

# THE NETWORK SCHOOLS INSTRUCTION POLICY

## Table of Contents

### Curriculum

2000	Goals .....	4
2100	Curriculum Development and Assessment .....	5
2100P	Curriculum Development and Assessment .....	7
2110	Lesson Plan .....	9
2120	Program Evaluation and Diagnostic Tests .....	10
2125	K-3 Reading Intervention .....	11
2130	Research Studies .....	14
2140	Student and Family Privacy Rights .....	15
2140F	Student and Family Privacy Rights – Consent Form .....	18
2150	Copyright Compliance .....	20
2150P	Prohibition Against Reproduction of Copyrighted Materials .....	23
2160	Computer Science .....	31
2200	School Year, Calendar, and Instructional Hours .....	32
2210	School Closure .....	34
2210P1	Weather Related School Closure .....	35
2210P2	Health Emergency Related School Closure .....	38
2200	Prekindergarten Programs and Kindergarten Jump Start Program .....	39
2240	Class Size .....	40
2245	Personnel Standards .....	41
2300	Guidance and Counseling .....	43
2300P	Guidance and Counseling .....	45
2305	Flag Displays .....	46
2310	Community Instructional Resources .....	47
2315	Digital Citizenship and Safety Education .....	48
2320	Nutrition Education .....	50
2320P	Nutrition Education .....	53
2325	Nutrition Services .....	54
2330	Physical Activity Opportunities and Physical Education .....	56

2335	Health Enhancement Education.....	57
2340	Controversial Issues and Academic Freedom.....	58
2341	Sex Education.....	61
2341F	Parental Opt-Out Form for Sex Education.....	62
2345	Speakers in the Classroom and at School Functions .....	63
2345P	Controversial Speakers Procedure.....	64
2350	Student Religious Activity at School .....	66
2350P	Student Religious Activity at School .....	67
2353	School Ceremonies and Observations .....	70
2360	Interscholastic Activities .....	71
2375	Service Animals in School.....	72
2380	Homebound, Hospital, and Home Instruction .....	76
2390	English Learners Program.....	77
2391	Migrant Education Program.....	80
2392	Education of Migratory Children .....	82
2395	Online Courses .....	85
2395P	Idaho Digital Learning Academy Enrollment and Financial Procedures .....	88
2400	Special Education Programs .....	90
2410	Section 504 of the Rehabilitation Act of 1973.....	91
2410P1	Section 504 of the Rehabilitation Act of 1973.....	92
2410P2	Identification and Referral of Students with Disabilities.....	94
2420	Parent and Family Engagement.....	99
2420P	Parent and Family Engagement Guidelines .....	104
2425	Parental Rights .....	106
2435	Advanced Opportunities.....	108
2435F	Advanced Opportunities Participation Form .....	111
2440	Online Courses and Alternative Credit Options .....	113
2450	Contracted Student Services.....	115
2500	Library Materials.....	116
2510	Selection of Library Materials .....	117
2510P	Selection of Library Materials .....	118
2530	Instructional Materials Review.....	119
2530P	Complaints about Instructional Materials .....	120
2545	Technology Advisory Council .....	121
2550	Field Trips, Excursions, and Outdoor Education.....	122
2550P	Travel.....	123

2560	Contests for Students.....	125
2570	Use of Commercially Produced Video Recordings .....	126
2570F	Parental Movie Opt-Out/Consent Form .....	129
2570P	Use of Commercially Produced Video Recordings .....	131
2600	Promotion/Retention .....	134
2610	Required Instruction .....	136
2620	Grading and Progress Reports.....	138
2622	Grading and Assessment.....	139
2623	Credit Recovery .....	142
2625	Parent-Teacher Conferences .....	143
2700	High School Graduation Requirements .....	144
2700P1	High School Graduation Requirements .....	145
2700P2	Early Graduation.....	152
2700F	Early Graduation Application.....	154
2705	Military Compact Waiver .....	157
2715	Alternate Path to Graduation.....	161
2720	Participation in Commencement Exercises .....	163
2800	Accreditation Standards .....	164

## The Network Schools

### INSTRUCTION

#### 2000 Goals

The Network Schools' educational program will seek to provide an opportunity for each child to develop to his or her maximum potential. The objectives for the educational program are:

- To foster self-discovery, self-awareness, and self-discipline.
- To develop an awareness of and appreciation for cultural diversity.
- To stimulate intellectual curiosity and growth.
- To provide fundamental career concepts and skills.
- To help the student develop sensitivity to the needs and values of others and respect for individual and group differences.
- To help each student strive for excellence and instill a desire to reach the limit of his or her potential.
- To develop the fundamental skills which will provide a basis for life-long learning.
- To be free of any sexual, cultural, ethnic, or religious bias.

The Network Schools personnel are responsible for apprising the Board of the educational program's current and future status. The Administrative Staff shall prepare periodic reports that include:

- A review and evaluation of the present curriculum;
- A projection of curriculum and resource needs;
- An evaluation of, and plan to eliminate any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
- A plan for new or revised instructional program implementations; and
- A review of present and future facility needs.

#### Policy History:

Adopted: 2/21/2011

Reviewed: 4/16/2013

Revised: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2100 Curriculum Development and Assessment

The Board has the authority and responsibility to adopt and carry on a total educational program that strives to meet the objectives established by The Network Schools, State and Federal guidelines. The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Executive Director is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with the Charter for each school under The Network Schools.

##### Development and Assessment

A written, sequential curriculum shall be developed for each course and subject area. The curricula shall address learner goals and objectives designed using a spiraling curriculum built from the 12<sup>th</sup> grade graduation goal expectations downward. It shall also address content and program area performance standards, and Network Schools education goals and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and timelines 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. Updated curriculum is planned in conjunction to and congruent with the state textbook adoption cycle. The Executive Director or designee shall provide clear direction for their design.

Evaluation of the curriculum will come through the use of a variety of assessments and various sources of data collection in determining the effectiveness of the planned, written, taught and tested curriculum at all levels of instruction.

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

Cross Reference: Instruction Policy 2000 Goals

Legal References: I.C. § 33-118 Courses of study—curricular materials—online courses  
I.C. § 33-118A Curricular Materials—Adoption Procedures  
I.C. § 33-512 Governance of Schools  
I.C. § 33-512A District curricular materials adoption committees  
I.C. § 33-601 Real and personal property-acquisition, use or disposal of same  
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: 2/21/2011

Reviewed: 4/16/2013  
Reviewed: 2/25/2019

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Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2100P Curriculum Development and Assessment

Subject-area written curriculum guides shall be developed for all grade levels or interdisciplinary subjects at all Network Schools. These guides are designed to ensure consistent instruction across all campuses. The revision of the guides shall be adopted by the Board. The components of the written curriculum guides shall include:

- A. Objectives: Clearly stated objectives for the desired knowledge, skills, concepts or dispositions;
- B. Time: Indication of the course of study aligned with State assessments;
- C. Materials: Lists of resources, including text and other supplementary materials, for each objective;
- D. Validation: Objectives aligned with state and national standards and assessments;
- E. Propositions: Delineated accountability measures;
- F. Cues: Examples of teaching strategies, methods, or activities, when appropriate; and
- G. Pacing Guides: Curriculum maps developed to ensure aligned instruction throughout The Network Schools. The pacing guides will ensure that quarter and semester content objectives to be taught are consistent in meeting assessment timelines. Such maps shall include instructional implementation guidelines, when appropriate.

#### Curriculum Revision and Rewrites

Curriculum revisions and rewrites will take place based on the evaluation of assessment data and alignment with the State Standards.

The following revisions shall require Board approval:

- A. Reallocation of specific grade level or course of study objectives from one grade/course to another that substantially changes (more than 50%) the scope and sequence of the written curriculum, in any two consecutive years;
- B. Eliminating a substantial number of objectives (more than 25%) in a specific grade level; or
- C. Adding a substantial number of objectives (more than 25%) in a specific grade level.

The following revisions shall not require Board approval:

- A. Typographical corrections
- B. Objectives being made more specific or clarified
- C. Adjustments in the time estimates for objectives
- D. Material citation changes that tie to objectives
- E. Placement of objectives in the year or semester sequence
- F. Refinement of cue (strategies) that are suggested
- G. Movement of objectives from one grade level to another (as long as changes do not constitute more than 50% of any course) in any two consecutive years

- H. Renumbering or re-sequencing the codes of objectives
- I. Refining assessment citations and other validation sources

### Curriculum Implementation

The classroom teacher is responsible for content knowledge, curriculum implementation, and frequent monitoring and assessment of the curriculum.

The Administrative Staff is required to evaluate teachers who are responsible for teaching the written curriculum, testing what is taught and developing assessments that align with the written curriculum.

The Executive Director is required to evaluate the Administrative Staff's approach to classroom monitoring of instruction. This evaluation will include analyzing the quality of instruction and use of assessment data through observations, collaboration and professional dialogue.

### Curriculum Evaluation

Program evaluation guides curriculum redesign and instructional planning with the learning objectives and State Standards. This may include, but shall not be limited to:

- A. District end-of-course assessments for selected core objectives across all levels;
- B. State and national assessment data including standardized tests and criterion-referenced tests;
- C. Teacher-made tests;
- D. Ongoing classroom evaluation;
- E. Actual communication assessments such as reading, writing, speaking, and listening assessments;
- F. Samples of student work and/or narrative reports passed from grade to grade;
- G. Samples of students' creative and/or performance work;
- H. Surveys of carry-over skills to other program areas and outside of school; and
- I. Community, student, staff and teacher surveys/input;

### Controversial Topics

The Board acknowledges that certain curriculum topics may be objectionable to some parents and students. Such objections shall be handled in accordance with Policy 2530 Instructional Material Review.

### Procedure History:

Promulgated: 2/21/2011

Reviewed: 4/16/2013

Revised: 4/16/2013

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## The Network Schools

### INSTRUCTION

#### 2110 Lesson Plan

To ensure proper planning and continuity of instruction, the Board requires each teacher to develop and use daily lesson plans for instruction. Weekly or unit lesson plans will be prepared and, if requested, will be submitted weekly to the appropriate Administrative Staff member. The format for the lesson plan will be specified by the Administrative Staff and shall be reviewed from time to time at the discretion of the Administrative Staff. The plan book must be readily available when a substitute teacher is needed.

Careful planning should precede:

1. The opening of the school year;
2. The beginning of a project; and/or
3. The daily activities that address the needs of students.

Planning should include:

1. Statement of objectives (aligned to the State Standards);
2. Procedures and strategies to be used;
3. Organizational materials and instruction;
4. Materials – basic and supplementary; and
5. Evaluation of students.

Planning should be creative and challenging as well as continuous. Additionally, planning should be flexible in order to meet the needs and abilities of students.

#### Policy History:

Adopted: 2/21/2011

Reviewed: 4/16/2013

Revised: 4/16/2013

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## The Network Schools

### INSTRUCTION

#### 2120 Program Evaluation and Diagnostic Tests

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

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

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

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

#### Policy History:

Adopted: 2/21/2011

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## The Network Schools

### INSTRUCTION

#### 2125 K-3 Reading Intervention

The Network Schools strive to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal, The Network Schools 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 Network Schools' reading intervention program will include research-based literacy instructional practices, attention to 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 Network Schools will provide a research-based reading intervention program to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

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

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

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

#### Reading Improvement Plan

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

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

If, after a good faith effort, The Network Schools are 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 Network Schools shall notify the parent(s)/guardian(s) in advance of transitioning students off of their reading improvement plan.

### Parental Notification

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

The Board hereby directs the Administrative Staff to provide 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, Administrative Staff, other applicable school personnel, and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

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

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

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 Board Members 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. State and School 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 Board Member 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 Network Schools 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; and
2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.

Cross References	1315	District Planning
Legal References:	I.C. § 33-1805	Reading Instruction and Intervention
	I.C. § 33-1806	Reading and Literacy Assessment
	I.C. § 33-1807	Literacy Intervention Program
	I.C. § 33-1809	Accountability and Continuous Improvement

Other Reference: Idaho Comprehensive Literacy Plan  
[https://boardofed.idaho.gov/k\\_12/documents/2015%20Comprehensive%20Literacy%20Plan\\_C%20COMPLETE%20FINAL%201-29-16.pdf](https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20Plan_C%20COMPLETE%20FINAL%201-29-16.pdf)

### Policy History:

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		Reviewed:	8/16/2021	Revised:	8/16/2021

## The Network Schools

### INSTRUCTION

#### 2130 Research Studies

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

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

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

No test, questionnaire, survey, or enumeration containing questions about a pupil's or his or her parent's personal beliefs, practices in sex, family life, morality, or religion shall be administered.

#### Policy History:

Adopted: 2/21/2011

Reviewed: 4/16/2013

Revised: 4/16/2013

Reviewed: 2/25/2019

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## The Network Schools

### INSTRUCTION

#### 2140 Student and Family Privacy Rights

##### Surveys - General

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

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

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

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

##### Surveys Created by a Third Party

Before The Network Schools administer or distribute 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 Network Schools official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

##### Surveys Requesting Personal Information

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

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;
3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;

7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

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

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(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 Network Schools shall not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

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

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



## Notification of Rights and Procedures

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

1. This policy as well as its availability from The Network Schools office upon request;
2. How to opt their child out of participation in activities (including any pre-planned nonemergency invasive physical examinations) as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other instructional material described in this policy.

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

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

Cross References:    Instruction Policy 2520    Curricular Materials  
                              Student Policy 3200    Student Rights and Responsibilities  
                              Student Policy 3500    Student Health

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

### Policy History:

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	Reviewed: 4/25/2016	Revised: 4/25/2016
	Reviewed: 2/25/2019	Revised: 2/25/2019

# The Network Schools

## INSTRUCTION

### 2140F Student and Family Privacy Rights – Consent Form

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires The Network Schools to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student surveys, analyses, or evaluations that concerns one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings (except those permitted under state law without parental notification). The following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, The Network Schools will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

- Center for Education Excellence – Spring/Fall
- High School Accreditation Survey – As per the Accreditation Cycle

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to the Clerk of the Board, 1513 Tyrell Lane, #110; Boise ID 83706. The Clerk of the Board will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I \_\_\_\_\_ [PARENT/GUARDIAN’S NAME] give my consent  
for \_\_\_\_\_ [CHILD’S NAME] to take  
\_\_\_\_\_ [SURVEY NAME] on or about  
\_\_\_\_\_ [DATE].

Parent’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

Procedure History:

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Reviewed: 4/25/2016

Reviewed: 2/25/2019

Revised: 4/16/2013

Revised: 4/25/2016

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2150 Copyright Compliance

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

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

While The Network Schools encourage its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of School staff to abide by The Network Schools’ copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for The Network Schools staff to violate copyright requirements in order to perform their duties properly. The Network Schools cannot be responsible for any violations of the copyright law by its staff.

#### Authorized Reproduction and Use of Copyrighted Material in Print

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

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

Teachers are limited to nine (9) instances of multiple copying for one (1) course during one (1) class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

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

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

#### Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

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

#### Authorized Reproduction and Use of Copyrighted Music

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

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

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

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

### Recording of Broadcast Programs

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

### Authorized Reproduction and Use of Copyrighted Materials on Websites

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

### Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

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

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

### Policy History:

Adopted: 4/16/2013

Reviewed: 4/25/2016

Revised: 4/25/2016

Reviewed: 2/25/2019

Revised: 2/25/2019

Reviewed: 8/17/2020

Revised: 8/17/2020

## The Network Schools

### INSTRUCTION

#### 2150P Prohibition Against Reproduction of Copyrighted Materials

##### Responsibilities of District Personnel

The Administrative Staff is responsible for enforcing the established procedures on copyright law in the school or office.

##### Photocopy Machines

Unlawful copies of copyrighted materials may not be produced on The Network Schools-owned equipment. Personnel in charge of photocopy machines are to ensure that those who use the equipment are aware that it is illegal to infringe upon copyright. A notice entitled "Warning Concerning Copyright Restrictions" is required by law to be displayed prominently on any equipment that is used for copying such as a photocopy machine, scanner, or printer.

##### **Notice**

##### *Warning Concerning Copyright Restrictions*

*The copyright law of the United States (Title 17, U. S. Code) governs the making of photocopies or other reproduction of copyrighted materials. The person using this equipment is liable for any infringement.*

#### Fair Use Guidelines for Classroom Copying: Books and Periodicals

##### Single Copies

A single copy may be made of the following by or for a teacher at his or her individual request for his or her scholarly research, teaching, or preparation to teach a class. A teacher may make a copy (or request a copy be made) of the following:

- a) A chapter from a book;
- b) An article from a periodical or newspaper;
- c) A short story, short essay or short poem; or
- d) A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

##### Multiple Copies for Classroom Use

Multiple copies (not to exceed one per pupil) may be made by or for the teacher for classroom use, provided that the copying meets the tests of brevity, spontaneity, and cumulative effect as defined below.

##### Brevity

1. Poetry: A complete poem is less than 250 words and if printed on not more than two pages, or, from a longer poem, an excerpt of not more than 250 words.

2. Prose: Either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event, a minimum of 500 words. Works combining language and illustrations, such as picture books, which fall short of 2,500 words in their entirety, may not be reproduced in their entirety. Personnel may copy not more than two published pages containing less than 10% of the words found in the text.
3. Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

#### Spontaneity

1. The copying is at the instance and inspiration of the individual teacher, and not the department, school, or district.
2. The inspiration and decision to use the work at the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

#### Cumulative Effect

1. The copying of the material is for only one course in the school in which the copies are made.
2. During a class term, only one short poem, article, story, essay or excerpts from the same author may be copied; no more than three (3) from the same collective work.
3. During a class term, not more than nine (9) instances of multiple copying for one course.

#### Record Keeping

Each school employee shall maintain personal records regarding each school year's annual cumulative effect use. 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 Network School's Technology Personnel.

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.

