

2023-24 K-12TH GRADE VISION CHARTER SCHOOL HANDBOOK

Welcome to Vision Charter School! We are excited about joining in partnership with you to help your child reach his/her full potential. As a K-12th grade College Prep Science and Arts school, our goal is to educate all students academically, socially, emotionally, and physically so they are prepared for the challenges of school, college, and his/her future career! We set high standards for academic achievement, attendance, student behavior, and expect our students to have a productive and successful school year.

In order for all students to learn and for teachers to teach, we must have a safe and orderly environment, free from disruption. To this end, we will strictly enforce a zero tolerance policy with regards to harassment, bullying, intimidation, fighting, disruption to the learning environment, name-calling and all other unkind acts and words.

By enrolling in Vision Charter School, you are agreeing to follow all policies and procedures outlined in the handbook and understand that your child will be held accountable to those policies and procedures. Please take the time to thoroughly read all of the documents and go over the expectations with your child(ren).

We invite you to share your concerns or questions with the staff member with whom you have the concern through email or make an appointment for before or after school with a teacher. In the event that you still need assistance after attempting to resolve the concern with the staff member at the lowest level, you may schedule an appointment with an administrator between the hours of 8:15AM to 4:00PM on weekdays.

Please be aware that the staff are actively engaged in teaching your children and are unable to respond to email during the day until they have a prep period without students. In addition, I have set the expectation with the staff that they protect their personal family time by not responding to emails in the evenings after 4PM. Staff will respond to student and parent emails within 48 hours. In the event that you send an email to a staff member on the last day of the week, you can expect a response on the first day the students are back in school the following week. If you do not hear back within 48 hours, please resend the email, send a note, or call the school and we will put you through to their voicemail. I deeply appreciate your commitment to be patient and understanding as we prioritize teaching, learning, and student supervision.

Sincerely,

Mrs. Wendy Oldenkamp
Charter Administrator/ 6th-12th Principal
wendyoldenkamp@visioncsd.org
208-455-9220 ext 301 office
208-919-9636 cell

SCHOOL MISSION:

To create well educated, respectful citizen leaders in a K-12th grade College Prep Science and Art School.

Vision Charter Distinguishing Features/Key Elements:

Arts and Sciences – Language arts, fine arts, and science will be emphasized at all grade levels. Students will acquire and apply knowledge.

Character and Leadership Development - Character development is considered a fundamental

purpose of education and will be fostered through a child-centered educational model built on high behavioral and academic expectations. The comprehensive character education plan will tap into each child's innate need to know boundaries while protecting his/her dignity.

Small School Environment - The school will provide a small, safe educational setting in which students and faculty know each other personally.

Music Training - Elementary students will be taught basic keyboarding through general music courses. A music curriculum for older students will focus on the development of fundamental musician skills, while also exposing students to local musical heritage and culture.

Second Language - Students in all grades will be exposed to a second language, with a primary emphasis on Spanish.

An Enriched Curriculum For All Students - An enriched, gifted and talented curriculum will be offered for all students. At the high school level, advanced or college credit level courses will be available for all core subjects.

VISION CHARTER CORE BELIEFS:

Educational Program and Core Educational Philosophy

No matter how skilled the teacher, or elaborate the classroom, learning takes place in the mind of the student. The ideal educational environment, therefore, is the one that stimulates and engages the mind of the student.

The core educational philosophy of Vision Charter School is grounded in the belief that a highly challenging content in a safe environment creates the setting for accelerated learning.

Vision Charter School's core educational philosophy is that learning occurs when: •

learners construct meaning; • learners see the connection between what they learn and the real world; • learners are actively engaged in purposeful tasks; • activities are integrated and meaningful; • learners work individually and as members of a group; • learners are expected and encouraged to learn; • learners internalize that what they learn and do in school makes a positive change in the community; • challenged learners have an individual plan, and support is an intrinsic part of the educational program; • learners are supported with teachers, mentors, and advocates; • all learners have advanced learning opportunities; and • learners see themselves as part of the community and find ways to serve the community.

Vision Charter School is committed to the concept that each child has the right to come to school without fear of taunting, teasing, or violence. Every child is capable of achieving his potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

Vision Charter School intends to meet the goal of producing students who possess the academic and personal habits and attitudes desired of an educated citizen in the 21st century.

- Develop a personalized learning goal for each student. Together, the student, parents and

educator will consider the student's strengths and weaknesses. Faster students will continuously be presented with new challenges. Learners who need more time will benefit from extra help, multiple methods and different environments.

- Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Enable students to develop the following intellectual habits important in the workplace: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments; respecting others' individuality and creativity; clear oral and written communication.
- Enable students to develop the following personal habits important in the workplace: accepting responsibility for personal decisions and actions; honesty, courage, curiosity, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence and willingness to risk setbacks in order to learn; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

Administration/ Administrative Support Staff:

Wendy Oldenkamp
Charter Administrator, 6-12th Principal,
K-12 Federal Program Director
6-12 Discipline
Title IX Coordinator
wendyoldenkamp@visioncsd.org
208-455-9220 ext 301 office

Heather Burton
K-5th Elementary Principal
K-5th Discipline
Special Services Director
IEP, 504, RTI
heatherburton@visioncsd.org
208-455-9220x311 office

Aurelia Warth
Administrative Support Manager
aureliawarth@visioncsd.org
208-455-9220x307 office

Amy Siddoway
Business Manager, Board Clerk
ISEE Coordinator
amysiddoway@visioncsd.org

Jeff Olson
IT Director
Testing Coordinator, Infinite Campus
jeffolson@visioncsd.org

Darla Harrold
Guidance Counselor
Athletic and Activities Director
208-455-9220x351 office
darlaharrold@visioncsd.org

William Lamitina
K-12 Counselor
Character Education
Assistant Athletic Director
208-455-9220x310 office
williamlamintia@visioncsd.org

All certified and administrator pictures and emails are located at <https://www.visioncharter.net/vcs-staff.html>.

PARENT FACULTY STUDENT ASSOCIATION (PFSA):

We are looking for parents interested in being on the PFSA committee for this next school year. The PFSA committee will work closely with Mrs. Oldenkamp and staff representatives to plan Vision Charter School community events. The first big focus will be to organize and run the Fall Harvest Festival/Carnival on September 29, 2023. The committee will also organize staff appreciation week. Active PFSA committee members will be part of the school calendar committee. In addition, the PSFA will be involved in developing Continuous Improvement Plan goals. We are looking for some High School students to join the PFSA, too!! If you are interested in being a member of the PFSA committee, please email Mrs. Oldenkamp at wendyoldenkamp@visioncsd.org.

COMMUNICATION: The school sends out regular emails to the email address you provide on Infinite Campus Parent Portal. This is where you will go to see grades, progress reports, view attendance, and to see report cards. Infinite Campus is also where you will find information including assignment due dates and imperative communication from teachers about assignments. Teachers and staff will not be emailing about your student's grades; it is the parent/student's responsibility to regularly check Infinite Campus for updates. We suggest you have your child open his/her account and review grades, due dates, and teacher comments with you at least once a week. The Parent Portal is where you indicate how you would like to be communicated with in an emergency. This allows you to identify text, call, email, or all three ways of communication to be utilized in the event of a snow day, school closure, or emergency. In the event of a change of address or phone number change, please update your information in the infinite campus parent portal. Direct all questions regarding Infinite Campus Parent Portal to amybowers@visioncsd.org. Families may also keep up to date by liking us on Facebook and following us on instagram. 2nd-12th grade teachers will be using Infinite Campus as their grade book and as their Learning Management System (LMS) this year allowing you to go to ONE PLACE for everything!

ATTENDANCE/ABSENCES/TARDIES POLICY:

**Items in Italics apply only to students in grades 6-12*

Students need to be in school to be successful. Students with high absence rates tend to perform at lower levels. Attendance at school must be regular and punctual. Make-up work granted a student after an absence is a poor replacement for the actual class experience. A student's absence requires additional work for everyone, including the student, instructor, and school administration. Students should plan on attending school every day classes are scheduled.

A student may not miss more than six (6) days of a class a semester. Students should be in the classes in which they are enrolled unless they have been excused to conduct school business. All absences exceeding six (6) days in a semester will result in loss of promotion eligibility for K-5th grade *and a loss of credit eligibility for 6th-12th* regardless of earned grade in that class (those classes) for the applicable class(es) missed. If a student obtains more than six (6) absences in a semester, they have the option to complete during scheduled summer school days, "Vision Earned Time" VET to make up lost class time and regain eligibility for promotion/*credit*.

ALL STUDENTS who amass more than twelve absences in a school year for any reason will be required to make up all time above the twelve days at summer school to regain promotion/credits. All secondary students who amass more than twelve absences in a year in any class will be required to make all time above twelve for each class in summer school to regain credit for the class and promotion to the next grade level. A medical health professional's note outlining the student's specific medical health concern and specific impacted days is the only potential accepted waiver to a mandatory summer school for exceeding the absence policy.

EXCUSED ABSENCES

Excused absences are those absences from school with the knowledge and approval of a student's parent/guardian. Such absences WILL be counted toward the maximum of six (6) absences allowed per semester. Excused absences may include, but are not limited to, verified illness or medical treatment, death in the family or death of close friends, and medical or dental professional appointments.

UNEXCUSED ABSENCES

Unexcused absences are those absences from school WITHOUT the knowledge and approval of a student's parent/guardian. Students are truant if their absence from school is unexcused. Unexcused absences include departure from school or class during the school day without the permission of Vision office staff. Such absences will be counted toward the maximum of six (6) absences allowed per semester and will be considered by the Charter Administrator and Attendance Appeals Committee when making denial of promotion or credit and habitual truancy determinations.

TARDIES

ALL students are expected to be on time to all of their classes. On time means the student is in their seat and ready to learn when the bell rings. Students arriving after this time will be considered tardy. *Three (3) tardies in any given class will be considered an absence when considered for loss of

credit in a class(es) and counted toward the absence policy defined above. Any student who misses more than thirty (30) minutes of any class period will be marked absent that period. All students must check-in and out through the front office to verify arrival and departure times.

ADMINISTRATIVE WITHDRAWALS

Vision Charter School will administratively withdraw a student who has UNEXCUSED absences upon the beginning of **the fifth consecutive day. The start of the ninth** EXCUSED OR UNEXCUSED consecutive day will require the school to administratively withdraw the student except in the case of serious illness. The parent shall provide the school written documentation from a physician indicating the necessity for the student to be absent. If documentation from a physician is provided to the school prior to the **start of the ninth** consecutive day, the student shall not be administratively withdrawn.

CREDIT APPEAL PROCESS

An appeal process is available for students who are denied promotion/credit eligibility because of excessive absences, truancy, or tardies. It's the parent(s)/guardian(s) and student's responsibility to contact the Charter Administrator regarding appeals. Such request must be made within five (5) calendar days of receiving notice of losing eligibility for promotion/credit. (See Form for Credit Appeal)

An Attendance Review Committee, appointed by the Charter Administrator, will examine the student's records and may approve a request for waiver of the loss of promotion/*credit* due extraordinary circumstances. The records of the student, which may be considered, will include the following: 1. Attendance for the current year and previous year and semester, specifically including the number of absences which occurred, and the amount and type of extended illness of the student. The Attendance Review Committee may choose to review additional years of attendance, if desired. 2. Grades for the current and previous year and semester, specifically including the subject or grade under consideration. 3. Make-up work missed, including whether the work was made up prior to the absence or after the absence. 4. Make-up time missed in supervised attendance during the school year or during the period immediately following the completion of the school year. 5. Documentation from physician or qualified Health Professionals regarding the extraordinary circumstances. The Attendance Review Committee's determination is final and no appeal process is permitted.

If the Attendance Review Committee does not approve the waiver of the loss of promotion/*credit* eligibility, the student may regain promotion/*credit* eligibility by repaying lost time in "Vision Earned Time" or "VET". The student and parents will work with the Charter Administrator to schedule repaying the lost instructional time **during available** Summer School dates/times.

MAKE-UP PROVISIONS

It is the responsibility of the student to make up all work missed due to any absence. It is also the student's responsibility to check Infinite Campus for assignments during the absence and then check in with the teacher(s) on the day they return to school. This needs to be done during non-instructional time. The student must communicate with the teacher and establish a timeline for completion.

Any known absences should be pre-arranged with a plan for make-up work before the absence.

Assignments or tests that are assigned in advance of the student's absence are due on the day the student returns to school unless other arrangements are made with the teacher. The student is responsible to have all assignments completed and be prepared to take any tests upon his or her return to class. "Assigned in advance" means the assignment or test was listed in a class syllabus, class handout, on Infinite Campus, written on the board, or announced by the teacher.

