



Book Section Policy Manual
2000 Instruction

Title Goals
Code 2000
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2000
Goals

White Pine Charter Schools' educational program will seek to provide opportunities for each child to develop to his or her maximum potential. The goal for White Pine Charter Schools' educational programs are for students to become:

1. Self-aware, self-directed, and self-disciplined
2. Creative problem solvers
3. Skilled communicators and collaborators
4. College ready

The board shall be kept apprised of key indicators of college readiness of students through the use of a data dashboard. The data dashboard shall contain academic and other information pertinent to the academic and overall health of each school. The board shall have regular opportunities to discuss, analyze, and evaluate the success of educational programs based upon key indicators contained in the dashboard.

Legal References:

- I.C. § 33-5210(4) Application of School Law - Accountability - Exemption from State Rules
I.C. § 33-1612 Thorough System of Public Schools



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Title Program Evaluation - Diagnostics Test
Code 2120
Status Active
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White Pine Charter Schools

INSTRUCTION 2120
Program Evaluation and Diagnostic Tests

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

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

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

Legal Reference:

20 U.S.C § 1232(h)
I.C. § 33-1601 et seq.

Protection of Pupil Rights
Courses of Instruction



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Title K-3 Reading Intervention
Code 2125
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Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2125

Reading Intervention

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

Definition

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

Intervention Program

White Pine Charter Schools will provide a research based reading intervention program to all kindergarten through third-grade students identified with a reading deficiency as determined by the statewide reading assessments.

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

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

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

Reading Improvement Plan

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

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

If, after a good faith effort, White Pine Charter Schools is unable to engage the parent(s)/guardian(s) in the



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development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

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

Parental Notification

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

The Board hereby directs the Executive Director or designee to assist schools with providing written notification to the parent(s)/guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

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

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

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.
3. At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent(s)/guardian(s) will be updated on the student's progress, including any recommendation for placement.

Student Records

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

Reporting

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

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

Legal Reference:	I.C. § 33-1614	Reading Instruction and Intervention
	I.C. § 33-1615	Reading Assessment
	I.C. § 33-1616	Literacy Intervention

Other Reference: Idaho Comprehensive Literacy Plan

https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20Plan_COMPLETE%20FINAL%201-29-16.pdf



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Title Research Studies
Code 2130
Status Active
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White Pine Charter Schools

INSTRUCTION 2130

Research Studies

White Pine Charter Schools recognize the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of instructional programs in the school system as well as growth in the profession for individual teachers and researchers.

Simultaneously, White Pine Charter Schools recognize that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to White Pine Charter Schools be allowed to be conducted in the school.

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

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



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Title Student - Family Privacy Rights
Code 2140
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White Pine Charter Schools

INSTRUCTION 2140

Student and Family Privacy Rights

Surveys - General

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

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

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

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

Surveys Created by a Third Party

Before White Pine Charter Schools administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request. This section applies to every survey:

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

Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;



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6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

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

Instructional Material

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

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

Any person may submit oral or written objections to any curricular materials under consideration to the Executive Director. If concerns remain after consultation with the Executive Director, concerns or objections may be presented to the board.

Collection of Personal Information from Students for Marketing Prohibited

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

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

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

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

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

Notification of Rights and Procedures

The Executive Director or designee shall notify students parents/guardians of:

1. This policy as well as its availability from White Pine Charter Schools office upon request;



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

Cross Reference:

- 2520 Curricular Materials
- 3200 Student Rights and Responsibilities
- 3500 Student Health, Physical Screenings, and Examinations
- 4250 Education Research in District Schools

- Legal Reference: 20 U.S.C. 1232(h) Protection of Pupil Rights
34 CFR Part 99 Family Educational Rights and Privacy
I.C. § 33-5210(3) Application of School Law - Accountability - Exemption from State Rules



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Title	Copyright
Code	2150
Status	Active
Adopted	05/04/2021

White Pine Charter Schools

INSTRUCTION 2150
Copyright

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

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

While White Pine Charter Schools encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of School staff to abide by White Pine Charter Schools' copying procedures and obey the requirements of the law.

Under no circumstances shall it be necessary for Charter School staff to violate copyright requirements in order to perform their duties properly. The School cannot be responsible for any violations of the copyright law by its staff.

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

Cross Reference: 8700 Computer Software

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



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Title School Year, Calendar, And Instructional Hours
Code 2200
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2200

School Year, Calendar, and Instructional Hours

School Calendar

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

Holidays/Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day.

For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108 to observing the occasion.

Instructional Hours

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

Grades	Hours
K	450
1-3	810
4-8	900
9-12	990

Teacher-Staff Development

When approved by the board, the annual instructional hour requirement may be reduced by up to a total of twenty-two (22) hours to accommodate staff development activities on such days as the school board deems appropriate.

Legal Reference: IDAPA 08.02.01.250.01 Required Instructional Time

IDAPA 08.02.01.250.03 Day in Session When Counting Pupils in Attendance



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Title School Closure
Code 2210
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2210

School Closure

White Pine Charter Schools brick & mortar schools

In the event of extreme weather, the brick and mortar school closure shall follow the school district where the school is physically located. In other circumstances impacting the ability to hold school such as facility failures or other emergencies, the Executive Director shall decide whether or not the school will close. If a closure is determined necessary for any reason, school personnel shall follow established procedures for notifying parents, students, and staff.

White Pine Charter Schools: Online

In the event of extreme weather, resource center closure shall follow the school district where the centers are physically located. In other circumstances impacting the ability to utilize the resource center such as facility failures or other emergencies, the Executive Director shall decide whether or not the resource center will close. If a resource center closure is determined necessary for any reason, school personnel shall follow established procedures for notifying parents, students, and staff.



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Title Air Quality Restrictions on Outdoor Activities, Practice and Competition
Code 2215
Status Active
Adopted 05/04/2021

White Pine Charter Schools

Air Quality Restrictions on Outdoor Activities, Practice and Competition

White Pine Charter Schools are responsible for ensuring the safety of its students and student athletes when participating in physical education, recess, practices or athletic contests.