*Note: The limitations above do not apply to current news periodicals and newspapers and current news sections of other periodicals.*

#### Prohibitions

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works.
2. There shall be no copying of or from works intended to be consumable in the course of



study or of teaching. These include workbooks, exercises, standardized tests and test booklets, and answer sheets.

3. Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals.
4. Copying shall not be done on direction from a higher authority.
5. Copying the same item from semester to semester without securing permission shall not be done.
6. Employing a successful use of multiple copying developed by another teacher without securing permission from the copyright owner is not allowed.
7. Copying protected materials without inclusion of a notice of copyright is not allowed.
8. Making copies of music (or lyrics) for performance of any kind in the classroom or outside of it is not allowed, with the exception of the emergency exception noted under Music (#1) below.

#### Fair Use Guidelines for Classroom Copying: Music

1. Emergency copying for an imminent performance is allowed, provided purchased replacement copies shall be substituted in due course
2. Multiple copies of excerpts of works may be made provided that the excerpts do not constitute a performable unit or no more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics altered or added.
4. A single copy of a recorded performance by students can be retained by the school or individual teacher for evaluation or rehearsal purposes.
5. A single copy of a recording of copyrighted music owned by the school or an individual teacher for constructing exercises or examinations can be retained by the school or the teacher.

#### Digital Technology/Distance Learning

The Network Schools 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 materials and ensuring such passwords or logins are disabled as soon as the material is no longer needed by the students 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 an 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".

#### Fair Use Guidelines: Music

1. Emergency copying for an imminent performance is allowed, provided purchased replacement copies shall be substituted in due course.
2. Multiple copies of excerpts of works may be made provided that the excerpts do not constitute a performable unit or no more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics altered or added.
4. A single copy of a recorded performance by students can be retained by the school or individual teacher for evaluation or rehearsal purposes.
5. A single copy of a recording of copyrighted music owned by the school or an individual teacher for constructing exercises or examinations can be retained by the school or the teacher.

#### **Fair Use Guidelines: Off-Air Recording:**

##### Copyrighted Video

The School's media center is responsible for the maintenance of a school's obtained copyrighted video, audio, or multi-media materials. Such center may reproduce one copy of a copyrighted work and distribute such in accordance with applicable provisions of the law.

Distance learning is subject to copyright guidelines if copyrighted material is copied or recorded during a transmitted lesson.

Copies made by a private individual of a rented or broadcast video are considered to be illegally made and may not be used for instructional purposes unless such use meets the fair-use test.

Rental video recordings and other optical media labeled with a "home use only" warning may not be used in any classroom or school activity, including any extracurricular activity, unless such use is specifically permitted in the corresponding rental agreement.

Closed-circuit distribution of a copyrighted work to classrooms in a school is legal, so long as the transmission is used for instructional activity and not entertainment.

Off-air recording of broadcast programs is permitted to educational institutions for programs broadcast to the general public. Recordings of pay cable TV services and satellite broadcasts available at an extra charge are not allowed without permission from the copyright owner.

#### Fair Use Guidelines: Computer Software

The Network Schools will comply with all software licensing requirements. Staff members and students are to be made aware of the legal, ethical and practical problems caused by software piracy.

#### Licensing

The Network Schools and offices must maintain a file of their computer software/app documentation which includes the licensing agreement for the software/apps and the software/apps licensing numbers.

#### Software Take Home Rights

Certain software programs purchased by The Network Schools may include "take-home rights" for staff members. The legality of an at-home installation will be determined on a case-by-case basis according to the licensing agreement for each program.

#### Fair Use Guidelines: Educational Multimedia

These guidelines apply to the use, without permission, of portions of lawfully acquired copyrighted works in educational multimedia projects created by students and teachers for their own use to meet specific instructional objectives.

In general, the portions used must be from lawfully acquired copyrighted works. The multimedia projects created incorporate the copyrighted material with the student's or teacher's original materials.

Students may:

1. Incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.

2. Perform and display their own educational multimedia projects for the course or class in which they were created.
3. Use them in their own portfolios as examples of their academic work for later personal uses.

Teachers may:

1. Incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia programs for their own teaching tools in support of curriculum-based instructional activities.
2. Perform and display their own education multimedia projects for curriculum-based face-to-face instruction or assigned self-study.
3. Perform or display these programs at workshops and conferences for their peers.
4. Retain a copy of these programs for their personal portfolios.

Uses of education multimedia projects created under these guidelines are subject to time, portion, copying, and distribution limitations:

#### Time Limitations

**Teacher Use:** Teachers may use their educational multimedia projects for teaching courses for a period of up to two (2) years after the first instructional use with a class. Use beyond that time period requires permission for each copyrighted portion incorporated in the production.

**Student Use:** Students may use their educational multimedia projects for the course or class in which they were created. Students may also use them in their own portfolios as examples of their academic work for later personal uses.

#### Portion Limitations

**Definition:** Portion limitations mean the amount of the copyrighted work that can be used in educational multimedia project(s) regardless of the original medium from which the copyrighted works are taken. These limits apply cumulatively to each educator's or student's multimedia project(s) for the same academic semester, cycle, or term.

**Motion Media:** Up to ten percent (10%) or three (3) minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of a multimedia project.

**Text:** Up to ten percent (10%) or 1,000 words, whichever is less, in the aggregate of a copyrighted work consisting of text materials may be reproduced or otherwise incorporated as part of a multimedia project.

**Music, Lyrics, and Music Video:** Up to ten percent (10%), but in no event more than thirty (30) seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), may be reproduced or otherwise incorporated as part of a multimedia project. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.

**Illustrations and Photographs:** A photograph or illustration may be used in its entirety, but no more than five (5) images by an artist or photographer may be reproduced or otherwise incorporated

as part of a multimedia project. When using photographs and illustrations from a published collective work, not more than ten percent (10%) or fifteen (15) images, whichever is less, may be reproduced or otherwise incorporated as part of a multimedia project.

Numerical Data Sets: Up to ten percent (10%) or 2,500 fields or cell entries, whichever is less, from a copyrighted database or data table may be reproduced or otherwise incorporated as part of an educational multimedia project.

### Copying and Distribution

Only a limited number of copies, including the original, may be made of an educational multimedia project. There may be no more than two (2) copies, only one of which may be placed on reserve.

An additional copy may be made for preservation purposes but may only be used or copied to replace a copy that has been lost, stolen, or damaged.

In the case of a jointly created educational multimedia project, each principal creator may retain one copy for use at conferences or in personal portfolios.

### Use of the Internet

1. Copyright and fair use apply to web pages.
2. Caution is advised in using digital material downloaded from the Internet for educational multimedia projects.
3. Internet access does not automatically mean that works can be reproduced and reused without permission or license.
4. Some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

### Acknowledgements and Notice of Restriction

All educational multimedia projects created by faculty members and students under fair use shall include the sources and copyright ownership information, if it is shown in the original source. Copyright ownership information includes the copyright notice ©, year of first publication, and name of copyright holder. The credit information may be combined and shown in a separate section of the educational multimedia project except for images incorporated into the project for remote instruction. In such cases, the copyright notice and name of the creator of the image must be incorporated into the image (attached to the image file and appears on the screen when the image is viewed) when such information is reasonably available.

Students and faculty members should include a copyright statement on the opening screen of their educational multimedia project and on any printed materials that their presentation has been prepared under fair use exemption of the U.S. Copyright Law and are restricted from further use. (*Some of the material in this presentation is covered by the Fair Use Section of the Copyright Law, Title 17, U.S. Code*)

### Future Use Beyond Fair Use

Staff and students are advised to note that if there is a possibility that their own educational multimedia project incorporating copyrighted works under fair use could later result in broader dissemination, whether or not as a commercial product, it is strongly recommended that they take steps to obtain permissions during the development process for all copyrighted portions rather

than waiting until completion of the project.

### Alterations

Staff and students may make alterations in the portions of the copyrighted works they incorporate as part of an educational multimedia project only if the alterations support specific instructional objectives. Teachers and students are advised to note that alterations have been made.

### Licenses and Contracts

Staff and students should determine whether specific copyrighted works, or other data or information are subject to a license or contract. Fair use and these guidelines shall not preempt or supersede licenses and contractual obligations.

### Requesting Permission to Use Copyrighted Materials

Beyond the limits of fair use, teachers and students must request permission to use copyrighted materials.

Staff and students who make copies and/or use copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide their supervisor, upon request, the justification under Sections 107 or 110 of USC 17 for materials that have been used or copied. Staff and students who use copyrighted materials that do not fall within fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:

- The individual or The Network Schools has purchased the materials from an authorized vendor and a record of the purchase exists.
- The materials are copies covered by a licensing agreement between the copyright owner and The Network Schools or the individual employee.
- The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.

### Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

Reviewed: 11/15/2021

Revised: 11/15/2021

## **The Network Schools**

### **INSTRUCTION**

#### **2160 Computer Science**

The Network Schools shall ensure that all students in grades 9 through 12 have the opportunity to take at least one computer science course during normal instructional hours.

Such courses shall be aligned with the Idaho content standards for computer science and may be delivered online, in person, or via a combination of both forms of instruction.

Legal References: I.C. § 33-1634 Computer Science  
IDAPA 08.02.03.105.01 Credit Requirements

#### Policy History:

Adopted: 8/19/2019

Reviewed:

Revised:

## The Network Schools

### INSTRUCTION

#### 2200 School Year, Calendar, and Instructional Hours

##### School Fiscal Year

The fiscal year of The Network Schools is from July 1 to June 30.

##### School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The Board will approve the calendar for the upcoming school year no later than the regular June Board meeting.

##### Holidays / Commemorative Days

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

Each school in session on Veterans Day will conduct and observe an appropriate program for at least one class period remembering and honoring American veterans.

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

##### Instructional Hours

The Network Schools shall annually adopt and implement the minimum number of instructional hours for students at each grade level as follows:

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

Instructional hours may include school assemblies, testing and other instructionally related activities involving students directly. Instructional hours will not include transportation to and from school, time between classes, recess and lunch periods.

The Board may reduce the annual required instructional hours:

- Up to a total of twenty-two (22) hours to accommodate staff development activities;
- Up to a total of eleven (11) hours for emergency school closures due to adverse weather conditions and facility failures; and
- Up to an additional total of eleven (11) hours for 12<sup>th</sup> grade students.



The Board will provide access to the minimum annual required instructional hours for all Network Schools students, even if the student is enrolled in a multiple shift program.

Student and staff activities related to the opening and closing of the school year, grade reporting, program planning, staff meetings and other classroom and building management activities will not be counted as instructional hours and will not be used to reduce the annual required instructional hours.

If appropriate, the Board will request exemption to the required instructional hours, or the reduction thereof, from the State Superintendent of Public Instruction for The Network Schools when closure of school for unforeseen circumstances does not affect attendance.

Legal References: 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: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2210 School Closure

The Executive Director is granted the power by the Board to close the schools or dismiss students early in the event of hazardous weather or other emergencies which threaten the safety or health of the students or staff.

When such emergency closure occurs, the Executive Director will bring it to the attention of the Board at the next regular meeting for approval.

Upon approval by the Board, up to eleven (11) hours of emergency school closure due to adverse weather conditions and/or facilities failures may be reduced from the annual instructional hour requirements.

If appropriate, the Board will request an exemption to the required instructional hours, or the reduction thereof, from the State Superintendent of Public Instruction for The Network Schools when closure of school for unforeseen circumstances does not affect attendance.

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

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## **The Network Schools**

### **INSTRUCTION**

#### **2210P1 Weather Related 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 Executive Director 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 Executive Director or designee will make the modification decision prior to 6:00 a.m. or as soon as possible and contact the public media for broadcast to the community and will initiate the emergency communication procedure.

#### **Work Schedules and Responsibilities for School Closures**

##### Executive Director

The Executive Director or designee shall have the authority to close schools whenever possible. The Executive Director or designee 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 Executive Director.

When an emergency closure occurs, the Executive Director will bring it to the attention of the Board at the next regular meeting for approval.

##### District Office Personnel

District office personnel shall be expected to report for duty on their assigned shifts in the event of any school closure insofar as is safely possible. Additional hours may be required for certain employees, depending on the nature of the emergency.

##### Building-Level Administrators

Administrative Staff shall report for duty per their normal shifts or as otherwise directed each day during the school closure, insofar as is safely possible. The Administrative Staff 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. Administrative Staff shall notify other staff and/or other support employees of the situation and shall respond to telephone questions. When the situation has been stabilized, Administrative Staff may choose to return home.

##### All Certificated Staff (Teachers, Librarians, Psychologists, Counselors)

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

### Classified Employees

Classified employees are non-certified employees. Examples are: cooks, secretaries, play-ground and instructional assistants, library managers, custodians, maintenance workers, grounds workers, food assistants, mechanics, bus drivers, assistants/coordinators, etc.

### Compensatory Time

Compensatory (Comp) Time is time off work in lieu of being paid for additional hours worked. Overtime pay is computed on a seven (7) day time period. The seven (7) day period begins at 12:00 a.m. on Sunday morning and ends at 12:00 a.m. the following Sunday morning. Overtime pay or comp time will be paid at time and one half for physical time worked in excess of forty (40) hours in the seven (7) day period.

### First Two (2) Days of School Closures

Classified employees will **not** be required to report to work on the first two (2) emergency closure days and **will** be paid their regular wage. However:

If a classified employee is requested to work by their supervisor, they will receive comp time for the time they actually worked (two (2) hours is the most anyone can work on a closure day\*).

OR

If a classified employee has arrived at work prior to the cancellation being announced, they need to leave as soon as they are made aware of the closure, and they will receive comp time for the time they actually worked (two (2) hours is the most anyone can work on a closure day\*).

Exceptions:

Bus Drivers, School Nurse, and Cooks are an exception because they are unable to take comp time. They will receive the time they actually work (up to two (2) hours) in additional pay.

\*Any time worked beyond two (2) hours must have prior approval by the supervisor. If an employee has physically worked forty (40) hours in the seven (7) day time period, all additional hours would be at time and one half per Fair Labor Standards.

Example:

School is closed on a Friday for emergency weather conditions. The classified employee regularly works eight (8) hours a day. Since 12:00 a.m. on Sunday, this employee has physically worked thirty-two (32) hours. This employee is requested to work two (2) hours, by the supervisor, on this closure day. This employee will receive: their normal eight (8) hour pay plus two (2) additional hours in compensatory time. The two (2) hours are not paid at time and one half because the employee's physical time on the job is thirty-four (34) hours (not over forty (40) hours).

### Beginning on the Third (3<sup>rd</sup>) Day of School Closure

**Twelve (12) Month Employees:** need to report to work or take a payroll deduction.

**Nine (9), Ten (10) or Eleven (11) Month Employees:** do not need to report to work.

- Benefited staff: will be paid and will be required to make up the additional day(s) at no additional pay.
- Non-benefited staff: will not be paid.

Per the Executive Director's instructions, the day(s) may be made up either at Christmas break, spring break, at the end of the school year, etc. Per State Regulations and the Executive Director's decision, it may be possible that schools are not required to make up the closure day(s). Any of those days not made up, may be payroll deducted from the nine (9), ten (10), and eleven (11) month employee's paychecks.

Cross Reference: Instruction Policy 2200 School Year, Calendar, and Instructional Hours

Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

Reviewed: 8/17/2020

Revised: 8/17/2020

## The Network Schools

### INSTRUCTION

#### 2210P2 Health Emergency Related School Closure

The Executive Director may choose to temporarily close The Network Schools if he or she determines it is necessary to do so to protect student or personnel health or safety. The Executive Director may close the school for up to 5 days. Any closure of greater length may only be approved by the Board. Likewise, the decision to reopen the school following a closure of more than 5 days may only be approved by the Board. Such decision shall be made in coordination with local health officials.

The Executive Director shall determine whether or not instruction should be provided remotely or via a blended in-person/remote model based, in part, on the anticipated length of the closure. In the event of a closure, the Executive Director shall work with the Board Chair to hold a special meeting to inform the Board of the closure and related issues. At this meeting, the Board shall either ratify the Executive Director's choice of remote learning model or direct the Executive Director to use another model.

The Executive Director shall consider at least the following in determining whether to close The Network Schools:

1. Any guidance provided by the local health district;
2. Whether a person known to be infected with a contagious or infectious disease has been in the school building.

The Executive Director shall contact local media to report any decision to close The Network Schools and shall inform impacted employees and parents/guardians of impacted students by email.

#### Work Schedules and Responsibilities for School Closures

The Executive Director shall determine which employees must report to work during a closure and whether they should do so remotely or in person.

Legal Citation: I.C. § 33-512(7) Governance of Schools

#### Policy History:

Adopted on: 8/16/2021

Revised on:

Reviewed on: 8/16/2021

## The Network Schools

### INSTRUCTION

#### 2200 Prekindergarten Programs and Kindergarten Jump Start Program

##### Kindergarten Jump Start Program

The Networks Schools may offer a four-week kindergarten jump start program for students whose score on a kindergarten screener provided by the School indicates they are below kindergarten readiness levels.

If offered, the kindergarten jump start program must offer a training program for parents/guardians on actions and activities that they can do that are associated with student success. For a child to be eligible for the jump-start program, the child's parent/guardian must attend the training.

The Network Schools may establish a prekindergarten program based on the premise that the school's teachers, support staff, and physical facilities can offer a quality of experiences that cannot be provided by area nursery schools. If it is not possible for The Network Schools to provide such a program for all four year-old children in The Network Schools' attendance area, those children in greatest need will be sought and identified.

The objectives of the program are to:

1. Identify children who are beginning to experience social, emotional, and/or physical problems, regardless of whether they are related to maturational development;
2. Provide an educational experience that will ease or eliminate these problems at an early age, reducing adjustment and/or learning problems in subsequent years;
3. Identify children who do not have facility in the English language and provide experiences that enhance and accelerate the development of such a facility;
4. Identify children who would not otherwise attend preschool prior to entering public school and provide them with equal learning opportunities;
5. Provide experiences for the parents of these children to volunteer as classroom aides to help them learn more about the school environment and how to help their children prepare for and adjust to it; and
6. Provide learning experiences in early childhood education and child care for high school students through cooperative arrangements with The Network School's high school(s).

