

American Heritage Charter School *2017-2018 Student Handbook*



MISSION STATEMENT

At American Heritage Charter School, our mission is to create patriotic and educated leaders.

We believe in James Madison's statement that, "The advancement and diffusion of knowledge is the only guardian of true liberty."

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1 WELCOME & INTRODUCTION

Dear Students and Parents/Guardians:

Welcome to American Heritage Charter School! We look forward to the 2017-2018 Academic Year and our first graduating Senior Class. In just four short years, we have built an outstanding public school, spanning grades K through 12, that blends the best of traditional and cutting edge education. While academic rigor and discipline are at the heart of our mission, our values and the principles we strive to instill in our students are what truly set us apart. We believe our fifth year will be our best yet, and we look forward to building lasting relationships with our students, staff, and their families. We strive to give every student an equal opportunity to learn and to push each student to achieve their very best and reach their full potential.

This handbook includes a summary of the AHCS student policies and covers grades K through 12. Some policies may not be directly applicable to every grade, but it is AHCS's intent to be conservative in including all policies.

AHCS does not discriminate on any basis prohibited by law, including but not limited to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic or social conditions, or actual or potential marital or parental status or status as a homeless student.

1.1 School Creed

I am an American Heritage Charter School Patriot. I am intelligent and unique. I am respectful, honest, and kind. I have high hopes for my future and great expectations for myself. I promise to be the best I can be using the life principles of our country's great heroes to guide me. I promise to enrich the world by serving others. I am a Patriot—strong, proud, and brave. I am a leader today and tomorrow.

1.2 Board Members

Board Member	Office	Term	Email
Deby Infanger	Chairman	07/15 - 07/18	chairman@ahcspatriots.us
M. Trent VanderSloot	Vice-Chairman	07/15 - 07/18	vandersloott@ahcspatriots.us
Tappia Infanger	Director	07/16 - 07/19	tappiainfanger@gmail.com
Sara Schofield	Director & Asst. Secretary	07/15 - 07/18	sbschofield@yahoo.com
Mike Infanger	Director & Asst. Treasurer	07/16 - 07/19	mikeinfanger@gmail.com
Chris Schofield	Director	02/17 - 07/19	cschofield@rbm.us
Kristen Barney	Director (PFA President)	07/17 - 07/18	ahcspfa@gmail.com
Other Board Officers			
Katy Mason	Secretary	N/A	clerk@ahcspatriots.us
James R. Dalton	Executive Director, General Counsel & Treasurer	N/A	jim.dalton@ahcspatriots.us

1.3 Founders

AHCS's founders include those who were involved in the initial writing of the petition for the Charter, identifying and researching potential school sites, budget planning, writing policies and procedures, and others who, as determined by the Board, made a significant contribution of time, expertise, money, property, or talents related to the successful development and establishment of AHCS. Founders are given a preference in the Enrollment Lottery, per statute, but otherwise are treated like any other AHCS family. Still, we strive to honor their vision, embodied in their Charter, in everything we do. Some of the Founders continue to play an active role on the Board of Directors. The recognized Founders include: John and Deby Infanger, Frank and Belinda VanderSloot, Gayle DeSmet, Cathy Thompson, James and Julia Dalton, Chris and Sara Schofield, Ray and Tappia Infanger, M. Trent and Charissa VanderSloot, Michael and Ashley Infanger, Tony and Cheri Lima, Jeff and

Sadie Sabin, Jessie and Emily Smith, Lisa and Brady Bloxham, Launie Shelman, Aaron Robinson, Lana and Kevin Prier, Paige VanderSloot, and Damond Watkins.

1.4 Faculty and Staff

AHCS boasts a blend of Veteran and emerging teachers, administrators and staff who bring a dynamic range of experience, talents, energy, and enthusiasm for education. Our administrative team brings the knowledge and experience of a collective 70 years' experience in education, with three masters degrees, two Education Specialist degrees, and a juris doctorate. Our business office boasts a highly skilled staff with background in school finance, banking, business operations, service industries, and the law. Many of our faculty and staff have children who attend AHCS, aligning our interests with yours. We are here because we want our children to have a wonderful life and develop the knowledge and skills they'll need to be successful.

