.C. §33-5204(6) & (7) I.C. §33-5204A
HR1.4 Criminal History Check	I.C. §33-130
HR1.5 Discrimination, Harassment, & Retaliation	8 U.S.C. §1324(a), et seq. 20 U.S.C. §1681, et seq.

	29 U.S.C. §206(d)
	29 U.S.C. §621, et seq.
	29 U.S.C. §791, et seq.
	42 U.S.C. §2000(e), et seq.
	42 U.S.C. §12111, et seq.
	29 C.F.R., Part 1601
	29 C.F.R. 1604.10
	34 C.F.R, Part 106
	I.C. §67-5909
HR1.6.1 Employee Use of Alcohol & Other Drugs	I.C. §37-2732C
	I.C. §37-2734A
	I.C. §37-2739B
HR1.6.2 Tobacco, E-Cigarettes, & Vaping	I.C. §39-5501, et seq.
HR1.7 Employee Evaluations	I.C. §33-514
	I.C. §33-515
	I.C. §33-518
	I.D.A.P.A. 08.02.02.120
HR1.8 Non-certificated/Classified Employees	I.C. §§33-517 & 518
HR1.9 Professional Codes & Standards	I.C. §33-1208
	I.C. §33-5104A
	I.D.A.P.A. 08.02.02.076
HR1.10 Professional Personnel	I.C. §33-513
HR1.10.1 Certification	I.C. §33-1201
	I.C. §33-1201A
	I.C. §3-5206(3)
HR1.11 Public Employees Retirement System Idaho (PERSI)	I.C. §59-1301, et seq.
HR1.12 School Employees & Medical Recommendations	Health Insurance Portability and Accountability Act, 1996
HR1.14 Worker’s Compensation	I.C. §72-101, et seq.
	I.C. §72-1301, et seq.
HR1.15 Employee Grievance	I.C. §33-517
HR1.16 Aiding and Abetting Sexual Abuse	20 U.S.C §7926
HR2.2.1 Sick Leave	29 U.S.C §2654
	I.C. §§33-1216 - 1218
	Porter, et al. v. Bd. of Trustees, Preston School District No. 201, 141 Idaho 11 (2004)
HR2.2.2 Family Medical Leave Act (FMLA)	29 U.S.C. §2601, et seq.
	29 C.F.R. 825

HR2.2.3 Military Leave	38 U.S.C §4601, et seq.
HR2.5.2 Retirement	I.C. §59-1311 I.C. §59-1316
HR2.5.3 Release of Teachers	I.C. §33-513
HR2.5.4 Continuation of Benefits – COBRA	29 U.S.C.A. §1161, et seq. 26 C.F.R. 54.4980B-1, 5, 6, 7, 8

Definitions

General	I.C. §33-5202A
Performance Certificates	I.C. §33-5205B
Public Charter School Commission	I.C. §33-5213
Rural Public Charter School	I.C. §33-319

Appendices

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Appendix A: Definitions

General

“**Administrator**” means the [Title of Position Responsible].

“**Authorized Chartering Entity**” means [Name of the Chartering Entity], which is one of the following:

1. A local board of trustees of a school district;
2. The Public Charter School Commission created pursuant to I.C. §33-5213;
3. An Idaho public college, university or community college; or
4. A private, nonprofit Idaho-based, nonsectarian college or university that is accredited by the same organization that accredits Idaho public colleges and universities.

“**Board**” means the Public Charter School’s Board of Directors.

“**Business Manager**” means the [Title of Position Responsible].

“**Bylaws**” means the Charter Bylaws that were included with the Public Charter School’s charter application. The **Bylaws** can be found at [include a link to the bylaws].

“**Chairperson**” means the [position] of the Board of Directors.

“**Elementary School**” means a school which, for operational purposes, is organized and administered to serve grades 1 through 6, inclusive; 1 through 8, inclusive; or any combination of grades 1 through 8, inclusive.

“**Grievance**” means a complaint alleging a violation of any policy, procedure or practice which would be prohibited by Title VI, Title VII, Title IX, Section 504, the ADA, and other federal and State civil rights laws, rules and regulations.

“**Grievant**” means a student, Parent, employee or visitor of the Public Charter School who submits a Grievance.

“**Human Resources Director**” means the [Title of Position Responsible].

“**Nondiscrimination Coordinator**” means the [Title of Position Responsible].