The School Operations Manager or their designee shall consider the Idaho Department of Environmental Quality's (DEQ) assessments of air quality as the determining factor when making a decision to allow or not allow students to participate in outdoor activities and contests.

Typically, the following guidelines will be followed:

1. **Air Quality 51 to 100:** Measures will be taken to reduce prolonged or heavy exertion outdoors by unusually sensitive people. Outdoor activities are permissible, paying close attention to those students who are unusually sensitive to air pollution.
2. **Air Quality 101 to 150:** Measures will be taken to reduce prolonged or heavy exertion outdoors for all students and staff. Outdoor activities are permissible only when additional rest periods are provided for students. The School Operations Manager or designee will confer with any necessary personnel to determine appropriate additional rest periods. School personnel shall closely monitor all students, particularly those groups that are sensitive to poor air quality.
3. **Air Quality over 150:** Measures will be taken to avoid any outdoor physical activity by students or staff. All students and staff will remain indoors, and outdoor activities are not permissible. In the event an activity has begun and during the event the air quality rises above 150, all participants will be moved indoors until the air quality decreases to below 150 or the event will be canceled or postponed as determined by the School Operations Manager or designee. Prior to a scheduled outdoor event, when air quality is over 100, the School Operations Manager or designee may postpone, move, or cancel the outdoor activity.

The following protocol shall be used to determine whether students, including student athletes, will be allowed to participate in outdoor activities when the air quality is rated as Unhealthy for Sensitive Groups or worse as indicated on the DEQ guidelines.

1. The Charter School shall use the measurement taken at the Idaho air quality station [**nearest the school**] on the <http://airquality.deq.idaho.gov/> to determine the Charter School's air quality.
2. The School Operations Manager or designee shall be responsible for deciding whether to hold or cancel outdoor recess and practices and contests for middle school/junior high and high school activities.
3. The decision to hold or cancel outdoor activities shall be made as soon as possible in advance of the activity.
4. Best efforts will be made to provide notice that an outdoor activity will be held or canceled. Such notice shall be communicated to students, staff, coaches, parents, and the community through normal communication channels.



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Title Nutrition Education
Code 2310
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2310

Nutrition Education

For schools that participate in the National School Lunch Program, the policy below shall apply.

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

Comprehensive nutrition education programs extend beyond the classroom into the larger School environment. The School cafeteria serves as a laboratory where students apply critical thinking skills taught in the classroom. Physical education programs, after-school sports, and School health services are appropriate avenues for nutrition education efforts. Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connections within and across disciplines.

Examples of how nutrition can be integrated into classes include discussing ethnic food practices in the context of history and geography; preparation of healthy food in home economics, adult living, or life skills courses; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

White Pine Charter Schools values a comprehensive approach to nutrition in kindergarten through grade 12. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

Knowledge of My Plate;

1. Healthy choices to decrease illness;
2. Sources and variety of foods;
3. Guide to a healthy diet;
4. Diet and disease;
5. Understanding calories and food as energy;
6. Healthy snacks;
7. Healthy breakfast;
8. Healthy diet;
9. Food labels;
10. Major nutrients;
11. Multicultural influences;
12. Serving sizes by age, sex, and activity level;
13. Proper sanitation;
14. Importance of fluid intake and selection; and
15. Identifying and limiting low nutrition food.

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



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All nutrition education will be scientifically based, consistent with the most recent Dietary Guidelines for Americans.

Nutrition education may be offered in the School cafeteria as well as in the classroom, with coordination between School food service staff and teachers. Teachers can display posters, videos, websites, etc., on nutrition topics and send materials home to involve parents.

Participation in USDA nutrition programs is encouraged as the School conducts nutrition education activities and promotions that involve students, parents, and the community

School Community

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

Local Community

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

Parent Involvement

The School will support parents' efforts to provide a healthy diet and daily physical activity for their children. The School may offer healthy eating seminars for parents, send home nutrition information, and provide nutrient analyses of School menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the School's nutrition standards for individual foods and beverages. Should food be permitted at a school activity or celebration during the school day, not more than one food or beverage that does not meet nutrition standards for Smart Snacks in Schools may be served at such parties. The School may provide parents a list of foods that meet the School's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the School may provide opportunities for parents to share their healthy food practices with others in the School community.

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

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

Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels;



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1. Healthy eating and physical activity may be actively promoted to students, parents, teachers, administrators, and the community at registration, PTO meetings, open houses, health fairs, teacher inservices, etc.; and
2. Nutrition education from evidence-based sources (such as USDA's Team Nutrition and My Plate) may be provided in the form of handouts, postings on the School website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference: 8200 Healthy Lifestyles
8230 School Nutrition Standards

Legal Reference: 42 USC § 1758b, Section 204 Healthy, Hunger-Free Kids Act
of 2010 7 CFR § 210.30 Local School Wellness Policy

Other References: Implementation and Monitoring Plan, Idaho State Department of Education



Book Section	Policy Manual 2000 Instruction
Title	Physical Activity
Code	2315
Status	Active
Adopted	05/04/2021

White Pine Charter Schools

INSTRUCTION 2315

Physical Activity Opportunities

Daily Physical Activity K-12

All students in grades K-12, including students with disabilities, special healthcare needs, and in alternative educational settings, will receive daily physical activity.

Daily Recess

All elementary school students will have at least 20 minutes per day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity, such as running laps or push-ups, as punishment.

Cross Reference: 8200 Healthy Lifestyles



Book Section	Policy Manual 2000 Instruction
Title	Digital Citizenship And Safety Education
Code	2335
Status	Active
Adopted	05/04/2021

White Pine Charter Schools

INSTRUCTION 2335

Digital Citizenship and Safety Education

Technology is integral to curriculum, instruction, and assessment. White Pine Charter Schools' educational system must lay the foundation for students to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multimedia, distance learning, and other technologies.

