

White Pine Charter School

INSTRUCTION

2000

Goals

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

1. To guide students across the bridge from childhood into adulthood.
2. To prepare students to accept challenges with the confidence, courage, and skills needed to achieve success.
3. To help students become people of integrity, vision and virtue.
4. To foster accountability and responsibility.
5. To develop an understanding of cultural diversity.
6. To stimulate intellectual curiosity and growth.
7. To provide fundamental career concepts and skills.
8. To help the student develop respect for individual and group differences.
9. To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
10. To foster a positive attitude and fundamental skills towards learning and build a foundation for long-term educational success through the development of appropriate study habits, time management, and problem solving skills.
11. As a STEM school with an eye towards college preparation, to give students a strong foundation in the fields of mathematics, reading, writing, science, history, technology, engineering, etc.. to prepare students for success in higher education and the workforce.

The charter school personnel are responsible for apprising the Board of the educational program's current and future status. The Director of Schools should prepare an annual report and a triannual review that includes:

1. A review and evaluation of the present curriculum;
2. A projection of curriculum and resource needs;
3. A plan for new or revised instructional program implementations; and
4. A review of present and future facility needs.
5. A review of present and future school resources.

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2100

Curriculum Development and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes (including but not limited to; curricular platforms, general school direction [STEM], and pedagogical frameworking) before such changes are made. The Director of Schools is responsible for making significant curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the Charter School's educational philosophy, mission statement, objectives and goals.

Development and Assessment

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

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

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

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

Legal Reference: I.C. § 33-512A School curricular materials adoption committees
I.C. § 33-1601 et seq. Courses of Instruction
IDAPA 08.02.01 et seq. Rules of the State Board of Education

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2110

Lesson Plan

The lesson plans must be readily available when a substitute teacher is needed.

Policy History:

Adopted on: 03/11/25

Program Evaluation and Diagnostic Tests

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

A clear statement of expectations and purposes for the School's instructional program;

1. A provision for staff, resources and support to achieve the stated expectations and purposes; and
2. 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, excluding state-required diagnostic tests, may do so by contacting the Administrator. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test.

Legal Reference: 20 U.S.C § 1232h Protection of Pupil Rights
I.C. § 33-1601 et seq. Courses of Instruction

Policy History:
Adopted on: 03/11/25

K-3 Reading Intervention 2125

The School 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 Idaho State Board of Education's Comprehensive Literacy Plan. The School's 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

The School 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.

The School 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 annually 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 may 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. The School 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, parent(s)/guardian(s), and other pertinent school personnel, 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, the School is unable to engage the parent(s)/guardian(s) in the 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. The School 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 verbally or in writing of the student's reading deficiency.

The Board hereby directs the Administrator 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, other applicable school personnel and the parent(s)/guardian(s)
2. A description of the current services that are provided to the student
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 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;
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading

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.

Literacy Training for School Board Members

All Trustees elected or appointed after July 1, 2021, shall participate in at least one board member orientation focused on:

1. State and School-level resources available for literacy intervention and improvements; and
2. School, School, and State level data available to track progress on student literacy proficiency and growth toward proficiency; and
3. How to set measurable goals for improving student proficiency.

By June 30, 2023 or following this date if directed by the State Board of Education, every Trustee shall participate in at least one board member orientation or the literacy intervention orientation and training provided by the State Board of Education.

Reporting

Annually by October 1, the School shall report to the Idaho State Department of Education in their annual continuous improvement plan 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
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. § 33-1805 Reading Instruction and Intervention

I.C. § 33 1806 Reading and Literacy Assessment

I.C. § 33-1807 Literacy Intervention

I.C. § 33-1809 Accountability and Continuous Improvement

Policy History:

Adopted on: 03/11/25

Research Studies

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

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

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

Policy History:

Adopted on: 03/11/25

INSTRUCTION

2140

Student and Family Privacy Rights Surveys - General

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

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

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

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

Surveys Created by a Third Party

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

This section applies to every survey;

1. that is created by a person or entity other than a Board official, staff member, or student,
2. regardless of whether the student answering the questions can be identified, and
3. regardless of the subject matter of the questions.

Surveys Requesting Personal Information

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

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

program or for receiving financial assistance under such program).

Prior to the point of survey distribution, the school will notify parent(s)/guardian(s) with enough time to:

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

Instructional Material

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

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

Collection of Personal Information from Students for Marketing Prohibited

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

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

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

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

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

6. Student recognition programs.

Notification of Rights and Procedures

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

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

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

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

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

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2150

Copyright

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

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

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

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

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

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

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

Policy History:

Adopted on: 03/11/25

Copyright Compliance

Throughout this procedure “copies” shall refer to electronic as well as physical copies.