ATTENDANCE FOR EXTRACURRICULAR ATHLETICS AND ACTIVITIES

To participate during the school day in extra-curricular activities a student must: Turn in assigned class work and take any assigned tests prior to participating and leaving school for the day unless specific arrangements have been made with a teacher.

All students must be in attendance at school for a minimum of 3.5 hours during school hours to be eligible to participate in any practice, performance, game, or function that day/evening. A student suspended in school for more than one period or out of school on the day of activity will not be allowed to participate in that activity, game, or practice.

Vision Charter students who dual-enroll in IHSAA sports for their home school district, in a sport that Vision does not offer, will have an absence from class due to a game or practice waived as long as the student submits in advance to the Charter Administrator in writing the schedule of games and practices for the IHSAA sport and the student misses the minimum time away from instruction and meets the requirements of this section specifically outlined in Attendance for Extra-Curricular Athletics and Activities. A student's instructional schedule may be changed to accommodate their IHSAA dual enrollment sport schedule including having a no credit study hall or Tutoring Practicum at the start or end of the day to avoid the student missing excessive amounts of class instructional time if practice time negatively impacts instruction. This may necessitate the student not getting the class(es) they want or having to take a required course online through IDLA due to missing too much instructional time to grant credit. Students participating in athletics/activities/club programs that are not dual-enrollment IHSAA athletics programs for their home district, will not qualify for this attendance waiver.

ATTENDANCE LOSS OF CREDIT APPEAL

STUDENT: _____ GRADE: _____ DATE: _____

In order to qualify for the attendance appeal process, you must be passing the course(s) but losing credit due to excessive absences only. There will be an appeal for **unusual/extraordinary circumstances** ONLY.

It is the full responsibility of parent(s)/guardian(s) and students to be aware of the student's attendance record during the school year, in each of his/her classes, using the Infinite Campus system.

ALL STUDENTS who amass more than twelve absences in a school year for any reason will be required to make up all time above the twelve days at summer school to regain promotion/credits. All secondary students who amass more than twelve absences in a year in any class will be required to make all time above twelve for each class in summer school to regain credit for the class and promotion to the next grade level. A medical health professional's note outlining the student's specific medical health concern and specific impacted days is the only potential accepted waiver to a mandatory summer school for exceeding the absence policy.

The attendance appeal packet MUST contain the following items:

Written or typed letter of appeal from parent/guardian and student containing the specific date(s) of absences, rationale, and supporting documentation.

Attendance Appeal Worksheet (below & reverse side) must be completed in full. The student must present the worksheet to each teacher and office staff for input.

PERIOD	SUBJECT	Current Grade TEACHER SIGNATURE
1		
2		
3		
4		
5		
6		
7		

Vision Charter Office Staff, please provide the following information.

Signature _____ Date: _____

PERIOD	# OF ABSENCES	# OF TARDIES
1		
2		

3	
4	
5	
6	
7	

Students who are denied eligibility for promotion (K-5th) or loss of credit (6th-12th) automatically qualify to make up lost instructional time in “Vision Earned Time” or VET, during Summer School scheduled days.

Decisions by the Attendance Review Committee are final. Remedies to the students/parents include making up time at VET for any time not waived to regain promotion/credit eligibility.

BEFORE AND AFTER SCHOOL: We do not provide supervision of any kind prior to 7:45AM on school days. Students are expected to exit the building and school grounds by the established exit route and not linger on the school grounds. • Bikes, scooters, and skateboards are to be walked off the grounds. • Bikes may be chained to the bike racks. Skateboards must be kept in the student’s locker or in the administration office. Skateboards may not be ridden on school property. • Bus pick-up and drop off area is inside of the Vision Parking lot along the West side of the sidewalk. • Students are expected to respect people and property to/from home.

HOURS OF OPERATION:

7:45AM-3:45PM

K-5 Lunch (call for specific grade level times) 10:55-11:57AM

High School Lunch 12:11-12:41PM

Middle School Lunch 1:04-1:34PM

PICK UP PROCEDURE:

When parents begin arriving for pickup, they need to make one straight line heading South on Ward Road. Cars will be released by a staff member to turn right into Copper Creek Subdivision on Jump Creek Drive and then Left onto Brush Creek Avenue. Once in the PICK UP/DROP OFF LANE on our property, continue to move all the way forward in the right hand lane. The last name of the students for the first cars will be called and those children will be asked to step forward and staff will guide them to their cars. Once we start putting kids in cars, it should take only a matter of minutes to get everyone on their way. Please stay in your car and move up with the line. Once we see your car we

will call your students to exit the kid corral and guide them to loading your car. Students will only be loaded in cars in the right hand lane next to the side walk. The outer, left lane, is for cars exiting the pickup line only. Each car will need a sign to hang down from the rear view mirror displaying the last name of your student(s). You can pick a sign up at the front office at any time. Do not cut in front of someone who is respectfully leaving a space for the subdivision entrance and waiting until it is their turn to move forward. If you are coming north on Ward, do a u-turn down by SkyWay Road and get into the line heading South on Ward Road. Your other option is to park in the parking lot and follow the directions below for parking. **Please wait to get in the line until five minutes after your oldest child's release time** to allow the younger students who are released earlier to load and leave before your children are released. **If you have a 6th -12th grade student, please wait to get into the line until after 3:30.** 6th -8th grade students are released at 3:29 and tend to get to the pick-up area until 3:33. High School are released at 3:33 and tend to exit the building after 3:36. We will continue to provide supervision for students through 3:40 daily to encourage willing parents to come pick up their children later. STUDENTS WALKING: Parents are welcome to send a note allowing their children to walk home daily or "walk" to their car in line. Some parents find it more convenient to park down at SkyWay Road and have their child walk to them daily. All students walking home will now travel north on the same route as the parent pick up route. We will have a crossing guard at Brush Creek Avenue and Jump Creek Road and one at Ward Road and Jump Creek. PARKING: If you prefer to pick up your child and not wait in line, you may park in either parking lot and using the designated crosswalks, walk towards the attendant wearing a BLUE vest located near the flagpole. A line will form to the SOUTH of the yellow sign. You must wait in this line. Once you see your child, come out of the line and approach the attendant in the blue vest, show your ID, and your child will be called. It is imperative that you follow this process to ensure the safety of all children. Once your elementary children are released to you, escort them to your car using the designated crosswalks. Sixth-twelfth grade students may properly cross in the marked crossing areas to walk to their parents in a parked car after school. Parents are welcome to park in either parking lot where a spot is available. Sixth through twelfth graders are also welcome to pick up their younger siblings from the kid corral and walk them to the parking lot. Parents in a hurry before school may drop their kids off on the west side of Ward Road in the pull out lane and let their kids walk down the sidewalk to the school.

Parents with students in 6th-12th grade will be sent back to the line on Ward or to park until after 3:30. Allow parents with elementary students only to load and leave instead of getting stuck behind you in line. In the event that a parent has elementary and secondary students, they will be able to load their elementary aged students and will need to get back in line on ward road and wait until 3:30 or park and wait for their older students.

*Once we start putting kids in cars, it should take only a matter of minutes to get everyone on their way. Please stay in your car and move up with the line.

*If your child is being picked up by someone other than his/her parent, please send a note to the front office or call the office prior to 2:45PM to speed the pick-up process. If you call after 2:45PM, the office cannot guarantee that a route change will be issued in time to your student giving them new instructions.

BUS TRANSPORTATION: To ensure a safe bus ride, students are expected to conduct themselves in a safe, orderly, and courteous manner. Bus Citations: The driver may issue bus citations for inappropriate or dangerous behavior or vandalism on the bus. Citations may result in suspension of bus riding privileges or consequences at the school. Severe Clause: The administrator and/or Brown Bus Company, in agreement with the Vision Charter Board, reserves the right to suspend bus riding privileges at any time in the case of severe misbehavior. Any student caught using a laser pointer on the bus will be given a citation for an extreme safety violation that will result in an immediate suspension from the bus. ****Students riding the bus to the YMCA after school MUST have a signed**

form from the YMCA indicating they are members. Parents must sign this form and students MUST provide a copy to the bus driver and the school office. No exception can be made for guests attending the YMCA after school with a friend, etc.

Do not under any circumstances try to get your child out of the bus line or off a bus. Ask a staff member in a yellow vest for help. **We do not have room for students to travel home with other students on the bus this year. This will not be permitted.

Register your child by emailing

wendyoldenkamp@visioncsd.org and h.wade@brownbuscompany.com. Note your address and the bus stop you are requesting to use for the AM route and PM route.

COURSE CHANGE REQUESTS: Middle and High School students must request a course change form from the front office have it signed by the sending and receiving teacher in addition to the guidance counselor and parent prior to the end of the third day after the start of each semester. Course changes will not be approved unless they are on the proper form with all signatures and submitted to the office before the timeline has expired. Parents needing a meeting with the guidance counselor to discuss their schedule may contact Mrs. Darla Harrold at darlaharrold@visioncsd.org and she will schedule a meeting in a timely manner.

BREAKFAST/LUNCH PROGRAM:

Vision Charter School offers breakfast and lunch to our students. Reduced breakfast price is \$0.30 per student and reduced lunch price is \$0.40 per student. Full-priced student breakfast: \$1.89 per student and full-priced student lunch: \$3.78 per student. The price for adult lunch is \$4.70 per adult. Students will only be allowed to charge two lunches to their account. Students will be given a milk, PB&J sandwich and a fruit once past the two charged lunches and an email and letter will go home to parent(s)/guardian. Information for free and reduced lunch application, additional information, and menus are located on the nutrition page at visioncharter.net.

USDA Non-Discrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

USDA Declaración de No Discriminación

Para todos los demás programas de asistencia de nutrición del FNS, agencias estatales o locales y sus subreceptores, deben publicar la siguiente Declaración de No Discriminación:

De acuerdo con la ley federal de derechos civiles y las normas y políticas de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), esta entidad está prohibida de discriminar por motivos de raza, color, origen nacional, sexo (incluyendo identidad de género y orientación sexual), discapacidad, edad, o represalia o retorsión por actividades previas de derechos civiles.

La información sobre el programa puede estar disponible en otros idiomas que no sean el inglés. Las personas con discapacidades que requieren medios alternos de comunicación para obtener la información del programa (por ejemplo, Braille, letra grande, cinta de audio, lenguaje de señas americano (ASL), etc.) deben comunicarse con la agencia local o estatal responsable de administrar el programa o con el Centro TARGET del USDA al (202) 720-2600 (voz y TTY) o comuníquese con el USDA a través del Servicio Federal de Retransmisión al (800) 877-8339.

Para presentar una queja por discriminación en el programa, el reclamante debe llenar un formulario AD-3027, formulario de queja por discriminación en el programa del USDA, el cual puede obtenerse en línea

en: <https://www.usda.gov/sites/default/files/documents/ad-3027s.pdf>, de cualquier oficina de USDA, llamando al (866) 632-9992, o escribiendo una carta dirigida a USDA.

La carta debe contener el nombre del demandante, la dirección, el número de teléfono y una descripción escrita de la acción discriminatoria alegada con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR) sobre la naturaleza y fecha de una presunta violación de derechos civiles. El formulario AD-3027 completado o la carta debe presentarse a USDA por:

(1) correo:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

(2) fax:

(833) 256-1665 o (202) 690-7442; o

(3) correo electrónico:

program.intake@usda.gov

Esta institución es un proveedor que brinda igualdad de oportunidades.

CELL PHONES OR ELECTRONIC COMMUNICATION DEVICE: A 6th -12th grade student who has his/her cell phone or electronic device in a classroom during school hours will have his/her cell phone or electronic communication device confiscated, will have his or her parent notified, and the student may pick it up from the office at the end of school dismissal. This will be recorded as a warning. The

second incident will result in the item being confiscated, parents notified, parents required to retrieve the item from the office, and a detention will be given. The third incident and all further incidents will be considered defiance and a disruption to the learning environment. A discipline referral and consequences will be administered. Students in K-5th grade may have a device on prior to school and after school. They must keep it off and in their backpacks or they will have the same consequences as listed previously.

Students in grades 6- 12th may access their electronic devices before school, after school, during their lunch break or class passing times as long as the devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity, violating confidentiality or privacy rights of another individual. Cell phones must be off and in a backpack prior to walking into a classroom, even before school. Vision Charter School shall not be responsible for loss, theft, or destruction of devices or any personal property brought onto school property. Students found using an electronic communications device to send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline including zeros on all assignments in that class period, discipline referral for cheating, and the device shall be confiscated and not returned until a parent picks it up from the office. Students shall comply with any additional rules developed by the school concerning appropriate use of telecommunication or other electronic devices. Students who violate the provisions of this policy are subject to disciplinary action, including but not limited to losing the privilege of bringing the device onto school property, detention, suspension, or expulsion. In addition, an administrator will confiscate the device, which shall only be returned to the student's parent(s)/guardian(s). When appropriate, police authorities may be contacted.