If any such program is instituted by The Network School, such program may be separate and apart from any services provided to prekindergarten students under the Individuals with Disabilities Education Act or other special education laws.

##### Policy History:

Adopted on: 9/20/2021  
Revised on:  
Reviewed on: 9/20/2021

## The Network Schools

### INSTRUCTION

#### 2240 Class Size

Since class size is one factor that determines classroom teaching, the Board directs the Executive Director and Administrative Staff to plan and provide for class sizes that ensure maximum student-teacher contact recognizing the following factors:

- Class sizes may differ according to the nature of instruction such as in the case of remediation, special education, and elective courses.
- The Network Schools should strive to achieve ratios consistent with state and/or negotiated agreement class size ratio goals. However, limited facilities, student transportation, enrollments, and finances may cause class sizes that are beyond the administration's ability to remedy.

Legal Reference: IDAPA 08.02.02.110 Personnel standards

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019



## **The Network Schools**

### **INSTRUCTION**

#### **2245 Personnel Standards**

The State Department of Education has adopted state goals for student/personnel ratios and authorized The Network Schools to establish a policy as to the student/personnel ratios. The Board recognizes that there may exist limitations on facilities, funding and staff, which preclude Network Schools from meeting the state goals.

Therefore, this Board adopts a policy setting personnel standards that enable it to implement the educational program of The Network Schools, provide a low student/teacher ratio, and allow flexibility as necessary to meet the special needs of the student population.

Personnel standards must correspond with the appropriate Accreditation option selected by the Board of Trustees. The Network Schools has chosen Option C (described below).

#### **Option C - Schools Using The Idaho School Accreditation School Improvement Model**

The Network Schools will employ personnel (including educators, certified school counselors, social workers and psychologists, media generalists, assistants, administrators, classroom assistants, and classified personnel) as necessary to meet the goals for The Network Schools' educational programs.

Staffing needs will be assessed on an annual basis. To assist The Network Schools in setting personnel standards, committees consisting of administrators, educators and classified personnel will discuss the student/personnel ratios and other assignments in all schools in this District, considering the following issues:

1. Student age
2. Subject matter
3. Special needs of students
4. Teacher experience
5. Availability and use of technology in the classroom
6. Assignment of classroom assistants
7. Availability of facilities
8. Availability of funds
9. State Board of Education personnel goals, and
10. Other local considerations

#### Instructional Assistants

The Board hereby approves the use of instructional assistants in classroom roles as may be determined by the Administrative Staff.

The Administrative Staff shall be responsible for training, evaluating, and supervising the performance of instructional assistants. The assistant shall be permitted to perform activities as directed by a certified teacher or administrator.

Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2300 Guidance and Counseling

The Network Schools recognize that the school counseling program is an important part of the total program of instruction, and should be provided in accordance with state laws, regulations, district policies and procedures.

School counseling is one component in the continuum of care that should be available to all students. School counselors coordinate and facilitate counseling, college/career guidance and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves.

The Network Schools will provide school counseling services to all students, K-12, as resources allow. The school-counseling program will use national and state school counseling standards as a guideline, and in consultation with qualified personnel, should include but not be limited to:

- Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student.
- Collaboration with stakeholders, such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student.
- Leadership, advocacy, and collaboration within the individual school community, which are critical elements of a successful school counseling program.
- Implementation of a developmentally appropriate school counseling core curriculum, aligned to the American School Counseling Association (ASCA) student standards to address all students' needs, based on student data.
- Analysis of data to work collaboratively with administration on perceived needs for school improvement in areas to assist students in academic and personal/social and career development.
- Recommend that parents seek support from outside agencies when necessary, to effectively address student, staff and family issues.
- Use of a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response.

Legal References: I.C. § 33-1212 Elementary school counselors  
IDAPA 08.02.03.108 Guidance Programs

Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2300P Guidance and Counseling

School counselors engage in developmental counseling and short-term responsive counseling. School counselors shall not attempt to engage in long term therapy or diagnoses of disorders which are best left to the appropriate outside agency.

The school counselors will plan, organize, implement and evaluate a comprehensive, developmental, results-based school-counseling program that aligns with the American School Counseling Association (ASCA) National Model, addressing academic achievement, career planning and personal/social development. This program may include but not be limited to:

- Helping students monitor and direct their own learning.
- Supporting students with personal/social development.

Programs may include but not limited to:

- Anti-bullying
- Suicide prevention
- Personal safety issues
  
- Assisting students in career development and career-assessment techniques to help students understand their abilities and career interests.
- Counseling for students during times of transition, separation, heightened stress and critical change.
- Counseling and crisis response (responsive services)

These goals can be accomplished through direct instruction and/or working collaboratively with other staff or community resources.

#### Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## **The Network Schools**

### **INSTRUCTION**

#### **2305 Flag Displays**

Each classroom at The Network Schools shall properly display an authentic United States of America flag appropriate for a classroom in a conspicuous and appropriate manner.

Each school building shall display the American flag giving it proper care and ceremony daily.

The Pledge of Allegiance to the United States flag or the National Anthem will be recited in every classroom at the beginning of each school day.

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

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## **The Network Schools**

### **INSTRUCTION**

#### **2310 Community Instructional Resources**

The Board believes that one of the goals of The Network Schools shall be to assist each student to serve as a citizen of the community, it shall encourage administrative and instructional personnel to rely on the community as one of their educational tools.

The administration shall encourage the use of community instructional resources to involve the citizens, the institutions, and the environment of the community in the education of its children through the use of guest speakers, field trips, career programs, and community events and activities.

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## **The Network Schools**

### **INSTRUCTION**

#### **2315 Digital Citizenship and Safety Education**

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

The Executive Director will ensure that The Network Schools students are educated on network etiquette and appropriate online behavior, including cyber-bullying awareness, digital citizenship, and online safety. Instruction will be given to students as appropriate to the educational and developmental needs of students.

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

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

The Network Schools may use the following methods of providing instruction on appropriate online behavior and cyber-bullying awareness:

1. Incorporation of instruction into course objectives or daily lessons of planned instruction, as appropriate
2. Class assemblies or special instruction given in the school library or media center
3. Special technology courses that are required for students at various grade levels, and
4. Online tutorial programs.

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



Cross References: Student Policy 3270 School Provided Access to Electronic Information, Service and Networks  
Student Policy 3295P Hazing, Harassment, Intimidation, Bullying, and Cyber Bullying  
Personnel Policy 5265 Employee Responsibilities Regarding Student Harassment, Intimidation and Bullying

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

Policy History:

Adopted: 4/25/2016	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 11/18/2019	Revised: 11/18/2019

## The Network Schools

### INSTRUCTION

#### 2320 Nutrition Education

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

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

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

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

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

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

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

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

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

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

### School Community

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

The Network Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet The Network Schools' nutrition standards for individual foods and beverages. The Network Schools will also encourage the use of foods that comply with Smart Snacks in Schools standards for any classroom celebrations involving food. The Network Schools will provide parents a list of foods that meet the school's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities.

Cross Reference:	2320	Nutrition Education
	2325	Nutrition Services
	2330	Physical Activity Opportunities and Education
	7310	Advertising in Schools/Revenue Enhancements
	8200	Local School Wellness
	8210	The Network Schools Nutrition committee
	8230	School Nutrition Standards
	8235	Water Consumption/Water Bottle Policy
	8240	School Meals
	8250	Guidelines for Food and Beverages Sold Individually

Legal Reference:	7 C.F.R. § 210.11	Competitive Food Service and Standards
	7 C.F.R. § 210.12	Student, Parent, and Community Involvement
	7 C.F.R. § 210.31	Local School Wellness Policy

Other References: Smart Snacks in School Regulations by the United States Department of Agriculture

Policy History:

Adopted: 4/16/2013

Reviewed: 2/27/2017

Reviewed: 2/25/2019

Reviewed: 7/20/2020

Reviewed: 3/21/2022

Reviewed: 8/15/2022

Revised:

Revised: 2/25/2019

Revised: 7/20/2020

Revised: 3/21/2022

Revised: 8/15/2022

## The Network Schools

### INSTRUCTION

#### 2320P Nutrition Education

Students in pre-kindergarten through grade 12 will receive nutrition education that teaches the skills they need to adopt healthy eating behaviors. Teachers are encouraged to integrate nutrition education into core curriculum areas

#### Body Image Awareness

The Network Schools has a comprehensive curriculum approach to nutrition education, body image awareness, wellness, physical activity, and physical education. The Network Schools shall promote weight and size acceptance. Our focus must be on health, not weight. Network Schools should encourage acceptance and respect for oneself and others, acceptance of diversity, and a refusal to tolerate teasing or harassing of students or adults for any reason, including height, weight, shape, or size.

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2325 Nutrition Services

##### Rationale

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

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

##### Nutrition Services

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

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

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. The school nurse, dietitian, food service manager, and teachers should work collaboratively to successfully integrate nutrition into the school's comprehensive health program.

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

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

Nutrition-Related Health Problems

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

The Network Schools counselors and school health services staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services.

Cross Reference:     8200                   Local School Wellness

Policy History:

Adopted: 7/20/2020

Reviewed:

Revised:

## The Network Schools

### INSTRUCTION

#### 2330 Physical Activity Opportunities and Physical Education

The Network Schools shares a responsibility to help students and staff establish and maintain lifelong habits of being physically active. Regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being.

Staff are encouraged to think about opportunities throughout the school day when physical activity could be increased.

Cross Reference: Non-Instructional Policy 8200 School Wellness

Legal References: I.C. § 33-512 Governance of Schools  
I.C. § 33-1605 Health and Physical Fitness—Effects of Alcohol,  
Tobacco, Stimulants, and Narcotics  
IDAPA 08.02.03.004.01 The Idaho Content Standards  
IDAPA 08.02.03.104.01 Elementary Schools

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019



## The Network Schools

### INSTRUCTION

#### 2335 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. The instructional approach shall be developed after consultation with parents and other community representatives. Parents may ask to review the individual materials to be used and may request that their child be excluded from sex education class sessions without prejudice.

The Network Schools Board believes that HIV/AIDS instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about HIV before they reach the age when they may adopt behaviors that put them at risk of contracting the disease.

In order for education about HIV to be most effective, the Executive Director or designee shall require that faculty members who present this instruction receive continuing in-service training that includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction but who have contact with students shall receive basic information about HIV/AIDS and instruction in the use of universal precautions when dealing with body fluids.

In accordance with Board policy, parents shall have an opportunity to review the HIV education program before it is presented to students.

#### Alcohol, Tobacco, and Drug Education

At The Network Schools there shall be instruction in health and physical fitness, including effects of alcohol, stimulants, tobacco, and narcotics on the human system. The Executive Director, or designee, shall develop curriculum for use in health education that provides instruction to students in the areas of prevention, education, treatment, rehabilitation, and legal consequences of alcohol, tobacco, and drug use.

Cross References: Instruction Policy 2330 Physical Activity Opportunities and Physical Education

Legal References: I.C. § 33-1608 Family Life and Sex Education – Legislative Policy

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

Reviewed: 7/20/2020

Revised: 7/20/2020

## The Network Schools

### INSTRUCTION

#### 2340 Controversial Issues and Academic Freedom

The Network Schools shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice, and to form, hold, and express their own opinions without personal prejudice or discrimination. The ability to study an issue setting aside prejudice/judgment while facts are being collected, assembled, and weighed, so that relationships can be seen before drawing conclusions, is among the most valuable results of a free educational system.

The Network Schools affirms that the School, including its employees and students, are to respect the dignity of others and acknowledges the rights of others to express differing opinions and foster and defend intellectual honesty, freedom of inquiry, and instruction as well as speech and association rights appropriate for the educational setting.

The Board recognizes the need for teachers 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 provide age appropriate discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of good judgment, and the virtue of respect for conflicting opinions. The classroom is not the proper venue for promoting religious, political, or personal agendas.

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. Teachers are encouraged to keep in mind that academic freedom is not a political right but rather a necessary condition for maintaining a curriculum that is relevant, vibrant, and objective.

The Board believes academic freedom is an inherent responsibility of the schools it governs as expressed via the Network Schools' mission, the curriculum framework of the International Baccalaureate, and by Board policy.

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

1. Relative maturity of students
2. District philosophy of education

3. Written curriculum
4. Need for guidance and help in studying controversial issues while maintaining a balanced view
5. The kaleidoscope of standards, morals, and values in the world
6. The necessity for a balanced presentation, and
7. The necessity of seeking prior administrative counsel and guidance in such matters

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

1. All classroom studies will be curriculum-related, objective, and impartial
2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance
3. Teachers will not attempt, directly or indirectly, to limit or control students' judgement concerning any issue, including but not limited to requiring students to personally affirm, adopt, or adhere:
  - a) That any sex, race, ethnicity, religion, color, or national origin is inherently superior or inferior;
  - b) That individuals should be adversely treated on the basis of their sex, race, ethnicity, religion, color, or national origin; or
  - c) That individuals, by virtue of sex, race, ethnicity, religion, color, or national origin, are inherently responsible for actions committed in the past by other members of the same sex, race, ethnicity, religion, color, or national origin
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; and
5. No distinction or classification of students shall be made on account of race or color, other than as required for collection or reporting of demographic data required by public schools.

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. If a student initiates an unanticipated controversial issue/topic, teachers should remain neutral and recommend students to independently research different perspectives to come to their own conclusions.
2. The school shall provide for parents or guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent or guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and an Administrative Staff member.
3. The teacher shall notify parents or guardians when controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate.

Controversial subject matter will be reviewed by an Administrative Staff member prior to classroom presentation. If the Administrative Staff member determines that the subject matter, methodology, or materials are possibly controversial and/or lack educational value, he or she may instruct the teacher to modify, or to refrain from teaching the proposed lesson. If the Administrative Staff member determines that the subject matter, methodology, or materials are possibly controversial, but effectively address some aspect of the curriculum, the teacher and the Administrative Staff member will determine what notification, if any should be provided to the parent/guardian.

If the teacher and the Administrative Staff member disagree regarding the controversial nature of a subject matter, methodology, or materials, the matter may be reviewed by the Executive Director. The Executive Director will make the final decision in the matter.

4. The Board directs that a philosophy of abstinence shall be a part of and the underlying principle in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease and therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods.

Any parent or legal guardian may have his or her child excused from any planned sex education instruction upon filing a written request with the Board. The Board shall make a form available for such requests. Alternative educational activities shall be provided for those excused.

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

Cross Reference: Instruction Policy 2345P Controversial Speakers

Legal References: I.C. § 33-138 Dignity and Nondiscrimination in Public Education  
I.C. § 33-139 Prohibition on the Expenditure of Moneys for  
Certain Purposes

Policy History:

Adopted: 4/16/2013	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 6/15/2020	Revised: 6/15/2020
	Reviewed: 11/15/2021	Revised: 11/15/2021

## The Network Schools

### INSTRUCTION

#### 2341 Sex Education

The State Board of Education recognizes that the principal responsibility for meeting the mental, physical, and emotional needs of children and youth in areas of sex education or human sexuality lies with the parents.

The Network Schools shall provide learning opportunities for acquiring knowledge and understanding for human growth and development processes through biological sciences and health curricula. The human sexuality curriculum will be abstinence based, emphasizing abstinence as the first, foremost, and primary method of birth control and prevention of sexually transmitted diseases.

Written parent permission will be obtained prior to teaching sensitive topics. Any student may, upon parental request, be excluded from instructional units dealing with sex education. Such students shall be assigned alternative areas of study during the exclusion.

The Idaho Legislature has found that the primary responsibility for family life and sex education, including moral responsibility, is in the home and the church, and that schools can only complement and supplement those standards established in the family. The legislature has given this Board the authority to determine whether any program in family life and sex education will be introduced into the school.

Sex education is defined as the study of the anatomy and the physiology of human reproduction.

The major emphasis in any family life and sex education class will be to assist the home in giving students the knowledge and appreciation of the family in our social system.

Such courses will give students the scientific, physiological information for understanding sex.

Any program adopted by The Network Schools will give students a background of ideals, standards, and attitudes that will be valuable to the students.

The Network Schools will involve parents/guardians and community groups in the planning, development, evaluation, and revision of any instruction in sex education. Any parent/guardian may have his or her student excused from any planned instruction in sex education by filing a written request. Alternative educational endeavors will be provided for those students who are excused.

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

**The Network Schools**

**INSTRUCTION**

**2341F Parental Opt-Out Form for Sex Education**

I, \_\_\_\_\_, the parent/guardian of \_\_\_\_\_, request that my child be removed from class and/or student activities when planned instruction is given in the subject of sex education.

I understand a philosophy of abstinence is a part of and the underlying principle in all sex education instruction. Because this alone may not prevent pregnancies and sexually transmitted disease, 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 judgments of the instructor. This does not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2345 Speakers in the Classroom and at School Functions

The Board encourages the use of outside speakers to address topics within the written curriculum when the speaker's program is educationally sound and follows The Network Schools policies and procedures.

All speakers invited must have the Head of School's approval. If the subject is controversial the Head of School 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 or guardians will be notified and given the option to remove their student from controversial discussions. The teacher shall provide a suitable alternative assignment to students whose parents have requested they be removed if the speaker is to address a classroom.