Authorized Reproduction and Use of Copyrighted Material in Print

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

Brevity

- a. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
- b. Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less, may be copied; in any event, the minimum is 500 words. (Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph.)
- c. One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose.

Spontaneity. Should be at the “instance and inspiration” of the individual teacher.

Cumulative Effect. Teachers are limited to using copied material for only one (1) course in the school in which copies are made. No more than one (1) short poem, article, story or two (2) excerpts from the same author may be copied, and no more than three (3) works can be copied from a collective work or periodical issue during one (1) class term. Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Record Keeping: Each school employee shall maintain personal records regarding each school year’s annual cumulative effect use, as described in section (3) above. Further, an individual employee shall maintain records of permission they have received to duplicate copyrighted materials. These materials shall be retained for five years. Copies of site licenses, network licenses, and other permission to copy computer software will be maintained by the School Office.

Each copy must include a clear and obvious notice of copyright. The provisions of this policy are applicable to any form of copyrighted materials, including electronically provided copies of materials.

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

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations or collective works. "Consumable" works include: workbooks, exercises, standardized tests, test booklets and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than actual cost of photocopying. Teachers may show copyrighted materials to the class for instructional purposes using such devices as a projector, interactive white board, or similar display.

Digital Technology/Distance Learning

The School may send copyrighted materials as part of any distance learning classes, provided use complies with guidelines set forth in federal regulations and the following criteria are met:

1. The performance and/or display is a regular part of instruction; and
2. Technical measures are used to reasonably prevent recipients keeping material beyond the class session or distributing it. Such measures may include:
 - A. Ensuring the material is only sent to students enrolled in the course.
 - B. Requiring an assigned password or login to access the material is no longer needed by the student enrolled in the course.
 - C. Disabling the print function for any copyrighted materials.
 - D. Including a watermark on copyrighted materials.
 - E. Streaming copyrighted materials to students rather than providing it as a file saved to a website.

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

Any other use may subject the person to liability for copyright infringement.

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

Authorized Reproduction and Use of Copyrighted Music

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

A teacher may make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song.

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

Authorized Reproduction and Use of Copyrighted Materials on Websites

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

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

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

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

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2200

School Year / Calendar / Instructional Hours School Fiscal Year

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

School Calendar

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

School hours will be maintained unless decreed otherwise by the Director of Schools. Teachers shall not dismiss any class from school attendance prior to scheduled dismissal time without prior administrative approval.

Holidays / Commemorative Days

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

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

Instructional Hours

The Board of Directors approves the minimum number of instructional hours for students at each grade level, at minimum, in accordance with the requirements of the state and adjusted to the needs of school scheduling in order to; maintain compliance, allow for a buffer for weather, and coordinate timing across all grade levels.

Professional Development Hours

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

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

I.C. § 33-701 Fiscal year – Payment and accounting of funds IDAPA 08.02.01.250.01 Required Instructional Time

IDAPA 08.02.01.250.03 Day In Session When Counting Pupils in Attendance

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2210

School Closure

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

School Closure

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

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

Work Schedules and Responsibilities for School Closures

Administrator

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

Non-Teaching “Exempt” Personnel, and Key Support Staff

All non-teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the head custodian, insofar as is safely possible. The Director of Schools or designee shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school [in the event that school has been closed] is properly and safely cared for and returned home. The Director of Schools or designee and/or this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to queries.

Classified Employees

In the event of a school closure, classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Director of Schools.

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

With the exception of Food Service Workers who may work at the discretion of the Director of

Food Services, these employees work only those days when school is in session and are not expected to work when school is not in session.

Teachers (Teachers, Librarians, Psychologists, Counselors)

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

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

Policy History:

Adopted on: 03/11/25

Nutrition Services:

The school environment plays a vital role in shaping students' nutritional health throughout the growing years in the following ways:

1. Students eat one or two of their meals in the school cafeteria;
2. Classroom teachers provide instruction on human health and biology as appropriate to grade and maturity levels and inline with Idaho educational standards;
3. Physical education and school sports programs strengthen students' bodies and often are sources of nutrition information; and
4. School health services, guidance counselors and classroom teachers provide essential support for students' physical and psychological growth.

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

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

At a minimum, the nutrition services program will:

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

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

Policy History:

Adopted on: 03/11/25

Nutrition Education:

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:

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

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

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

School Community. 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.

Local Community. Personnel should be familiar with the health and nutritional resources available through the town and local agencies. Contacts should be made with the health department, community nutrition programs, health centers, local food pantries and fitness programs. Once contact has been established, collaborative efforts should be made with other community agencies to positively influence the health and nutritional status of school-age children.