SCHOOL-ISSUED DEVICES ONLY: Chromebooks will be provided for in-school work for every 6th-12th grade student. Students may NOT use their own devices (laptops, tablets, etc.) HS students taking an online CWI or IDLA class who need to access a word processor, will be able to use a school laptop during that class period in the library.

MASTERY OF GRADE LEVEL EXPECTATIONS FOR K-5TH: Students not performing at grade level in math and/or reading may not be promoted. Students may regain eligibility for promotion through 96% attendance at summer school and evidence of significant growth and mastery of grade level expectations as determined by the teacher and administrator. Parents and students may appeal the decision of the staff for retention or mandatory summer school. The appeal will be made in writing within fifteen days of the notice for retention or mandatory summer school to be eligible for promotion. The written appeal must outline any evidence, argument, or extenuating circumstances impacting the student's academic progress throughout the year. The appeals committee will be made up of the administrator, two staff members, and two board members. The decision of the appeals board will be considered final. The parent and student may be requested to appear before the appeals board if determined necessary by the appeals board. For all grades, promotion of all special education students is at the discretion of the IEP team.

ADVANCEMENT REQUIREMENTS (6-8): Vision Charter School report cards, in addition to EOCs and state assessments, are used to determine mastery of grade level material. Both are based on Idaho Core Standards. Students who have not shown mastery of grade level expectations in all core subject areas will not be eligible for promotion to the next grade. Core subject area classes include Math, Reading, Language Arts, Science, and Social Studies. Students will not receive credit for a semester grade below a D-. Scores below a C- do not meet the recommended level of mastery set by VCS. Students scoring below a C- in any core class will be required to take remedial courses in lieu of

other electives, summer school remediation, or tutoring participation as determined by the administrator. Failure to pass mandatory grade level core classes shall necessitate the failed semester(s) being retaken in the current grade even though the student may have been promoted to the next grade level. Students who have earned credit but have not shown mastery of grade level material will be eligible for promotion in the event they attend 96% of summer school during scheduled summer school days with no make-up day options available and show mastery of the content. The \$75.00 fee assessed from IDLA for each course in question will be the responsibility of the parent. Parents and students may appeal the decision of the staff for retention or mandatory summer school. The appeal will be made in writing within fifteen days of the notice for retention or mandatory summer school to be eligible for promotion. The written appeal must outline any evidence, argument, or extenuating circumstances impacting the student's academic progress throughout the year. The appeals committee will be made up of the administrator, two staff members, and two board members. The decision of the appeals board will be considered final. The parent and student may be requested to appear before the appeals board if determined necessary by the appeals board. For all grades, promotion of all special education students is at the discretion of the IEP team.

ADVANCEMENT REQUIREMENTS (9-12): Vision Charter School has established a set of advancement requirements for 9-12 grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation.

Therefore, the following advancement requirements are required in the District:

1. A student who successfully completes any required high school course with a grade of C- or higher prior to entering the 9th grade shall have that grade, and the number of credit hours assigned to the course, transferred to the student's high school transcript. The course must be taught by a certified teacher who meets the federal definition of "highly qualified" and must meet the same standards as those required in high school. Courses taken in middle school appearing in the student's high school transcript shall count for the purpose of high school graduation. However, the student must complete the number of credits required by state law and administrative rules for each high school core subject.
2. To advance to the 10th grade students must earn at least 12 credits in 9th grade: 2 credits must be in English, and 2 in Math or Science.
3. Students will not receive credit for a semester grade below a D-. Scores below a C- do not meet the recommended level of mastery set by VCS. Students scoring below a C- in any core class will be required to take remedial courses in lieu of other electives, attend summer school, or receive tutoring as determined by the administrator.
4. Failure to pass mandatory grade level required courses such as English, Math, Science, or History classes shall necessitate the failed course(s) being retaken in the current grade even though the student may have earned enough credits to advance to the next grade.
5. Students who fail one or more required courses may get credit for those courses by retaking them during the summer.
6. Students may be retained at each grade level if the following year requirements are not met by August 30: A minimum of 12 cumulative high school credits is required for advancement into the 10th grade. A minimum of 24 cumulative high school credits is required for advancement into the 11th grade. A minimum of 36 cumulative high school credits are required for advancement into the 12th grade.

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.

Credits

Students shall be expected to earn a total of 48 semester credits (1 semester equals sixty hours of instruction) in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is twenty-nine semester credits:

Secondary Language Arts and Communication	9 credits
English (language study, composition, literature)	8 credits
Speech or Debate	1 credit*

*(Credit requirement may be met through speech, debate, or a sequence of instruction activities that meet Idaho Speech Content Standards.)

Mathematics	6 credits
Algebra I (or meets Algebra I standards)	2 credits
Geometry (or meets Geometry standards)	2 credits
Secondary Mathematics of the student's choice	2 credits

*2 credits must be taken in the second to last year of high school in which the student intends to graduate.

*Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and Dual Credit Computer Science courses may be counted as mathematics. Students who choose to take computer Science or Dual Credit Engineering courses may not concurrently count such courses as both mathematics and science credit for the same course.

Science

Secondary Science	6 credits*
*(2 credits shall be laboratory sciences)	

Up to 2 credits in dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science, Dual Credit Computer Science, may be used as science credits.

*Students who choose to take AP/DC Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.

Social Studies	5 credits
Government	2 credits
US History	2 credits
Economics	1 credit

Humanities	2 credits
Interdisciplinary humanities, visual arts, music, theater, dance or	

world language

Health/Wellness

1 credit

Each student will receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the Charter School, or 18 weeks of a sport recognized by the Charter School may choose to substitute participation up to one credit of physical education.

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the ninth (9th) grade, and if that course meets the same standards that are required in high school, and the course is taught by a properly certified teacher, then the student has met the high school content and credit requirement for such course.

*Parents will be notified that the course is available for HS credit and must be given the option of whether or not the course is transcribed. Students/families paying for courses with the Advanced Opportunities funds are consenting to the course being transcribed for high school credit.

Senior Project

A student shall complete a senior project that includes a research paper and oral presentation by the end of grade twelve (12). Completion of a postsecondary certificate or degree at the time of high school graduation or an approved internship program may be used to satisfy this requirement.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.

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 Charter School 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 Charter 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.

Waiver of Requirement

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

Alternative Programs/Extended Learning Opportunities, Mastery Based Learning

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, approved extended learning opportunities, and mastery-based education.

Credit for approved work experience, community service, independent PE, Driver's Ed, internships, and apprenticeships will qualify for Extended Learning Opportunities as long as students complete all required documentation and receive approval in advance from the Guidance Counselor. Credit will be given for approved CTE programs through CWI, college credits through existing partnerships with NNU, CWI, BSU, and TVCC upon successful completion and evidence of grade earned on a transcript from the partnering college. Students will meet with the Guidance Counselor or College and Career Advisor to ensure the CTE or College classes fit within their high school schedule and career and college pathway. In addition, students must receive parent and Guidance Counselor or College and Career Advisor written permission prior to registering for courses.

A student desiring to advance at a faster pace may request credit for Mastery Based Learning or prior knowledge by completing one of the following based on administrator or designee and teacher determination and parent permission:

1. Showing mastery of the content through earning a 92% or higher on the Spring ISAT in the applicable subject area, and/or showing a high level of mastery in class assessments, projects, papers, and presentations, work ethic, and earning an A in the prior class for the entire year.
2. A student may request to take a proctored End of Course Exam and earn a minimum of an 80% and/or may be asked to show evidence of mastery through a presentation, major project, or paper to earn a pass and credit for the course.

All classes attempted at Vision Charter High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

A student must have a minimum grade-point average of 3.75 to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (Grade Point Average)

Class Rank is compiled from weighted semester grades. Courses not eligible for GPA are designated with zero weight on the transcript.

Early Completion of Graduation Requirements

A student who completes all of the graduation requirements set forth above prior to the completion of eight semesters of school attendance in grades 9 through 12 may petition the Charter Administrator and Board for early graduation by submitting such a petition to the Charter Administrator. The Charter Administrator shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

Early Achievement of College/Career Readiness and Flexible Schedule

A student may, at the student's option and upon notification to the School, be relieved from completing their remaining high school graduation requirements and apply for a flexible schedule or graduate early if the student:

1. Is at least 16 years of age;
2. Maintains a cumulative 3.5 grade point average;
3. Obtains permission from a parent/guardian, if under the age of 18;
4. Achieves a college and career readiness score;
5. Files the following with the school:
 - A. Notification of their intent to take a flexible schedule OR graduate early;
 - B. The student's participation portfolio; and
 - C. An essay of at least one page explaining why the student wishes to have a flexible schedule which must include the future plans using the flexible schedule OR early graduation;

6. Completes the following:

- A. The required civics test;
- B. The economics credit, government credits, and senior project required to graduate. A student's senior project may describe the student's experience in achieving a college and career readiness score and a detailed explanation of the student's future plan.

Students eligible for a flexible schedule may be relieved from high school graduation requirements in order to:

1. Take elective courses, career technical education programs, or courses selected by the student which are available at the School;
2. Participate in apprenticeships or internships;
3. Act as a tutor at any grade level; or
4. Engage in such other activities identified by the Board.

A student who is granted a flexible schedule must adhere to the plan submitted to the school as a part of their eligibility. Students who are under 18 may be modify their plan with the approval of the student's parent/guardian.

The Executive Director is authorized to create any procedures necessary to assist students to achieve early graduation or flexible schedules as well as create incentives for participation in any early graduation program. Students who opt for a flexible schedule may apply for Advanced Opportunities

funding. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

VISION CHARTER GRADUATION PATHWAYS

Content Area	VCS MINIMUM graduation Requirements	VCS HONORS Diploma Requirements	VCS STEM Diploma Requirements
Core of Instruction <i>MUST earn a C- or above in all CORE classes.</i>	29 (minimum)	35 credits (minimum)	35 credits (minimum)
Electives	19 credits (minimum)	19 credits (minimum)	19 credits (5 of the 19 credits must be in the area of Science, Technology, Engineering, or Math).
Total Credits	48 credits	54 credits (minimum)	54 credits (minimum)
Language Arts <i>*Speech req. may be met through a sequence of instructional activities in Senior Project).</i>	9 credits 8 English and 1 Speech	9 credits 8 English and 1 Speech	9 credits 8 English and 1 Speech
Mathematics	6 credits Including courses that meet Algebra I and Geometry standards.	8 credits Including courses that meet Algebra I, Geometry, and Algebra 2 standards.	8 credits Including courses that meet Algebra I, Geometry, and Algebra 2 standards.
Science	6 credits Approved HS science courses. *2 credits must be lab based.	8 credits Approved HS science courses. *2 credits must be lab based.	8 credits Approved HS science courses. *2 credits must be lab based.
Social Studies (US History, Economics/Financial Literacy and American Government)	5 credits (2 credits of US History, 1 Economics /Financial Literacy, and 2 American Government)	7 credits (2 credits of US History, 1 Economics /Financial Literacy, 2 American Government, and 2 Contemporary World Issues OR Western	5 credits (2 credits of US History, 1 Economics /Financial Literacy, and 2 American Government)

		Civ)	
Humanities (Visual Arts, Music, Theatre, dance, World Language, Interdisciplinary humanities)	2 credits	2 credits	2 credits
Health or Wellness	1 credit	1 credit	1 credit
Foreign Language		Required 2 credits of world language or ASL	
Advanced Opportunities	None	Minimum of one: Dual Enrollment Tech Prep	
Senior Project	oral presentation and written report by end of grade 12	oral presentation and written report by end of grade 12	oral presentation and written report by end of grade 12
State Assessments	Graduation Requirements: Pass the Civics test ELA, Math, Science ISAT	Graduation Requirements: Pass the Civics test ELA, Math, Science ISAT	Graduation Requirements: Pass the Civics test ELA, Math, Science ISAT
Middle School	Must take pre-algebra before entering 9 th grade	Must take pre-algebra before entering 9 th grade	Must take pre-algebra before entering 9 th grade

EMERGENCY / CRISIS:

LOCKDOWN: The announcement will say, “LOCKDOWN, LOCKDOWN, LOCKDOWN”. Students will move away from sight, maintain silence, and not open the door. Teachers will scan hallway for students, lock the interior doors, cover windows, turn lights off, maintain silence. Staff will consider move, secure, and defend. Take attendance.