#### 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: 4/16/2013	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 11/15/2021	Revised: 11/15/2021

## The Network Schools

### INSTRUCTION

#### 2345P Controversial 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 educational process or endanger the health and safety of students or staff. The Board, in an effort to uphold 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 the Head of School or Division Director shall investigate fully at least two weeks in advance those proposed resource persons for whom the community may question the wisdom of his or her presence.
4. The Head of School shall consult with the Executive Director at least one week prior.
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 The Network Schools 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, alcohol, or drug use is prohibited, and
  - c. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.
11. In the event an outside community speaker is denied access to the classroom, the teacher



may request a meeting to be held between the Executive Director or designee, the Administrative Staff, 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.

Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

Reviewed: 11/15/2021

Revised: 11/15/2021

## The Network Schools

### INSTRUCTION

#### 2350 Student Religious Activity at School

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

The Network Schools recognizes that students and employees have certain constitutional rights regarding religious activities. The Network Schools will not take action to prevent or deny students and employees the opportunity to exercise such rights or impose sanctions for having exercised such rights.

Legal References: Elementary and Secondary Education Act of 1965, Section 9524 (2001)  
Guidance on Constitutionally Protected Prayer in Public Elementary and  
Secondary Schools  
U.S. Department of Education (February 7, 2003)  
Religion Expression in Public Schools, U.S. Department of Education  
(1995)

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## **The Network Schools**

### **INSTRUCTION**

#### **2350P 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 or read religious materials quietly during non-instructional time as well as in the classroom, except when they are expected to be involved in classroom instruction or activities.

##### Prayer During Instructional Time

Students have the right to be dismissed to attend off-premises religious instruction during the school day, in compliance with The Network Schools' policy governing release time. The Network Schools will evaluate and grant, or deny, student requests to be excused from class to accommodate religious needs in the same manner that similar requests to accommodate non-religious needs are evaluated.

For students, "instructional time" refers to any time in class or school sponsored activities. For teachers, "instructional time" refers to contracted time as defined by the negotiated agreement.

##### Participation in Curriculum

Students have the right to be exempted from participating in school courses, programs, or activities if it is established that such participation violates the student's religious beliefs, and The Network Schools cannot prove a compelling interest in required attendance.

##### Staff Members

Staff members are representatives of The Network Schools and must "navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed." They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression. However, employees may take part in religious activities where the overall context makes it clear that they are not participating in their official capacities, such as meeting with other teachers for a prayer group during lunch.

##### Graduation Ceremonies

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

The Network Schools may not invite or permit members of the clergy to give prayers at graduation. Furthermore, The Network Schools may not organize or agree to requests for prayer by other persons at graduation, including requests from students. Network Schools may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or

communicate any endorsement of religion.

### Baccalaureate Ceremonies

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

The Network Schools may not be identified as sponsoring or endorsing baccalaureate services. District funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

### Assemblies, Extracurricular, and Athletic Events

The Network Schools may not invite or permit members of the clergy, staff members, or outsiders to give prayers or presentations with religious or antireligious content at school-sponsored assemblies and extracurricular or athletic events. The Network Schools 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, non-proselytizing, and initiated by students.

In the event school officials determine or substantially control the content of a student speech, it may not include a prayer or specifically religious or anti-religious, speech. The Network Schools will make appropriate, neutral disclaimers to clarify that such speech, regardless of content is not endorsed by the school.

### Moments of Silence

Students have the right to pray, or not pray, during moments of silence and The Network Schools employees are prohibited from encouraging or discouraging student prayer during such moments of silence.

### Student Religious Expression and Assignments

Students have the right to express their individual religious beliefs in reports, tests, homework, art, 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.

### Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that The Network Schools imposes on other student-organized clubs. The Network Schools will provide such groups the same access to school facilities for assembling and school media for advertising that it provides other non-curricular student activity groups.

### Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that The Network Schools 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.

### Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### **2353 School Ceremonies and Observations**

School building administration shall develop regulations governing school assemblies and student participation at such assemblies.

Veteran's Day observances shall occur as required by Idaho Code.

Legal Reference: I.C. § 33-512(10)

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2360 Interscholastic Activities

The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games, events, or exhibitions involving individual students or teams of students of The Network Schools when such events occur at this School and another school.

Although The Network Schools 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 The Network Schools, 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 The Network Schools will strive to prevent injuries and accidents to students, each parent/guardian will be required to sign an “assumption of risk” statement that indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

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

Cross Reference: 3510 Student Medicines

Legal Reference: I.C. § 33-512(12) Governance of Schools – Governance of Schools – Board of Trustees Authorized to Supervise and Regulate Certain Extracurricular Activities

#### Policy History:

Adopted: 6/15/2020

Reviewed:

Revised:

## The Network Schools

### INSTRUCTION

#### 2375 Service Animals in School

The Network Schools acknowledges its responsibility to make reasonable accommodations to permit persons with disabilities to be accompanied by a service animal in all areas where the public is normally allowed to go, including in its school buildings, classrooms, and at school functions.

##### Definitions:

“Handler” means an individual with a disability or another individual who has been designated to control the service animal and attend to its needs.

“Service animal” means any dog (or, in specific circumstance, a miniature horse (see “Miniature Horses” section below)) that is individually trained to do work or perform tasks for an individual with a disability including a physical, sensory, psychiatric, intellectual or other mental disability. No other species of animal, whether wild or domestic, will be permitted as a service animal. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals for the purposes of this definition.

“Miniature horse” means a very small horse generally ranging in height from 24 to 34 inches measured to the shoulders and generally weighing between 70 to 100 pounds. A miniature horse will be allowed to act as a service animal where reasonable.

Examples of such work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing nonviolent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

##### Staff Responsibilities

Staff will not inquire about the nature or extent of a person's disability. Staff may not make inquiries about a service animal when it is readily apparent that the animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling an individual's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

When it is not readily apparent to staff what service the animal provides, staff may make the following two inquiries to determine whether an animal qualifies as a service animal:

1. Staff may ask if the animal is required because of a disability; and
2. Staff may ask what work or task has the animal been trained to perform.



Staff may not require documentation regarding a service animal, such as proof that the animal has been certified, trained, or licensed as a service animal. Staff may not ask that the animal demonstrate its ability to perform the work or task. The district will not charge surcharges for a service animal.

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

1. The animal must be required for the individual with a disability.
2. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
3. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classroom, or at school functions will be handled on a case-by-case basis, considering:
  - a. The miniature horse is housebroken.
  - b. The handler has sufficient control of the miniature horse.
  - c. The facility can accommodate the miniature horse's type, size, and weight.
  - d. The miniature horse's presence will compromise legitimate safety requirements necessary for the safe operation of the facility.
4. Possible categories of possible users:
  - A. A member of the public who visits Network Schools property may be accompanied by a service animal. Appropriate staff may ask the following questions only about the service animal if the answers are not obvious:
    - I. Is this a service animal required because of a disability; and
    - II. What work or task has the animal been trained to perform.

Staff cannot ask about the person's disability, require medical documentation, require a special identification card or training documentation for the animal, or ask that the dog demonstrate its ability to perform the work or task.
  - B. Any student who seeks to be accompanied by a service animal (including a service dog in training addressed below) while on school property shall have such request addressed via a Section 504 Plan, other applicable plan, including a potential Health Care Plan with the Network Schools. Such plan shall be prepared in accordance with standard Network Schools policy in conjunction with the student's parent/legal guardian. It shall be the responsibility of the parent/legal guardian to contact the school to commence this process.
  - C. Any employee who seeks to be accompanied by a service animal while on school property shall contact the Network School's Human Relations Department and shall work through the Americans with Disabilities Act process with the School.
5. Upon request, owners of service animals must provide proof of current vaccinations to the Executive Director with their request to be accompanied by a service animal.
6. All Service animals must be kept clean and groomed to avoid shedding and dander, and

must be treated for, and kept free of fleas and ticks.

7. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
8. All service animals must have a harness, leash or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective, performance of work or tasks, in which case the service animal must be otherwise under the handler's control, through voice control or other effective means.
9. The Network Schools is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animals need to relieve itself.
  - a. The Network Schools is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
  - b. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care of supervise their service animal, the parent is responsible for providing care and supervision of the animal.
  - c. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the Head of School.
10. A school administrator may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occurs:
  - a. The animal is out of control and the animal's handler does not take effective action to control it
  - b. The animal is not house broken
  - c. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
  - d. The animal presence is a direct threat to students, staff, or other individuals.

### Service Dogs in Training

Any student's request to be accompanied by a service dog in training shall be assessed on a case by case basis according to their disability.

Non disabled handlers accompanied by service dogs in training shall carry and, upon request, display an identification card, issued by a recognized school for service dogs or organization that services individuals with disabilities. Disabled handlers shall have the right to be accompanied by a service dog in training for the purposes of training on Network Schools property without producing an identification card.

However, regardless of whether the handler has a disability, the service dog in training must be identified by wearing a jacket, collar, scarf, or similar article identifying the dog as "in training."

Should other types of animals be recognized by federal and/or state law subsequent to the enacting of this Policy, this policy will be read as consistent as possible with regard to such animal until such time as this policy is amended.

Legal Reference: I.C. § 18-5812B Person May be Accompanied by a Service Dog-in-  
Training  
I.C. § 56-701A Definitions  
I.C. § 56-704B Rights of Individuals with Dogs-in-Training  
28 C.F.R. Part 35 Nondiscrimination on the Basis of Disability in State  
and Local Government Services (Implementing the  
ADA)

Policy History:

Adopted: 4/25/2016	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 6/15/2020	Revised: 6/15/2020
	Reviewed: 11/15/2021	Revised: 11/15/2021

## The Network Schools

### INSTRUCTION

#### 2380 Homebound, Hospital, and Home Instruction

When it is determined that a student is unable to attend school for more than ten (10) consecutive days because of health, physical impairment, injury, hospitalization, or other illness that prohibits school attendance, including school sponsored activities, the student will be provided the services of a teacher or an aide in the home or hospital.

Registration for services will be considered upon receiving a signed statement by an examining physician, stating the need for the homebound instruction. 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. It is the responsibility of the Administrative Staff or designee to initiate the arrangements based on need as determined by a parent/student interview and a physician's statement. All homebound instruction shall occur in the presence of a third party adult. The student's attendance requirements will be waived and the school will count the student as present. Upon satisfactory completion of assignments, credit will be granted.

Legal References: 20 USC 1400 et seq. Education of Individuals with Disabilities 29 U.S.C. § 794  
Rehabilitation Act of 1973, Section 504  
34 CFR 300 et seq. Assistance to States for the Education of Children with Disabilities  
I.C. § 33-1001 Definitions  
I.C. § 33-1003A Calculation of Average Daily Attendance  
I.C. § 33-2001 et seq. Education of Exceptional Children  
IDAPA 08.02.03.109 Special Education  
P.L. 94-142 Education of the Handicapped  
P.L. 101-476 Individuals with Disabilities Education Act

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## **The Network Schools**

### **INSTRUCTION**

#### **2390 English Learners Program**

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

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

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include Sheltered English Immersion which will provide instruction for each student whose dominant language is not English.

The Administrative Staff shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Administrative Staff shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

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

1. Language Instruction Educational Program (LIEP) description and goals;
2. Student program placement procedures;
3. Parental notification of entrance and identification;
4. Progress monitoring;
5. Process for exit from LIEP and monitoring status;

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

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

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

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

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

All English Learners shall be assessed annually using the state-approved assessment of English language proficiency.

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

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

### Reporting

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

Cross Reference:	4160	Parents Right-to-Know Notices
Legal References:	42 U.S.C. § 2000(e), <i>et seq.</i> 20 U.S.C. § 1701-58	Title VII of the Civil Rights Act of 1964 Equal Education Opportunities Act of 1974

20 U.S.C. § 6311  
20 U.S.C. § 6811, *et seq.*

State Plans  
English Language Acquisition, Language  
Enhancement, and Academic Achievement  
Act

ESEA Section 1111(b)(2)

Policy History:

Adopted: 4/16/2013

Reviewed: June-July 2017

Revised: 7/12/2017

Reviewed: 2/25/2019

Revised: 2/25/2019

Reviewed: 8/15/2022

Revised: 8/15/2022

## The Network Schools

### INSTRUCTION

#### 2391 Migrant Education Program

The general purpose of the Migrant Education Program (MEP) is to ensure that migrant children fully benefit from the same free public education provided to other children. To achieve this purpose, the MEP addresses the special educational needs of migrant children to better enable migrant children to succeed academically.

#### Eligibility

Children are eligible to receive MEP services if they meet the definition of “migratory child” and if the basis of their eligibility is properly recorded on a Certificate of Eligibility (COE).

A “migratory child” is defined as:

1. The child is younger than twenty-two (22) and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance).
2. The child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher.
3. The child has moved within the preceding thirty-six (36) months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work.
4. Such employment is a principal means of livelihood.
5. The child:
  - a. Has moved from one school district to another; or
  - b. In a state that is comprised of a single school district, has moved from one administrative area to another within such district.

#### Record Keeping

The Network Schools is required to keep records to demonstrate:

1. The amount of funds under the grant or sub-grant.
2. How The Network Schools uses the funds.
3. The total cost of the program.
4. The share of the cost provided from other sources.
5. Other records as needed to facilitate an effective audit.

The Network Schools is also required to keep records to show their compliance with program requirements.

The Network Schools must maintain MEP records for three (3) years after the date Network



Schools submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the MEP records is taken, the records must be retained until the completion of the action and resolution of all issues or until of the end of the regular three (3) year period, whichever is later.

For an employee who has both MEP and non-MEP responsibilities, The Network Schools must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to MEP activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

Legal References: 76.730-76.731 Education Department General Admin. Regulation (EDGAR)  
80.42(b)(c) EDGAR  
Part C, Title I of Elementary & Secondary Education Act of 1965 (ESEA)  
34 CFR 200.81

Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2392 Education of Migratory Children

In accordance with the Board's philosophy to provide a quality educational program to all students, The Network Schools shall provide an appropriate planned instructional program for all students who qualify as Migratory Children under applicable provisions of state and federal law and/or this Policy. The purposes of the program are:

1. To implement a high-quality and comprehensive educational program and to provide educational services during the school year and, as applicable, during summer or intersession periods, that addresses the unique educational needs of migratory children.
2. To ensure that migratory children who move around the United States are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibits their ability to succeed in school.

#### Eligibility

Children are eligible to receive The Network Schools services if they fall within the definitions below:

1. Migratory child: The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months:
  - A. As a migratory agricultural worker or a migratory fisher; or
  - B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.
2. Migratory fisher: The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.
3. Qualifying move: The term "qualifying move" means a move due to economic necessity:
  - A. From one residence to another residence; and
  - B. From one school district to another school district, except:

- i. In the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
  - ii. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.
- C. The term “in order to obtain”, when used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying temporary employment or seasonal employment in agricultural work or fishing work.
- D. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.
- E. Notwithstanding item D above, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and:
  - i. The worker is found to have a prior history of moves to obtain qualifying work; or
  - ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

### Plan Requirements

The Network Schools’ Plan shall, at a minimum, shall include provisions to accomplish the following goals and directives:

1. *Performance targets.* The plan must specify:
  - A. Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness; and
  - B. Any other performance targets that the State or The Network Schools has identified for migratory children.
2. *Needs assessment.* The plan must include an identification and assessment of:
  - A. The unique educational needs of migratory children that result from the children's migratory lifestyle; and
  - B. Other needs of migratory students that must be met in order for migratory children to participate effectively in school.
3. *Measurable program outcomes.* The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet

the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (1)(A) of this section.

4. *Service delivery.* The plan must describe the strategies that the State Board will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (3)(A) of this section by addressing:
  - A. The unique educational needs of migratory children; and
  - B. Other needs of migratory children.
5. *Evaluation.* The plan must describe how The Network Schools will evaluate the effectiveness of its program.

#### Record Keeping

The Network Schools records for migratory children should include the following:

1. Immunization records and other health information;
2. Elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments;
3. Other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and
4. Eligibility for services under the Individuals with Disabilities Education Act.

The Network Schools is required to keep financial records to demonstrate:

1. The amount of funds under the grant or sub-grant;
2. How The Network Schools uses the funds;
3. The total cost of the program;
4. The share of the cost provided from other sources; and
5. Other records as needed to facilitate an effective audit.

The Network Schools must maintain migrant child records for three years after the date The Network Schools submits its last expenditure for the time period. If any litigation, claim, negotiation, audit, or other action involving the migrant child records is taken, the records must be retained until the completion of the action and resolution of all issues or until of the end of the regular three year period, whichever is later.

For an employee who has both migrant child and non- migrant child responsibilities, The Network Schools must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to migrant child activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

Legal References: 20 U.S.C. § 6391, *et seq.* Education of Migratory Children  
34 C.F.R. §§ 76.730-31 Records (EDGAR)  
34 C.F.R. § 80.42(b)(c) Retention and access requirements for records (EDGAR)  
34 C.F.R. Subpart C Migrant Education Program

#### Policy History:

Adopted: 6/15/2020

Reviewed:

Revised:

## **The Network Schools**

### **INSTRUCTION**

#### **2395 Online Courses**

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school designed 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 grants students the flexibility of learning anytime, anyplace, and at a pace that meets their individual learning styles.

The Network Schools will use IDLA classes to supplement its curriculum and to provide remedial academic support.

The Executive Director will identify a staff member at each secondary school who will serve, employed by The Network Schools, as a Site Coordinator. The Site Coordinator is to regularly motivate students and monitor their progress. The role of the Site Coordinator is to:

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

Additionally, the Site Coordinator is a contact for the IDLA instructor and IDLA staff. Whomever is selected as a District 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 Network Schools.

#### **Student and Course Selection**

The Network Schools administrators, counselors, and teachers will identify those students who will benefit from IDLA classes.

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

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

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

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

### Ethical Conduct

Any student attending classes through IDLA shall adhere to The Network Schools' Acceptable Use of Electronic Networks policies and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by The Network Schools' and IDLA's policies prior to IDLA classes beginning.

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

### Grading

IDLA provides a percentage grade to The Network Schools. The Network Schools 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 of The Network Schools takes an IDLA class, The Network Schools 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.