Parent Involvement. The school will provide information about physical education and other school-based physical activity opportunities; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education.

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

1. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community.
2. Nutrition education may be provided in the form of handouts, posters or displays,

postings on the school website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2310

Health Enhancement Education

Health, family life and sex education, including information about parts of the body, reproduction and related topics, shall be included in the instructional program as appropriate to the grade level and course of study as required by Idaho state educational standards. Parents in accordance with advance notification may ask to review the materials to be used and may request that their child be excluded from sex education class sessions without prejudice.

Alcohol, Tobacco and Drug Education

Students shall receive education regarding the use of alcohol, tobacco and drugs. The Director of Schools, or designee, shall develop a curriculum for use in health education that provides instruction to students in the areas of prevention, education, treatment, rehabilitation and legal consequences of alcohol, tobacco and drug use. Curriculum may be delivered through an approved online format.

Legal Reference: I.C. § 33-1605

	Health and Physical Fitness – Effects of
	Alcohol, Tobacco, Stimulants and Narcotics
I.C. § 33-1608 et seq.	Family life and sex education – Legislative policy
IDAPA 08.02.03.450	Health Standards

Policy History:

Adopted on: 03/11/25

Controversial Issues and Academic Freedom

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

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

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

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

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

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

1. The relative maturity of students;
2. The School's 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. Should the administration be unsure about the content, how the board may view the content, or otherwise be compelled to do so, board counsel will be sought prior to the lesson.

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

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

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

To this end:

1. the teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item four of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. the school shall provide for parents to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent and include an explanation of the conflict. The student, should they be in grade 6 or above, may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and Administrator.
3. the teacher shall notify parents when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the Administrator view questionable materials, etc. Should the administration be unsure about the content, how the board may view the content, or otherwise be compelled to do so, board counsel will be sought prior to the lesson.
4. The Board directs that a philosophy of abstinence shall be a part of and the underlying principle in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted diseases and therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods. Sex education, as with the rest of the school's programming, will be age appropriate.

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

Legal Reference: I.C. § 33-512

Governance of schools

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2330

Speakers in the Classroom and at School Functions

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

All speakers must be invited with the school Administrator's approval. Should the administration be unsure about the content/speaker, how the board may view the content/speaker, or otherwise be compelled to do so, board counsel will be sought prior to the activity. If the subject is controversial the Administrator may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

Speakers and/or presenters who use electronic technology devices for presentation must have the presentation previewed by the classroom teachers, School sponsor of the speaker/presenter, or building administrator. Where possible, School owned computers and projection devices should be used.

Controversial Speakers

The Board recognizes that visiting speakers may be of specific persuasions and that their topics may be controversial. 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.

Legal Reference:

I.C. § 33-512 Governance of schools

Policy History:

Adopted on: 03/11/25

Guest Speakers Procedure

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

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

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

Legal Reference:

I.C. § 33-512

Governance of schools Policy History:

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2350

Student Religious Activity at School

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

Student Prayer and Discussion

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

Staff Members

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

Graduation Ceremonies

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

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

Baccalaureate Ceremonies

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

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

Assemblies, Extracurricular and Athletic Events

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

Student Religious Expression and Assignments

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

Religion in the Curriculum

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

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

Student Religious Clubs

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

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that White Pine Charter School imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property.

Religious Holidays

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

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2360

Release Time for Religious Purposes

For students in grades K through 8 (K-8), White Pine Charter School will not allow release time.

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

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

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

White Pine Charter School is not responsible for the health, safety and welfare of a student participating in a release time program nor will the Charter School be liable for acts, injuries or events occurring while: (1) a student is being transported to and from release time programs; or (2) while a student participates in release time programs. Students are required to leave the building during scheduled release time periods.

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

Policy History:

Adopted on: 03/11/25

White Pine Charter School

Interscholastic Activities

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

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

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

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

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

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

Administering Medication to Students Legal Reference: I.C. § 33-512

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2380

Homebound, Hospital and Home Instruction

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

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

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

Legal Reference: I.C. § 33-1001 Definitions

I.C. § 33-1003A Calculation of Average Daily Attendance

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2390

English Learners Program

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

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

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

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

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

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

White Pine Charter School shall establish procedures for identifying students whose language is

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

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

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

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

English Learners shall participate in the School's statewide assessments, unless 20 USC 6311(b)(3) and the regulations of the State Department of Education allow for their exclusion from an assessment.