The Executive Director will ensure that Charter School students are educated on network etiquette and appropriate online behavior, including cyberbullying awareness, digital citizenship, and online safety.

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

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

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

Cross Reference: 3270 Charter School Provided Access to Electronic Information, Services, and Networks

3295P Hazing, Harassment, Intimidation, Bullying, Cyber Bullying, Menacing
5265 Employee Responsibilities regarding Student Harassment, Bullying

Legal Reference: P.L. 110-385 Broadband Data Services Improvement Act
Children s Internet Protection Act (CIPA) 47 U.S.C. § 254(h)(5)(B)-(C),
254(l) Internet Safety 20 U.S.C. § 6777
Internet Safety Policy 47 C.F.R. § 54.520(c)(1)(i);
I.C. § 33-5210(3) Application of School Law - Accountability Exemption
from State Rules
I.C. § 18-917A Student Harassment Intimidation Bullying Technology
Taskforce: Final Taskforce Recommendations



Book Section	Policy Manual 2000 Instruction
Title	Controversial Issues And Academic Freedom
Code	2340
Status	Active
Adopted	05/04/2021

White Pine Charter Schools

INSTRUCTION 2340

Controversial Issues and Academic Freedom

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

The Board recognizes the need for the teacher to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but are not necessarily limited to:

1. Politics;
2. Science;
3. Health and sex education; and
4. Values and ethics.

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

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

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

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

1. Relative maturity of students;



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2. Charter School philosophy of education;
3. Community standards, morals, and values;
4. The necessity for a balanced presentation; and
5. The necessity to seek prior administrative counsel and guidance in such matters.

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

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

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item 4 of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. The school shall provide for parents/guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent/guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and Executive Director or designee.
3. The teacher shall notify parents/guardians when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.
4. The Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease and therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial viewpoints on both sides of issues such as the right to an abortion or on the use of birth control methods.
5. Any parent/legal guardian may have his or her child excused from any planned sex education instruction upon filing a written request to the Board.

When speakers are to be used, the Executive Director or designee must always give approval as outlined in the Board policy on "Controversial Speakers".

Cross Reference 2341 Controversial Speakers



Book Section	Policy Manual 2000 Instruction
Title	Speakers In The Classroom And At School Functions
Code	2345
Status	Active
Adopted	05/04/2021
White Pine Charter Schools	
INSTRUCTION	2345

[Speakers in the Classroom and at School Functions](#)

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

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

[Controversial Speakers](#)

The Board recognizes that visiting speakers may address controversial topics. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to examine issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints and drawing tentative conclusions. The Board also recognizes that many topics are not suitable for younger or less mature students. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker.

[\[LP1\]](#)Consider coordination of policy 2340. Current GIS policy 646 is a direct crosswalk to 2345.



Book Section Policy Manual
2000 Instruction

Title Student Religious Activity At School
Code 2350
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2350

Student Religious Activity at School

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

Student Prayer and Discussion

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

Staff Members

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

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, White Pine Charter Schools sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

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

Baccalaureate Ceremonies

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



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White Pine Charter Schools may not be identified as sponsoring or endorsing baccalaureate services. Charter School funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies and Extracurricular and Athletic Events

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

Student Religious Expression and Assignments

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

Religion in the Curriculum

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

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

Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that White Pine Charter Schools imposes on other student-organized clubs.

Distribution of Religious Literature

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

Religious Holidays

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

Cross-Reference: 3250 Distribution and Posting of Materials



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Title Release Time
Code 2355
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2355

Release Time

For students in grades K through 8, White Pine Charter Schools will not allow release time.

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

The Board of Directors shall, in its sole discretion, determine release time(s).

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

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

White Pine Charter Schools is not responsible for the health, safety, and welfare of a student participating in a release time program nor will the School be liable for acts, injuries, or events occurring while:

1. A student is being transported to and from release time programs; or
2. While a student participates in release time programs.

Legal Reference: Article IX, § 6 Idaho Constitution Religious Test and Teaching in School Prohibited
I.C. § 33-519 Release for Religious Instruction
I.C. § 33-1603 Sectarian Instruction Forbidden
IDAPA 08.02.02.220 Release Time Program for Elementary and Secondary Schools



Book Section	Policy Manual 2000 Instruction
Title	Homebound, Hospital, And Home Instruction
Code	2370
Status	Active
Adopted	05/04/2021

White Pine Charter Schools

INSTRUCTION 2370

Homebound, Hospital, and Home Instruction

A student absent from school for more than ten consecutive days because of health or physical impairment may be provided the services of a teacher or an aide in the home or hospital or may be provided other education service options as necessary. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental/guardian request. Such students shall be included in calculating the average daily attendance.

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



Book Section Policy Manual
2000 Instruction

Title Service Animals In School
Code 2375
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2375

Service Animals in School

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

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

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

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Executive Director. This written request must be delivered to the Executive Director's office at least ten business days prior to bringing the service animal to school or a school function. Any such request by a student shall be advanced to the proper administrative personnel for consideration of a Section 504 analysis and possible program.
2. The animal must be required for the individual with a disability.
3. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case-by-case basis, considering:
 - A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
 - B. Whether the handler has sufficient control of the miniature horse;
 - C. Whether the miniature horse is housebroken; and
 - D. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
5. Owners of service animals must provide proof of current vaccinations to the Executive Director or designee with their request to be accompanied by a service animal.



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6. All service dogs must be spayed or neutered.
7. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks.
8. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
9. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, such as by voice control, hand signals, or other effective means.
10. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
 - A. White Pine Charter Schools is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
 - B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal.
 - C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the Executive Director.
 - D. Requests for service animal-related accommodations will be reviewed based on the specific circumstances particular to the student in question and may be addressed in conjunction with a student's Section 504 Plan or Individual Education Plan.
11. The Executive Director or designee may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occur:
 - A. The animal is out of control and the animal's handler does not take effective action to control it.
 - B. The animal is not housebroken.
 - C. The animal's presence would fundamentally alter the nature of the service, program, or activity.
 - D. The animal presents a direct threat to students, staff, or other individuals.