Assignment	Name	Email
Head Administrator	Gayle DeSmet	gayle.desmet@gmail.com
Board Executive Director & General Counsel	Jim Dalton	jim.dalton@ahcspatriots.us
Elementary Principal & Federal Programs Director	Tiffnee Hurst	hurstt@ahcspatriots.us
Secondary Principal	Shawn Rose	roses@ahcspatriots.us
Business Manager/Clerk	Katy Mason	clerk@ahcspatriots.us
School Secretary/School Nutrition	Jennifer Jensen	jensenj@ahcspatriots.us
School Finance Consultant	Cathy Thompson	thompsonc@nvapatriots.us
Counselor	Rebecca Jensen	jensenr@ahcspatriots.us
Academic Coach	Jill Dalton	daltonj@ahcspatriots.us
On-Site Lunch Coordinator	Simone Wood	woodsimone99@yahoo.com
On-Site Lunch Asst. Coordinator	Joanna Rogers	joanna219@gmail.com
Special Education Director	Tiffnee Hurst	hurstt@ahcspatriots.us
Special Education Teacher	Camille North	northc@ahcspatriots.us
Title 1 & Special Education Aid	Shantelle Stewart	stewarts@ahcspatriots.us
Kindergarten	Angie Croft	crofta@ahcspatriots.us
Kindergarten	Dana Alboucq	alboucqd@ahcspatriots.us
1st Grade	Leigh DeHart	dehartl@ahcspatriots.us
1st Grade	Tracie Peterson	petersont@ahcspatriots.us
2nd Grade	Aimee Jones	jonesa@ahcspatriots.us
3rd Grade	Mary Milby	milbym@ahcspatriots.us
4th Grade	Shea Gohr	gohrs@ahcspatriots.us
5th Grade	Lise Wenstrom	wenstroml@ahcspatriots.us
6th Grade	Jolene Harris	harrisj@ahcspatriots.us
History & Middle School	Ryan Palmer	palmerr@ahcspatriots.us
Middle School & English	Jeffrey Keller	webbh@ahcspatriots.us
Orchestra and Music Teacher	Teresa Norton	nortont@ahcspatriots.us
Math	Shawn Rose	roses@ahcspatriots.us
Science	Mark Murdock	murdockm@ahcspatriots.us
English	Phyllis Aycock	aycockp@ahcspatriots.us
Technology & I/T Director	Lisa Dalton	daltonl@ahcspatriots.us
PE Aid	Chris Rose	rosec@ahcspatriots.us
Literacy & Special Education Aid	Karen Roundy	roundyk@ahcspatriots.us
Special Education Aid	Rhett Plocket	plocketr@ahcspatriots.us

2 CHARTER INFORMATION

The charter for American Heritage Charter School was written by the Founders with the goal of improving public education by offering parents and students a choice. As our name and mascot—the Patriots—suggests, we are a patriotic school emphasizing American values of individual liberty, democracy, entrepreneurship, service, and hard work. Our culture and academic programs are premised on respect, rigor, and relevance.

2.1 *Respect*

To create an optimal learning environment and positive culture, AHCS requires a high level of discipline and respect. Rules and high expectations set a tone for a more respectful atmosphere, creating a culture where everyone feels valued and safe.

Respect for American values and our common heritage is critical to creating patriotic and educated leaders. Every morning, our students start off the day reciting the Pledge of Allegiance, learning and/or singing all four verses of the National Anthem, and studying and memorizing historic and inspirational verses and other patriotic music. We learn about America’s founding fathers, mothers, and other American heroes. We study and discuss positive and constructive vocabulary that will enlighten and empower students who come to understand the meaning of inspirational and constructive language.