### Diploma and Career-Related Programmes

The Network Schools students may take one or more online courses toward their Career-Related Certificate or International Baccalaureate Diploma. The guidelines for online classes toward the Certificate and the Diploma are as follows:

1. Classes may only be taken through Pamoja, which offers IB certified courses;
2. Students must meet with the DP Coordinator prior to applying to take the course; and
3. Families must assume the financial responsibility for the course.

If there is a financial need, The Network Schools student may apply for a Pamoja scholarship, which covers 90% of the course. The remaining 10% of the cost is the responsibility of The Network Schools student's family, unless the student qualifies for an additional The Network Schools scholarship. The student shall discuss the requirements for scholarship with the Diploma Coordinator.

Cross Reference Student Policy 3270-3270P Acceptable Use of Electronic Networks

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

Policy History:

Adopted: 4/16/2013

Reviewed: 10/16/2017

Revised: 11/27/2017

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### **2395P Idaho Digital Learning Academy Enrollment and Financial Procedures**

Students who are enrolled at The Network Schools who enroll in the Idaho Digital Learning Academy (IDLA) will be charged fees consistent with the categories outlined below:

##### Procedure for Student Enrollment and Fees

If a student is determined by The Network Schools to be in Category #1, the student may enroll through his/her counselor and The Network Schools will incur all costs.

##### Category #1 District Pays When:

- a. Due to illness, behavior or compelling circumstances, the school district elects to enroll the student in IDLA classes, such classes are a part of the student's IEP, 504 or other accommodation plan or,
- b. A student enrolls during the summer in circumstances similar to those identified above.

If a student is determined by The Network Schools to be in Category #2, the student enrolls through his/her counselor, the student will incur all costs and the following procedure must be followed:

##### Category #2 Student Pays When:

- a. The student elects to take a class (or classes) through IDLA rather than at the school,
- b. The student elects to take additional courses (above the full day), or
- c. The student elects to take summer courses and is not enrolled in The Network Schools summerschool.

##### Procedure for Category #2

- a. When the student signs up for class(es), he/she will pay the course fee(s) to the Assistant Treasurer at the school.
- b. The Assistant Treasurer will send the check with student information to The Network Schools' business manager.

##### District Procedures to Processing IDLA Billing Statements

When The Network Schools receives the IDLA billing statement, copies will be sent to the relevant schools. School counselors will identify on the billing statement which students qualify under Category #1.

The billing statement must be returned to The Network Schools Accounts Payable Department no later than ten (10) days after receipt. Without this identification, building budgets will be charged for all their unidentified students.

Upon receipt of identification, The Network Schools will pay IDLA for students and reconcile with



the deposits received from the schools. All category #1 student tuitions are paid by The Network Schools. IDLA's add/drop deadline is the end of the first week of class.

- a. If the student drops the class *before* the end of the first week of class, the course fee(s) will be reimbursed to the Category #2 student at the time of withdrawal and once verification with IDLA is received.
- b. If the student drops the course *after* the first week of class the Category #2 student forfeits the fee(s) paid.

Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### **2400 Special Education Programs**

The Network Schools will use the guidelines developed by the Idaho Department of Education in its most current edition of the Idaho Special Education Manual regarding special education issues. The Idaho Special Education Manual is designed to assist Idaho schools in understanding the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and meeting its requirements.

The Manual can be found on the State Department of Education's website.

Legal Reference: Idaho State Department of Education Special Education Manual, current edition

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

Reviewed: 8/16/2021

Revised: 8/16/2021

## The Network Schools

### INSTRUCTION

#### 2410 Section 504 of the Rehabilitation Act of 1973

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

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

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

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

Cross Reference:	4120	Uniform Grievance Policy
Legal References:	29 U.S.C. § 794 34 C.F.R. § 104.36	Section 504 of the Rehabilitation Act of 1973 - Nondiscrimination under Federal Grants and Programs Preschool, Elementary, and Secondary Education - Procedural Safeguards

#### Procedure History:

Promulgated: 4/16/2013	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 6/15/2020	Revised: 6/15/2020

## The Network Schools

### INSTRUCTION

#### 2410P1 Section 504 of the Rehabilitation Act of 1973

1. Impartial Due Process Hearing. If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagree with a decision of The Network Schools with respect to: (1) the identification of the child as qualifying for Section 504; (2) The Network Schools' 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 Network Schools 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 Network Schools' 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 Network Schools.
  - 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 Network Schools shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, The Network Schools may select a hearing officer from the list of special education hearing examiners available at the State Department of Education or any other person that would conduct the hearing in an impartial and fair manner.
  - f. Once The Network Schools has selected an impartial hearing officer, Network Schools 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 Network Schools' 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 State Department of Education's list of trained mediators.
  - j. At the hearing, The Network Schools 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. Should either party request that the hearing be recorded, it shall be recorded using either appropriate equipment or a court-reporter. The Network Schools shall be allowed to present its case first. Thereafter the parent or legal guardian shall be allowed to present their case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision.
  - l. Within twenty (20) days of the hearing, the hearing examiner should issue a written report of his/her decision to the parties.
  - m. Appeals may be taken as provided by law. The parent or legal guardian may contact the Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204- 3582, (303) 844-5695 or 5696.
2. Uniform Grievance Procedure. If a parent or legal guardian of the student allege that The Network Schools and/or any employee of The Network Schools has engaged in discrimination or harassment of the student, the parent or legal guardian will be required to proceed through The Network Schools' Uniform Grievance Procedure.

Cross Reference: Student Policy 3280 Equal Education, Nondiscrimination and Sex Equity

Legal Reference: 34 C.F.R. 104.3 Procedural safeguards

Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### **2410P2 Identification and Referral of Students with Disabilities**

Any student who needs or is believed to need accommodations not available through existing programs in order to receive a free appropriate public education may be referred by a parent, teacher, or other certified school employee to the 504 team for identification and evaluation of the student's individual education needs.

The 504 team will be composed of persons knowledgeable about the student, the student's school history, the student's individual needs, the meaning of evaluation data, and the potential accommodations. Administrative Staff will monitor the composition of the 504 team to ensure that qualified personnel participate.

The 504 team will consider the referral and, based upon a review of the student's existing records including academic, social, and behavioral records, make a decision as to whether an evaluation under this procedure is appropriate. If a request for evaluation is denied, the 504 team will inform the parents or legal guardian of this decision and of their procedural rights.

#### Evaluation

Evaluation of the student and formulation of a plan of services will be carried out by the 504 team according to the following procedures:

The 504 team will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities.

The 504 team shall consider all relevant information on the student to determine whether he or she is disabled under Section 504. Information may include reports from physicians, observations from parents, teachers, and/or school personnel, results of standardized aptitude and achievement test, comprehensive assessments conducted by The Network Schools' professional staff, and other relevant evaluation material, as appropriate. The information will also include consideration of the student's behavior.

In order to ensure the 504 team's interpretation of evaluation data and placement decision is consistent with federal law, the 504 team shall:

1. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.
2. Document that the information obtained from all sources is carefully considered.
3. Ensure that the 504 team's decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

4. Ensure that the decision provides appropriate academic and non-academic settings. No final determination of whether the student will or will not be identified as an individual with a disability within the meaning of Section 504 will be made by the 504 team without first inviting the parent or guardian of the student to participate in a meeting concerning such determination.

A final decision will be made by the 504 team in writing, and the parents or guardian of the student shall be notified of the Section 504 procedural safeguards available to them, including the right to an impartial hearing and review.

#### Written Plan for Services

For a student who has been identified as an individual with a disability within the meaning of Section 504 and in need of special education or related aids and services, the 504 team shall be responsible for determining what is needed. In making such determination, the 504 team shall consider all available relevant information, drawing upon a variety of sources as set forth in the "Evaluation" section of this policy.

The parents or guardian shall be invited to participate in the 504 team meetings where services for the student will be determined, and shall be given an opportunity to examine all relevant records.

The 504 team will develop a written plan describing the disability and the accommodations needed specifying how they will be provided and by whom.

The 504 team may also determine that no accommodations are appropriate. If so, the record of the 504 team's proceedings will reflect the identification of the student as a disabled person, the basis for the decision, and that no special services are presently needed.

A student shall be placed in the regular educational environment of The Network Schools with the use of the supplementary aids and services, unless Network Schools demonstrates that such placement cannot be achieved satisfactorily. The disabled student shall be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the student.

The 504 team shall notify the parent or guardian in writing of its final decision concerning the services to be provided. All teachers of students with accommodations under Section 504 shall be provided with information in sufficient detail to address the individual needs.

#### Review of the Student's Progress

The 504 Case Manager will monitor the progress of the student with a disability and the effectiveness of the student's education plan annually to determine whether special education or related aids and services are appropriate and necessary, and whether the student's needs are being met as adequately as the needs of students without disabilities.

A comprehensive reevaluation of the student's needs will be conducted prior to any significant change in placement

#### Procedural Safeguards

The parents or guardians shall be notified in writing of all 504 team decisions concerning the

identification, evaluation, or accommodations for students made under this policy.

The parents or guardians shall be notified that they may examine relevant records. As to such decisions by the 504 team, the parent or guardian shall have the right to an impartial hearing, with the opportunity for participation by the parents or guardian and their counsel.

### Hearing Purpose and Scope

An impartial hearing procedure is available to students and their parents to resolve differences dealing with educational services available under Section 504 of the Rehabilitation Act (hereinafter "Section 504") when such differences cannot be resolved by means of a less formal procedure. Students and their parents are encouraged to use The Network Schools' Civil Rights Grievance Procedure for resolution of differences whenever possible.

The hearing procedures and procedural safeguards set forth in this policy apply to the identification, evaluation, or educational placement of a student, as set forth in 34 CFR 104.36. A student qualifies for a free appropriate public education, including related services, under Section 504 if he/she has a physical or mental impairment which substantially limits one or more major life activities.

The following definitions will apply to all related hearing matters:

"Days" means calendar days.

"Parents" means parents or legal guardians.

"Placement" means the program concerning the educational placement of the student.

### Hearing Procedures

A Section 504 impartial hearing may be requested by the School District or a parent of an affected student on matters directly related to:

1. The identification or eligibility of a student as disabled under Section 504,
2. The evaluation procedures utilized with the student, or
3. The educational placement and/or services and accommodations recommended for the student.

All requests for a hearing under this policy must be submitted in writing addressed to:

504 Case Manager  
1513 Tyrell Lane, #110; Boise, ID 83706

The written request for a hearing must contain:

1. The specific nature of the dispute,
2. The specific relief or remedy requested, and
3. Any other information that The Network Schools or parents believe is important to understanding the dispute.

The hearing procedure will be presided over and decided by an impartial hearing officer. The Superintendent of Schools, or his/her designee, will select an impartial hearing officer within fifteen (15) days of receipt of the request for a Section 504 hearing. The selected impartial hearing officer will:



1. Be qualified to review School District decisions relating to Section 504,
2. Be impartial and unbiased, and
3. Not be an employee of the school district.

The selected hearing officer, prior to the hearing, will review The Network Schools' actions and notify the parties in writing of the date of the hearing. The parents and The Network Schools will be given at least ten (10) days' notice of the date of the hearing. The notice from the appointed hearing officer will contain:

1. A statement of the time, place, and nature of the hearing;
2. A statement of the legal authority and jurisdiction under which the hearing is being held;
3. A statement of the availability of relevant records for examination;
4. A concise statement of the issues in dispute;
5. A statement setting forth the right of the student's parents or guardian to participate in the hearing procedure; and
6. A statement of the right to be represented by counsel.

All written correspondence will be provided in English and/or interpreted in the parents' primary language.

Either party to the hearing may request a continuance. The continuance may be granted by the hearing officer upon a showing of good cause. Any continuance(s) granted by the hearing officer will extend the time for rendering a final hearing decision for a period equal to the length of the continuance(s). The hearing will be conducted and a written decision will be mailed by the hearing officer to all parties within forty-five (45) days from the date of the hearing assignment.

The appointed hearing officer will preside at the hearing and will conduct the hearing proceedings in a manner that allows all parties the following rights:

1. The right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to the problems of disabled children;
2. The right to present evidence and oral arguments;
3. The right to an electronic verbatim record of the hearing; and
4. The right to written findings of fact and a decision on the matter.

Parents involved in the hearing process will have the right to:

1. Have the student present at the hearing; and
2. Open the hearing to the public.

In cases where there are language differences, an interpreter will be provided by The Network Schools.

The appointed hearing officer will review all relevant facts presented at the hearing and will determine whether the student's rights have been fully observed. The hearing officer will have the authority to uphold, reverse, or modify The Network Schools' determination with regard to the:

1. Identification of the student as disabled;
2. Evaluation procedures utilized with the student; and
3. Educational placement and/or services and accommodations recommended for the student.

#### Decision of the Hearing Officer

The decision of the hearing officer is binding on all parties concerned and may be appealed to a court of competent jurisdiction.

Record of the Hearing

An electronic verbatim recording of the Section 504 hearing will be on file at the school district administration office and will be available for review upon request by the parents and/or any of the involved parties.

Procedure History:

Promulgated: 4/16/2013      Reviewed: 2/25/2019      Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2420 Parent and Family Engagement

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

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

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

for more effective parental involvement, and to revise, if necessary, The Network Schools' parent and family engagement policy described herein; and

6. **Establish a Parent Advisory Board:** The Network Schools shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by The Network Schools to adequately represent the needs of the population served by The Network Schools for the purpose of developing, revising, and reviewing The Network Schools' Parent and Family Engagement Policy.

### Policy Development

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

1. **Parental Involvement:** The Network Schools shall:
  - A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
  - B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
  - C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of The Network Schools' available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and
  - D. Provide parents of participating children:
    - I. Timely information about qualifying programs;
    - II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
    - III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the parent and family engagement policy developed under this policy, The Network Schools shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:
- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;
  - B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
    - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
    - II. Frequent reports to parents on their children's progress;
    - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
    - IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
3. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, The Network Schools:
- A. Shall provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  - B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
  - C. Shall educate teachers, specialized instructional support personnel, Administrative Staff, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as

equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools;

- D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
  - E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
  - F. May involve parents in the development of training for teachers, Administrative Staff, and other educators to improve the effectiveness of such training;
  - G. May provide necessary literacy training for parents from Title I funds in the event The Network Schools has exhausted all other reasonably available sources of funding for such training;
  - H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
  - I. May train parents to enhance the involvement of other parents;
  - J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
  - K. May adopt and implement model approaches to improving parental involvement;
  - L. May establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;
  - M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
  - N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
  - O. Shall inform parents and organizations of the existence of the program.
4. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, The Network Schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Cross Reference: Community Policy 4160 Parents Right to Know Notices

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

Policy History:

Adopted: 4/16/2013	Reviewed: 4/25/2016	Revised: 4/15/2016
	Reviewed: 9/18/2017	Revised: 10/16/2017
	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 3/21/2022	

## The Network Schools

### INSTRUCTION

#### 2420P Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in The Network Schools policy 2420, these procedures guide the development of The Network School's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

#### Guidelines

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

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

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

#### Roles and Responsibilities

It is the responsibility of the student to:

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

It is the responsibility of the parent to:

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

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;
3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and



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

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

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

It is the responsibility of the administration to:

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

Procedure History:

Promulgated: 4/25/2016

Reviewed: 9/18/2017

Revised: 10/16/2017

Reviewed: 2/25/2019

Revised: 2/25/2019

Reviewed: 3/21/2022

## **The Network Schools**

### **INSTRUCTION**

#### **2425 Parental Rights**

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

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

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

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

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

A parent/guardian who has objection to their child's participation in The Network Schools' adopted curriculum and/or The Network Schools' implementation of practices, policies, and procedures in accordance with educational mandates, on the basis that it harms the child or impairs the parent/guardian's firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in

the provided educational activity, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to The Network Schools. The final decision as to the placement of such alternative educational activity shall be at the discretion of The Network Schools, with input of the parent/guardian, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

#### Access to Learning Materials

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

#### Notice

The Network Schools shall annually provide parents/guardians with notice of their rights as specified in this policy.

Cross References: Instruction Policy 2341F Parental Opt-Out Form for Sex Education  
Instruction Policy 2420 Parental and Family Engagement  
Community Relations Policy 4105F Request to Address the Board

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

#### Policy History:

Adopted: 4/16/2013	Reviewed: 4/25/2016	Revised: 4/25/2016
	Reviewed: 10/16/2016	Revised: 10/16/2016
	Reviewed: 2/25/2019	Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2435 Advanced Opportunities

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

Participation in The Network Schools' advanced opportunities program requires parent/guardian and student agreement to program requirements and completion of The Network Schools' participation form documenting the program requirements found in 2435F.

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

#### Definitions:

"Credit" means middle or high school credit.

"Dual credit" means credit awarded to a student on his or her secondary and postsecondary transcript for the completion of a single course.

"Full credit load" means at least twelve (12) credits per school year for grades 7– 12.

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

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

#### Fast Forward Program

The State's Advanced Opportunities funding, known as the Fast Forward program, provides students in The Network Schools with \$4,125 to use toward overload courses, dual credits, college credit-bearing examinations, and career technical certificate examinations, and federal registered workforce training programs that lead to regional 'in demand' jobs.

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

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

4. Career technical education (CTE) examinations that lead to an industry-recognized certificate, license, or degree.

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

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

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

The Network Schools shall establish timelines and requirements for participation in the program, including implementing procedures for the appropriate transcription of credits, reporting of program participation, and financial transaction requirements.

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

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

#### Challenging Courses

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

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

#### Advanced Opportunities Scholarship

Students who successfully complete grades 1-12 at least one (1) year early may be eligible for

an advanced opportunities scholarship. A student shall be eligible if he or she:

1. Shows that he or she has met all of the graduation requirements of The Network Schools;
2. Completes grades 1-12 curriculum in eleven (11) or fewer years;
3. Applies within two years of graduating from a public school.