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



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Title English Learners Program
Code 2385
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2385

Student Handbook - English Language Learners

White Pine Charter Schools is committed to ensuring all students succeed academically. Our high expectations set the bar for our academic program and our data-driven, differentiated, and culturally responsive approach guides our work with English Language Learners (ELLs). Supporting our English Language Learners is crucial to the school mission and achieving our vision.

It is White Pine Charter Schools's goal to help students reach English proficiency in reading, writing, speaking and listening. To accomplish this, Limited English Proficient (LEP) students are required to take the ELL placement test upon registering, and parents will need to choose whether or not their child will participate in services. Our English Language Acquisition program will teach grade level academic standards with the scaffolding to simultaneously support ELLs in content knowledge and language acquisition.

English Learners Program

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

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

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The Executive Director or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

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

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



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

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

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

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

White Pine Charter Schools shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Reporting

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

Cross Reference: 4160 Parents Right-to-Know Notices

Legal Reference: Title VI, Civil Rights Act of 1964 Equal Education Opportunities Act as an amendment to the Education Amendments of 1974 Bilingual Education Act
I.C. § 33-1618 Assessment Exception

20 USC §§ 6811, et seq., the English Language Acquisition, Language Enhancement, and Academic Achievement Act as amended by the Every Student Succeeds Act of 2015



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Title Idaho Digital Learning Academy Classes
Code 2395
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2395

Idaho Digital Learning Academy Classes

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

Site Coordinator

White Pine Charter Schools will provide an individual, employed by the School, as a site coordinator. The site coordinator is to regularly monitor the progress of students. The role of the site coordinator is to:

1. Advise students on appropriate courses for registration;
2. Ensure that students are completing work on a timely basis, including checking grades online every three weeks;
3. Proctor the final exams; and
4. Facilitate communications with the students' parents/guardians regarding course progress and the IDLA instructors.

Additionally, the site coordinator is a contact for the IDLA instructor and IDLA staff. Anyone selected as a School site coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by White Pine Charter Schools.

Student and Course Selection

At the discretion of the Executive Director or designee, students may be selected to take IDLA courses if they:

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking course(s) not offered at their school;
5. Have scheduling conflicts;
6. Want to accelerate their academic program by taking additional courses to facilitate early graduation;
7. Are excused from being physically present on the campus of their school of record for an extended period of time.

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

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



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Ethical Conduct

Any student attending classes through IDLA shall adhere to White Pine Charter Schools' Acceptable Use policies and procedures (3270) as well as those implemented by IDLA.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify White Pine Charter Schools. White Pine Charter Schools shall take any disciplinary measures necessary as provided in Charter School policy.

Tuition/Fees

White Pine Charter Schools shall abide by the IDLA Fees Policy Statement provided by IDLA. White Pine Charter Schools shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day. White Pine Charter Schools will pay the tuition and registration fees for eligible students.

Grading

IDLA provides a percentage grade to the school. The school transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned when taking and successfully completing high school courses through IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

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

Legal References: I.C. § 33-1612 Thorough System of Public Schools
I.C. § 33-5502 Creation Legislative Findings Goal
I.C. § 33-5505 Definitions
I.C. § 33-5210(4) Application of School Law - Accountability - Exemption from State
Rules Paulson v. Minidoka School District No. 331, 93 Idaho 469, 470 (1970).



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Title Section 504 Of The Rehabilitation Act Of 1973
Code 2410
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2410

Section 504 of the Rehabilitation Act of 1973

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

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

The Board directs the Executive Director or designee to fulfill the following responsibilities:

1. To coordinate 504 compliance efforts;
2. To adopt and publish grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504; and
3. To notify students and others that White Pine Charter Schools does not discriminate on the basis of disability.

Cross Reference: 3210 Uniform Grievance Procedure

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



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Title Parent and Family Engagement
Code 2420
Status Active
Adopted 05/04/2021

White Pine Charter Schools

2420 Parent and Family Engagement

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

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

1. Demonstrate Joint Development of Engagement Plan: White Pine Charter Schools shall involve parents and family members in jointly developing the School's Plan; and
2. Coordinate Assistance and Support: White Pine Charter Schools shall provide the coordination, technical assistance, and other support necessary to assist in implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and
3. Coordinate with Other Programs: White Pine Charter Schools shall coordinate and integrate its parents and family engagement strategies to the extent feasible and appropriate, with the School's other relevant federal, state, and local programs; and
4. Conduct Annual Program Evaluation: White Pine Charter Schools shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
 - a. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - c. The strategies that will be implemented to support successful school and family interactions.



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5. Implement Evaluation Findings: White Pine Charter Schools shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the School's parent and family engagement policy described herein; as soon as practicably possible.

2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the parent and family engagement policy developed under this policy, White Pine Charter Schools shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:
 - A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;
 - B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - II. Frequent reports to parents on their children's progress;
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

3. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, White Pine Charter Schools:
 - A. Shall provide assistance to parents of children served by the School, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology;
 - C. (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
 - D. Shall educate teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools;
 - E. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;



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- F. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- G. May involve parents in the development of training for teachers, and other educators to improve the effectiveness of such training;
- H. May provide necessary literacy training for parents from Title I funds in the event White Pine Charter Schools has exhausted all other reasonably available sources of funding for such training;
- I. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- J. May train parents to enhance the involvement of other parents;
- K. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- L. May adopt and implement model approaches to improving parental involvement;
- M. May establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;
- N. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
- O. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
- P. Shall inform parents and organizations of the existence of the program.

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

Cross Reference: 4160 Parents Right to Know Notices

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



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Title Parental Rights
Code 2425
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2425

[Parental Rights](#)

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

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is ". . . the duty of the Legislature of Idaho to maintain a general, uniform, and thorough system of public, free common schools."