The AHCS curriculum includes a character education program that strives to build a culture of respect, including Great Expectations, Ron Clark’s *The Essential 55*, and *Cowboy Ethics*, by James P. Owen. Students learn about and discuss manners, rules of civility, and topics like:

1. LIVE EACH DAY WITH COURAGE.
2. TAKE PRIDE IN YOUR WORK.
3. ALWAYS FINISH WHAT YOU START.
4. DO WHAT HAS TO BE DONE.
5. BE TOUGH, BUT FAIR.
6. WHEN YOU MAKE A PROMISE, KEEP IT.
7. RIDE FOR THE BRAND.
8. TALK LESS AND SAY MORE.
9. REMEMBER THAT SOME THINGS AREN’T FOR SALE.
10. KNOW WHERE TO DRAW THE LINE.

The AHCS dress code also helps instill and maintain a culture of respect, responsibility, and citizenship. The dress code is strict. Students are not permitted to appear in school or at any school activity out of dress code.

2.2 *Rigor*

Our curriculum is rigorous. AHCS seeks to educate the whole person by not only teaching to Idaho’s content standards for English, social studies, math, and science, but also emphasizing other important topics that many schools have minimized as standardized testing has driven traditional public schools to “teach to the test.” While we strive to help our students develop the critical reading, writing, science, and math skills they’ll need to succeed, we also push our students to develop an understanding of social studies, history, civic responsibility, music, art, and physical education.

Our K-8 curriculum is based on the Core Knowledge curriculum by E.D. Hirsch Jr., which spans all core subjects. We round out language arts with Shurley English and use Singapore Math (Math in Focus) to give students a solid foundation in arithmetic and core mathematic concepts preparatory for more advanced topics in mathematics like Algebra, Geometry, Trigonometry, and Calculus.

Every fourth grader must participate in our introductory strings orchestra class, learning to play and read music. In fifth and sixth grade, they have continued opportunity to develop musical talents in an intermediate orchestra elective. In class art projects and monthly “Art Masterpiece” presentations help make well-rounded students.

At the secondary level, character education and patriotic culture also permeate every class. AHCS high school students are required to take 4 years of mathematics, 4 years of English, 4 years of social studies, and 3 years of science. When

students are at 16 years old and in grade 10, they will also be encouraged to enroll in appropriate post-secondary or dual credit classes to be completed while enrolled at AHCS, through IDLA and cooperative arrangements with local colleges.

In addition, for grades 7 through 12, AHCS has adopted a model of Mastery learning, working towards a competency-based education. AHCS was selected to be part of a cutting edge consortium of schools implementing Mastery Learning. Mastery Learning is a blend of traditional, teacher led instruction and self-directed and exploratory learning by the student. Every student has access to a computer throughout the day. Instead of a text book, most class materials are available through our computer-based learning management system (Buzz). That means that students can access their class materials, homework, and notes anywhere and anytime they have access to a computer with an Internet connection. Students can work on pace with the teacher, but they aren't simply required to sit through class and do busy work to earn a credit at the end of a semester. Instead, students are challenged to learn at their pace and demonstrate mastery of a subject to earn credit and move on. Why make a motivated student wait? In our program, some students get ahead with the goal of graduating early or perhaps earning college credit along the way. While we are proud of where we are and where we're going, we recognize that our model is not for every student, because it challenges them to take the lead in their education and push themselves to achieve more.

2.3 Relevance

We also strive to make our curriculum relevant to our Mission, our students' goals, and contemporary issues. Relevance is reinforced in our American Heritage Advisory course, where students discuss topics of historical significance as well as current events. Students also learn how to be "civic minded" and "economically independent." Our teacher's use Dave Ramsey's Financial Peace School Curriculum to teach students about being responsible with money, avoiding debt, and planning for the future. Students learn about civic and military service, honoring Veterans and members of the Armed Forces, and striving to demonstrate gratitude for their service and sacrifice.

AHCS students find ways to serve their country and community in their own way. They have both volunteer and required service opportunities around the school and in the community. The goal at the secondary grades is to give students the basic tools to succeed academically, while teaching them how to access the American Dream, politically, economically and personally.