<https://vimeo.com/362836771>

HALL CHECK: Students will hear, “HALL CHECK, HALL CHECK, HALL CHECK”. Students must stay in or return to their classrooms. Exterior doors and classroom doors are locked and windows are covered. Classes proceed as normal. Students do not change classes until authorized by the administration or announcement. If permission is granted to move about the building, students are not allowed to go outside until notified the HALL CHECK is over.

<https://vimeo.com/362835819>

EVACUATION: Students will hear the fire alarm or “EVACUATION, EVACUATION, EVACUATION.” Students should follow directions and leave their stuff behind. Students will evacuate to their fire drill locations. Students need to remain silent listening for directions to the evacuation location or additional directions.

<https://vimeo.com/362832268>

REVERSE EVACUATION: Students will hear, “RETURN TO THE BUILDING, RETURN TO THE BUILDING”. Students should return to the closest classroom quietly listening for any additional directions. Once inside, additional directions will be given.

<https://vimeo.com/362834850>

K-5 th LATE WORK: Unexcused late work will be assigned as homework or assigned for completion during recess or in place of attending an enrichment club. Unexcused late work will not be accepted for full credit, and will lose 25% credit per each day late. Students who score less than a “C” on a test will be able to retake a test one time, within three days of the original test. The student will be given the new score; however, the final score assigned to the student for the makeup test will not exceed 85%.

6th-12th LATE WORK: Unexcused late work will NOT be accepted. Unexcused late work will be an automatic zero.

K-5 TH HOMEWORK POLICY: Reading homework will consist of a minimum of twenty minutes of reading per night for all students. Students will be held accountable for reading logs to verify home reading time. Math homework is part of our charter and will be assigned daily, or weekly, based on the teacher’s professional judgment. Homework will be of the highest learning value and an extension of the classroom. Students who do not complete work at school will be required to complete assignments at home, during a portion of their recess, or in place of attending an enrichment club. New homework will not be assigned over weekends, holidays, or breaks. Homework may be assigned for any of the following reasons: 1. As make up work due to excused absences. 2. Finishing work not

completed at school for which time has been given to do so in class. 3. To help students master specific skills which have been presented in class. 4. To help students prepare for the next step in a unit or study for a quiz or test. 5. To complete research projects or other occasional projects. 6. To gather personal information. Homework for young students should help them develop good study habits and responsibility. It also reinforces learning of simple skills introduced in class. Homework in intermediate grades and up fosters improved school achievement and increased test scores. Basic guidelines for homework: K -3 20-40 minutes four nights a week 4-5 30-60 minutes four nights a week

6TH-12TH HOMEWORK POLICY: Reading homework will consist of a minimum of twenty minutes of reading per night for all students. Homework for other courses will be assigned daily, or weekly, based on the teacher's professional judgment. Homework will be of the highest learning value and an extension of the classroom. Time expectations for 6th through 12th grade students will be based on the preparation of students for higher learning. In college, learners are expected to spend two hours out of class for every one hour in class. We understand that some students will take more or less time but this will be the maximum.

TEXTBOOK/ LIBRARY PROCEDURES: Students are responsible for maintaining and keeping all textbook(s) issued throughout the school year until time of textbook collection. If textbook/s are damaged, lost or destroyed, students are responsible for covering the cost of the new textbook/s. The fine shall be paid prior to the last day of school. If a student cannot pay the textbook/s fees immediately due to financial hardship he/she will need to notify the teacher/s. Alternative payment plans for replacing the lost textbook may be arranged. Students who have not paid textbook fees or arranged an alternative plan for payment of lost, damaged or destroyed books will not be provided the final report card until all fines have been paid. This same process will apply to library books that are checked out and not returned.

PLAGIARISM: Students attending Vision Charter School are expected to be responsible for their academic work in all instances. Students will maintain academic integrity by exercising self discipline, determining the right thing to do and doing it, and working cooperatively with others and independently when appropriate. Cheating will not be tolerated. Any student who commits an act of cheating will receive no credit for the assignment. In addition, appropriate disciplinary action will be taken. If the student is a member of National Honor Society, he or she will be dismissed from the Honor Society. Students, staff, and parents at Vision Charter School are committed to academic integrity. Plagiarism involves the use of another's ideas, words, or creative products without proper attribution (citing the source). Attribution includes, but is not limited to, using quotation marks around direct quotes taken from a source. Proper attribution also includes citing the source(s) in parenthetical citation and/or a bibliography. At Vision Charter School plagiarism will not be tolerated. Any student who commits an act of plagiarism will receive no credit for the assignment and a referral will be written for dishonest behavior. Counselors are required to include a statement of academic integrity when a student submits a college application. In addition, if a pattern of plagiarism or dishonest behavior is established, the student may be suspended or expelled as per Vision Charter School Board policy. If the student is a member of National Honor Society, he or she will be dismissed from the Society. Always, always, always cite your sources! Teachers have tools to check the student's sources if plagiarism is suspected. Do not copy another student's work. This constitutes cheating. Do not give your work to another student to copy. By doing so, you assist another student to plagiarize or cheat, and the consequences will be the same as listed above.

VISITORS: All visitors must check in at the office to obtain a dated, time stamped, Visitor Pass. Anyone, including parents, who attempt to enter any portion of the school grounds without a visitor pass will be directed back to the office to obtain a pass. Parents are encouraged to join students for lunch in the lunchroom. Students are not allowed to have other student visitors accompany them for the day or during the lunch break. We use the Raptor Visitor Management System to strengthen our program of campus safety for students and faculty. Part of keeping students and faculty safe is knowing who is in our buildings at all times, and the Raptor system will allow us to do that. The Raptor system will better allow us to screen visitors, contractors, and volunteers in our schools and provide

us with a safer environment for our students and staff. Upon entering the building, visitors will be asked to present an ID such as a Driver's License, which can either be scanned or manually entered into the system. If a parent or guardian for any reason does not have a US government-issued ID, the school staff member can use any form of identification and manually enter the person's name into the Raptor system. The Raptor system will check to ensure that registered sexual offenders are not entering our school campus. The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. A visitor's badge will not be necessary for those who visit our school simply to drop off an item in the office or pick up paperwork. The safety of our students is our highest priority and the Raptor visitor management system allows us to quickly identify those that may present a danger to our students. Thank you in advance for your understanding and your support in enhancing the school safety protocols in our district. An individual who wishes to visit a classroom during instructional time may only do so with prior approval from the Principal and classroom teacher.

VOLUNTEERS: Parents are required to pre-arrange their visits with the teacher so that the teacher may be prepared to maximize volunteerism and to ensure that visitors are not a distraction to the learning environment. An individual who wishes to visit a classroom during instructional time may only do so with prior approval from the Principal and classroom teacher. If you are interested in volunteering, please contact your child's principal and she will work with the teacher to arrange the best time to volunteer in the classroom. This is to ensure confidentiality and safety for all students in addition to protecting the learning time from distractions. We do not allow visitors or volunteers to the classroom for the first month to allow for effective classroom management to be established. Teachers needing volunteers will email parents requesting support during pre-arranged times. Teachers will email parents about volunteering for centers if applicable, field trips, class parties, field day, and other opportunities. Please make arrangements to volunteer when your younger children are being cared for in a different setting. We do not allow parents to bring younger children with them to volunteer in the classroom.

SIBLINGS ON FIELD TRIPS: Younger siblings will not be allowed to attend field trips even if a parent would be able to chaperone. This decision is to protect the liability of the school and the learning environment of the other students.

PUBLIC DISPLAY OF AFFECTION: It is our goal to have a Culture of CARING and Kindness at Vision Charter School. Caring students may from time to time show they care for others through a front or side hug. To protect our K-12th campus from negative impact on learning, we do not allow hand holding, kissing, or public display of affection in any form other than a front hug or side hug while on campus. When a front hug or side hug extends past three seconds others can begin to feel uncomfortable. Students are expected to stop a side hug or front hug within a three second time frame. Students should always ask the intended recipient if they would like a hug before giving one. When someone indicates they do not want a hug, all students are expected to comply with the request the first time.

FOOD AND DRINK DELIVERIES FOR STUDENTS:

Students will not be able to order food or drink to be delivered to the school through companies such as DoorDash, Uber Eats, etc. Parents who want to bring food or drinks for their student(s) to the school may leave the items with the front office. Your student(s) may pick them up from the office during their scheduled lunch time. Parents MAY NOT interrupt the learning environment to deliver a lunch to a student's room. Juniors and Seniors may leave campus during their lunch time with a signed parent permission on the official open campus permission slip. Open Campus will be revoked per policy for attendance, grades, or discipline as outlined in VCS policy.

CHECKING CHILDREN OUT OF CLASS OR OFF THE BUS OR BUS LINE: If you need to pick up your child during the school day, please follow the procedures below. For safety purposes, students will not be released to any person other than parent/guardian without written authorization from the parent/guardian. Sign students out on the check-out sheet at the reception desk. **DO NOT** go directly to the student's classroom. Wait in the front vestibule. Provide identification (driver's license) establishing your relationship with the child. If your name does not appear on the enrollment form, you may not pick up the child without written authorization from the parent/guardian. Additional measures may be necessary to establish permission to pick up a student. We appreciate your patience with our safety measures. As we become familiar with parents' faces, identification may not be necessary each time for check-out. If you wish to check your child out when he/she is in a bus line or on the bus, check out the student with the office and the office will notify the staff member on duty. Do not approach a bus or walk through the buses to get to the sidewalk. Students will not be called to the office for early pickup prior to a parent, guardian, or authorized person's arrival in the office to sign the student out. If you are in a hurry, please leave in extra time to allow for your children to be called down to the office after you have signed them out.

K-12TH GRADE DRESS CODE GUIDELINES: Students will wear attire and treat other students and staff of Vision Charter School with respect and modesty. If one's dress or behavior is offensive, inappropriate, distracting to the learning/school environment, and/or poses a safety hazard as determined by the administrator, it will not be acceptable on campus. -All pants, shorts, skirts, etc. must be worn at the waist to cover one's undergarments -Shorts and skirts must be worn at the waist and reach to at least the mid-thigh. -Jeans may be worn as long as they are worn at the waist and do not display holes that are above the mid-thigh. ****Mid-thigh is the minimum length allowed and is MIDWAY between the hip and the top of the knee.*** - No Brief or Exposing Tops. Garments such as halter tops, tube tops, crop tops, tank tops (worn alone), spaghetti strap tank tops (worn alone), and tops that are see through may not be worn. Midriiffs and undergarments must stay hidden. ****Sleeveless shirts will be allowed as long as they have a minimum of four finger width of fabric covering from neck to shoulder.*** -Gauges are to stay under 10mm 1. Students should have a neat, clean and well-groomed appearance. 2. Leggings must be covered to the mid-thigh by a long shirt, shorts, or skirt. 3. Hair should never be a distraction to the learning environment. 4. Jewelry is to be in moderation and not a safety concern or distraction to the learning environment. 5. Clothing must not be overly tight or bagging, or revealing in any way. 6. Underwear or undergarments are not to be visible on either upper or lower parts of the body. 7. No hats, hoods, scarves, or non-religious head covering of any kind are allowed to be worn while inside the classroom. However, hats, visors, or other acceptable head coverings will be allowed outside. 8. No trench coats allowed. 9. Clothing, tattoos, body markings, or any item brought to school, such as outerwear, backpacks, lunch boxes, notebooks, jewelry, and hair pieces, may not have any insignias, patterns, graphics, writing or messages that are obscene or relating to drugs, alcohol, tobacco, any illegal activity, or any sexual innuendos. 10. Gang attire of any kind is strictly prohibited. This includes, but is not limited to, garments that are suggestive or colors, solid red or blue bandanas, or belts that have gang symbols or innuendos on them. 11. Any attire, grooming practice, makeup, or possession that disrupts the educational atmosphere will not be allowed. 12. Special days that would not adhere to certain portions of this dress code may be allowed with the permission of the school administrator and announced in advance. 13. The school administrator holds the right to determine if any apparel, jewelry, grooming practice, or other item is not appropriate for Vision Charter School based on a distraction to the learning environment or a safety concern. 14. No roller shoes allowed 15. Tennis shoes must be worn to P.E. 16. Non-revealing tank tops, running shorts, leggings, or spandex shorts are allowed during PE, CrossFit, or before/after school sports practices and athletic events and while going to and from changing rooms in all other situations, students must follow school dress code while on school grounds including when coming to or leaving from school. ****All students will resolve the dress code violation prior to returning to class. Dress code violations will result in the following: 1st offense: Warning, 2nd offense: Detention/Community Service, 3rd offense: Defiance Referral *See Discipline Policy for continued offenses of defiance.**

HEALTH: Please let the office know if your child has anything contagious. A child should not attend school if he/she has any of the following: • Temperature of 100.4 degrees or higher • Vomiting or diarrhea • Nasal discharge of yellow/green color • Cough in combination with any of the above • Any other contagious condition including chicken pox, mumps, rash, head lice, Covid-19 ,or scabies • An unidentified rash **If symptoms occur during the school day, a call will be placed to a parent and the student will need to be picked up in a timely manner.