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

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

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

A parent/guardian who has an objection to their child's participation in White Pine Charter Schools' adopted curriculum and/or the School's implementation of practices, policies, and procedures in accordance with educational mandates on the basis that it harms the child or impairs the parent/guardian's firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to White Pine Charter Schools. The final decision as to the placement of such alternative educational activity shall be at the discretion of White Pine Charter Schools, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.



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Access to Learning Materials

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

Notice

White Pine Charter Schools shall annually provide parents/guardians with notice of their rights as specified in this policy.

Cross Reference: 2420 Parental Involvement

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



Book Section Policy Manual
2000 Instruction

Title Gifted And Talented Program
Code 2430
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2430

Gifted and Talented [Program](#)

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

White Pine Charter Schools may provide for special instructional needs of gifted and talented children enrolled in the School. The Board of Directors, in conjunction with the Executive Director and staff, may develop a plan for White Pine Charter Schools' gifted and talented program at the discretion of the School.

Such program may include, but is not limited to, the following:

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



Book Section Policy Manual
2000 Instruction

Title Advanced Opportunities
Code 2435
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2435

Advanced Opportunities

White Pine Charter Schools provide opportunities for students to begin earning credit for college while they attend the School.

Participation in White Pine Charter Schools' advanced opportunities program requires parent and student agreement to program requirements.

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

Definitions

"Credit" means middle level or high school credit.

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

"Full credit load" means at least 12 credits per school year for grades 7 through 12 or the maximum number of credits offered by the student's school during the regular school day per school year, whichever is greater.

"Overload course" means a course taken that is in excess of a full credit load and outside of the regular school day, including summer courses.

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

Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in White Pine Charter Schools with \$4,125 (or whatever amount is designated in the statute) to use toward overload courses, dual credits, college credit-bearing examinations, and career technical certificate examinations.

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

1. Overload courses, in an amount which may not exceed \$225 per overload course. A student must take and successfully be completing a full credit load within a given school year to be eligible for funding of an overload course. An overload course must be taken for high school credit to be eligible for funding.
2. Eligible dual credits, in an amount which may not exceed \$75 per one dual credit hour.



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3. Eligible postsecondary credit-bearing or career technical certificate examinations.
4. Career technical education (CTE), including assessment, that lead to a badge recognized by the Division of Career Technical Education.

To qualify as an eligible overload course for the program, the course must be offered by a provider accredited by the organization that accredits Idaho high schools and be taught by an individual certified to teach the grade and subject area of the course in Idaho.

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

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

A student who has earned 15 postsecondary credits using the advanced opportunities program and wishes to earn additional credits must first identify his or her postsecondary goals. Advisors shall counsel any student who wishes to take dual credit courses that the student should ascertain for him/herself whether the particular postsecondary institution that he or she desires to attend will accept the transfer of coursework under this section

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

Challenging Courses

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

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

Advanced Opportunities Scholarship

Students who successfully complete grades 1 through 12 at least one year early may be eligible for an advanced opportunities scholarship. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of White Pine Charter Schools; and
2. Completes grades 1 through 12 curriculums in 11 or fewer years.
3. Applies within two years of graduating from a public school.

A student is not required to graduate early and can choose to participate in dual credit or advanced placement classes upon meeting these criteria.

If an eligible student requests an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in



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Idaho. The amount of such scholarship shall equal 35 percent of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

White Pine Charter Schools shall collaborate with publicly funded institutions of higher education in Idaho to assist early-graduating students in enrolling in postsecondary or advanced placement courses held in high school.

Legal Reference:	I.C. § 33-4601	Definitions
	I.C. § 33-4602	Advanced Opportunities
	IDAPA 08.02.03.106	Advanced Opportunities

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



Book Section Policy Manual
2000 Instruction

Title Online Courses And Alternative Credit Options
Code 2440
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2440

Online Courses and Alternative Credit Options

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

Virtual/Online Courses

The Executive Director or designee is authorized to create a process for students enrolled in secondary grades to register for enrollment in online courses provided by accredited organizations. At a minimum, such process for registration for online courses shall be accommodated through White Pine Charter Schools' normal registration process. Any such registration requests shall be made no later than 30 days prior to the end of the term preceding the term in which online enrollment is sought.

Online courses may be counted as credit toward graduation.

Correspondence Courses

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

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

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

1. Prior permission has been granted by the Executive Director; and
2. The program fits the education plan submitted by the regularly enrolled student;

An official record of the final grade must be received by the School before a diploma may be issued to the student. Cross Reference: 2700 - 2700P High School Graduation Requirements
3030 Dual Enrollment
3050 Attendance

Legal Reference: I.C. § 33-1612 Thorough System of Public Schools
I.C. § 33-5210(4) Application of School Law - Accountability - Exemption from State Rules
I.C. § 33-5501 et seq. Idaho Digital Learning Academy



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Title Library Materials
Code 2500
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2500

Library Materials

The school library is a viable location for students to inquire, to study and evaluate, and to gain new maturity and understanding. White Pine Charter Schools is granted discretion to regulate education and has the authority to determine the initial selection of the library collection. However, the Board of Directors also recognizes students' First Amendment constitutional rights.

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

Use of the library books outside of students and parents of White Pine Charter Schools is prohibited except for interlibrary loan agreements with other libraries.

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

Cross Reference: 2530 Learning Materials Review
4120 Uniform Grievance Procedure



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2000 Instruction

Title Selection Of Library Materials
Code 2510
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2510

Selection of Library Materials

White Pine Charter Schools has a library with the primary objective of implementing and supporting the educational program in the school. It is the objective of this library to provide a range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

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

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

Ultimate responsibility for the selection of library materials rests with the Board of Directors. The Board delegates the authority for the selection of library materials to the Executive Director of White Pine Charter Schools. The Executive Director further delegates that authority to the principal in the school.