The Founders of AHCS believed that a student will get the most out of AHCS if they are start in and complete the American Heritage program. For high school students, the Founders intend that students graduating with an AHCS diploma will have spent all four years as an AHCS Patriot, leaving with a well-rounded education and having demonstrated that they are an "patriotic and educated leader."

2.4 What This Means for Students

2.4.1 Homework

As a student at American Heritage Charter School, you and/or your parents have chosen a chance for a higher and a more rigorous education. The basic premise behind the school is again, respect, rigor, and relevance. Rigor comes in the form of challenging school work, both in class and outside of class. You need to plan for one to two hours of homework each night (approximately 10 minutes per grade level: e.g., a 7th grader should expect 70 minutes per night).

Will students have that much homework every night? No, but on average they may, and they should be committed to do it. For secondary students, staying on pace isn't always enough to achieve your goals. Moving ahead or engaging in extra exploratory learning may require more time.

Homework will come in the form of reading material, researching concepts, doing assigned problems, watching assigned videos, and many other tasks. You are expected to complete all assigned homework to the best of your ability. Your academic success and career readiness is the fundamental purpose of American Heritage Charter School. While extra-curricular activities are also important, you must keep your academic responsibilities as your top priority.

2.4.2 Respect the Rules and Adhere to the Dress Code

A central part of the AHCS culture and one of the ways we keep students focused on academics is to stress discipline

and respect. As detailed in this student handbook and in the formal policies adopted by the Board, we expect strict adherence to all school rules. One of the most visible rules is our strict dress code. We take it seriously and so should you. As a student, you are required to be in dress code while at school and during all school functions. The exceptions are rare and are limited to certain service projects and outdoor laboratory activities. If the school has an orchestra concert or a student council party after school hours, students are required to be in dress code. See Section 7.4 below of this handbook for a more complete discussion of the dress code.

Receiving an “A” is not for doing the minimum and getting by, but for exceeding all expectations and doing more than required. When turning in assignments one’s best work needs to be displayed. To gain an “A” in a class, a student will need to work hard for that grade and earn it. You are expected to show an attitude of respect to other students and especially to adults and staff. As part of our Performance Certificate with the Idaho Public Charter School Commission, all students will complete a portfolio documenting their growth year by year. K-6 grade students will take their portfolio home with them at the end of the year. Throughout your high school career you will need to keep a portfolio with your advisory teacher that displays some of your best work throughout your time at American Heritage Charter School. American Heritage Charter School is here and ready to prepare you for college and for the outside world. Are you ready to participate?

3 ACADEMICS

3.1 Morning Meetings

Daily classroom morning meetings in grades K-5 focus on building character. The weekly Rise and Shine Ceremony builds upon the content and knowledge gained during the morning meetings. All K-5 students gather in the cafeteria each Monday morning and are led by one classroom teacher assisted by his/her class.

Sample morning meeting/Rise and Shine Ceremony:

1. Say the Pledge of Allegiance
2. Sing National Anthem (Our goal is for all students to know all 4 verses.)
3. Recite School Creed
4. Repeat Class Creed
5. Teachers recite Teacher’s Creed
6. Hero of the Month, Word of the Month, Life Principle of the Month, Verse of the Month presentation
7. Sing the Song of the Month
8. Recognize birthdays for the week
9. Announcements
10. Dismiss

3.2 American Heritage Instruction and Mentors for Grades 7-12

3.2.1 All students in grades 7-12 are assigned an Advisory teacher and each student receives a mentor from among the AHCS staff. The Advisory teacher leads students in the signature course at AHCS: American Heritage class, also referred to as Advisory.

3.2.2 The American Heritage course is required by the Charter and embodies the vision of the Founders and Board to create patriotic and educated leaders. This course is intended to help students better understand and appreciate topics and concepts such as

- 1) the Founding of our country,
- 2) the character and contributions of our Founding Fathers and Mothers and other American Heroes,
- 3) the core principles of liberty and our democratic republic,
- 4) the importance of the Constitution and Bill of Rights and their implications for our lives and society,
- 5) current events in the context of U.S. and world history,
- 6) core aspects of American culture and society, and
- 7) the merits and implications of civic and military service.