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

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

Reporting

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

Legal Reference: Title VI, Civil Rights Act of 1964 Equal Education Opportunities Act as an amendment to the Education Amendments of 1974 Bilingual Education Act 20 U.S.C. §§ 7401, et seq., as amended by the English Language Acquisition, Language Enhancement, and Academic Achievement Act Title III, §§ 3001-3304 of HRI, No Child Left Behind Act of 2001, P.L. 107-110 I.C. § 33-1618 Assessment Exception

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2395

Idaho Digital Learning Academy Classes

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

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

Site Coordinator

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

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

Additionally, the Site Coordinator is a contact for the IDLA instructor and IDLA staff. A Site Coordinator shall be assigned to White Pine Charter School.

Anyone selected as a Charter School Site Coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by the Charter School.

Student and Course Selection

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

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

- 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.
6. Have scheduling conflicts;
7. Want to accelerate their academic program by taking additional courses to facilitate early graduation;
8. 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 Administrator 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. A contract will be signed by all parties to govern the student's IDLA process.

Ethical Conduct

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

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

Tuition / Fees

White Pine Charter School shall abide by the IDLA Fees Policy Statement provided by IDLA. The Administrator may waive IDLA student fees if there are extenuating circumstances. Students are responsible for all costs associated with flex-recovery, university credit, and AP exams.

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

Online courses are available for students to utilize to fill their schedule for the full seven courses. If there is not an elective or required class offered on our schedule for the student to take, White Pine Charter School will cover the cost for the course. If a student chooses for any reason to take a course through IDLA that is offered on the student's regular on-campus schedule, the student will be responsible for the tuition cost of that course. Payment will be due before enrollment.

Grading

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

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

meeting the standards set for each course.

Advanced Placement Designation on Transcript

If a student takes an IDLA class, the School will specify on the student's transcript that the advanced placement course was taken through IDLA. The purpose for this is to ensure that the student's transcript reflects an approved provider of the advanced placement course, such as IDLA.

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

Legal References:	I.C. § 33-5502	Creation—Legislative Findings—Goal
	I.C. § 33-5505	Definitions.
	<i>Paulson v. Minidoka School School No. 331</i> , 93 Idaho 469, 470	

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2410

Section 504 of the Rehabilitation Act of 1973

It is the intent of the School to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973 White Pine Charter School shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include: notice, an opportunity for the student's parent or legal guardian to examine relevant records, an impartial hearing with opportunity for participation by the student's parent or legal guardian, and a review procedure.

The Board directs the Administrator 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 the School does not discriminate on the basis of disability.

Legal Reference: 29 U.S.C. § 794
34 C.F.R. 104.36

Rehabilitation Act of 1973, Section 504

Policy History: Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2410P

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

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

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

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

Policy History:

Adopted on: 03/11/25

Title I Parent Involvement

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

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

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation, and evaluation of the program for the next school year. Proposed activities to fulfill the requirements necessary to address the requirements of parental-involvement goals shall be presented. Parents will also receive guidance as to how they can assist at home in the education of their children.

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

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

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

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

1. Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment enabling children to meet the state’s academic achievement standards;

2. Indicate the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an ongoing basis with, at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

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

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2420P

Title I Parent Involvement

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

Guidelines

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

0. Volunteering;
1. Parent education;
2. Home support for the child's education;
3. Parent participation in school decision making.

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

Roles and Responsibilities

Parents

It is the responsibility of the parent to:

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

Staff

It is the responsibility of staff to:

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

11. Send information to parents of students in a format and, to the extent practicable, in a language the parents can understand.

Community

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

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

Administration

It is the responsibility of the administration to:

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

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2430

Gifted and Talented Program

White Pine Charter School intends to provide for special instructional needs of gifted and talented children enrolled in the school. The Administrator and staff, shall develop and provide to the board for review, the plan for the school's gifted/talented program. The Plan shall include a philosophy statement, definition of giftedness, program goals, program options, identification procedures and a program evaluation.

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

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

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

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2440

Alternative Credit Options

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

Virtual/Online/College Courses

The Administrator is authorized to create a process for students enrolled in secondary grades to register for enrollment in online/college courses provided by accredited organizations. At a minimum, such a process for registration for online/college courses shall be accommodated through the Charter School's 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.
Administrator

Legal Reference: I.C. §33-5501, et seq. Idaho Digital Learning Academy Policy History:

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2450

Contracted Student Services

The Board of Trustees hereby delegates to the Administrator the authority to enter into agreements for student services but requires board approval of such contracts. The reason for board approval is that School Administration has no control over excess spending if contracts are signed at the building level without the board's approval. The School will comply with all IEP specifications.