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Title Curricular Materials
Code 2520
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2520

Curricular Materials

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

The Board of Directors has the authority and responsibility to carry on a total educational program that strives to meet the objectives established in its philosophy. The curriculum for the School will be cooperatively developed by school officials and community representatives, and implemented by the professional staff under the direction of the Executive Director. The curriculum will include the total program of instruction and related activities provided to students.

All statutory and State Board of Education requirements related to curriculum offerings will be met.

Students will not be charged for normal wear of curricular materials. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Any person may submit oral or written objections to any curricular materials under consideration to the Executive Director. If concerns remain after consultation with the Executive Director, concerns or objections may be presented to the board.

Cross Reference: 2530 Learning Materials Review

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



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Title Learning Materials Review

Code 2530

Status Active

Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2530

Learning Materials Review

Citizens objecting to specific materials used in White Pine Charter Schools are encouraged to [submit](#) a complaint in writing and discuss the complaint with the Executive Director prior to pursuing a formal complaint pursuant to the Uniform Grievance Procedure.

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

Cross Reference: Policy 4120 Uniform Grievance Procedure



Book Section	Policy Manual 2000 Instruction
Title	Field Trips, Excursions, And Outdoor Education
Code	2550
Status	Active
Adopted	05/04/2021

White Pine Charter Schools

INSTRUCTION 2550

Field Trips, Excursions, and Outdoor Education

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

Field trips which take students out of the state must be approved in advance by the Board.

The Executive Director or designee has the authority to approve all other field trips. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness. The principal shall follow White Pine Charter Schools' procedures for the operation of a field trip.

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



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Title Use Of Commercially Produced Video Recordings
Code 2570
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2570

Use of Commercially Produced Video Recordings

Purpose

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

Policy

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

Educational Relevance

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

Age Appropriate Movies

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

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

High School: Only G, PG, and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown. Any segment of an R-rated movie to be shown at the high school requires a signed written consent from a parent/guardian that must be kept on file before the student may view the video.



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The Board discourages the showing of R-rated movies in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

Administrator s Authorization

At least three days prior to the showing, the instructor or teacher shall submit (either in their lesson plan or separately) to the principal, in writing, the following information on the particular film:

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

All Charter School employees must comply with federal copyright laws as well as publisher licensing agreements. The legal requirements apply regardless of:

1. Whether an admission fee is charged;
2. Whether the institute or organization is commercial or non-profit; and
3. Whether a federal, State, or local agency is involved.

An educational exemption, also called the face-to-face teaching exemption, is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie showing to be considered an educational exemption, all of the following criteria must be met:

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy, not taped from a legitimate copy or taped from television;
6. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:
 - A. Educators desiring to show television programs for instructional purposes should request the school library/media specialist record the program at school with school recording facilities;
 - B. A television program that is recorded off-air may be retained for 45 consecutive calendar days after the date of the recording. At the conclusion of this 45 day retention period, the recording must be destroyed or erased;
 - C. During the first ten consecutive school days of the 45 day period the recording may be used once by individual teachers in classrooms or similar places devoted to instruction, in the course of relevant teaching activities. The teacher may show the program again only once within this ten school day period when instructional reinforcement is necessary;



Book Section	Policy Manual 2000 Instruction
Title	Use Of Animals In Educational Programs
Code	2580
Status	Active
Adopted	05/04/2021

White Pine Charter Schools

INSTRUCTION 2580

Use of Animals in Educational Programs

Animals may be brought into the school setting for educational purposes only in accordance with the policies of White Pine Charter Schools and the procedures established by the Executive Director and/or designee with regard to the presence of animals.

This policy does not apply to service animals. Students, guests, and/or employees use of service animals is handled in accordance with applicable state and federal laws and School Policy. Likewise, police and SRO K-9 use is handled in accordance with applicable school search policies and regulations.

To protect students and staff, the following applies to animals brought into the school facilities for educational purposes. White Pine Charter Schools' Executive Director and/or designee may place additional guidelines or restrictions upon the presence of specific animals in the school setting. Further, the presence of any animal, whether regularly or periodically housed in a classroom or brought into the school for an isolated or singular visit, requires timely pre-approval from the Executive Director or designee.

Animals Regularly or Periodically Housed in Classrooms

1. No animal shall be housed in any school classroom without pre-approval of the Executive Director or designee.
 - A. A classroom teacher seeking to house an animal in the classroom shall submit such request in writing explaining the educational purpose of having an animal(s) in the classroom setting. A separate form must be provided for each animal to be housed in a classroom. All information sought on such form must be completed fully and accurately, to the best of the employee's knowledge.
 - B. The teacher signing this request application is responsible for assuming primary responsibility for the animal and shall be designated as the animal's supervising teacher.
2. Prior to exposing any student to a live animal in the classroom, the supervising teacher shall provide written notification to all parents, including a copy of Form 2580F Student Permission Form for Exposure to Animals to obtain parental/guardian consent.
 - A. Copies of all such completed Student Permission Forms shall be maintained in the classroom by the supervising teacher with a copy provided to and maintained by the building administration.
 - B. The supervising teacher shall consult with any parent/guardian with regard to students who are immunocompromised or have allergies, asthma, or other health concerns relating to contact or proximity to animals.
3. The supervising teacher who has been granted permission to house (an) animal(s) in the classroom shall provide formal classroom instruction to students regarding sanitation in the handling of animals and shall require all individuals handling animals to subsequently wash his or her hands thoroughly with soap and water.