3.2.3 Students also study, memorize, and discuss historic, patriotic, and inspirational verses, songs and speeches. They study and discuss principles of leadership and character in the context of Great Expectations, *The Essential 55*,

and *Cowboy Ethics*. Students also spend time exploring college and career opportunities and learning about sound money management using Dave Ramsey's Financial Peace University curriculum. Students also revisit and relearn cursive handwriting.

3.2.4 The Advisory class counts as 1 and up to 2 elective credits per year. In addition to the substantive content covered in class, Advisory is also designed to provide students with daily time to build relationships with other classmates and their advisory teacher. Monthly, the Advisory classes participate in an "Above and Beyond" assembly, where students have an opportunity perform the Verse of the Month for their peers and highlight aspects of the course of study for the month.

3.2.5 All students in grades 7-12 are also assigned a mentor from the AHCS staff that will help them stay on track for graduation. Students will be required to meet with their mentor on a weekly basis to ensure academic success throughout the school year. Mentors will communicate with parents as needed.

3.2.6 Sample Daily/Weekly Activities:

- 1) Say Pledge of Allegiance to the United States Flag and the Idaho State Flag;
- 2) Repeat school, class, and teacher creeds;
- 3) Check agendas;
- 4) Reminders for events, tests, homework, etc.;
- 5) Hero of the Month, Song of the Month, Verse of the Month, and Life Principle of the Month;
- 6) Plan and practice for monthly Above and Beyond Ceremony;
- 7) Essential 55/Cowboy Ethic/Great Expectations activities – inspiration video clip, theme based collages, write a personal creed, make service cards/letters, make commendable acts chart, school or community service project; and
- 8) Projects – work with elementary students, adopt a classroom, collect supplies for a classroom, collect for the local food bank, collect for Toys for Tots, make a poster to support a school group.

3.2.7 Sample Monthly Activities:

- 1) Complete an activity for the Hero of the Month;
- 2) Make a poster/bulletin board for the Life Principle of the Month;
- 3) Learn the Song of the Month and Verse of the Month;
- 4) Write the Verse of the Month in Cursive handwriting;
- 5) Participate in a service project;
- 6) Watch a relevant movie or documentary on a Founding Father/Mother;
- 7) Review Dave Ramsey's Financial Peace University curriculum;
- 8) Read and discuss newspaper articles concerning current events;
- 9) Research and Prepare a presentation on a personal "Cowboy Ethic" or other item of American cultural or historical importance; and
- 10) Review/Discuss/Expect at least five of the Essential 55 and one of the Cowboy Ethics.

3.3 Class Schedule

Students in grades 7 through 12 have certain required courses, but may also have a variety of elective courses to choose from, including some IDLA and dual credit opportunities in later grades. Secondary students register for fall classes during the Fall registration in August of each year. Course selection for the Spring semester occurs in early January. Requests for a change in schedule must be made with the School Clerk and have the approval of the teachers of classes involved and the administrator. Once the student has received approval from the teachers, the request is submitted to the Principal/Designee for final approval. Class schedules cannot be changed after the first week of each semester.

3.4 School and Community Service

3.4.1 Classroom Service. All students will participate in regular community service projects. The students in each class are responsible to keep their classroom clean and tidy.

3.4.2 Lunchroom and Playground Duty. Students are expected to pick up after themselves in the lunchroom and at other activities. Classes are assigned lunchroom and playground duty, on a rotating schedule, to help clean up the

lunch room and playground areas after lunch.

3.4.3 School Service. Students help clean and organize common areas and may be requested to help in other projects that benefit the school, including snow removal. The purpose of school-oriented service is to instill a sense of common ownership and stewardship for school property and activities. Teachers and staff are partners with the students in this endeavor.

3.4.4 Community Service Projects. In addition to school service, students may be assigned or undertake a variety of community service projects, including:

- 1) Grades K-5: community projects established and supported by class parents
- 2) Grades 6-8: class sponsored community projects
- 3) Grades 9-11: individual/small group community projects

In some instances, service opportunities may fulfill classroom projects or criteria to achieve certain recognitions or awards, including the Leadership Academy (our Honor Society). Students should keep a log of service hours.