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

If an eligible student requests an advanced opportunities scholarship, the student shall be entitled to such a scholarship which may be used for tuition and fees at any publicly funded institution of higher education in Idaho. The amount of such scholarship shall equal thirty-five percent (35%) of the statewide average daily attendance-driven funding per enrolled pupil for each year of grades 1-12 curriculum the student avoids due to early graduation.

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

#### International Baccalaureate Examination Fees

The International Baccalaureate (IB) candidate registration fee for IB exams is the responsibility of The Network Schools student's family. If there is a financial need, The Network Schools student(s) who meet the criteria for free or reduced lunch can apply for a fee waiver through the Diploma Coordinator.

Legal References:	I.C. § 33-4601	Definitions
	I.C. § 33-4602	Advanced Opportunities-Rulemaking
	I.C. § 33-4604	Mastery Advancement Program

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

#### Policy History:

Adopted: 4/25/2016	Reviewed: 10/16/2017	Revised: 11/27/2017
	Reviewed: 9/17/2018	Revised: 9/17/2018
	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 11/18/2019	Revised: 11/18/2019

## The Network Schools

### INSTRUCTION

#### 2435F Advanced Opportunities Participation Form

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

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

1. Overload courses; high school credits taken in **excess** of the full credit load offered by the public high school, up to \$225.00 per course;
2. Dual credits; a maximum of \$75.00 per credit;
3. Examinations; Advanced Placement, International Baccalaureate, and College Level Examination Program;
4. Career Technical Education (CTE) examinations that lead to an industry-recognized certificate, license, or degree;
5. Eligible CTE workforce training courses up to \$500.00 per course and \$1,000.00 per year; and
6. Federal, registered workforce training programs that lead to regional “in demand” jobs.

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

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

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

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

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

With the approval of The Network Schools, students can track expenditures of their allocation by creating an account in the Advanced Opportunities portal.

This form will be retained by The Network Schools.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Charter School Name: \_\_\_\_\_

Form History:

Adopted: 4/25/2016	Reviewed: 10/16/2017	Revised: 11/27/2017
	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 11/18/2019	Revised: 11/18/2019



## The Network Schools

### INSTRUCTION

#### 2440 Online Courses and Alternative Credit Options

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

##### Virtual/Online Courses

The Executive Director is authorized to create a process for students enrolled in secondary schools to register for enrollment in online courses provided by accredited organizations. At a minimum, such process for registration for online courses shall be accommodated through The Network Schools' normal registration process.

Online courses from an accredited institution may be counted as credit toward graduation.

##### Dual Credit Program

The Network Schools recognizes and encourages close collaboration and planning across all educational curricula to assure the highest degree of efficiency in meeting the individual needs of the student population we serve. Systematic program articulation efforts across the curriculum are an essential part of this collaborative process.

Prior permission for dual credit will be granted by counselors and/or school administrators. The primary purpose of the dual credit program is for students to reach desired career goals as efficiently as possible. Therefore, it is the intent of The Network Schools to develop procedures and agreements with post-secondary institutions. A fully developed dual credit program will ultimately result in the elimination of unnecessary duplicative learning experiences, the provision for efficient entry level training programs, and enhanced opportunities for students.

As a result of this program, high school students will be provided the opportunity to earn college credit while enrolled in dual credit program high school courses.

##### Correspondence Courses

The Network Schools will permit a student to enroll in an approved correspondence course from an institution accredited by the Idaho State Board of Education (SBOE) or other regional accrediting association recognized by the SBOE, and registered with the SBOE, in order that such a student may include a greater variety of learning experiences within the student's educational program.

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

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

1. Prior permission has been granted by counselors and/or school administrators;
2. All Correspondence credits used in completing graduation requirements parallel the content

- of course outlines in the Course Description Handbook; and
3. The program fits the education plan submitted by the regularly enrolled student.

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

#### Independent Study

The Board recognizes and authorizes the Executive Director or designee to enroll high school students in courses of independent study.

Cross References:   Instruction Policy 2700- 2700P2 High School Graduation Requirements  
                          Student Policy 3030 Dual Enrollment  
                          Student Policy 3050 Attendance

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

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2450 Contracted Student Services

“Private service provider” refers to an individual, either self-employed or working for an agency, who is properly licensed and/or certified to provide the educational service for which he or she is contracted. Such services may include, but are not limited to, occupational therapy, speech therapy, physical therapy, and behavioral specialist.

The Board hereby delegates to the Executive Director the authority to enter into agreements for student services with private service providers when he or she determines that the necessary educational services are not available through The Network Schools or that it is in the best interest of a student and The Network Schools to enter into an agreement with a private service provider.

Any agreement signed by the Executive Director or designee with private service providers, pursuant to this policy, shall set forth the terms of the agreement, the relationship of the parties, the services to be provided, provisions for record keeping and confidentiality of records, the billing procedures, as well as other terms that are deemed to be necessary.

The Executive Director or designee shall select private service providers hired pursuant to this policy based on their qualifications, work experience, availability, lack of conflict of interest with The Network Schools, and financial stability. While the Executive Director or designee may also consider a parent’s request for a particular service provider, such request will not be the controlling factor in selecting a private service provider.

No private service providers hired under this policy shall be considered employees of The Network Schools. Further, all private service providers and their employees shall be fully qualified for the services for which the agreement specifies.

#### Special Education

It is the intent of The Network Schools to provide services required by students’ Individualized Educational Programs (IEPs) and develop resources within The Network Schools to eliminate the need for outside sources for special education services. Agreements for student services may be entered into for services identified on a student’s IEP or 504 plan, or for other educational services as needed by The Network Schools. In no event shall such agreement exceed twelve (12) calendar months.

#### Supplemental Education Services

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

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2500 Library Materials

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

Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude there from all books, tracts, papers, and catechisms of a sectarian nature. School library and classroom library books are provided primarily for use by The Network Schools 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 Administrative Staff may assess fines for damaged or unreturned books.

The Network Schools will not allow books, tracts, papers, or catechisms of a sectarian nature in the library.

Cross References: Instruction Policy 2530 Instructional Materials Review

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

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

Reviewed: 3/21/2022

Revised: 3/21/2022

## The Network Schools

### INSTRUCTION

#### 2510 Selection of Library Materials

The Network Schools has a library with the primary objective of implementing and supporting the educational program in the school. It is the objective 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.

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

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

Although the Executive Director is responsible for selection of library materials, ultimate responsibility for the selection of library materials rests with the Board.

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

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

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### **2510P Selection of Library Materials**

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

#### Weeding

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

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.

#### Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### **2530 Instructional Materials Review**

The Board of Trustees recognizes that opinions may differ concerning the appropriateness of instructional materials. Occasionally an individual or group may find instructional materials used at The Network Schools in conflict with their views.

To deal with conflicts and/or complaints about instructional materials, a procedure has been developed for receiving, considering, and acting upon written complaints regarding instructional materials used at The Network Schools.

Citizens objecting to specific materials used at The Network Schools are encouraged to submit a complaint in writing and discuss the complaint with the Administrative Staff prior to pursuing a formal complaint pursuant to 2530P Complaints About Instructional Materials.

Instructional 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: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2530P Complaints about Instructional Materials

A great number and variety of educational materials are available for use at The Network Schools, not only through school resources, but also through the individual and creative resources of each teacher. Due to the nature of education, almost all educational materials and procedures are subject to differences of opinion and controversy.

In order to face this reality objectively and systematically, The Network Schools has developed and maintains a standard form and procedure through the Administrative Staff that provides for public or staff reaction to any educational material or procedure and subsequent review by the professional staff of The Network Schools.

Therefore, the following guidelines will be observed in reviewing, considering, and acting upon written complaints regarding instructional materials in required courses.

1. An individual student may be excused from using instructional materials after the parent or legal guardian has completed and returned 2530F1 Request for Review of Educational Materials or Procedures to the Administrative Staff. If a parent or student wishes to request an alternate title for any novel assigned in an English/Language Arts class, he or she should contact the teacher, communicating the reasons for requesting an alternate title so the teacher may work with the parent and student can select a suitable alternate.
2. When the Administrative Staff receives such a request, the Administrative Staff will acknowledge in writing its receipt and ensure that the Executive Director or designee and teacher(s) have been informed of the request.
3. The Executive Director or designee will determine whether the request should be considered as an individual request or if a building or District level review committee should be activated to reevaluate the material. If the Executive Director or designee determines that the request is an individual request, the Executive Director or designee shall answer the request in writing. If it is determined the request should be reviewed by committee, the Executive Director or designee shall activate a review committee.
  - a. The review committee shall consider the educational philosophy of The Network Schools, the professional opinions of other teachers, reviews of the material by reputable critics, the teacher's stated objectives in using the material, and the objections of the complainant.
  - b. The review committee shall return its opinion, in writing, to the Executive Director. The Executive Director will in turn report the outcome to the Board.

Curricular materials will be chosen and employed in accordance with Policy 2540P Selection, Adoption, and Use of Curricular Materials.

#### Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019



## The Network Schools

### INSTRUCTION

#### 2545 Technology Advisory Council

The Board supports the establishment of a Technology Advisory Council for the purpose of informing technology integration into the classroom, promoting the sharing of information, and fostering a sense of collective ownership of The Network Schools' technology policies. The implementation of this process shall involve regular communication between the Council, Administration, and the Board.

##### Council Membership

The Council shall be organized at The Network Schools level. The membership shall comprise one (1) Board member, teachers, classified employees, a building administrator, students, parents and guardians of students, and may include business leaders or members of the community at large. At least one member shall be the Executive Director of The Network Schools or designee.

##### Council Duties

Duties of the Technology Advisory Council shall include but not be limited to:

1. Providing recommendations on the integration of technology into the learning environment;  
and
2. Sharing best practices and innovative uses of technology in the classroom.

##### Implementation and Review

The Executive Director shall be responsible for overseeing the activities of the Councils and for providing ongoing assessment of site council functioning.

Technology Taskforce: Final Taskforce Recommendations

##### Policy History:

Adopted: 4/25/2016

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### 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, and permits them to be approved on a case-by-case basis.

Extended field trips, as outlined in procedures, must be approved in advance by the Board. Administrative Staff has the authority to approve all other field trips.

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

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

Legal References: I.C. § 33-512 Governance of Schools  
I.C. § 33-1501 Transportation Authorized

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2550P Travel

##### Field Trips Procedure

1. Requests for approval of field trips must be submitted to the Administrative Staff at least two (2) weeks in advance of the field trip.
2. The proposal must be in writing, identifying the purpose of the field trip and its educational value to the students and its relationship to the curriculum. The specific proposal will include the names and numbers of students, names of chaperones, the itineraries, and a breakdown of the estimated costs. The Administrative Staff may impose restrictions regarding the date, length of time, and the chaperone/student ratio as a condition of approval. The proposal must have strong support from the Administrative Staff, teachers, parents/guardians, and students.
3. A field trip outside The Network Schools' boundaries must be approved by the Administrative Staff. The proposal will include a statement of assurance regarding adequate liability insurance to protect The Network Schools, Board Members, chaperones, teachers, and students. Proposals for extended trips will include financial information, including the cost to the class, club, department, or organization, and the projected cost to The Network Schools and the individual student. Extended trips should be scheduled after regular school hours, on weekends, or during vacations whenever possible.
4. All students must return a permission slip or have a current registration card signed by a parent/guardian on file before they will be allowed to participate in the field trip. The total number of school days missed must be included in the written proposal. Advanced makeup of school work will be required when the trip exceeds one (1) school day.
5. The school will retain the permission slips and registration cards until the end of the school year.
6. Alternate lesson plans must be available for those students not participating in the field trip.

##### Co/Extra-Curricular Activity Contests and Events Travel

To ensure that The Network Schools meets requirements for all Idaho High School Activities Association (IHSAA) recognized competitive activities and athletics, the following parameters and scheduling will be followed:

1. State and District scheduled contests and all State and District competitions for which groups qualify will be allowed;
2. To assure quality competition from a variety of competitors, regularly scheduled contests and events may be scheduled throughout the State of Idaho.

### Student Responsibilities

Students are expected to be knowledgeable about the rules governing student conduct. Extended trips are considered an extension of the classroom, and all rules pertaining to a school-sponsored activity must be followed.

1. Students and their parent/guardian will read and sign the standard code of conduct to be reviewed during the pre-trip meetings; and
2. Students who violate any school policy during an extended trip may be disciplined, including, but not limited to, being sent home at the expense of their parent/guardian.

### Chaperones

Travel proposals must include the names and numbers of chaperones, including both male and female chaperones if the proposal is for a mixed group of students. Private automobiles will not be used for any field trip.

The Network Schools employees serving as chaperones and developing the proposal for the extended trip will perform the following duties:

1. Hold a pre-trip meeting with students and parents/guardians;
2. Provide detailed written information about the activities of the trip;
3. Provide information on the responsibilities of and rules for the students;
4. Discuss The Network Schools policy regarding student conduct while on a school-sponsored activity;
5. Establish a reasonable curfew and enforce strict compliance with this curfew. Periodic checks must be made to ascertain that the students are following the curfew requirements;
6. Make periodic checks to ensure strict compliance with all school rules;
7. Organize recreational and educational activities for students during leisure time to maximize the learning and social benefits of the tour; and
8. Refrain from using tobacco and consuming alcoholic beverages or drugs while on the extended trip. At the discretion of the Executive Director, non-employee chaperones may be required to undergo a criminal history check.

### Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2560 Contests for Students

Contests may be made available to students by outside organizations through the schools, subject to certain limitations. The Executive Director 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.

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. Optional for the individual student;
3. One that shall permit participation by boys and girls on an equal opportunity basis;
4. One that is beneficial to youth in education, civic, social, or ethical development;
5. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration;
6. One whose subject is not commercial, controversial, sectarian, or concerned with propaganda. It must emphasize high moral standards, good citizenship, and intellectual competence;
7. One from which no contestant shall be excluded because of race, color, creed, sex, or payment of entry fee;
8. 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; and
9. 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. Schools shall not be used to direct non-student sales or to promote goods or services via any contests, game, or other activity at any time during the school day unless approved by the Superintendent of Schools

Contests will not be allowed unless they further the educational goals and academic program of The Network Schools.

#### Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2570 Use of Commercially Produced Video Recordings

##### Purpose

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

##### Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote a mission-appropriate learning environment. Movies and videos and all analog and digital media will be previewed and selected based upon merit and relevance to the curriculum. Use of movies, videos and digital media should be judicious and wherever possible, clips and selected scenes should be utilized versus entire movies that take up valuable instructional time.

##### Educational Relevance

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

##### Age Appropriate Movies

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

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

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

The Board discourages the showing of R-rated movies in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose.

Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

### Administrator's Authorization

At least five days prior to the showing, the instructor or teacher shall submit to the Head of School or Division Director, in writing, the following information on the particular film:

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

### Copyright

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

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

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

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy;
6. The showing complies with Policy 2150 and Procedure 2150P;
7. 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 Network Schools itself has a Public Performance Site License from Movie Licensing USA. School districts 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 District facility. Once licensed, The Network Schools 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.

Cross Reference 2150  
2150P

Copyright  
Copyright Compliance

Legal Reference: 17 U.S.C. § 110

Limitations on Exclusive Rights: Exemption of  
Certain Performances and Displays

Policy History:

Adopted: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

Reviewed: 7/20/2019

Revised: 7/20/2019

Reviewed: 11/15/2021

Revised: 11/15/2021



## The Network Schools

### INSTRUCTION

#### 2570F Parental Movie Opt-Out/Consent Form

The Network Schools 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 Network Schools Policy 2570 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.

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

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

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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 or her view it/them.

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Date

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Signature of Parent/Guardian

**Parental Consent Form for Movies, Videos, etc.**

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_,  
allow my child to view the following movie(s) or video(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 videos as designated above.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

History:

Adopted: 11/15/2021

Reviewed:

Revised:

## The Network Schools

### INSTRUCTION

#### 2570P Use of Commercially Produced Video Recordings

##### Educational Relevance

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

##### Age Appropriate Feature 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 Level:** Only G and PG rated movies may be shown without parental permission. Any movie with a PG-13 rating to be shown at the middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

**High School:** Only G, PG, and PG-13 rated movies may be shown without parental permission. It is the position of the administration and Board, that at no time shall unedited R rated movies and/or video tapes be used in any classroom or student activity. R rated movies/videos which have been commercially edited and revised for educational purposes, may be viewed with signed, written permission granted by a parent/guardian and kept on file by the teacher. (See 2570F3) Appropriate teacher-selected video clips of R-rated movies and unrated feature movies shall be subject to "Administrator's Authorization," as outlined below.

These actions will assure that parents are accurately informed about the materials being presented in The Network Schools classrooms and are given options regarding instructional materials. Students who do not return parental consent forms where one is required shall be provided an appropriate alternate activity and, when possible, related to the stated learning objective.

##### Administrator's Authorization

At least five (5) days prior to the showing of any feature movie or edited clips from R-rated movies, the instructor/teacher shall submit to the Administrative Staff, in writing, the following information on the particular film:

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

## Copyright

All The Network Schools employees must comply with federal copyright laws as well as publisher licensing agreements. The legal requirements apply:

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

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

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy, not taped from a legitimate copy or taped from television;
6. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:
  - a. Educators desiring to show television programs for instructional purposes should request the school library/media specialist record the program at school with school recording facilities;
  - b. A television program that is recorded off-air may be retained for forty-five (45) consecutive calendar days after the date of the recording. At the conclusion of this forty-five (45) day retention period, the recording must be destroyed or erased;
  - c. During the first ten (10) consecutive school days of the forty-five (45) day period the recording may be used once by individual teachers in classrooms or similar places devoted to instruction, in the course of relevant teaching activities. The teacher may show the program again only once within this ten (10) school day period when instructional reinforcement is necessary;
  - d. Teachers and other school officials who show television programs for entertainment purposes violate this policy as well as federal copyright law;
  - e. After the first ten (10) consecutive days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, such as to determine whether or not to include a broadcast program in the teaching curriculum, and may not be shown in the schools to students or for other non-evaluation purposes;

- f. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded; and
- g. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content nor may they be physically or electronically merged to constitute teaching anthologies.