INJURY/INSURANCE: Even with the greatest precautions and the closest supervision, accidents can and do happen at school. Vision Charter does not provide medical insurance to pay for medical expenses when students are injured at school. This is the responsibility of the parent/guardian. We can only administer simple first aid. In emergency cases, where parents cannot be contacted, the school will call for assistance from paramedics. The cost of transport by paramedics and/or ambulance will be the responsibility of the parents. It is imperative that we have your current home and business telephone numbers and two emergency contact persons. Parents are required to notify the school of any address or phone changes. The best way to do this is to update it in Infinite Campus Parent Portal.

MEDICATION POLICY: Medication should be taken at home. However, if a child is to take prescription medication during school hours, an "Authorization to Administer Medication" form must be submitted to the school office. Forms are available at most doctors' offices and in the school office. The form needs to be signed by the doctor and a parent or guardian. Also, an updated authorization form will be required each time a change is made in the prescription. Medication must be delivered to school by the parent. The medication must be in the original container with specific instructions for administration. No more than one week's supply is to be brought to school. All medication will be kept in a secure area in the school office. Medication will not be kept in the classroom. It is the student's responsibility to come to the office at the appropriate time to take the medication. In the event of a doctor notice stating that the child needs an inhaler, epi-pen, or other life-saving medication in the classroom, the medication will be kept in a safe location to prevent other children from being exposed to the medication. In the event it is necessary to have the medication on the playground, the medication will be kept in the supervising teacher's possession. It is the student's responsibility to come to the office or staff member at the appropriate time to take the medication. In the event that your child has a prescription epi-pen, inhaler, or is a diabetic and has extenuating circumstances where he/she needs to keep it with them at all times, please contact the office for additional information. Over the counter medication may not be brought to school by a child. If a child needs to take acetaminophen, antacid such as Tums, Ibuprofen, or a cough drop we can provide these over the counter medications from the office with a signed note from a parent or permission noted on the enrollment form. We can't administer over the counter medication brought from home. We will administer over the counter medication purchased by the school with parent permission.

IMMUNIZATIONS: Idaho State Law requires that all students be immunized against diphtheria, whooping cough, varicella, tetanus (DPT), polio, measles, rubella, hepatitis B, and mumps. Parents must submit a record of their child's immunization status to the school upon enrollment. Children WILL be excluded from attending school if they do not turn in the immunization records or submit an exemption form. *** Immunization exemptions are allowed, in accordance with Idaho Code 39-4802, and include medical, religious, and "other" exemptions. Parents/guardians may check the "Religious/Other" exemption provided on the immunization requirements form or may include a signed written statement regarding religious/other exemptions.*

LICE: It is the policy of Vision Charter School to exclude all students who are found to have head lice, including the presence of nits (eggs). If nits or live lice are still present, the child will be sent home and will not be readmitted until all evidence of head lice is absent. A parent MUST accompany the child upon his/her return to school. A statement indicating the remedy used, dates treated, and parent signature must be submitted at this time. Children should be back in school as soon as

possible after treatment and all nits are removed.

DISCIPLINE POLICY: Safe Environment: The number one goal of Vision Charter School is having a safe and orderly school and creating an environment that is conducive to learning. We also believe that all parents send their children to school expecting that their child will be taken care of physically, emotionally, socially and academically. As a result, some student behavior cannot, and will not, be condoned in any way.

Students who engage in fighting and/or who are defiant to a staff member will have the following consequences: 1st Offense - Loss of lunchtime with friends for one week. 2nd Offense - 1 day in school suspension. 3rd Offense - 2 day in school suspension. 4th Offense - referred to Board of Directors for possible expulsion. Parents will be notified at the time of each offense.

Additional Student Discipline: Disciplinary action may be taken against any student guilty of disobedience or misconduct, including, but not limited to: • Habitual truancy. • Incurability. • Profanity. • Inappropriate display of affection. • Not using school equipment appropriately. • Academic dishonesty. • Conduct continuously disruptive of school discipline or of the instructional effectiveness of the Charter School. • Conduct or presence of a student when the same is detrimental to the health and safety of other pupils. • Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct. • Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct. • Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's property. • Engaging in any activity that constitutes disorderly conduct, an interference with school purposes or an educational function or disruptive to the educational environment. • Unexcused absenteeism; however, the truancy statutes and Board policy will be utilized for chronic and habitual truants. • Hazing – For purposes of this policy, the term "hazing" shall have the meaning set forth in Idaho Code. • Initiations. • The forging of any signature, or the making of any false entry, or the authorization of any document used or intended to be used in connection with the operation of the school. • Harassment, intimidation, cyber bullying, or bullying as defined in Idaho Code and Charter School policy. • Using, possessing, distributing, purchasing, or selling tobacco products. • Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence are not permitted to attend school functions and are treated as though they had alcohol in their possession. • Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs and drug paraphernalia. Students who are under the influence are not permitted to attend school functions and are treated as though they had drugs in their possession. • Assembly or public expression that advocates the use of substances that are illegal to minors or otherwise prohibited within this policy. • Using, possessing, controlling, or transferring a weapon in violation of policy and statute. • Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon.

These grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to: On, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group; Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school. Traveling to and from school or a school activity, function or event; or anywhere, including off-campus, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with the education environment. Vision Charter School has a zero tolerance policy for drugs and weapons. Students in possession of drugs or weapons will be automatically suspended with an expulsion hearing in front of the Board of Directors.

SUSPENSION AND EXPULSION: The Idaho Legislature has empowered public schools to provide temporary suspension and for the expulsion of individual students when circumstances demonstrate that such action is necessary for the protection of the rights of other students, necessary for the orderly operation of the school process, and/or necessary for the protection of the safety of other students. Suspension: Authority to temporarily suspend students has been delegated by the Idaho

legislature to principals, administrators, and School Board of Directors. No person other than the school administrator or the Board of Directors may suspend a student from Vision Charter School. Grounds for suspension may include the following: A student may be suspended for disciplinary reasons, or for other conduct that is disruptive and detrimental to the instructional process of the school, or to the health and safety of other students and the general climate of the school. A student may also be suspended when, in the judgment of the Administrator, the suspension is necessary to protect the health, welfare, or safety of the student or other students of the school. Period of suspension: A temporary suspension by the Administrator shall not exceed five (5) school days in length. Upon appeal to the Board of Directors, the suspension may be extended for an additional ten (10) days. This appeal for an additional suspension would only be granted if there was a finding by the Board that immediate return to school attendance by the temporarily suspended student would be detrimental to other pupil's health, safety, or welfare. Procedure for suspension: Prior to suspension, steps will be taken to ensure compliance with all applicable policies and procedures. Prior to suspension, unless an emergency exists, the Principal shall grant the student an informal hearing on the reasons for the suspension. The student shall be given the opportunity to challenge the reasons for the suspension and explain the circumstances surrounding the event. If the student is suspended, a complete explanation will be given orally and in writing to the student regarding the terms or conditions required to lift the suspension. Written notice describing the reasons for the suspension, term of the suspension, and conditions required to lift the suspension shall be delivered or mailed to the parent or guardian. The Board of Directors shall receive a copy of the written notice delivered to the parent or guardian. Only the Appeals Board, consisting of the Administrator and the Board of Directors, may expel a student. If a Special Education or Special Services student accumulates, or is likely to accumulate, more than ten (10) days of suspension in a school year, the student's IEP team must be convened to determine if the current program and placement are appropriate and if the behavior is related to the student's disability. Based on this determination, the IEP Team shall make needed modifications to the student's IEP.

A student may be expelled only for the following reasons: When the student is a habitual truant; When the student is incorrigible; When the student's conduct is such as to be continually disruptive to the instructional effectiveness of the school; When the student carries a firearm, dirk knife, bowie knife, dagger, metal knuckles or other deadly or dangerous weapon concealed on or about his or her person while on the property of the school; When the student's presence in the school is detrimental to the health, safety, or welfare of other students or staff. Procedure for Expulsion: Formal Hearing: When events or circumstances are such that a student faces expulsion from school, the following will occur: The student and the parents or guardian shall be notified of: The grounds of the proposed expulsion and the date, time, and place where a full and fair hearing of the expulsion will be held. The right to be represented by legal counsel. The privilege against self-incrimination. The right to confront and cross-examine adult witnesses who testify against him/ her and to submit evidence on his/her own behalf. The student and the parent or guardian shall be provided a written copy of the charges. The student's home district will be notified of the hearing and may have a representative in attendance at the hearing. If a student is expelled, the Board of Trustees of the student's home district will hold a hearing to determine if the student will be allowed to attend another school within their district. Expelled students within the age of compulsory attendance fall under the purview of the Juvenile Corrections Act, and an authorized representative of the Board of Directors shall, within five (5) days, give a written notice of the expulsion to both the local districts and the Prosecuting Attorney of the county in which the student resides.

PROHIBITED ITEMS: Fidget Spinners or look alike, trench coats, Pokemon Cards or trading cards of any kind, Gambling devices, Drugs, alcoholic beverages, narcotics, cigarettes, e-cigarettes, vapes, cigarette lighters, matches, and look-alikes. Explosives devices, firecrackers, fireballs, cherry bombs, etc. Gang identification paraphernalia including but not limited to gloves, red or blue bandanas. Laser pointers: Laser pointers are not allowed on the bus, the school grounds or at school functions. Toys, specifically those which are realistic simulations of guns and knives. Real or simulated guns of any kind including air guns. Knives, pocket knives, or any device fashioned like a knife of any length.

ENVIRONMENT: We believe our students should be challenged to meet their full academic potential in a nurturing, safe, community-based environment. The staff and parents at Vision Charter are dedicated to having a school environment with an absence of threat where students remain excited about learning and independently practice school-wide behavioral expectations. Students should feel comfortable and secure while at Vision. Our responsibility plan is designed to:

- Support students in learning to make responsible choices now and in the future
- Ensure the physical and emotional safety of all children in our care
- Provide rules and consequences that allow the staff to be consistent
- Enhance the development of each child's self-concept while preserving individual dignity.

MINOR DISCIPLINE PROCEDURES: (ADDRESSED IN THE CLASSROOM OR RECESS/LUNCH):

The teacher will use the classroom discipline process to give the student an opportunity to reflect and plan on how they will fix the problem.

- The teacher will use a Classroom Incident (K-5) or Detention (6-12) form to communicate with parents and administration regarding behavior that has not been curbed using a low level classroom discipline process.
- The form is completed by the teacher/staff member, signed, and a low level consequence is assigned by the staff member.
- The form must be returned to the teacher/staff member signed by a parent indicating receipt.
- If not returned within 2 school days, students will continue serving lunch detention or community service until it is returned. Parents will be notified electronically or via phone if the detention/incident form is not returned after two days.
- Students will receive a discipline referral for chronic disruption upon receiving 5th Detention.
- 5th Detention - 1 week of detention
- 6th Detention- 1 day of In School Suspension
- 7th Detention- 2 days of In School Suspension
- 8th Detention- Out of School Suspension pending expulsion hearing before the board.

SECTION 504 NOTICE: Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) prohibits discrimination against students and staff members with disabilities. Included in the regulations is the requirement that students with disabilities be provided a free, appropriate public education. These regulations encompass identification, evaluation, the provision of appropriate services, and procedural safeguards. Mrs. Heather Burton is the Special Services Director and 504 and ADA Compliance Officer for Vision Charter School. She may be contacted at heatherburton@visioncsd.org.

REVIEW OF RECORDS: Parents are entitled to inspect and review their child's educational records under the Family Education Rights and Privacy Act (FERPA).

Discrimination: Vision Charter does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, or status in admission to its educational programs as prescribed in federal and state laws and regulations.

LOST AND FOUND: Please mark your items with your name. Items that are unclaimed are donated to local charities the last day of every month.

WITHDRAWAL: The procedure for withdrawal is as follows:

- Authorization for withdrawal must be made in writing or in person by the parent/guardian
- Obtain appropriate forms from the receptionist. Give all completed forms to the receptionist for final check-out.
- Return all school and library books. Make sure all fees and fines are paid.

EQUAL ACCESS POLICY: Vision Charter School provides equitable access to facilities for after school activities, clubs, etc. for any group officially affiliated with the Boy Scouts of America, or any other youth group (defined as group or organization intended to serve young people under the age of 21 as listed in title 36 of the US Code).