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2500

Library Materials

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

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

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

Legal Reference: I.C. § 33-512

Governance of schools Policy History:

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2510

Selection of Library Materials

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

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

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

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

The selection of library materials is a professional task conducted by the library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curriculum needs; examine materials and consult reputable, professionally prepared selection aids. In addition to school administration being ultimately responsible for appropriateness of selections - should administration be unsure about selections, how the board may view selections, or otherwise be compelled to do so, board counsel will be sought prior to student accessibility.

Weeding

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

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

Gifts

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

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

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2520

Curricular Materials

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

The Board is legally responsible to approve and to ensure that the necessary curricular materials used in the Charter School are being planned for through the budgeting process. Textbooks and instructional materials should provide quality learning experiences for students and:

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

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

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

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

Legal Reference: I.C. § 33-118 Curricular materials – Adoption procedures
I.C. § 33-512A School curricular materials adoption committees
IDAPA 08.02.03.112 Curricular Materials Selection

Policy History:
Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2530

Learning Materials Review

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

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

Policy History:
Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2550

Field Trips, Excursions and Outdoor Education

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

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

No staff member may solicit students during instructional time for any privately arranged field trip or excursion.

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2560

Contests for Students

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

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

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

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

Contests will not be allowed unless they further the educational goals of White Pine Charter School.

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2570

Use of Commercially Produced Video Recordings Purpose

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

Policy

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

Educational Relevance

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

Age Appropriate Movies

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

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

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

Administrator's Authorization

Prior to the showing, the instructor/teacher shall submit to an Administrator, in writing, the following information on the particular video or multimedia:

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

Copyright

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

1. Whether an admission fee is charged.
2. Whether the institute or organization is commercial or non-profit.
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.
6. The showing complies with Policy 2150 and Procedure 2150P. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, in a manner that complies with federal copyright law and administrative rules.

Other Organizations Using School Facilities

In the event any outside organizations use a school facility and wish to show movies, videos, or other audiovisual materials, it is only legally permitted if the School itself has a Public Performance Site License from Movie Licensing USA. Schools without such a license can be held liable if an outside organization involves them in copyright infringement by permitting movies, videos, or audiovisual materials to be used in a school facility. Once licensed, the School may exhibit movies copyrighted by the studios so long as they are secured from a legal source, such as a video rental service, school library, media center, or a personal collection.

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2570F

Parental Movie Opt-Out/Consent Form

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

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

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

.
.
.

I have had the opportunity to review the materials mentioned above and have explained to my child why I do not wish to have him/her view it/them and that completion of an alternate assignment will be required.

.
Date

.
Signature of Parent/Guardian

Parental Consent Form for Movies, Videos, etc.

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

. Rating: _____

. Rating: _____

. Rating: _____

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

.
Date

.
Signature of Parent/Guardian

Policy History:
Adopted on: 03/11/25

Promotion / Retention

The Administration and teaching staff are directed to make every effort to research and utilize curricula and programs which meet the needs of all students, allowing them the best chance to remain and grow with their age cohorts.

Because students typically thrive best when placed or promoted to grade levels with other students who have compatible age, physical, and social/emotional status, It is our intention to promote elementary students who demonstrate effort and growth within those compatibilities.

Retention

It is equally our philosophy and practice to retain - keep from advancing - students who do not make a reasonable effort to meet grade level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning and will allow the child to progress.

Accelerated Promotion

In exceptional cases it is also our philosophy that accelerated promotion is an option to meet the needs of students who excel academically and who would thrive socially and emotionally in an advanced grade.

Retention/Accelerated Promotion Team

The final decision to retain or accelerate students in grades K-8 rests with a team typically consisting of the parent(s)/ guardian(s), classroom teacher(s), an administrator, and possibly the school counselor. Parent(s)/guardian(s) who disagree with the team decision may appeal to the school board who will make a final decision. If the board decides to allow the retention, promotion or acceleration, against the decision of the team, a notice will be placed in the child's file that the retention, promotion, or acceleration was not recommended by the promotion team.

Special Education Students

The Individualized Education Program (IEP) team for a special education student may, with careful consideration, establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

Limited English Proficiency (English Learner) Students

The Educational Learning Plan for Limited English Proficient (English Learner) students may establish, with careful consideration, alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

Legal Reference:

I.C. § 33-512(2) Governance of Schools

I.C. § 33-512(C) Encouragement of Gifted Students

I.D.A.P.A. 08.02.03.104.2 Middle Schools/Junior High Schools

I.D.A.P.A. 08.02.03.105.05 High School Graduation Requirements IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: 03/11/25

Advancement Guidelines, K-5

Accelerated Promotion Guidelines

1. Academic progress as reported by the classroom and specialist teachers must be exemplary.
2. Standardized tests must demonstrate performance that is better than grade/age level.
3. The promotion team considers work ethic, citizenship, and behavior, all of which should be exemplary, for an accelerated promotion to occur.
4. The promotion team considers maturity as an important factor regarding an accelerated placement. Maturity should be at a level commensurate with the target grade.