“**Performance Certificate**” means a fixed term, renewable certificate between the Public Charter School and its Authorized Chartering Entity that outlines the roles, powers, responsibilities and performance expectations for each.

“**Public Charter School**” means [Name of the Charter School].

“**Public Records Coordinator**” means the [Title of Position Responsible].

“**Parent**” means mother, father and/or legal guardian.

“**Partner**” means an adult of the same sex or different sex with whom the employee, officer or agent shares a non-marital intimate relationship and a common residence and with whom they mutually affirm that they share responsibility for each other’s common welfare.

“**Rural Public Charter School**” means a public charter school physically located within a school district that meets the definition of a rural school district.

“**SBOE**” means Idaho State Board of Education.

“**SDE**” means Idaho State Department of Education.

“**Secondary School**” means a school which, for operational purposes, serves grades seven (7) through twelve (12), inclusive, or any combination thereof.

“**State**” means the state of Idaho.

“**Technology Coordinator**” means the [Title of Position Responsible].

“**Title IX Coordinator**” means the [Title of Position Responsible].

“**Webmaster**” means the [Title of Position Responsible].

Governance

“**Decision**” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a Governing Body is required, at any meeting at which a quorum is present, but will not include those ministerial or administrative actions necessary to carry out a Decision previously adopted in a meeting held in compliance with this chapter.

“**Deliberation**” means the receipt or exchange of information or opinion relating to a Decision but will not include informal or impromptu discussions of a general nature which do not specifically relate to a matter then pending before the Public Agency for Decision.

“**Executive Session**” means any meeting or part of a meeting of a Governing Body, which is closed to any persons, for Deliberations on certain matters.

“**Governing Body**” means the members of any Public Agency, which consists of two (2) or more members, with the authority to make Decisions for or recommendations to a Public Agency regarding any matter.

“**Meeting**” means the convening of a Governing Body to make a Decision or to deliberate toward a Decision on any matter.

“**Regular Meeting**” means the convening of a Governing Body, on the date fixed by law or rule, to conduct the business of the agency.

“**Special Meeting**” is a convening of the Governing Body pursuant to a special call for the conducting business as specified in the call.

“**Public Agency**” means any county, city, school district, special district or other municipal corporation or political subdivision of the State.

Students & Families

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

“**Aggregate Data**” is collected or reported at a group, cohort or institutional level and does not contain **PII**.

“**Bullying**” is means any intentional gesture, or any intentional written, verbal or physical act or threat by a student that:

- (a) A reasonable person under the circumstances should know will have the effect of:
 - (i) Harming a student; or
 - (ii) Damaging a student’s property; or
 - (iii) Placing a student in reasonable fear of harm to his or her person; or
 - (iv) Placing a student in reasonable fear of damage to his or her property; or
- (b) Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student.

An act of harassment, intimidation or bullying may also be committed through the use of a landline, car phone or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system, or computer network.

“**Credit**” means middle level or high school credit.

“**Data Breach**” is the unauthorized acquisition of **PII**.

“**Dual Credit**” means Credit awarded to a student on his/her secondary and postsecondary transcript for the completion of a single course.

“Dual Enrollment” means a Nonpublic School Student who is legitimately enrolled in a private, parochial, or home school or at a post-secondary institution and has not graduated from high school who is also dual enrolled in the Public Charter School by meeting the criteria outlined herein.

“Electronic Devices” include, but are not limited to, personal cell phones, tablets, personal computers, laptops, iPads, iPods, Blackberries, pagers, MP3 players, and other similar devices or media players, without regard to the commercial name or manufacturer of the device, whether handheld, car models, laptop or other computer usage, or combination of any of the above.

“Full Credit Load” means at least twelve (12) Credits per School Year for grades 7-12 or the maximum number of Credits offered by the student’s school during the regular school day per School Year, whichever is greater.

“Logical Security” consists of software safeguards for an organization’s systems, including user identification and password access, authentication, access rights and authority levels. These measures ensure that only authorized users can perform actions or access information in a network or a workstation.

“Nonpublic School Student” means any student who receives educational instruction outside a public-school classroom and such instruction can include, but is not limited to, a private school or a home school.

“Overload Course” means a course taken that is in excess of a Full-Credit Load, including summer courses.

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

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

“Primary Education Provider” means that person or entity providing the majority of the Nonpublic School Student’s educational instruction outside the Public Charter School’s Programs or Activities.