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4. Any student handling any animal must be directly supervised by the supervising teacher.
 - A. Only the supervising teacher or students designated by the supervising teacher, with proper permission as detailed herein, may handle a classroom animal.
 - B. Handling of any animals should be age-appropriate, considering the disease-related risks of certain animals (i.e. hamsters, guinea pigs, and gerbils Salmonella bacteria and Lymphocytic choriomeningitis virus; reptiles and amphibians - Salmonella bacteria; farm animals E. coli, Salmonella, Campylobacter and Cryptosporidium).
 - C. Should any student or employee be injured, including but not limited to animal bites or scratches, associated with the handling of a classroom animal, the supervising teacher is responsible for immediately reporting such event, in writing, to the Executive Director and assuring the student is directed to the school's office for appropriate medical care.
 - i. If appropriate, a school accident/injury report will be completed.
 - ii. The school's personnel shall notify the student's parent/guardian.
 - iii. If appropriate, personnel shall notify public health officials.
 - iv. At no time shall any student be exposed to an inherently dangerous animal or any animal which due to size, nature, or aggression could cause injury to a student.
5. Animals shall be handled humanely and in a healthy environment. If animals are to be kept in the classroom on days when classes are not in session, the supervising teacher shall be responsible for making arrangements for their care and safety.
6. Animals shall be displayed in enclosed cages or tanks or under otherwise appropriate restraints.
 - A. Upon placement in the classroom, the Executive Director or designee shall inspect the enclosure and ensure that it meets standards for safeguarding the health and welfare of students.
 - B. Under no circumstances shall any student be allowed to clean any enclosure, cage, tank/aquarium, or other holding enclosure for any classroom animal or touch or otherwise come into contact with the materials that have been removed from any cleaned enclosure, cage, tank, aquarium, or other holding enclosure.
 - C. Under no circumstance shall any student be allowed to touch or come into contact with any animal waste.
7. Animals must be clean and free of intestinal parasites, fleas, ticks, and mites.
8. Animals shall not be brought in or obtained from the wild. If sought by the Executive Director, the supervising teacher shall provide proof of purchase or proof of transfer of the animal in question.
9. Animals maintained in a school classroom shall not have access to or contact with wild animals.
10. Classroom animals shall not be permitted to freely roam about any classroom or other area of the school.
11. No animal shall be allowed in any area of the school where food or drink is prepared or consumed.
12. Absent pre-approval from the Executive Director, food for animals must be stored in airtight closed containers, preferably hard plastic.



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- A. Feeding of classroom animals shall not occur in the presence of any student.
 - B. The supervising teacher and the Executive Director shall, at the time the animal comes into the school setting, confer as to the manner and method of feeding of such animal.
 - C. The supervising teacher shall agree with the directive of feeding of the animal or the animal shall not be permitted to be present at school.
 - D. No live-feeding shall occur in the school setting.
13. The supervising teacher shall be responsible for the proper cleaning and disinfection of any area in which the animal is present.
- A. The supervising teacher, Executive Director, and custodial personnel shall confer, at the time the animal comes into the school setting, regarding any necessary precautions for cleaning and maintenance in the classroom and/or around the animal or addressing animal waste.
 - B. The supervising teacher shall be responsible for the disposal of animal waste, using appropriate plastic bags and disposable gloves and sanitary cleansers.
14. Prior to the animal being brought into the classroom, the supervising teacher is responsible for ensuring that no special permits, licenses, or other requirements (i.e. health/medical certification or examinations) are necessary to own and house the animal. If a permit, license, or other requirement does exist associated with the animal, it is solely the supervising teacher's responsibility to comply with such requirements and to provide the Executive Director with a copy of documentation ensuring compliance. Any animal not in compliance shall not be brought into the school's setting. Any health care records associated with the animal shall be maintained in the classroom and is the responsibility of the supervising teacher.
15. At the commencement of each school year, the Executive Director or designee shall be responsible for cataloging any and all animals that are present in classrooms.
- A. Should a new animal be brought into the school setting, or an existing animal leave the school setting, the supervising teacher is responsible for notifying the Executive Director.
 - B. The Executive Director is responsible for providing a copy of the animal catalog to the School's head administrator, if a different position than Executive Director.
16. No animal shall be transported on any school bus.

Visiting Animals to the Schools

1. As part of an educational program, there may be isolated instances in which an animal is brought into the school's setting. Prior to any such animal coming into the school setting, pre-approval must be obtained from the Executive Director no less than five school days prior to the scheduled event.
2. To seek approval, a written request must be submitted to the Executive Director including the following:
 - A. The date and activity in question;
 - B. Detail as to the relevance of the animal to the educational program;
 - C. The animal(s) requested to be allowed on school property;
 - D. Information as to how the health and safety of students, school personnel, and the animal will be addressed; and
 - E. Copies of current health records and/or proof of current vaccination, as applicable (as detailed herein).
3. All animals must be housebroken.
4. The animal's owner agrees to hold White Pine Charter Schools, its employees, and agents harmless for any injury to the animal, including death, and any injury to any individual, including the handler, school staff, or school student.



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Animal Dissection

1. Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible only after having obtained written pre-approval from the Executive Director.
 - A. In order to obtain Executive Director approval, the classroom teacher must submit a written request providing details as to the behavior study to be conducted, the manner and details of the study, and how the health and welfare of students and the animal will be safeguarded.
 - B. Such requests shall be submitted no later than five school days prior to the desired start of the behavior study.
2. The dissection of dead animals or parts of dead animals shall be allowed in a classroom only when the dissection exercise contributes to or is part of the approved educational program of the classroom.
 - A. Prior to scheduling any educational dissection, the classroom teacher shall confer with the curriculum director and Executive Director to address the scheduling and approval of the educational activity. Such discussion shall occur no later than 15 days prior to the scheduled classroom activity.
 - B. All dissection of animals and the parts of dissected animals shall be confined to the classroom.
 - C. Students who object to performing, participating in, or observing the dissection of animals shall be excused from the classroom during such educational activity without penalty, discipline, or negative impact upon the student's grade. Alternate projects will be assigned to any such non-participating student.

Prohibited Animals

1. Regardless of the desired educational purpose, the following live animals are prohibited in any school facility, for any time or purpose:
 - A. Inherently dangerous animals;
 - B. Any venomous or toxin-producing animals;
 - C. Aggressive or unpredictable animals;
 - D. Stray animals or animals with no health or vaccination history;
 - E. Mammals at high risk for having or transmitting rabies; and
 - F. Any animal on the Idaho Invasive Species List for which proper state permitting and documentation of ownership has not been obtained prior to classroom housing (i.e. Snapping Turtle, Red Eared Slider, Mediterranean Gecko, Brahminy Blind Snake, Monk Parakeet, and Nutria).
2. The Executive Director may prohibit any animal from being present upon the school's property on a case by case basis.