3.5 Grading Policy

3.5.1 General Grading. Letter grades will be recorded with the corresponding numeric value when possible. The following scale for letter grades will be used:

90-100	A
80-89	B
70-79	C
60-69	D
59 or below	F

3.5.2 In some courses, the Principal may direct that grading be Pass or Fail. Grades will be a matter of record and a student should feel free to ask the teacher how their grades are determined.

3.6 Mastery Grading.

For secondary students enrolled in Mastery-based courses, students must achieve a minimum of 80% to earn credit and advance to a subsequent course. The provisions below are aspirational, and are subject to the discretion and modification of the Principal and individual teachers.

3.6.1 Mastery-based courses are intended to and will endeavor to implement a tiered rubric for Mastery grading in three levels:

3.6.1.1 **Mastery Level 1: Content Knowledge and Comprehension.** Mastery Level 1 of the course content is assessed and can be demonstrated by passing course pre- and/or post- course and unit assessments. Passing course assessments at least an 80% is a demonstration of content mastery at Level 1. A student can earn credit and move on after achieving Mastery Level 1, with a resulting grade of not less than a 70% (C) and up to an 80% (B) for report card and transcript purposes.

a. **Knowledge-** Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain. Someone with Mastery Level 1

- i knows common terms;
- ii knows specific facts;
- iii knows methods and procedures;
- iv knows basic concepts; and
- v knows principles.

b. Master Level 1 means a student can define, describe, identify, label, list, match, name, outline,

reproduce, select, and state the content learning objectives and standards.

c. **Comprehension-** Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words or numbers), by interpreting material (explaining or summarizing, and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond simple remembering of material, and represent the lowest level of understanding. Mastery Level 1 also means a student

- i Understands facts and principles;
- ii interprets verbal material;
- iii interprets charts and graphs;
- iv translates verbal material to mathematical formulas;
- v estimates consequences implied in data; and
- vi justifies methods and procedures.

3.6.1.2 Master Level 1 means a student can convert, defend, distinguish, estimate, explain, extend, generalize, gives examples, infer, paraphrase, predict, rewrite, and summarize the course content.

3.6.1.3 **Mastery Level 2: Application and Analysis.** Mastery Level 2 is assessed and can be demonstrated through completing specific performance tasks (e.g., projects, presentations, demonstrations, etc.) that involve application and analysis of the materials learned in the course. Successfully completing Mastery Level 2 performance tasks with at least an 80% proficiency is a demonstration of content mastery at Level 2. After demonstrating Level 1 content mastery and completing Level 2 performance tasks, a student will achieve a resulting grade of between 80% (B) and a 90% (A) for report card and transcript purposes.

3.6.1.4 **Application-**Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those of comprehension. A student achieving Mastery Level 2 can

- i apply principles to new situations;
- ii apply theories to practical situations;
- iii solve mathematical problems;
- iv constructs charts and graphs; and
- v demonstrates correct usage of a procedure.

b. Mastery Level 2 also means a student changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, and uses the knowledge they gain through the course.

c. **Analysis-** Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationship between parts, and recognition of the organizational principles involved. Learning outcomes here present a higher intellectual level than comprehension and application because they require an understanding of both the content and structural form of the material. A student achieving Mastery Level 2

- i recognizes unstated assumptions;
- ii recognizes logical fallacies in reasoning;
- iii distinguishes between facts and inferences;
- iv evaluates the relevancy of data; and
- v analyzes the organizational structure of a work.

d. Mastery Level 2 also means that the student breaks down diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, and subdivides the course material.