“Program and Activity” mean any regularly scheduled course of study or any regularly scheduled interscholastic activity recognized or sanctioned by the Idaho High School Activities

Association. Program or Activity will not include testing, health, or other similar type services nor does it include incidental activities such as school dances or field trips not directly related to an academic class for which the student is properly enrolled.

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

“**Social Media Networks**” include, but are not limited to, websites, web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media generally available to the public that does not fall within the school’s technology network (e.g., Facebook, Twitter, LinkedIn, Flickr, YouTube, Instagram, Snapchat, MySpace, blog sites, Wikipedia, etc.).

“**Student Data**” means data collected at the student level and included in a student’s educational records.

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

Human Resources

“**Abuse**” means any case in which a child has been the victim of:

1. Conduct or omissions resulting in skin bruising, bleeding, malnutrition, burns, fracture of any bone, subdural hematoma, and soft tissue swelling; or
2. Sexual conduct including rape, molestation, incest, prostitution, obscene or pornographic photographing, filming or depiction for commercial purposes or other similar forms of sexual exploitation harming or threatening the child’s health or welfare or mental injury to the child due to Abandonment or Neglect.

“**Abandoned**” means the failure of the Parent to maintain a normal parental relationship with his/her child including, but not limited to, reasonable support or regular personal contact.

“**Day**” means a working day; the calculation of days in Grievance processing will exclude Saturdays, Sundays, and school holidays and breaks.

“**Distribution**” means to share and/or sell alcohol or other dangerous drugs to other persons at the work place. This includes, but is not limited to, Illegal Drugs and alcohol, but also the sharing of prescription medications with an individual(s) to whom the medication was not prescribed by a medical doctor.

“**Employment Year**” begins July 1 and continues through June 30 of the following year.

“**Illegal Drugs**” means any controlled substance as defined by State law or any other substance, including prescription drugs, which is used to alter or change he mood, cognition,

comprehension, or functioning capacity of an individual. The term “Illegal Drugs” does not include over the counter drugs or drugs prescribed by a doctor or dentist specifically for the person in Possession of those drugs when used as prescribed.

“**Month of Service**” means the individual employee’s monthly work schedule for which they are hired to work.

“**Neglected**” means a child who is without proper parental care and control or subsistence, education, medical or other care or control necessary for his/her well-being because of the conduct or omission of his/her Parents/Guardians or their neglect or refusal to provide them.

“**Possession**” means to have alcohol or other Illegal Drugs on the employee’s person or within an area of the employee’s control including, but not limited to, car, locker, and clothing at the work place.

“**Relative**” means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, mother-in-law, father-in-law, brother-in-law, sister-in-law, daughter-in-law, or son-in-law.

“**School Activity**” means any curricular, co-curricular and extra-curricular activity sponsored by or presented by the School, including activities that may occur off school premises.

“**School Premises**” means the entire land on which the School is situated and includes the buildings, structures and superstructures.

“**Substitute Employee**” means an employee who works on an as-needed basis and who is not given a regular work schedule.

“**Supervise**” means the authority to recommend or approve the Relative’s appointment, promotion, salary, evaluation, termination, or other similar personnel action.

“**Under the Influence**” means not only all well-known and easily recognized conditions and degrees of intoxication, but any abnormal mental or physical condition which is the result of indulging to any degree in unlawful alcohol, Illegal Drugs, or the abuse of prescription drugs, and which tends to deprive one of that clarity of intellect and control of him/herself which he/she would otherwise possess. This definition is not intended to represent the legal definition of a certain percentage of blood content, or BAC, rather it is intended and interpreted in non-professional terms.

“**Unlawful Alcohol Use**” means the use, Possession, or Distribution of alcohol on any school premises or at any school activity.

“Use” means the use, Possession or Distribution of Illegal Drugs or the abusive use of other drugs, or the use of alcohol on school premises, or school property, during contract hours or at any school activity.