Procedure History:

Promulgated: 4/16/2013

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2600 Promotion/Retention

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

It is the philosophy of The Network Schools that students thrive best when placed or promoted to grade levels with other students who have compatible age, physical, and social/ emotional status. It is our philosophy to promote elementary students who demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students, as long as expectations are commensurate with the individual student's ability and rate of learning and will allow the child to progress.

#### K-5<sup>th</sup> Grade Retention and Acceleration

Students in Kindergarten through fifth (5<sup>th</sup>) grade typically will be promoted annually from one grade to the next. However, in exceptional cases it may be determined that retention or accelerated promotion is in a particular student's best interest. School staff and/or parent(s) may make a recommendation that a student be retained or accelerated. When such a recommendation is made, the final decision to retain or accelerate rests with a team typically consisting of an Administrative Staff member, parent, classroom teacher, counselor, and possibly the school psychologist. If a parent insists on the child being retained or promoted against the school's recommendation, the school will place a notice will be placed in the child's file that the retention or promotion was a parent decision and not recommended by the school.

#### Middle School (6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grades) Eligibility for Promotion

The Network Schools will award credit for courses completed by students attending middle school, beginning in sixth (6<sup>th</sup>) grade. To be eligible for promotion to the next grade, students will be required to obtain the minimum credit requirements or achieve the standards for alternate mechanism.

#### High School (9<sup>th</sup>-12<sup>th</sup> Grades)

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

#### Special Education Students

The Individualized Education Program (IEP) team for special education students may 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 (LEP) Students

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

Legal References: I.C. § 33-512(2) Governance of Schools  
I.C. § 33-512C Encouragement of Gifted Students  
IDAPA 08.02.03.104.2 Middle Schools/Junior High Schools

Policy History:

Adopted: 4/25/2016	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 8/19/2019	Revised: 8/19/2019

## The Network Schools

### INSTRUCTION

#### 2610 Required Instruction

##### Elementary School (K-5th grades) Required Instruction

Required instruction at the elementary level will be provided through a The Network Schools aligned curriculum which includes the following core subjects:

1. Language arts and communications, including instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening;
2. Mathematics, including instruction in addition, subtraction, multiplication, division, percentages, and mathematical reasoning and probability;
3. Science, including instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social studies, including instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

In addition to the core of instruction set forth above, The Network Schools will offer the following instruction to all elementary school students:

1. Art;
2. Health and wellness; and
3. Physical education, including physical fitness.

##### Middle School (6th-8th grades) Required Instruction

To advance to the seventh (7th) grade, students must earn at least eighty percent (80%) of the credits attempted in sixth (6th) grade and be in compliance with The Network Schools' attendance policy.

To advance to the eighth (8th) grade, students must earn at least eighty percent (80%) of the credits attempted in seventh (7th) grade and be in compliance with The Network Schools' attendance policy.

To advance to the ninth (9th) grade, students must earn at least eighty percent (80%) of the credits attempted in eighth (8th) grade and be in compliance with The Network Schools' attendance policy.

Required instruction at the middle school level will be provided through a The Network Schools aligned curriculum which includes the following core subjects:

1. Language arts and communications will include instruction in reading, writing, English, literature, technological applications, spelling, speech, and listening. Any student who is determined by District criteria to be a non-proficient reader shall be required to complete reading classes each semester. Once proficiency is achieved as determined by District criteria, the student will be released from this requirement at the conclusion of the current semester;



2. Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, and mathematical reasoning and probability;
3. Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences; and
4. Social studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology.

In addition to the core subjects listed above, all students in middle school are required to participate in the following instruction:

1. Physical Education/Health (fitness and wellness); and
2. French or Spanish

### Credit Recovery

6th, 7th, and 8th grade students who do not meet the minimum credit requirements will be given the opportunity to recover credits in order to become eligible for promotion to the next grade level. Credit recovery options include, but are not limited to, scheduled intervention, summer school, online courses, correspondence courses, and after school intervention.

Cross References:    Instruction Policy 2600    Promotion/Retention  
                               Student Policy 3050    Attendance Policy

Legal References:    IDAPA 08.02.03.103    Instruction Grades 1-12  
                               IDAPA 08.02.03.107    Middle Level Credit System  
                               IDAPA 08.02.03.104.01    Elementary Schools  
                               IDAPA 08.02.03.104.02    Middle Schools/Junior High Schools

### Policy History:

Adopted: 4/25/2016	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 8/19/2019	Revised: 8/19/2019

## The Network Schools

### 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. Student academic progress shall be recorded on permanent student report cards that may also indicate student social and civic attitudes.

The Board directs the administration 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. The Network Schools may devise programs that recognize exceptional student academic, social, and civic achievement such as honor rolls or other programs.

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

#### Policy History:

Adopted: 4/25/2016

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2622 Grading and Assessment

##### Principles and Practices of Assessment

Assessment at The Network Schools is designed to give all learners K-12 access to a rigorous curriculum aligned to the standards, practices and content expectations of the International Baccalaureate (IB) Programmes and Idaho State Department of Education standards. Furthermore, assessment practices support and motivate learners in the following ways:

##### Assessment strategies promote learning.

- Assessment is part of the learning tasks and informs planning for learning in the future.
- Assessment tasks are appropriate for the demonstration of learning standards.

##### Assessment clearly directs student and teacher to the learning standards.

- Students understand the learning standards on which they will be assessed.
- Students understand the criteria teachers will use to assess their work.

##### Assessment reflects a view of learning in which students may achieve mastery of knowledge and skills, rather than simply achieve a better grade.

- Teachers use tasks that encourage and assess higher level thinking.
- Teachers provide feedback in a way that motivates students to learn from their mistakes.

##### Assessment provides a way for students to use feedback.

- Feedback is directed to the learning standards, not toward comparisons with peers.
- Feedback is clear and constructive about strengths and weaknesses.
- Feedback is individualized to clearly identify opportunities for improvement.

##### Assessment helps students take responsibility for their own learning.

- Students develop strategies for self- and peer-assessment in order to identify steps needed for further learning.

##### Assessment is inclusive of all learners.

- Assessments are criterion-referenced, providing opportunities for all learners to achieve at their highest level
- Assessments are free from bias

##### Formative Assessment

Formative assessment is any task teachers (and students) use to gather evidence for the purpose of improving learning as the learning is taking place. Examples of formative assessments include practice problems, notebook checks, "tickets out the door" and other activities that allow us to see how students are doing on a daily basis. While they don't "count" for points toward a grade, formative assessments provide students with written and verbal feedback on their progress. They

are essential tools to aid in preparing students for quizzes, tests, projects, and other summative assessments.

Summative Assessment

Summative assessment is used to evaluate students' proficiency on each learning standard after the learning has occurred. Summative assessments provide data about what a student understands at the end of a unit of study of a concept, skill or procedure. If a student fails to demonstrate proficiency on an assessment, or if they choose to work towards further mastery of the assessed content, they may arrange a time to re-take that assessment during the unit of study. Summative assessments are the only tasks teachers use to determine a student's report card grade. Teachers grade these assessments on a 7-point criterion-referenced scale.

Grade Scale

The Network Schools determines grades using a criterion-referenced scale. Grades for each course of study are determined using the criteria specific to each subject area, and trends are used to determine final grades.

Middle (MYP) and High School (DP/CP) students will have a two-week grace period at the start of each semester in which they can drop or add classes for the current semester with no impact to their grade. After this time, any changes to a student's schedule must be approved by The Network Schools administration.

The Network Schools Assessment Rubric: MYP, DP & CP

1	Even with support, the student demonstrates no understanding.
2	Very limited understanding of the required knowledge and skills with fundamental difficulties in many areas. Student is unable to apply knowledge and skills in familiar situations, even with support.
3	Limited understanding of most of the required knowledge and skills with clear difficulties in some areas. Student is only able to apply knowledge and skills fully in familiar situations with support.
4	A general understanding of the required knowledge and skills, and the ability to apply them effectively in familiar situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in some unfamiliar situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of unfamiliar situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistently creates exceptional evidence of analysis, synthesis and evaluation where appropriate. In addition, consistently demonstrates originality and insight.

Assessment Rubric: PYP

1	No to very limited understanding of the required knowledge and skills with fundamental difficulties in many areas. Student is unable to apply knowledge and skills in familiar situations, even with support.
2	Limited understanding of most of the required knowledge and skills with clear difficulties in some areas. Student is only able to apply knowledge and skills fully in familiar situations with support. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in some unfamiliar situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of unfamiliar situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.

### Independent Practice and Enrichment

The Network Schools believes in giving students the opportunity at home, to engage with family, and extra-curricular activities that encourages a balanced lifestyle in conjunction with the IB Learner Profile. IB Learners are expected to be self-directed learners and seek beyond the walls of the school to engage in creativity, action, and service to make their academic learning more meaningful and relevant. We also believe in the power of independent practice and enrichment of academic content and skills as a vital part of creating life-long learners. The Network Schools believes in an intentional approach to assigning students independent practice and enrichment activities. Factors that may contribute to the need for assignment or recommendation of this work may include, but are not limited to, intervention, extension, investigation, exploration, inspiration, and/or explanation.

### Acronyms

IB - International Baccalaureate  
PYP – Primary Years Programme  
MYP– Middle Years Programme  
DP – Diploma Programme  
CP – Career Programme

### Procedure History:

Adopted: 4/25/2016	Reviewed: June-July, 2016	Revised: 7/18/2016
	Reviewed: 2/25/2019	Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2623 Credit Recovery

For Semester 1 of the 2020/2021 school year, The Sage Network of Schools is supporting a one time policy due to COVID conditions that establishes a Mastery pathway to show proficiency in selected core classes.

The teachers of selected classes have created a mastery approach centered on state standards. Students will receive their 'project pathway' and work independently with designated time once per week to conference with course-specific teachers to track progress and receive support.

When mastery is achieved the student's failing grade will be replaced by the new earned grade and credit will be granted. If mastery is not met then the failing grade and loss of credit stand.

Mastery, based on Sage's 7 point rubric, will be considered a passing score of "3 or higher". Evidence of mastery in identified Semester 1 courses for the 2020/2021 school year must occur prior to May 26th, 2021.

Cross Reference: Instruction Policy 2622 - Grading and Assessment

I.C. § 33-1632 Mastery-Based Education

#### Policy History

Adopted on: March 15, 2021

Revised on:

Reviewed on: March 15, 2021

## The Network Schools

### INSTRUCTION

#### 2625 Parent-Teacher Conferences

Parent-Teacher Conferences have been adopted by The Network Schools as a means of reporting student progress to parents or guardians 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 parents or guardians. 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 or guardians, teachers, and students. Parents are encouraged to request a time to talk with the student's teacher at any time during the school year.

Parent/Teacher Conferences will be held annually for all programs.

#### Policy History:

Adopted: 4/25/2016

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2700 High School Graduation Requirements

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

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the Board of Public Education. 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 Executive Director.

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.

Cross Reference:      Instruction Policy 2435      Advanced Opportunities  
                                 Instruction Policy 2700P1      High School Graduation Requirements

Legal References:    I.C. § 33-4601      Advanced Opportunities - Definitions  
                                 I.C. § 33-6101, *et. seq.*      Opportunities for College and Career Ready Students  
                                 IDAPA 08.02.01.250.02      Required Attendance  
                                 IDAPA 08.02.01.350      Early Graduation  
                                 IDAPA 08.02.03.105      High School Graduation Requirements

#### Policy History:

Adopted: 4/25/2016	Reviewed: June-July, 2016	Revised: 7/18/2016
	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 8/15/2022	Revised: 8/15/2022



## The Network Schools

### INSTRUCTION

#### 2700P1 High School Graduation Requirements

##### Publication of Graduation Requirements

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

##### Credits

Students entering High School (grade 9) in Fall 2022 or after shall be expected to earn a minimum of fifty (50) semester credits. Students who entered High School before Fall 2022 shall be expected to earn a minimum of forty-six (46) semester credits including only 2 Humanities credits of Art, Foreign Language, or Interdisciplinary courses. The Network Schools High School offers the International Baccalaureate Diploma Programme and Career-Related Programme which have additional graduation requirements. These requirements are published in the student handbook and can also be obtained from the school Guidance Counselor.

Special education students who have successfully completed the requirements outlined in their Secondary IEP leading to completion of high school will be awarded a diploma.

##### Home School or Non-Regionally Accredited Public, Private, Parochial – Freshman Competency Credits

A maximum of six (6) credits (math-2, English-2, earth science-2) for home school students or students from a non-regionally accredited public, private, parochial school, may be accepted for ninth (9) grade credit(s) based on demonstrated competency on a district approved and administered test(s) in the area(s) listed below:

Allowable Freshman Competence Credits (6):

- English 9A = one (1) credit (1 exam and writing portfolio)
- English 9B = one (1) credit (1 exam and writing portfolio)
- Science = two (2) credits (1exam)
- Math: CC HS Math I (first semester) = one (1) credit (1 exam); both semester = two (2) credits (2 exams)

Placement: The school counselor will tentatively place the entering student in the appropriate courses and grade level with consideration to:

- Available documentation – transcripts, report card, test scores, work samples, etc.
- The student/parent/guardian’s assessment of his/her knowledge and abilities as well as courses believed to be successfully completed
- Instructional materials with which the student has had experience
- The student’s age
- The school counselor will determine final placement after competency tests have been completed.

Appeals may be made to the Administrative Staff and their decision is final.

### Proficiency Testing

Students may petition to take proficiency tests for placement only. Upon successful completion of the adopted proficiency test for an individual course, the student will be granted a waiver from that course and may take an advanced course in its place. No credit will be granted for proficiency testing.

### Withdrawal from Courses

Students dropping any class from week 3 through 4, inclusive of a semester, for any reason will result in an "NC" No Credit on the student's transcript. Parents and student should be aware that any class dropped after the 4th week of the semester for any reason will automatically be recorded as a "1" on the transcript. The "1" will be computed into the student's G.P.A. Exceptions may be granted by the Administrative Staff.

Classes dropped prior to the 3rd week of the semester will not appear on the student's transcript.

### Withdrawing from school and not enrolling in another school

Students that withdraw from school without transferring to another school (drops) will have grades posted on their transcript with a WF. Grades given during the semester of the withdrawal will be included in the GPA calculation. The withdrawal date, as well as the word drop will be recorded in the title section of the transcript just above the grades.

### Withdrawing from school and transferring to another school mid-semester

Students that transfer to another school in the middle of a semester will have grades posted on their transcript with a W next to the grade earned at the time of transfer. Grades given during the semester of the transfer to another school will be excluded from the GPA calculation. The withdrawal date, as well as the word withdrawal, will be recorded on the transcript just above the grades.

### Transferring in after the start of the semester

Students entering The Network Schools more than 3 weeks into the grading period of a semester must make-up all missed work for each class to earn a semester grade, or, have progress grades that are the equivalent of a 3 (C) or higher in each course that will be factored into a final course grade. Transfer grades will only be considered for same or like courses (ie. English 9 to English 9). Previous withdraw grades of D or F will transfer as a 1 or 2. Transfer grades are at the discretion of the Administrative Staff.

### Retaking Courses

When students repeat a course, the exact course must be repeated and only the highest grade will appear on the transcript, the higher grade will be used to calculate grade point average. The course with the lower grade will receive an "R" Retaken and will earn no credit or associated G.P.A. No adjustments of student transcripts shall be made other than when a student repeats the exact course.

### Grades for Expelled Students

Students who are expelled from The Network Schools will have grades posted on their transcript with a WF. Grades given during the semester of the expulsion will be included in the GPA

calculation. The withdrawal date, as well as the word withdrawn will be recorded in the title section of the transcript just above the grades.

The Network Schools Graduation Requirements:

<b>Secondary Language Arts</b>		<b>9 credits</b>
	English 9	2 credits
	English 10	2 credits
	English 11	2 credits
	English 12	2 credits
	Speech	1 credit
<b>Mathematics</b>		<b>6 credits</b>
	Integrated Math I, II, or III (must take two)	4 credits
	One additional course taken during the senior year	2 credits
<b>Science</b>		<b>6 credits</b>
	Integrated Science 9 (includes laboratory)	2 credits
	Integrated Science 10 (includes laboratory)	2 credits
	One additional course	2 credits
<b>Social Studies</b>		<b>5 credits</b>
	US History	2 credits
	Government*	2 credits
	Economics	1 credit
	*The students will meet the State civics and Government standards required in IC 33-1602 through Government course curriculum.	
<b>Humanities**</b>		<b>6 credits</b>
	Foreign Language	4 credits
	Art, Interdisciplinary	2 credits
<b>Health</b>		<b>1 credit</b>
	Health*	1 credit
	*CPR is required to be taught as part of Health starting with the graduating class of 2019	
<b>Electives</b>		<b>17 credits</b>
	Electives as offered by The Network Schools	
<b>TOTAL CREDITS</b>		<b>50** credits</b>

Other Requirements:

Senior Project      Required to include a written report and an oral presentation by the end of grade 12 with guidelines set by the school

## College Entrance Exam

Juniors are required to take a college entrance examination, of which the ACT and SAT are recognized. **At The Network Schools, Juniors are expected to take the SAT\*.**

\*in unique circumstances, the Administrative Staff in conjunction with the Executive Director, may waive this specific examination.

\*\*Students who entered High School before Fall 2022 shall be expected to earn a minimum of forty-six (46) semester credits including only 2 Humanities credits of Art, Foreign Language, or Interdisciplinary courses.