Academic Retention Guidelines

1. Academic progress as reported by the classroom and specialist teachers must be well below academic standards.
2. Standardized tests must show performance that is well below academic, grade level, and age appropriate standards..
3. When academic performance is as described in steps 1 and 2 above, the following steps should have been followed before making a recommendation to retain:
 - a. Processes for intervention should have been provided to evaluate and incorporate interventions at school and at home with the intention of guiding a difference in the student's academic performance.
4. After considering steps 1 through 3 above, the school, through an administrator, or parent/guardian may make a recommendation to retain a student.
5. The promotion team must consider the information gathered from steps 1 through 3 above. In addition, before making a decision, the team must consider work ethic, citizenship, behavior and the social emotional effects a retention would have on the student.

Social Emotional Retention Guidelines

1. The classroom and specialist teachers should report that the maturity of the student is typical of that exhibited by students of a lower grade.
2. The classroom and specialist teachers should report that the work ethic, citizenship and behavior is typical of that exhibited by students of a lower grade level.

3. School specialists and/or psychologist should report that the social emotional level of the student is that typically exhibited by students in a lower grade.
4. Parent(s)/Guardian(s) should also report that socially and emotionally, their child would function better if placed with students in a lower grade. Outside testing which supports this result should be available for the promotion team to consider when making a decision.
5. Academic ability should be considered for a social emotional retention. Academically proficient students who are retained may become bored in their new class and may exhibit behavior problems.

Retention and Accelerated Promotion Procedure:

1. When a teacher or parent/guardian recommends that a child be accelerated or retained, they will refer the child to a promotion team as early as possible.
2. The promotion team typically consists of the parent(s)/guardian(s), classroom teacher(s), an administrator, and possibly specialist teacher(s) or the school psychologist. The promotion team considers information gathered in the guideline sections of this policy. The promotion team discusses the proposed retention, promotion, or acceleration and makes the decision on whether to grant the request. In cases where the team can't come to a consensus, the administrator will make the decision for the team. A letter indicating the team decision will be placed in the cumulative file of the student.
3. If parent(s)/guardian(s) disagree with the team decision, they may appeal the decision to the school board who will make a final decision. If the board decides to allow the retention, promotion or acceleration, against the decision of the team, a notice will be placed in the child's file that the retention, promotion, or acceleration was not recommended by the promotion team.
4. A decision to retain or accelerate should be made before the lottery date so that the student may be placed in the first position on the waitlist for the target class. If a decision to retain or accelerate is made post-lottery, the student will be placed at the bottom of the waitlist for the target class. If there is no room in the target class for a

student who has received a recommendation for acceleration or retention, the student will retain their position with their current class.

Legal Reference:

I.C. § 33-512(2) Governance of Schools

I.C. § 33-512(C) Encouragement of Gifted Students

I.D.A.P.A. 08.02.03.104.2 Middle Schools/Junior High Schools

I.D.A.P.A. 08.02.03.105.05 High School Graduation Requirements IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: 03/11/25

Advancement Requirements, 6-8

White Pine Charter School has established a set of advancement requirements for 6-8 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Students who do not meet the normal requirements to advance may be promoted to the next grade through an alternate pathway or through credit recovery. Students who wish to accelerate promotion may do so by meeting the Accelerated Alternate Pathway Requirements.

As required by IDAPA 08.02.03.107, White Pine Charter School will award credit for courses completed by students attending grades 7 – 8.

Grades 6-8 Advancement Requirements

To advance to the next grade, students must pass at least eighty percent (85%) of the classes they are enrolled in, excluding those which are electives, and be in compliance with White Pine Charter School's attendance policy.

Credit Recovery

Students who have failed more than fifteen percent (15%) 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.

These credits must be earned and verified before entering the next grade. The student or parent/guardian is responsible for all costs associated with the credit recovery option.

Alternate Pathway

A student who does not meet the minimum credit requirements may be eligible for grade level promotion if the student successfully completes an alternate pathway. The student must demonstrate proficiency of the appropriate content standards. Students petitioning for an alternate pathway must meet of the following requirements:

1. Finish the school year with a 2.0 grade point average or higher;
2. Miss no more than sixteen (16) days throughout the school year;
3. Pass the failed course(s) end of term assessment(s) with a grade of 70% or higher.