MILITARY RECRUITERS: Vision Charter School will provide upon a request made by military recruiters or an institution of higher education, access to secondary school student's names,

addresses, and telephone listings. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request. Parents may opt out of having their child's information provided to Military Recruiter by notifying Mrs. OldenKamp at wendyoldenkamp@visioncsd.org.

HOMELESS EDUCATION: Vision Charter School designates Mrs. Vicky Holmes as the liaison for homeless children and youth. **HOMELESS LIAISON JOB DESCRIPTION:** The Homeless liaison shall ensure that Homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies; homeless children have equal access to the same public preschool programs, administered by the State agency, as provided to other children in the State; homeless youths and youths separated from the public schools are identified and accorded equal access to appropriate secondary education and support services; and homeless children and youths who meet the relevant eligibility criteria are able to participate in Federal, State, or local before- and after-school care programs. Homeless children and youths are not discriminated against during the lottery and have equal opportunity to enroll at VCS, and have a full and equal opportunity to succeed; homeless families, children, and youths receive educational services for which such families, children, and youths are eligible, including referrals to health care services, dental services, mental health services, and other appropriate services; the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children; public notice of the educational rights of homeless children and youths is disseminated at the school, in the handbook, and on the website. No child is denied enrollment due to being homeless. The parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin. Coordinate and collaborate with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths. **Homeless Definitions:** Children and youth who lack "a fixed, regular, and adequate nighttime residence" will be considered homeless. 42 U.S.C. §11434A(2)(A). Contact Vicky Holmes at vickyholmes@visioncsd.org if you have questions about this policy.

SEXUAL HARASSMENT POLICY: Vision Charter School does not discriminate on the basis of sex in the educational programs or activities which it operates. VCS is required by title IX not to discriminate in such a manner. VCS prohibits sexual harassment in any form, including but not limited to sexual discrimination. Sexual harassment is also defined as any unwanted or unwelcomed verbal, written, or physical conduct of a sexual nature that interferes with a student's right to learn, study, work, achieve, or participate in a comfortable and supportive atmosphere. VCS provides notification of available remedies in the student and employee handbooks distributed to all families annually. Vision Charter School shall notify all its students and employees of the name, office, address and telephone number of the employee appointed to hold the responsibility of ensuring compliance and remedies of this policy. Vision Charter School shall provide prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by this policy.

SEXUAL HARASSMENT GRIEVANCE POLICY: One form of Sexual Harassment is being discriminated against on the basis of one's sex. Sexual harassment is also defined as any unwanted or unwelcomed verbal, written, or physical conduct of a sexual nature that interferes with a student's right to learn, study, work, achieve, or participate in a comfortable and supportive atmosphere. Sexual harassment may include, but is not limited to, the following: • Leering at someone else's body • Telling stories, making comments, gestures, or jokes of a sexual nature • Manipulating clothing in a sexual manner • Displaying, sharing, or sending sexual pictures or objects • Spreading sexual rumors or commenting about sexual behavior • Repeatedly pressuring for dates or unwanted sexual activity • Touching, grabbing, and /or pinching • Teasing and/or bullying in sexual terms • Asking for sexual favors in exchange for grades, promotions, or participation in school activities • Inflicting physical

sexual assault or abuse Students are legally protected against sexual harassment by Title IX of the Educational Amendments of 1972, a federal law prohibiting discrimination in schools on the basis of sex. (In certain circumstances, sexual harassment and sexual violence ([SHV] may constitute sexual assault or sexual abuse and are covered by other local and state laws and procedures.) • Vision Charter School will not tolerate any form of SHV by staff or students. We recognize the student's right to participate in school programs and activities in an atmosphere free of any form of sexual harassment. • Sexual harassment committed by students of either sex against students or staff of the opposite or same sex constitutes inappropriate conduct. All complaints will be investigated by the principal or his/her designee. ***Depending on the nature of the offense, disciplinary action ranging from counseling to suspension or expulsion may be taken.*** • Any student and/or a designated representative has the right to file a complaint regarding an alleged incident of sexual harassment that has occurred in school; on school property; or while participating in a school-sanctioned curricular or extracurricular outing. • Any student who feels that he/she has been a target of sexual harassment in school; on school property; or while participating in a school sanctioned curricular or extracurricular outings should report the incident promptly, orally, or in writing, to a school staff member, preferably the Administrator. • Students are encouraged to report harassment that they experience or witness. Any school staff member who receives a sexual harassment complaint should report it immediately, orally, or in writing, to the principal or designated representative. If a staff member is suspected of abuse or sexual harassment, the Administrator will immediately conduct a thorough investigation that may result in remedial or disciplinary action up to and including the termination of employment and revocation of professional certification. The Administrator will immediately inform parents/guardians of the students involved. • In severe cases involving criminal conduct, such as the infliction of physical sexual assault or abuse, the police and Child Protective Services are to be notified immediately. • The complainant's rights must not be violated. He/she must be given an opportunity to present the facts as he/she perceives them. Under no circumstances is the complainant to be disciplined by means of an involuntary transfer or suspension. Counseling will be provided to assist the complainant in coping with the alleged harassment. • All complaints will be handled promptly and in a manner appropriate to significant disciplinary infractions. While an isolated incident may not constitute sexual harassment, VCS is responsible for providing appropriate intervention and/or disciplinary measures to reduce or eliminate sexual harassment and its negative effects on individuals. • Every reasonable effort will be made to maintain confidentiality during the investigation. Retaliatory action may not be taken against a complainant or any witness who participates in an investigation. Such action will result in severe sanctions against the retaliator.

Title IX Sexual Harassment Discrimination and Retaliation Policy:

<https://visioncharter.net/wp-content/uploads/2020/08/3085-TitleIXSexual-Harassment-Discrimination-and-Retaliation-Policy.pdf>

Title IX Sexual Harassment Grievance Process

<https://visioncharter.net/wp-content/uploads/2020/08/3085P-Title-IX-Sexual-Harassment-Grievance-Process.pdf>

Title IX Coordinator is Wendy Oldenkamp. You may contact her at

wendyoldenkamp@visioncsd.org. See the Policy for specific guidance on filing a Title IX Grievance.

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying: The following definitions and procedures shall be used for reporting, investigating, and resolving complaints of hazing, harassment, intimidation, bullying, and cyber bullying. Definitions "Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in Charter School business, such as employees of businesses or organizations participating in cooperative work programs with the Charter School and others not directly subject to Charter School control at Charter School athletic competitions or other school events. "Charter School" includes

Charter School facilities, Charter School property, buses, electronic technology or electronic communication equipment on Charter School computers, networks, or forums and non-school property if the student or employee is at any Charter School-sponsored, Charter School-approved or Charter School-related activity or function, such as field trips or athletic events where students are under the control of the Charter School or where the employee is engaged in Charter School business. "Hazing" includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any school-sponsored activity or grade level attainment, such as forced consumption of any drink, alcoholic beverage, drug or controlled substance; forced exposure to the elements; forced prolonged exclusion from social contact; sleep deprivation; or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate. "Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, electronic, or physical nature on the basis of an actual or perceived characteristic, including but not limited to age, race, religion, color, national origin, disability, marital status, gender, gender identity and expression, sexual orientation, physical characteristic, cultural background, socioeconomic status, geographic location, familial status, or weight. "Harassment, intimidation or bullying" means any act that substantially interferes with or disrupts the educational environment or impinges on the rights of other students at school, a student's opportunities, or performance that takes place on or immediately adjacent to school grounds, school property, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of: A. Harming a student or damaging a student's property; B. Knowingly placing a student in reasonable fear of harm to the student or damage to the student's property; or C. Is sufficiently severe, persistent, or pervasive so that it creates an intimidating, threatening, abusive, or hostile educational environment. "Cyber bullying" includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs through the Charter School's computer network and the Internet, whether accessed on campus or off campus, during or after schools hours or through any private electronic device done when the student is present at school. In the situation that cyber bullying originated from a non-school computer, but has been brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is reasonably expected to materially and substantially interfere with or disrupt educational environment of the school or impinge on the rights of other students at school and/or in violation of Charter School policy or state law. In addition, such conduct must also be in violation of a school policy or state law. Administration shall in their discretion contact local law enforcement. "Intimidation" includes, but is not limited to, any threat or act intended to tamper, substantially damage, or interfere with another's property; cause substantial inconvenience; subject another to offensive physical contact; or inflict serious physical injury on the basis of race, color, religion, national origin, or sexual orientation. Retaliation/False Charges Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Confidentiality: It is recognized that harassment, hazing, intimidation, bullying, and cyber bullying is often very distressing for the victim and those who suffer as a result of such actions may be reluctant to make their concerns known. All reasonable steps will be taken to ensure that all inquiries and/or complaints are dealt with allowing for as much confidentiality as can be provided while at the same time allowing for a thorough and appropriate investigation and reporting, where appropriate. Complaint Procedures: The Principal has the responsibility for investigations concerning hazing, harassment, intimidation, bullying, or cyber-bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented. Any student, employee or third party who has knowledge of conduct in violation of this policy or feels he or she has been a victim of

hazing, harassment, intimidation, bullying, or cyber-bullying in violation of this policy shall immediately report his or her concerns. All complaints will be promptly investigated in accordance with the following procedures: Step I: Any hazing, harassment, intimidation, bullying, or cyber-bullying, information (complaints, rumors, etc.) shall be presented to the Principal. Complaints against the Principal shall be filed with the Board of Directors. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates. Step II: The school official receiving the complaint shall promptly investigate or refer the complaint to an appropriate colleague or outside party for investigation. Parents will be notified of the nature of any complaint involving their student. The school official will arrange such meetings as may be necessary with all concerned parties within 10 working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The school official(s) conducting the investigation shall notify the complainant and parents (as appropriate) in writing when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. Due to the requirements of the Family Educational Rights and Privacy Act, it will often not be possible to provide complainants and parents with detailed information on disciplinary actions taken against another student. A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Principal. Step III: If the complainant is not satisfied with the decision at Step II, he or she may submit a written appeal to the Principal or designee. Such appeal must be filed within 10 working days after receipt of the Step II decision. The Principal or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The principal or designee shall provide a written decision to the complainant's appeal within 10 working days. Step IV: If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board of Directors. Such appeal must be filed within 10 working days after receipt of the Step III decision. The Board shall, within 10 working days, conduct an informal review at which time the complainant shall be given an opportunity to present the complaint and the Charter School's administration to respond if they so desire. The course and conduct of this proceeding shall be informal and shall be at the sole discretion of the Board. The Board shall provide a written decision to the complainant within 10 working days following completion of the informal review. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Documentation and Reporting: Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all hazing, harassment, intimidation, bullying, or cyber-bullying, complaints and documentation will be maintained as a confidential file in the Charter School Office and reported as required by the State Department of Education.

ANTI BULLYING

6-12th <https://youtu.be/mvXMhSC7ya8>

K-5th

https://www.youtube.com/watch?v=p4tI9naP9YA&list=PL5RzzHzPHv_TzAMNgII74K_EhiFg88iAk&index=24

STOP BULLYING: <https://www.stopbullying.gov/sites/default/files/2018-08/Bystander-Factsheet.pdf>

Students: If you feel bullied, tell an adult. If you see someone else being bullied, be kind to them, stand up for them if that feels safe, and tell an adult. If you see something, say something. If you feel you are at risk of harming yourself or others, reach out to our school counselor or trusted adult. You can text or call the Idaho Suicide Prevention Hotline at (208) 398-HELP. 988 Suicide and Crisis Hotline. You can use See Tell Now to report bullying, violence, drugs, or harm you see or hear about at school by calling 888-593-2835 or going online at seetellnow.org.

Effective protective factors against bullying include fostering a healthy, supportive school climate, developing trusted adult relationships, and connecting with students. Additionally, our Character Counts! Character Education programs build positive character traits that decrease bullying.

Character Counts!

We will use our Character Counts! Curriculum to teach kindness, respect and compassion for others and celebrate and reward students who actively display these character traits. Mr. Lamitina will continue to organize our Character Counts student reward system. We will protect our Culture of Kindness as a priority element of our school.

Staff will take all reports seriously and turn it over to the administration immediately. Your administrative team will investigate the accusation, involve parents, assign consequences to students who participate in bullying, harassment, intimidation of others, and provide support for victims.

Suicide Prevention -

The Idaho Lives project is deeply interested in promoting factors for children that can improve their mental health and help protect them from suicidal thoughts and behaviors throughout their school careers, and often, throughout life. An abundance of research shows that two such critical factors are belongingness and capability. Students who feel a sense of belonging and capability are more likely to do well in school, possess a better sense of self-esteem, be better citizens both in school and in their community, and grow up with self-efficacy.