Health and Vaccination Requirements

1. Prior to bringing certain animals into a school building, current health records and/or proof of current vaccinations is required as follows:



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Cats:

A health certificate from a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis and rabies. White Pine Charter Schools may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.

Dogs:

A health certificate from a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPVI), parvovirus, Bordetella, and rabies. The District may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months. The School may also request proof of current licensure of the dog.

Ferrets: A health certificate from a licensed veterinarian showing proof of current vaccination against rabies. The School may also request proof of a negative fecal exam or successful treatment for intestinal parasites within the last six months.

Psittacine Birds (parrots, parakeets, budgies and cockatiels):

A health certificate from a licensed veterinarian showing proof of treatment or negative test results for psittacosis (avian Chlamydiosis).

2. The Executive Director shall make the final determination as to whether or not any animal may be present upon school property. When making such a determination the primary factor of consideration shall first be the health and welfare of students.

Cross Reference:	2340	Controversial Issues and Academic Freedom
	2345	Speakers in the Classroom and at School Functions
	2375	Service Animals in Schools
	3370	Searches and Seizure
Legal Reference:	I.C. § 33-6001	Parental Rights



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Title Promotion Retention
Code 2600
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2600[\[1\]](#)

Promotion/Retention

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

It is the philosophy of White Pine Charter Schools that students thrive best when placed or promoted to grade levels with other students who have compatible age, physical, social, and emotional statuses.

The decision of whether or not to retain or promote a student lies with the Executive Director or designee. If a parent wishes to appeal the decision, they may request consideration by the Board of Directors.



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Code 2605
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2605

Advancement Requirements

White Pine Charter Schools has established a set of advancement requirements for 6th through 8th-grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in White Pine Charter Schools:

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

Cross Reference: 2600 Promotion/Retention
3050 Attendance Policy

Legal Reference: IDAPA 08.02.03.107 Middle Level Credit System



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Title Advancement Requirements (9-12)
Code 2610
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2610

Advancement Requirements (9-12)

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

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 9th grade shall have that grade and the number of credit hours assigned to the course transferred to the student's high school transcript. The course must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school. Courses taken in middle school appearing on the student's high school transcript shall count for the purpose of high school graduation. However, the student must complete the number of credits required by state law and administrative rules for each high school core subject.
2. To advance to the 10th grade, students must earn at least 12 credits in 9th grade, 6 credits of which must be in English, math, or science.
3. Failure to pass a 9th grade English, math, or science class shall necessitate the failed course being retaken in the 9th grade even though the student may have earned enough credit to advance to the 10th grade.
4. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer.
5. Students will receive grade-level promotion when they reach the credit requirements prior to the start of the next school year.

A minimum of 12 credits is required for advancement into the 10th grade. A minimum of 24 credits is required for advancement into the 11th grade. A minimum of 36 credits is required for advancement into the 12th grade.

Cross Reference: 2700P High School Graduation Requirements

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



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Title Grading And Progress Reports
Code 2620
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2620

Grading and Progress Reports

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

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

The Board directs the Executive Director to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility.



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Title Homework
Code 2630
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2630

[Homework](#)

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

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



Book Section Policy Manual 2000 Instruction

Title High School Graduation Requirements
Code 2700
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2700

High School Graduation [Requirements](#)

The Board of Directors shall award a regular high school diploma to every student enrolled in White Pine Charter Schools who meets the requirements of graduation established by the School. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the State Board of Public Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through The Board shall consider and vote on whether to approve graduation requirements as recommended by the Executive Director.

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

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Cross Reference: Policy 2700P High School Graduation Requirements

Legal Reference: I.C. § 33-4601, et seq. Advanced Opportunities
I.D.A.P.A. 08.02.01.250.02 Required Attendance
I.D.A.P.A. 08.02.01.350 Early Graduation
I.D.A.P.A. 08.02.03.105 High School Graduation Requirements



Book Section Policy Manual
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Title Military Compact Waiver
Code 2705
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2705

Military Compact Waiver

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

Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing:

1. Timely student enrollment;
2. Student placement;
3. Qualification and eligibility for curricular, co-curricular, and extra-curricular programs;
4. Timely graduation; and
5. The facilitation of cooperation and communication between various member states

schools. Applicability

This Compact applies only to children of:

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

Educational Records and Enrollment



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

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

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

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

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

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

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

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

Placement and Attendance

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

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

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

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



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

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

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

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

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

Eligibility

1. **Eligibility for Enrollment:** A Special Power of Attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

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

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

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

Graduation

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

1. **Graduation Course Requirements Waiver:** The receiving Charter School's Executive Director or designee shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

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

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



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graduation will occur on time.

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

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

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

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

Conflicts

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

Cooperation

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

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

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

Graduation from High School



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Title Participation In Commencement Exercises
Code 2720
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2720

Participation in Commencement

Exercises Statement of Policy

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

Organization and Content of Commencement Exercises

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

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

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



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Title Accreditation Standards
Code 2800
Status Active
Adopted 05/04/2021

White Pine Charter Schools

INSTRUCTION 2800

Objectives

Accreditation Standards

The Board of Directors will comply with all accreditation standards established by the State Board of Education. White Pine Charter Schools uses Northwest Accreditation Standards for secondary education serving grades 9-12, as required by law. Accreditation is voluntary for elementary schools, grades K-8.

White Pine Charter Schools will timely submit an annual accreditation report to the State Board of Education.

Continuous Progress Education

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

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

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

Each year, the Executive Director or designee shall determine the degree to which such instructional programs are being developed and implemented.

Legal Reference: I.C. § 33-119 Accreditation of Secondary Schools Standards for Elementary Schools
IDAPA 08.02.02.140 Accreditation