The school administrator will review the student's petition for the alternate pathway and determine whether the student has met the requirements listed above. If the student has met the alternate pathway, he/she may be promoted. If the student has failed the alternate pathway, he/she may still use the credit recovery option or submit an application to re-enroll in White Pine Charter School in the same grade for the ensuing school year. If an application is submitted to re-enroll, the student will be: eligible for the lottery if the application is received before the lottery deadline or placed at the bottom of the waitlist for the target grade if the application is post-lottery.

Accelerated Alternate Pathway

1. When a teacher or parent/guardian requests that a student be accelerated, they will refer the child to a promotion team as early as possible.
2. In order to receive a recommendation to accelerate promotion by the Administration, a student must meet all of the following requirements:
 - a. Exemplary academic ability reported by classroom teachers.
 - b. Academic ability as demonstrated by standardized testing scores. The student must show academic ability greater than that of a typical student of the target class. Scores on the ISAT for the last two years must be in the top quartile.
 - c. Exemplary work ethic as reported by teachers.
 - d. Exemplary behavior and citizenship as reported by teachers.
 - e. A recommendation by school personnel (including the math, English, and science teachers) that the student is mature enough for the accelerated placement.
 - f. A recommendation by parent(s)/guardian(s) that the student is ready for the accelerated placement.
3. The promotion team typically consists of the parent(s)/guardian(s), classroom teacher(s), an administrator, and possibly specialist teacher(s) or the school psychologist.
4. The promotion team considers information gathered in number two above. The promotion team discusses the proposed acceleration and makes the decision on whether to grant the request. In cases where the team can't come to a consensus, the administrator will make the decision for the team. A letter indicating the decision will be placed in the cumulative file of the student.
5. A decision to retain or accelerate should be made before the lottery date so that the student may be placed in the first position on the waitlist for the target class. If a decision to accelerate is made post-lottery, the student will be placed at the bottom of the waitlist for the target class. If there is no room in the target class for a student who has received a recommendation for acceleration, the student will retain their position with their current class.
6. If parent(s)/guardian(s) disagree with the decision, they may appeal to the school board who will make a final decision. If the board decides to allow the acceleration, against the decision of the team, a notice will be placed in the child's file that the acceleration was not recommended by the promotion team.

For social-emotional retention not related to credits, refer to the K-5 grade retention guidelines as found in Policy 2603.

Legal Reference:

IDAPA 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: 03/11/25

Advancement Requirements, - 9-12

In high school, a student's progress toward graduation will be determined by the number of credits earned.

White Pine Charter School exceeds School and State requirements, which act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation and STEM diploma:

1. The White Pine prescribed program for high school includes coursework that aligns with an expectation that students will earn 56 credits during grades 9 through 12. Students will successfully complete a minimum of 50 credits in order to earn a diploma. The student trajectory of completion and matriculation follows students earning 14 credits by the conclusion of each grade - 9th through 12th.
2. Students who have failed a course may get credit for that course by repeating it through IDLA or other administratively approved methods. The student or parent/guardian is responsible for all costs associated with repeating a course.
3. A student who has not earned the expected number of credits to enter the next grade may enroll in class(es) of the next grade with Administrator approval, earn missed credits through recovery efforts, or may appeal to the administration for other avenues of completion.
4. Students who repeat a class in which they had previously earned a passing grade have the option to:
 - a. Have the repeated class replace the class previously taken.
 - b. Be granted elective credit for the repeated class. A student is limited to one (1) repeat per class where an elective credit is earned. For example, a student passes the first semester of a full-year, two (2) semester course such as Algebra I receiving one (1) credit for that subject, however, the student fails the second semester. The following year the student wishes to recoup the second semester credit but most likely would need to repeat the first semester of the class in order to be successful. To encourage this effort, the student may be awarded an additional elective credit for their efforts in the repeated first semester class.

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2620

Grading and Progress Reports

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

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

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

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2625

Parent-Teacher Conferences

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

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

Policy History:

Adopted on: 03/11/25

INSTRUCTION

2630

Homework

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

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

Policy History:

Adopted on: 03/11/25

INSTRUCTION

2700

High School Graduation Requirements

The Board shall award a STEM high school diploma to every student enrolled in White Pine Charter School who meets the requirements of graduation established by the state and school. Students transferring to White Pine will be put on a path for a STEM high school diploma if possible and will receive a regular high school diploma if time does not allow for all STEM credits to be obtained. The official transcript will indicate the specific courses taken and level of achievement.