Review Belongingness and Capability Activities

<https://www.sde.idaho.gov/student-engagement/ilp/files/prevention-protocols/Belongingness-and-Connectivity-Activities-2020.pdf>

Youth Suicide Prevention pamphlet Helping your Children

<https://www.sde.idaho.gov/student-engagement/ilp/files/brochures/Youth-Suicide-Helping-Your-Child-en-Web.pdf>

988 Suicide and Crisis Hotline for all ages.

UNIFORM GRIEVANCE PROCEDURE: It is the Board's desire that administrative procedures for settling complaints and grievances of any and all persons (i.e., staff, students, patrons, hereinafter "Grievant") be an orderly process within which solutions may be pursued. Further, that the procedure provides prompt and equitable resolution at the lowest possible administrative level. Additionally, it is the Board's desire that each grievance be assured an opportunity for orderly presentation and review of complaints without fear of reprisal.

GRIEVANCE PROCEDURE: This grievance procedure should be followed if a grievant believes that the Board, its employees or agents have violated the grievant's rights guaranteed by the State or federal constitutions, State or federal statutes, or Board policy. The District will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of

other

remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. Level 1: Informal A grievant with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment. Level 2: Principal If the complaint is not resolved at Level 1, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the principal within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence. If the complaint alleges a violation of Board policy or procedure, the principal shall investigate and attempt to resolve the complaint. If either party is not satisfied with the principal's decision, the grievance may be advanced to Level 3 by requesting in writing that the Charter Director review the principal's decision. This request must be submitted to the Charter Director within fifteen (15) days of the principal's decision. If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the principal shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The District has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Charter Director within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Charter Director agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Charter Director rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing. Level 3: Charter Director Upon receipt of the request for review, the Charter Director shall schedule a meeting between the parties and the principal. The parties shall be afforded the opportunity to either dispute or concur with the principal's report. The Charter Director shall decide the matter within ten (10) days of the meeting and shall notify the parties in writing of the decision. If the Charter Director agrees with the recommendation of the principal, the recommendation will be implemented. If the Charter Director rejects the recommendation of the principal, the matter may either be referred to an outside investigator for further review or resolved by the Charter Director. If either party is not satisfied with the decision of the Charter Director, the Board is the next avenue for appeal. A written appeal must be submitted to the Board within fifteen (15) days of receiving the Charter Director's decision. The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether or not policy has been followed. Any individual appealing a decision of the Charter Director to the Board bears the burden of proving a failure to follow Board policy. Level 4: The Board Upon receipt of a written appeal of the decision of the Charter Director, and assuming the individual alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting if the appeal is filed a minimum of seven days prior to the next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final. To file a grievance, pick up a grievance form in the office.

Parental Rights

The Board of Directors encourages parents/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, the Charter School reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and

control of their child.

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

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

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

In the case of dual credit courses offered by an institution of higher education, academic accommodations and excusing students from objectionable assignments is solely at the discretion of the course provider and not the Charter School. The Charter School has no control over the selection, adoption, and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Access to Learning Materials

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

Student Wellbeing

If a member of the School's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being the staff member shall report this change so the student's parent/guardian can be notified as described in Procedure 2425.

Addressing Parent/Guardian Concerns

A parent/guardian who feels the School has violated their rights, as described in this policy and otherwise provided in IC 33-6001 may file a grievance as described in Policy 4120 Uniform Grievance Policy.

Notice

Vision Charter School shall annually provide parents/guardians with notice of their rights as specified in this policy.

Student and Family Privacy Rights Policy 2140, 2140F have been adopted by the Charter School Board of Directors. Parents may request a copy of these policies from the front office.

Student Health/Physical Screenings/Examinations

The Board may arrange each year for health services to be provided to all students. At the start of the school year, the Charter School shall notify parents/guardians of health services offered or made available through the school or by private organizations partnering with the School that offer services on School property or as a part of a School program. Parents/guardians shall be notified of any new health services that become available after the annual notice is sent.

Such services may include, but are not be limited to:

1. The development of procedures at each building for the isolation and temporary care of students who become ill during the school day;
2. The consulting services of a qualified specialist for staff, students, and parents;
3. Vision, speech, hearing screening;

Parents/guardians will receive a written notice of any screening result which indicates a condition that might interfere or tend to interfere with a student's progress. Additionally, if a member of the School's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being, the staff member shall address the matter as described in Policy 2425.

In general, the Charter School will not conduct a physical examination of a student without parental consent to do so or by court order, unless the health or safety of the student or others is in question. Further, parents will be notified of the specific or approximate dates during the school year when any non-emergency, invasive physical examination or screening administered by the Charter School is conducted which is:

1. Required as a condition of attendance;
2. Administered by the school and scheduled by the school in advance; and
3. Not necessary to protect the immediate health and safety of the student or other students.

Parents or eligible students will be given the opportunity to opt out of the above-described non-emergency, invasive physical examination or screening.

As used in this policy, the term "invasive physical examination" means any medical examination involving the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but this does not include a hearing, vision, or scoliosis screening.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity. Students participating in activities governed by the Idaho High School Activities Association will be required to follow the rules of that organization, as well as other applicable Charter School policies, rules, and regulations.

All parents will be notified of the requirements of the Charter School's policy on physical examinations and screening of students, at least annually at the beginning of the school year and within a reasonable period of time after any substantive change in the policy.

This year, the School will provide the following, as appropriate and in accordance with School policy:

1. Preventative health and wellness services and screenings as described in Policies 2415 and 3500;
2. Administering or assisting of the administration of medication as described in Policy 3510;
3. First aid and emergency care as described in Policy 3540; and
4. Appropriate management of all health conditions with parental consent.

The School will provide the following additional health services or examinations which can only be provided with parental permission:

Health Service or Exam	Approximate Date	Initial to Indicate Permission to Conduct the Health Service or Exam
Speech Screening	October of Kindergarten year	
Language Screening	October of Kindergarten year	
Hearing Screening	October of Kindergarten year	

Student Records

Notification of Parents' and Student's of Rights Concerning a Student's School Records

This notification will be distributed annually, and may be distributed by any means likely to reach the parent(s)/guardian(s). The Charter School shall effectively notify parents and eligible students who are disabled and those whose primary or home language is not English.

The Charter School will maintain a record for each student that shall contain information, including but not limited to the following:

1. Birth certificate;
2. Proof of residency;
3. Unique student identifier;
4. Basic identifying information;
5. Academic transcripts;
6. Immunization records including exemption documentation;
7. Attendance record;

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and copy the student's education records within a reasonable time of the day the Charter School receives a request for access.

Students less than 18 years of age have the right to inspect and copy their permanent record. Parents/guardians or students should submit to the School principal (or appropriate School official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent(s)/ guardian(s) or eligible student of the time and place where the records may be inspected.

The Charter School charges a nominal fee for copying, but no one will be denied their right to copies of their records for inability to pay this cost.

The rights contained in this section are denied to any person against whom an order of protection has been entered concerning a student.

When the student reaches 18 years of age, or is attending an institution of post-secondary education, all rights and privileges accorded to the parent become exclusively those of the student.

2. The right to request an amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, misleading, irrelevant, or improper.

Parents/guardians or eligible students may ask the Charter School to amend a record that they believe is inaccurate, misleading, irrelevant, or improper. They should write the School principal, clearly identifying the part of the record they want changed, and specify the reason.

If the Charter School decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the Charter School will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Such notice shall be in writing and provided within a reasonable period of time after the hearing. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA or State law authorizes disclosure without consent.

Disclosure is permitted without consent to School officials with legitimate educational or administrative interests. A School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Charter School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another School official in performing their tasks.

A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another charter school or district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to

individuals described in this paragraph, the parent(s)/guardian(s) will receive written notice of the nature and substance of the information and an opportunity to inspect, copy, and challenge such records. The right to challenge School student records does not apply to:

- A. Academic grades of their child; or
- B. References to expulsions or out-of-School suspensions,

if the challenge is made at the time the student's School student records are forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting, or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; and appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

- 4. **The right to a copy of any School student record proposed to be destroyed or deleted.**
- 5. **The right to prohibit the release of directory information concerning the parent's/guardian's child.**

Throughout the school year, the School may release directory information regarding students, limited to:

- A. Name;
- B. Grade level;
- C. Parents'/guardians' names and addresses;
- D. Academic awards, degrees, and honors;
- E. Information in relation to School-sponsored activities, organizations, and athletics;
- F. Major field of study;
- G. Period of attendance in School;
- H. **A student's photo solely for the purpose of publication or recognition of a student's honors, awards, or achievements or for any Charter School informational or promotional use on its social media or other publications.**

Any parent(s)/guardian(s) or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent(s)/guardian(s) or eligible student is specifically informed otherwise.

- 6. **The right to request that that information not be released to military recruiters and/or institutions of higher education.**

Pursuant to federal law, the Charter School is required to release the names, addresses, and telephone numbers of all high school students to military recruiters and institutions of higher education upon request.

Parent(s)/guardian(s) or eligible students may request that the School not release this information, and the School will comply with the request.

- 7. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA.**

The name and address of the office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, DC 20202-4605

Parents Right To Know:

Federal law requires that each school district receiving Title 1 funds notify parents of each student attending any school receiving these funds that information regarding the professional qualifications of their child's classroom teacher(s) may be requested.

As a parent of a student attending a school receiving federal program funds, you have the right to know:

Is my child's teacher licensed to teach the grades and subject(s) assigned?

Is my child's teacher teaching with a provisional license, meaning the state has waived requirements for my child's teacher?

What is the college major of my child's teacher?

What degree or degrees does my child's teacher hold?

If there are instructional aides working with my child, what are their qualifications? If my child is or will be taught for 4 or more consecutive weeks this year by a teacher who is not highly qualified, will I be notified in a timely manner?

If you would like more information about Vision Charter School or to request the state qualifications for your child's teacher or instructional aide, please contact Mrs. Oldenkamp at 208-455-9220 or at wendyoldenkamp@visioncsd.org.

Equal Employment Opportunity and Non-Discrimination

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

Vision Charter School will make reasonable accommodation for an individual with a disability known to the Charter School, if the individual is otherwise qualified for the position, unless the accommodation would impose an undue hardship upon the Charter School.

Inquiries regarding discrimination should be directed to the Title IX Coordinator. Specific written complaints should follow the Uniform Grievance Procedure.

In compliance with federal regulations, Vision Charter School will notify annually all students and applicants of this policy and the designated coordinator to receive inquiries. Notification should include the name and location of the coordinator.

Student Data Privacy and Security

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

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

This model policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, the Charter School shall adopt, implement and electronically post this policy to its website. It is intended to provide guidance regarding the collection, access, security, and use of education data to protect student privacy. This policy is consistent with the DMC's policies regarding the access, security, and use of data maintained within the SLDS. Violation of the Idaho Data Accountability Act may result in civil penalties.

Definitions

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

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

Data Breach is the unauthorized acquisition of PII.

Logical Security consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation.

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

Physical Security describes security measures designed to deny unauthorized access to

facilities or equipment.

Student Data means data collected at the student level and included in a student's educational records.

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

Collection

The Charter School shall follow applicable state and federal laws related to student privacy in the collection of student data.

Access

Unless prohibited by law or court order, the Charter School shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.

The Principal or designee is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.

Access to PII maintained by the Charter School shall be restricted to:

- 1) the authorized staff of the Charter school who require access to perform their assigned duties; and
- 2) authorized employees of the State Board of Education and the State Department of Education who require access to perform their assigned duties; and
- 3) vendors who require access to perform their assigned duties.

Security

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

Use

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

Charter School contracts with outside vendors involving student data, which govern databases, online services, assessments, special education or instructional supports, shall include the following provisions which are intended to safeguard student privacy and the security of the data:

- 1) Requirement that the vendor agree to comply with all applicable state and federal law;
- 2) Requirement that the vendor have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure;
- 3) Requirement that the vendor restrict access to PII to the authorized staff of the vendor who require such access to perform their assigned duties;
- 4) Prohibition against the vendor's secondary use of PII including sales, marketing, or advertising;
- 5) Requirement for data destruction and an associated timeframe; and

6) Penalties for non-compliance with the above provisions.

The Charter School shall clearly define what data is determined to be directory information.

If the Charter School chooses to publish directory information which includes PII, parents must be notified annually in writing and given an opportunity to opt out of the directory. If a parent does not opt out, the release of the information as part of the directory is not a Data Breach or Unauthorized Data Disclosure.

LOCAL SCHOOL WELLNESS POLICY:

https://www.visioncharter.net/uploads/1/3/5/5/135571435/wellnesspolicyammended2019_1_.pdf

Submit any feedback, comments, or concerns with this Wellness Policy to the Food Service Director, Debbie Martin. You may reach Debbi Martin at debbiemartin@visioncsd.org. We are actively searching for interested parents to be part of our Wellness Committee. Contact Mrs. O at wendyoldenkamp@visioncsd.org if you are interested in being on the Wellness Committee.