## Learning Plan

No later than the end of grade eight (8) each student shall develop a parent-approved learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved learning plan is to outline a course of study and learning activities in which the student will engage while working toward meeting The Network Schools' graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed.

## Middle School Credit

If a middle school student completes any required high school course with a grade of 3 (C for classes outside of The Network Schools) or higher before entering the ninth grade, and if that course meets the same standards that are required in high school, and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school.

## College Entrance Examination

A student must take the SAT college entrance examination before the end of the student's twelfth grade year. Students have the opportunity (cost free) to take the SAT their eleventh (11th) grade year.

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

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

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

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

### Senior Project

The purpose of the Senior Project is to involve student in active learning beyond the classroom and the opportunity to learn actual experience in an area the student self-selects. The student may be guided by a The Network Schools teacher.

A complete Senior Project contains two components:

- Presentation – oral presentation given based on given criteria
- Written Report – paper written based on given criteria

### State Required Achievement Test

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

The Network Schools alternative plan is aligned to state content standards and is based on academic proficiency and performance. Further details on the alternative plan are available in Policy 2715 Secondary Route to Graduation.

### Civics Test

All secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

Any student who participates in a United States Government and Politics course and an associated college credit-bearing examination shall be deemed to have met this requirement.

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

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

### Outstanding Debts and Borrowed Property

As a further condition of graduation, and as a condition of issuance of a diploma or certificate, or as a condition for issuance of a transcript, all indebtedness incurred by a person when he or she was a student must be paid. Furthermore, all books or other instructional material, advances on loans, or other personal property of The Network Schools borrowed by the person when he or she was a student of The Network Schools must be returned. The payment of fees may be

excused upon an adequate showing of financial need or other emergency.

Outstanding fees will not cause a delay in transferring school records to another school district or prevent a student from enrolling in any other school.

#### Waiver of Requirement

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

#### Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, correspondence courses, and online/virtual courses. Credit for work experience may be offered when the work program is a part of and supervised by the school.

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

#### Class Rank (Grade Point Average)

Class Rank is compiled from semester grades. Courses that are graded on a Proficient (P) or Not Proficient (NP) basis on the student's report card do not accumulate GPA points. Class rank is calculated based on weighted GPA, which is a combination Unweighted Course, Standard Level and Higher Level courses.

The IB Diploma Programme and Career Programme grading scale is calculated on the 5.00 system. GPA weighted classes only apply to Standard Level (SL) and Higher Level (HL) Diploma Programme (DP) courses.

IB Score (1-7 scale)	Unweighted Course	SL Course Weight	HL Course Weight
7	4.0	4.5	5.0
6	4.0	4.5	5.0
5	4.0	4.5	5.0
4	3.0	3.5	4.0
3	2.0	2.5	3.0
2	0.0	0.0	0.0
1	0.0	0.0	0.0

The following grading scale shall be in effect for the graduating class of 2024 and thereafter:

IB Score (1-7 scale)	Unweighted Course	SL Course Weight	HL Course Weight
7	4.0	4.5	5.0
6	4.0	4.5	5.0
5	3.5	4.0	4.5
4	3.0	3.25	3.5
3	2.0	2.25	2.5
2	0.0	0.0	0.0
1	0.0	0.0	0.0

With respect to the above grading scales, a student must earn a 3 or better on the 1-7 IB Grade Scale to earn course credit.

To calculate GPA:

1. Exclude all non-GPA courses including study halls and all aide designations;
2. Using the GPA table, add the total number of GPA points based on the final course grade. Non-weighted GPA is calculated based on points from the Unweighted Course Column. Weighted GPA is calculated using GPA points from all three columns.
3. Divide the total grade points by the number of GPA credits for the course. This will give you the cumulative GPA for the particular GPA type, non-weighted or weighted.

Rank:

1. Valedictorians will always receive the class rank of 1;
2. Salutatorians will always receive the class rank of 2; and
3. Subsequent students will be ranked starting at 3 by single count thereafter.

The GPA and rank for seniors is calculated by using weighted G.P.A. for seven (7) semesters of school work. Grades earned during the final semester shall not count for the purpose of this policy.

Cross Reference: Instruction Policy 2435 Advanced Opportunities

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

Procedure History:

Promulgated: 4/25/2016	Reviewed: June-July, 2016	Revised: 7/18/2016
	Reviewed: January 2017	Revised: 2/27/2017
	Reviewed: June-July 2017	Revised: 7/12/2017
	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 8/19/2019	Revised: 8/19/2019
	Reviewed: 11/18/2019	Revised: 11/18/2019
	Reviewed: 4/27/2020	Revised: 4/27/2020
	Reviewed: 4/28/2021	Revised: 4/28/2021
	Reviewed: 8/16/2021	Revised: 8/16/2021
	Reviewed: May-June 2022	Revised: 6/13/2022

## The Network Schools

### INSTRUCTION

#### 2700P2 Early Graduation

Any high school student who completes the number of credits and other exiting standards required by both the state and The Network Schools prior to completing eight (8) semesters of high school work may graduate early. The student shall secure the endorsement and approval of a faculty committee chaired by the High School Director and the Executive Director before the petition can be submitted to the Board for review and approval. Early graduates may participate in the regular spring commencement ceremony.

Further detail on existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

The student is required to complete the early graduation application, stating the number of credits earned and reason for the application. The student and parent/legal guardian will meet with the counselor, who will review the application and counsel the student. The counselor will determine, on the basis of credits earned, whether the student will complete the required number of semester credits and core of instruction prior to the proposed early graduation date

#### Benefit to Students

Early graduates are eligible for a scholarship in the value of thirty-five percent (35%) of the statewide average. This scholarship is repeatable for each year in which the student has graduated early.

Students must attend an Idaho public college or university for the entirety of the scholarship period and within two (2) years of early graduation.

#### Testing Out of Courses

Students who believe they possess skills that allow them to test out of a course must demonstrate competency towards the objectives of The Network Schools curriculum in two (2) fashions: orally and via examination. This is to ensure a deep understanding comparable to a semester of instruction.

The oral examination is to gauge initial competency via demonstration, providing an opportunity for students to see the expectations for credit and show their knowledge in project form. This may be in the form of a research paper, report, portfolio or other summative assessment. Upon agreement that the student is ready to sit for examinations, the student will be scheduled to take one (1) of two (2) assessments, the College Level Examination Program (CLEP) examination at the student's expense or the semester End-of-Course Assessment (EOCA), if no CLEP exam exists.

In order to receive credit, a student must score a minimum of seventy-eight percent (78%) on the EOCA or a fifty (50) or higher on the comparable CLEP examination, offered by the College Board.



Students may not challenge a course again if they fail to meet the objectives on the first attempt.

#### Allowable Assistance

An instructor is not able to offer extra assistance for students who wish to participate in the process. Students, upon request, will be given a copy of The Network Schools' curriculum guide, a textbook, paper/portfolio/project guidelines, and other assessment criteria to prepare for examinations.

#### Exempt Courses

Students may not test out of any course falling under the International Baccalaureate Programme's offered at The Network Schools.

Courses must be taken in sequence per semester. In other words, if attempting to exempt a year-long course, students would challenge first semester and then second semester if receiving a passing score. This process may not be used for re-taking courses (remediation).

#### Credit

When testing out, upon passage, students will receive a pass ('P') for the semester credit. Student will receive graduation credit but no GPA. Students will not be penalized for failing to meet the objectives of the course via examination.

#### Procedure History:

Promulgated: 4/25/2016

Reviewed: January 2017

Revised: 2/27/2017

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2700F Early Graduation Application

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

#### PROPOSED GRADUATION DATE:

The Network Schools Board of Directors may authorize early graduation for students who meet the following criteria:

1. Have satisfied course requirements for graduation as stipulated 2700P1, The Network Schools Graduation Requirements,
2. Have demonstrated how an alternative to continuing their high school education would be more beneficial for them,
3. Have parental/legal guardian permission for early graduation,
4. Have submitted this application **no later than the first week of May the year prior to graduation**,
5. To be eligible for mid-year graduation, a student must be in attendance through the last day of the first semester. **NO EXCEPTIONS WILL BE MADE.** The student's signature indicates that he/she understands this requirement.

The Administrative Staff will appoint a faculty committee chaired by the High School Administrator. The committee processes all petitions for early graduation and recommends whether or not the petitioner fulfills the aforementioned criteria. Requests for early graduation are granted only if approved by the selected High School Administrator, Executive Director, and The Network Schools Board of Directors.

A student who has received prior approval for mid-year graduation and who has completed all graduation requirements by the end of his/her seventh semester may participate in graduation ceremonies offered in June.

\_\_\_ I plan to participate in graduation ceremonies. Date: \_\_\_\_\_

\_\_\_ I DO NOT plan to participate in graduation ceremonies.

Any student who has received approval for mid-year graduation but fails to meet all graduation requirements by the end of his/her seventh semester, or who fails to meet any other requirement set forth in his/her individual early graduation agreement, must re-enroll for a full semester program of courses.

Return this application to your counselor. The Early Graduation Committee will act on your request within the next 45 days.

## Written Response (Essay Format Required/Attach Documents)

### Student:

1. Early Graduation makes you ineligible to complete either the Diploma Programme or the Career-Related Programme through the International Baccalaureate. State your reasons why early graduation is the best plan to prepare you for the next phase of life.
2. State your plans for the immediate semester following early graduation. Please provide supporting documents that may include but are not limited to:
  - a. Letter of Acceptance to a postsecondary institution,
  - b. Letter of Acceptance to the military,
  - c. Letter from employer verifying employment in the workplace
  - d. Documentation of global/cultural exchange, or
  - e. Other documentation supporting plans.
3. State your plans for the following year (if different from above.)
4. What is your post- high school education plan? (Field of study, college/university, etc.)
5. State your intended career goal.
6. How has your experience at The Network Schools prepared you for the next steps in your life journey?
7. Which of the IB Learner Profile Attributes do you feel have best prepared you for life beyond The Network Schools? Please discuss any that apply.

Communicator

Reflective

Open-Minded

Thinker

Knowledgeable

Risk-Taker

Balanced

Inquirer

Caring

Principled

### Parent/Guardian:

1. State your reasons in support of your student's request for early graduation.
2. State your plan to support your child's goals moving forward regarding college/career planning.
3. How has The Network Schools prepared your student for the next steps in their life journey?
4. Which of the IB Learner Profile Attributes do you feel have best prepared your student for life beyond The Network Schools? Please discuss any that apply.

Communicator

Reflective

Open-Minded

Thinker

Knowledgeable

Risk-Taker

Balanced

Inquirer

Caring

Principled

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

FOR OFFICE USE ONLY

**School Recommendation:**

(Please Rate)

Student exhibits academic skills and habits that will help them succeed beyond high school.

STRONGLY DISAGREE      DISAGREE                  AGREE                          STRONGLY AGREE

Student exhibits social/emotional skills and habits that will help them succeed beyond high school.

STRONGLY DISAGREE      DISAGREE                  AGREE                          STRONGLY AGREE

Student exhibits leadership skills and habits that will help them succeed beyond high school.

STRONGLY DISAGREE      DISAGREE                  AGREE                          STRONGLY AGREE

Student exhibits professional skills and habits that will help them succeed beyond high school.

STRONGLY DISAGREE      DISAGREE                  AGREE                          STRONGLY AGREE

Plan Verification:

\_\_\_\_\_ Student has worked to develop a written acceleration plan with school and parents prior to submitting this application.

\_\_\_\_\_ Acceleration Plan Attached

\_\_\_\_\_ Credit Audit Attached

Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Form History:**

Adopted: 2/27/2017

Reviewed: March 2017

Revised: 4/24/2017

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2705 Military Compact Waiver

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

#### Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing timely student enrollment, student placement, qualification and eligibility for programs (curricular, co-curricular, and extra-curricular), timely graduation, and the facilitation of cooperation and communication between various member states' schools.

#### Applicability

This Compact applies only to children of:

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

#### Educational Records and Enrollment

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

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

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

A school receiving such a request shall process the official educational records request and furnish such within a period of ten (10) days, or within the timeline determined to be reasonable by the Interstate Commission.

3. **Immunizations:** The Network Schools shall provide a period of thirty (30) days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by The Network Schools. Where The Network Schools' requirements include a series of immunizations, initial vaccinations must be obtained within thirty (30) days, or within the timeline determined to be reasonable by the Interstate Commission.
4. **Kindergarten and First Grade Entrance Age:** Students shall be allowed to continue their enrollment at grade level at The Network Schools, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code Section 33-201 regarding attaining the age of five (5) on or before the first day of September for enrollment in Kindergarten, and attaining the age of six (6) on or before the first day of September or having attained the age of five (5) and having completed a private or public out of state kindergarten for the required 450 hours for enrollment in first grade, shall continue to apply.

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

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

#### Placement and Attendance

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

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

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

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

Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language. This requirement does not preclude The Network Schools from performing subsequent evaluations to ensure appropriate placement of the

student.

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

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

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

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

#### Eligibility

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

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

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

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

#### Graduation

In order to facilitate the on-time graduation of children of military families, the receiving District shall incorporate the following procedure:

1. **Graduation Course Requirements – Waiver:** The receiving District's Administration, through the Executive Director or designee, shall waive specific courses that are required

for graduation if similar coursework has been satisfactorily completed at another school.

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

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

2. **Exit Exams:** In lieu of testing requirements required for graduation at the receiving District, The Network Schools and the State of Idaho shall accept any or all of the following:
  - a. Exit exams or end-of-course exams required for graduation from the sending school;
  - b. National norm-referenced achievement tests; or
  - c. Alternative testing.

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

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

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

#### Conflicts

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

#### Cooperation

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

Cross References: Instruction Policy 2700P1 High School Graduation Requirements  
Instruction Policy 2715 Alternate Path to Graduation

Legal References: I.C. § 33-5701 Interstate Compact on Educational Opportunity for  
Military Children  
IDAPA 08.02.03.105 Graduation from High School

#### Policy History:

Adopted: 4/25/2016

Reviewed: 2/25/2019

Revised: 2/25/2019



## The Network Schools

### INSTRUCTION

#### 2715 Alternate Path to Graduation

- An alternative to the path of State Assessment Proficiency + Local Graduation Requirements = Graduate
- Offers students a graduation path that is not totally dependent on passing an assessment
- 350 points necessary to graduate

#### Grade Point Average: 100 points maximum

- 3.5 to 4.0 = 100 points
- 3.0 to 3.4 = 90 points
- 2.5 to 2.9 = 80 points
- 2.0 to 2.4 = 70 points
- 1.5 to 1.9 = 60 points
- 1.0 to 1.5 = 50 points

#### Portfolio or Participation Measures: 150 points maximum

	Grade	Points
<b>Senior Project:</b>	7-5	100 points
	4	90 points
	3	80 points
	2	70 points
	1	no points
<b>Participation In:</b>	Community Action Service <b>OR</b> Service Learning	50 points
	Personal & Professional Skills <b>OR</b> Theory of Knowledge	50 points
	Reflective Project <b>OR</b> Extended Essay	50 points

District Evaluation of Student Achievement: 100 points

Meets following graduation requirements: 100 points

English (including one semester of Speech)	9 credits
U.S. History	2 credits
Government	2 credits
Economics	1 credit
Science	6 credits
Math	6 credits
Health	1 credit
Humanities	2 credits
Electives	17

**Total 47**

Assessments: 150 points maximum

**Class of 2017:**

State Assessment

		Points
ISAT ELA	No proficiency	100 points
ISAT Math	No proficiency	50 points

College Exams

SAT (new)	TBD	25 points
SAT (new)	TBD	50 points
ACT	12-14	25 points
ACT	15 +	50 points

**Class of 2018 and above:**

State Assessment

		Points
ISAT ELA	3 to 4	100 points
ISAT ELA	2	25 points
ISAT Math	3 to 4	50 points
	2	25 points

College Exams

SAT	TBD	25 points
SAT	TBD	50 points
ACT	12-14	25 points
ACT	15 +	50 points

350 points necessary to graduate

Cross Reference: Instruction Policy 2700-2700P2 High School Graduation Requirements

Policy History:

Adopted: 4/25/2016

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2720 Participation in Commencement Exercises

##### Statement of Policy

The Network Schools will sponsor commencement or graduation exercises for students who have met the graduation requirements set forth by The Network Schools and the State of Idaho for completion of a high school program and the awarding of a diploma.

A student's opportunity to participate in the commencement exercises of The Network Schools' graduating class is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the State and local requirements for graduation before the date of the ceremony. If an IEP indicates a student's opportunity to participate in the ceremony, this will override the completion of State and local requirements for graduation.

However, the diploma will only be received upon completion of identified graduation requirements. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

##### Organization and Content of Commencement Exercises

The school administration shall exercise plenary control over all aspects of any graduation ceremony held within The Network Schools, and management of the ceremonies will be the responsibility of the Administrative Staff. 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 Administrative Staff shall review and approve the student's selection prior to its presentation to the audience attending the graduation ceremony to ensure that there is no conflict with the Establishment Clause found in the First Amendment to the United States Constitution, The Idaho Constitution, or the laws of the State of Idaho.

Cross Reference: Student Policy 3090 Foreign Exchange Students

Legal References: United States Constitution-1<sup>st</sup> 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: 4/25/2016

Reviewed: 2/25/2019

Revised: 2/25/2019

## The Network Schools

### INSTRUCTION

#### 2800 Accreditation Standards

The Board will comply with all accreditation standards established by the State Board of Education. The Network Schools uses the standards of the Northwest Accreditation Commission for secondary education, serving grades 9-12, as required by law.

The Network Schools will submit an annual accreditation report to the State Board of Education.

#### Continuous Progress Education

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

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

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

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

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

#### Policy History:

Adopted: 4/25/2016	Reviewed: 2/25/2019	Revised: 2/25/2019
	Reviewed: 11/15/2021	Revised: 11/15/2021