3.6.1.5 Mastery Level 3: Synthesis and Evaluation. Mastery Level 3 is assessed and can be demonstrated through completing higher level, performance tasks that integrate more than one discipline (or class) (e.g., projects, speeches, presentations, demonstrations, etc.) that involve synthesis of new ideas and evaluation of course and related material. Successfully completing Mastery Level 3 performance tasks with at least an 80% proficiency is a demonstration of content mastery at Level 3. After demonstrating Level 1 content mastery, completing Level 2 performance tasks, and adequately engaging in Level 3 performance tasks, a student will achieve a resulting grade of between 80% (B) and 100% (A), for report card and transcript purposes. Mastery Level 3 performance tasks often have no right or wrong answer, but demonstrate higher level thinking, reasoning, interpretation, integration, and evaluation of concepts.

a. **Synthesis**-Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns and structures. A student achieving Mastery Level 3

- i writes a well-organized theme;
- ii gives a well-organized speech;
- iii writes a creative short story (or poem);
- iv proposes a plan for an experiment;
- v integrates learning from different areas into a plan for solving a problem; and/or
- vi formulates a new scheme for classifying objects (or events, or ideas).

b. Mastery Level 3 also means that the student categorizes, combines, complies, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, and writes about the course material in a creative, critical, and innovative way.

c. **Evaluation**-Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgements are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance and purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus value judgements based on clearly defined criteria. Mastery Level 3 means a student

- i judges the consistency of written material;
- ii judges the adequacy with which conclusions are supported by data;
- iii judges the value of a work by using internal criteria; and
- iv judges the value of a work by use of external standards.

d. Mastery Level 3 students appraise, compare, conclude, contrast, criticize, describe, discriminate, explain, justify, interpret, relate, summarize, and support arguments, concepts, principles, theories, and conclusions.

3.7 Basic Graduation Requirements

Pass 10th or 11th grade ISAT, and if failing to do so, seek Board approval for waiver;
Nine (9) credits of English Language Arts (8 English plus 1 Speech credit)
Eight (8) credits of Science (including 4 credits of lab-based science)
Eight (8) credits of Mathematics (including 2 Algebra, 2 Geometry, and 2 credits during senior year)
Six (6) credits of Social Science (including 2 U.S. History, 2 Government, and 1 Economics)
Two (2) credits of Humanities (e.g., Orchestra, Art, Choir, Spanish, Interdisciplinary Humanities)
One (1) credit of Health
Twelve (12) credits of electives
Successfully complete a Senior Project;

Pass the U.S. Citizenship/Civics Test;
Take at least one Advanced Opportunity or Online course;
Must complete enough electives to achieve the minimum of 46 credits required by the state for graduation.

Requirements over and above minimum state graduation requirements may be waived with Board approval.

3.8 Honor Roll

The Honor Roll is compiled and published for grades 7-12 each semester to honor students with good grades. The Honor Roll will be determined by grade point.

3.50 – 4.00 High Honors
3.00 – 3.49 Honors

3.9 Report Cards and Progress Reports

3.9.1 Report cards will be compiled at the end of each grading period. Report cards will be sent home with students, mailed, or given to parents during conferences. At the end of the year, report cards for K-6th grade will be sent home with the students and report cards for 7th through 12th grade will be mailed home.

3.9.2 In grades K-6, progress reports and/or deficiency notices will be given to the students at the midterm point of each quarter. In grades 7-12, a monthly progress report will be sent home. Parents are invited to check their student's grades by logging into PowerSchool (K-6) or Buzz (7-12). If the parent does not have a password, please contact our office at (208) 529-6570 to request a password for PowerSchool or Buzz.

3.10 Assessments

3.10.1 Accurate assessment of student achievement is essential in ensuring academic growth for all students. American Heritage Charter School utilizes state and district-developed assessment tools to ensure that a full range of assessment data is available for parents and school personnel. This data is used in determining placement, participation in extension and remediation programs, and communication of progress as measured against Idaho Core Standards and district curricula.

3.10.2 Students are required to participate in state and local assessments, subject only to exemptions provided by Idaho law.

3.11 Schoolwork Make-Up Policy

3.11.1 Make-up Work is required for all absences. If a student is absent on the day work is assigned, students will be given two (2) days to complete the assignment for the first day absent and one (1) day for each additional day absent. Zeroes will be given if the assignment is not completed in this time given. When due dates are announced prior to absences, all work and tests are still subject to original assigned dates.