Healthy School Party Snack Suggestions:

Students are taught in the classrooms about good nutrition and the value of healthy food choices. Below are some suggestions to give parents for healthier party treats:

100% juice, water/flavored water, fresh fruit assortment, fruit and cheese kabobs, 100% fruit snacks, vegetable trays, string cheese/cheese cubes, pretzels, low-fat popcorn, angel food cake, apples with fat-free caramel dip, yogurt parfaits (yogurt, berries, granola, layered), yogurt smoothies, yogurt in a tube (go-gurts), quesadillas with salsa.

Alternatives to using food as a reward: Kids learn preferences for foods made available to them, including those that are unhealthy. Poor food choices and inadequate physical activity contribute to overweight and obesity. Kids naturally enjoy eating healthy and being physically active. Vision Charter School provides students an environment that supports healthy behaviors. Below are some alternatives for students to enjoy instead of being offered food as a reward at school for performance or behavior: Sit by friends, watch a video, read outdoors, teach the class, extra art time, enjoy class outdoors, have an extra recess, play a computer game, read to a younger class, get a no homework pass, make deliveries to the office, listen to music while working, play a favorite game or puzzle, earn play money for privileges, walk with a teacher during lunch, eat lunch outdoors with the class, be a helper in another classroom, eat lunch with a teacher or principal, dance to favorite music in the classroom, get "free choice" time at the end of the day, listen with a headset to a book on audiotape, have a teacher perform special skills, or have a teacher read a special book to the class.

VISION 2023-2024 CALENDAR:

<https://www.visioncharter.net/calendar.html>

2023-2024 TESTING DATES:

Fall IRI K-3rd: 8/1/2023- 9/30/2023

Spring IRI K-3rd: 5/1/2024-5/31/2024

PSAT 11th graders: (optional) PSAT October 25, 2023

NAEP: FEBRUARY 13, 2024 Grade 4 MATH & READING

SAT 11th graders- School Day: (optional) March 13, 2023 (Window extends from 3/4/24 to 4/26/24)

Idaho Standards Achievement Test: 3/11/24 – 5/24/24 testing window
ELA/Literacy & Math 3rd – 8th and 11th
Science 5th, 8th, and 11th

INTERIM ISATS 9th and 10th graders ELA and Math 3/11/24– 5/24/24 testing window

CIVICS: Civics test given in Government, US History classes can retake as many times as needed prior to graduation.

EDUCATIONAL PROGRAMS:

Vision Charter School ensures all educational programs and activities operated by the LEA are made available to all qualified persons without regard to sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or disability.

COMPUTER USE POLICY: Student and School Personnel Use: Vision Charter School supports the privilege of students and school personnel to have reasonable access to various information formats and believes it is incumbent upon students and school personnel to use this privilege in an appropriate and responsible manner. Access to the District's electronic networks must be: (a) for the purpose of education or research and consistent with the educational objectives of the District. Procedures and Guidelines: Vision Charter's Technology Manager shall develop and implement appropriate procedures to provide guidance for student and school personnel access to electronic media. Guidelines shall address ethical use of electronic media, including the Internet, and issues of privacy versus administrative review of electronic files and communications and shall prohibit use of networks for prohibited or illegal activities, the intentional spreading of embedded messages, or the use of other programs with the potential of damaging or destroying programs or data. User Contract for Students: The required Student User Contract, which shall specify acceptable uses, rules of on-line behavior, access privileges and penalties for policy/procedural violations, must be signed by the parent or legal guardian and also by the student. This document shall be kept on file as a legal, binding document. In order to modify or rescind the agreement, the student's parent/guardian must provide the School Technology Manager with a written request. **Responding to Concerns:** School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media. Access Privileges to Electronic Materials: At Vision Charter School, access to electronic information/resources can range from read-only access to instructional software to full search capability of the Internet. For these reasons, the Vision Charter School Board maintains the right to limit access to software and/or documents found either on the Local Area Network (LAN), Wide Area Network (WAN) or the Internet, via technical or human barriers. The use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator (and/or building principal) will make all decisions regarding whether or not a user has violated these procedures, and may deny, revoke, or suspend access at any time. His or her decision is final. **General Standards for Users:** The following standards are used as a general structure for student access to electronic resources. ALL students and school personnel will receive instruction covering Internet applications. A "Tech Request" will need to be submitted for installation of all software. **Students:** Students are allowed to use network resources using a username and password login. This type of user login allows students read-only access to

instructional software and data files. Students' access to the Internet is only available under the direct supervision of a teacher or an instructional assistant and with a release form signed by the student and parent or guardian. Students are not allowed to have unsupervised access to the Internet or e-mail at school. Teachers and students can set "bookmarks" which are tagged and pre-selected sites on the Internet. This enables a teacher to lead online sessions but provides students with parameters outside which they should not venture. School Personnel: For all school personnel who have network access, an account(s) with appropriate rights will be established. This account includes access to electronic mail. Right to Privacy: The School Technology Manager has the right to access information stored in any user directory, or on the current user screen. Users are advised not to place confidential documents in his/her user directory. Network management and monitoring software packages will be used to review progress and for security purposes by randomly accessing student and school personnel monitors. Encryption will not be allowed, any users with encrypted or hidden files will be denied further access to the network. Misuse of Information Technology and the Law: Copyright: Most software and much of the information posted on the Internet are copyrighted. Before software can be loaded on a computer or fileserver, the School must have the legal right to install that particular version of the software. The software license will specify whether the rights purchased are for single user on a single workstation, for multiple users, or for multiple workstations. Software may not be copied or shared outside the provisions of the agreement with the software publisher. Distributors of software have the right to audit the School at any time to ensure compliance with licensing agreements. Violations of software licensing agreements may constitute serious infractions of federal law and the violator may be subject to civil and/or criminal penalties. Network Etiquette: The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following: a. Be polite. Do not become abusive in messages to others. b. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language. c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues. d. Recognize that electronic mail (e-mail) is not private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities. e. Do not use the network in any way that would disrupt its use by other users. f. Consider all communications and information accessible via the network to be private property. VCS-Net Terms and Conditions (Including Internet Access): Acceptable Use: Use of other organizations' networks or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for product advertisement or political lobbying is inappropriate. Illegal activities are strictly prohibited. Using your VCS Internet account to play games, or download video or music to personal devices is not an acceptable use. The exception being any administrator or teacher allowances. Rights, Responsibilities, and Privileges: This document of the Electronic Resources Acceptable Use Policy must be signed by all students and his/her parent or legal guardian. The purpose is to enable all users to understand clearly their responsibilities as users of the Internet via the VCS-Net. If you have any questions about these responsibilities, please contact the Technology Manager. If any user violates this policy, the student's access to the school's internet system and computers will be denied, if not already provided, or withdrawn and he/she may be subject to additional disciplinary action. The system administrator and/or the building principal will make all decisions regarding whether or not a user has violated this policy and any related rules or regulations and may deny, revoke, or suspend access at any time, with his/her/their decision being final. Actions which violate local, state or federal law may be referred to the local law enforcement agency. If the actions of the individual are also in violation of other District discipline policies, said student shall be subject to additional possible disciplinary action based upon these policies. The following will have responsibility for dealing with such violations: Students – Administrator and School Technology Manager School Personnel – Administrator and School Technology Manager. Network and Internet Regulations: The use of your account must be in support of education and research and consistent with educational objectives of the Vision Charter School Board. (This Network and Internet Regulations apply to ALL USERS, including wireless users.) All users must use their own unique ID and password to log on and off school workstations. All users will use a pre-defined network location (user folders) for storage of files.

These user folders will be used for text documents and research related materials only. Files located on individual workstations are subject to erasure without warning by technical staff during upgrades, maintenance, or re-installs. Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should not expect that files stored on school servers will always be private. Unacceptable Uses of Network: The following are considered examples of unacceptable uses and constitute a violation of this policy. Additional unacceptable uses can occur other than those specifically listed or enumerated herein:

- Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the District's student discipline policy, local, state, or federal law; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate local, state, or federal law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
- Uses that cause harm to others or damage to their property, person or reputation, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
- Uses amounting to harassment, sexual harassment, bullying or cyber-bullying defined as using a computer, computer system, or computer network to convey a message in any format (audio or video, text, graphics photographic, or any combination thereof) that is intended to harm another individual.
- Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
- Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
- Sending, receiving, viewing or downloading obscene materials, materials harmful to minors and materials that depict the sexual exploitation of minors.
- Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- Downloading copyrighted material for other than personal use;
- Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
- Posting material authored or created by another, without his/her consent;
- Posting anonymous messages;
- Using the network for commercial or private advertising;
- Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material;
- Using the network while access privileges are suspended or revoked.
- No workstation should ever be left on and logged into the network. Should the user leave his/her station logged on and an unauthorized user gains access to the network, the user will be held liable for any damages.
- You may not reveal personal addresses, phone numbers, or photographs of students and/or staff.
- You may not monopolize the resources of VCS-Net by such things as running large programs and applications over the network during the day, sending massive amounts of mail to other users, or using system resources for games.
- You may not use MUD (multi-user games) network via the VCS-Net.
- You are not permitted to get from or put onto the network any copyrighted material (including software), or threatening or obscene material. (The school will not be responsible for supervising or continually monitoring every communication and Internet session for every student and school personnel member beyond the scope of supervision defined in the user agreement).
- Purposefully annoying other Internet users, on or off the VCS-Net system, is prohibited; this includes such things as continuous talk requests. As a user of this community system, users should notify a network administrator of any violations of this contract taking place by others or outside parties; this may be done anonymously.

Loss of Network Services: A user account may be suspended or closed at any time as required. School personnel may also request the system administrator or Technology Manager to deny, revoke, or suspend specific user accounts. Revocation of unsupervised network and Internet access will be for a period of not less than one calendar year. Users (students and school personnel) whose accounts are denied, suspended, or revoked do have the following rights: 1) To request (in writing) from the School Technology Manager a written

statement justifying the actions. 2) To submit a written appeal to the Administrator. The decision of the Administrator is final. No Warranties: The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services. Indemnification: The user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District, relating to or arising out of any violation of these procedures. The user or, if the user is a minor, the user's parent(s)/legal guardian(s) agrees to cooperate with the District in the event of the school initiating an investigation of a user's use of his/her access to its computer network and the Internet. Security: Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify the system administrator or building principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the network. Each District computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee. The school will also monitor the online activities of students, through direct observation and/or technological means, to ensure that students are not accessing such depictions or other material that is inappropriate for minors. The Superintendent or designee shall enforce the use of such filtering devices. The district will interpret "Harmful to minors" as defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), AND as defined in Section 18- 1514(6), Idaho Code. For more details refer to the VCS policy titled, "District-Provided Access to Electronic Information, Services, and Networks. This policy is located in the District Office for review upon request and on the website. Vandalism: Vandalism shall result in cancellation of privileges. Vandalism is defined as any attempt to harm or destroy data, operating system or applications of another user, computer hardware, or VCS-Net. This includes, but is not limited to, the uploading or creation of computer viruses.

INTERNET ACCESS CONDUCT AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the Vision Charter School's District Electronic Resources Acceptable Use Policy. Should I commit any violation or in any way misuse my access to the District's computer network and/or the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

User's Name (Print First/Last & Sign)

Status: Student I am 18 or older I am under 18 If I am signing this policy when I am under 18, I understand that when I turn 18, this policy will continue to be in full force and effect and agree to abide by this policy.

Parent or Legal Guardian. (If applicant is under 18 years of age, a parent/legal guardian must also read and sign this agreement.) As the parent or legal guardian of the above named-student, I have read, understand and agree that my child shall comply with the terms of the District's policy regarding District-Provided Access to Electronic Information, Services and Networks for the student's access to the District's computer network and/or the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's responsibility for abiding by the policy. I am, therefore, signing this Agreement and agree to indemnify and hold harmless the District, the Trustees, Administrators, teachers and other staff against all claims, damages, losses, and costs, of whatever kind, that may result from my child's use of his/her access to such networks or his/her violation of the District's policy. Further, I accept full responsibility for supervision of my child's use of his/her access account if and when such access is not in the school setting. I hereby give my child permission to use the building-approved account to access the District's computer network and the Internet.

I HAVE READ & UNDERSTAND THE STUDENT HANDBOOK & AGREE TO ABIDE BY ALL POLICIES THERIN.

Student Name (Print): _____ Grade: _____

Student Signature: _____ Date: _____

Parent / Legal Guardian (Print): _____

Parent Signature: _____ Date: _____