The Board, in excess of state minimums, shall establish graduation requirements which, more than satisfy those established by the Board of Public Education (IDAPA 08.02.03.107). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth 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 nine through twelve (9-12). The Board shall consider and vote on whether to approve graduation requirements as recommended by the Administration.

To graduate from White Pine Charter School, a student must have satisfactorily completed four years of attendance in grades nine through twelve. Highly unusual exceptions may be considered by the Administration.

A student who has an Individualized Education Program (IEP) shall satisfy those competency requirements which are incorporated into the 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.

Legal Reference: IDAPA 08.02.03.105 Graduation from High School IDAPA 08.02.03.107 High School Graduation Standards (Effective July 1, 2000) IDAPA 08.02.01.250.02 Required Attendance

Policy History:

Adopted on: 03/11/25

High School Graduation Requirements

White Pine, although indicating the most recent graduation requirements according to State of Idaho requirements as well as in accordance with STEM programming, certification, and awarding of STEM diplomas, adheres to any changes in state requirements as updated annually following legislative updates. The guidelines indicated below are subject to change as necessary.

The following graduation requirements were updated, reviewed, and adopted beginning for the students of the graduating class of 2029:

White Pine High School Graduation RequirementsSTEM Diploma

Required Subjects <i>STEM Academy students will take Science and Math every year in addition required English schedule</i>	Required # of Credits
English <i>(Taken every year of high school)</i>	8 Credits
Speech	1 Credit
MathematicsIncluding Algebra and Geometry standards <i>(Taken every year of high school)</i> <i>Algebra, Geometry, Algebra II, and, at least, one high math class shall taken.</i>	8 Credits
ScienceMust include 4 credits including lab-based science courses <i>(Taken every year of high school)</i>	8 Credits
US History	2 Credits
American Government	2 Credits
Economics and Financial Literacy	1 Credit
HumanitiesInterdisciplinary Humanities, Fine Arts or Foreign Language	2 Credits
Health	1 Credit
Electives5 elective credits must be taken in a Science, Technology, Engineering, Mathematics or combined STEM courses	17 Credits

Total Number of Credits	50 Credits
-------------------------	------------

White Pine Charter School

INSTRUCTION

2710

Publication of Graduation Requirements

Prior to registering in high school, each student will have access to a copy of the student handbook which includes the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students are expected to earn a total of 56 semester credits in order to complete White Pine graduation requirements. Students must complete a minimum of 50 credits to earn a diploma. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

College Entrance Examination

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

Senior Project

A student shall complete a senior project, in accordance with State of Idaho guidelines, that may include a research paper and oral presentation by the end of grade twelve.

The only exceptions to the Senior Project requirement are given to those students who will earn an Associate's Degree by the conclusion of their senior year.

Civics Test

As required by the state - students shall demonstrate that they have met the state civics and government standard by successfully completing the civics test or alternate path. Successful completion of this requirement must be reflected on the student's transcript.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, White Pine students are expected to show proficiency on the Idaho Student Achievement Test (ISAT). Students who do not attain at least a proficient score on the Idaho Student Achievement Test may be invited, by Administration, to meet regarding post-secondary plans.:

Waiver of Requirement

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

Alternative Programs

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

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

All classes attempted at White Pine Charter School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank.

Honor Roll

A student must have a minimum grade-point average of 3.5 to be placed on the Honor Roll. Students earning a 3.75 or higher will have earned a High Honor Roll distinction. Specific information regarding honors at graduation are included in the student handbook.

Early Graduation

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

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

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

White Pine Charter School

INSTRUCTION

2720

Participation in Commencement Exercises Statement of Policy

Students wishing to participate in the commencement exercises of the Charter School's graduating class understand this to be a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the state, local, and school requirements for graduation before the date of the ceremony.

Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

Organization and Content of Commencement Exercises

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

Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing. The Administrator shall review and approve the student's address, poem, reading, song, musical presentation, or any other pronouncement of their choosing prior to its presentation to the audience attending the graduation ceremony to ensure that there is no conflict with, White Pine expectations and standards, 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.§ 33-512 Governance of Schools

I.C. § 67-5909 Acts Prohibited

Policy History:

Adopted on: 03/11/25

White Pine Charter School

INSTRUCTION

2730

Objectives

Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. White Pine Charter School uses Cognia 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 School will timely submit an annual accreditation report to the State Board of Education.

Continuous Progress Education

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

The Administrator is directed to develop instructional programs that will enable each student to learn at the student's best rate within the construct of a public charter school. The instructional program shall strive to provide for:

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

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

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

ccreditation

A Policy History:
Adopted on: 03/11/25