Appendix B: Records Retention Schedule

	TYPES OF RECORDS	RECORD DESTRUCTION
PERMANENT (In Perpetuity)	<p>Board Records - Agendas, minutes, appointments/elections, Board committee records, etc.) Records management (retention schedule; disposition log; control materials; destruction approval sign-offs) Appeal & review records</p> <p>Facilities/Construction - Real estate records; building plans & specs.; architectural & engineering drawings, etc.; deeds & easements; construction performance bonds (posted by individuals or entities under contract with the Public Charter School).</p> <p>Financial - FYE financial & final audits; tax records. <i>Note:</i> Annual budgets and expenditures will be posted to the Public Charter School website and updated monthly.</p> <p>Human Resources – Teacher contracts, corrective/disciplinary action; employee statements; counseling records; earnings, promotions & recognition records; employment eligibility; previous employment, criminal history, license, & driving record checks; Grievance records; liability releases; performance evaluations; all PERSI records; policy & procedure manuals; timecards/ timesheets; training & educational achievement records. <i>Note:</i> Teacher contracts will be posted to the Public Charter School website and updated as needed.</p> <p>Student Records - Student’s name, grades, attendance summary, entrance and withdrawal records, student ID number, birthplace and date of birth, transcripts, and educational assessment data.</p> <p>Legal Records - Litigation files; open records requests; opinions and advice.</p> <p>Operations - Program accountability records; school certification; property disposal records & surplus property sales reports.</p> <p>Safety - Disaster preparedness and evacuation & recovery plans; Hazardous materials disposal records.</p> <p>Other documents or records deemed permanent by the Board.</p>	<p>Permanent records may not be destroyed, except for paper originals of permanent records retained in a non-paper medium; permanent records may be transferred to the State Historical Society’s permanent records repository upon resolution of the Board.</p>

	TYPES OF RECORDS	RECORD DESTRUCTION
SEMI-PERMANENT (Not less than 6 Years)	<p>Board Records - Board member records including member contact and term information.</p> <p>Facilities/Construction - Facilities operations records; appraisals; inspection records; project files; damage, lost and stolen property reports; security access records; etc.</p> <p>Financial - Contracts & leases; donation/gift records; Fiscal documentation including AP/AR ledgers; operating budgets; appropriations requests; bank statements & cancelled checks; cash records; expenditure journals, registers, and vouchers; federal funding records; etc.; purchasing logs & bid documentation; all records related to Federal funds.</p> <p>Human Resources - Complaint records; leave status reports; accumulated leave adjustment; applications for employment; benefit plans & records; payroll deductions & direct deposit authorizations, income adjustments; job descriptions; overtime authorization; sick leave pool docs.; unemployment claims & compensation records; W-2 & W-4 forms; worker's compensation policies.</p> <p>Student Records - Special education & Medicaid records.</p> <p>Legal Records - Claims / settlements, attorney correspondence, worker's compensation claim records.</p> <p>Operations - Equipment related documents/manuals; service/maintenance agreements; installation; repair logs.</p> <p>Safety - Accident reports; material data safety sheets; workplace chemical lists.</p> <p>Transportation - Vehicle title (until sold or disposed of); inspection, repair & maintenance records.</p> <p>Other documents or records deemed semi-permanent by the Board.</p>	<p>Semi-permanent records may be destroyed only by resolution of the Board and as may be indicated in the Bylaws.</p>

	TYPES OF RECORDS	RECORD DESTRUCTION
TEMPORARY (Not less than 2 Years)	<p>Facilities/Construction - Inspection records</p> <p>Human Resources - Time-off/sick leave requests; volunteer records.</p> <p>Student Records - Enrollment data.</p> <p>Legal Records -</p> <p>Operations - Equipment warranties.</p> <p>Safety - Fire orders (issued by Fire Marshall to correct deficiencies); incident reports.</p> <p>Other documents or records deemed temporary by the Administrator.</p>	<p>Temporary records may be destroyed with authorization from the Administrator</p>
TRANSITORY (1 YEAR)	<p>Facilities/Construction - Utility usage reports & vehicle operations logs.</p> <p>Human Resources - Employment announcements & selection processes; unsolicited resumes.</p> <p>Operations - Computer system back-ups.</p> <p>Transportation - Vehicle operations logs; vehicle registration.</p> <p>Other documents or records deemed transitory by the Administrator.</p>	<p>Transitory records may be destroyed with authorization from the Administrator</p>
HISTORICAL	<p>Historical Records – Records which, due to their age or cultural significance, are themselves artifacts of historical value.</p> <p>Records with enduring value based on the administrative, legal, fiscal, evidential or historical information they contain.</p>	<p>Historical records may not be destroyed, but may be transferred to the State Historical Society’s permanent records repository upon resolution of the Board</p>

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Appendix C: Organizational Chart

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Appendix D: Rental Fee Schedule

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Appendix E: Dress Code/Uniform Policy

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