3.11.2 Make-up tests must be taken in a timely manner; arrangements must be made with the teacher upon the student's return. Tests not taken within (or arrangements made) within five days of the student's return will be scored as a zero.

3.11.3 Absences due to school activities require planning on the student's part. Any type of pre-planned absence requires that the student come in prior to the absence to collect any work that will be missed. Assignments are subject to the same due dates as if the student had been in the classroom that day, or are due immediately upon his or her return to class.

3.11.4 Late homework is a different issue from make-up work. Late homework policies will vary and are at the discretion of the classroom teacher.

3.12 Mastery Pacing, Late Work, and Redos

3.12.1 For secondary students in Mastery classes, students are expected to keep up with the course minimum pacing guide, although students may generally work ahead, at the teacher's discretion. After the deadline for coursework or

scheduled assessments, teachers will enter zeroes for missing grades, and students will have one week to complete the assessment or coursework completed to earn credit. Teachers have discretion on whether to deduct points for late assessments or assignments completed after the minimum pacing deadline.

3.12.2 For Mastery classes, students should put in the work to be prepared before attempting to complete summative assignments/assessments (i.e., graded work). To prepare, students should read and study course materials on Buzz or assigned texts; watch course-related videos; participate in group discussions, labs and activities; pay attention during lectures; and take and review class notes.

3.12.3 Summative assignments/assessments may generally be redone twice (i.e., you can make 3 total attempts) if the work is below mastery/proficiency levels (determined by the teacher). Teachers may require additional study and demonstration of readiness before allowing allow redos. For most summative work, students will have 5 school days to redo an assignment. No penalty will be assessed for redos within the initial 3 attempts. The redo score will be the accepted score in the grade book.

3.12.4 There are no redos for an End of Course test or assessment, however a teacher may allow a student to demonstrate mastery/proficiency with an alternate assessment, project, or performance task.

3.13 *Valedictorian/Salutatorian Requirements*

3.13.1 AHCS's valedictorian will be the senior who has completed all coursework and has the highest GPA.

3.13.2 The salutatorian will be the senior who has completed all coursework and has the second highest GPA.

3.13.3 The Valedictorian and Salutatorian must meet the requirements for graduation with 8 credits in math, 6 credits in science, 1 credit in health, 1 credit in speech, and at least 7 credits in social science during their 4 years of high school. The math credits must include 8 credits from Algebra I, Geometry, Algebra II, trigonometry, and/or Calculus.

3.13.4 To be eligible, students must also be enrolled in full schedules (6 or 7 periods per semester) for all four years (8 semesters).

3.13.5 Approved internships and organized release time as defined by Idaho code is considered as an enrollment period for the purpose of this policy.

4 ATTENDANCE POLICY

Students must attend school on a regular and consistent basis to ensure academic success. AHCS has set a goal to achieve a daily attendance rate of at least 98% every month. However, students are allowed a maximum of nine (9) absences per semester. Beyond nine (9) absences, a student and parents will receive a written notice to appear before the Board for possible discipline, including possible suspension, loss of credit, expulsion or disenrollment.

4.1 *Absences*

4.1.1 If student will be absent from school, parents must notify the office at (208) 529-6570 as early as possible. If not notified, AHCS will call parents to ascertain a student's whereabouts. Upon return to school, students must present a note from parents indicating his/her reason for the absence before being permitted to resume his/her studies.

4.1.2 Absences from school with the knowledge and approval of a student's parent/guardian are excused absences, but such absences are counted toward the maximum of nine (9) absences allowed per semester. In order for an absence to be excused, oral or written communication from the student's parent/guardian should be received within 48 hours of the last day of the absence, except for school approved activity absences.

4.2 *Activity Absences*

An activity absence is an absence for school approved programs in which classes will be missed and is considered to be an excused absence. No more than five (5) activity absences per semester will be allowed unless exceptions are made by the principal or designee. School approved activity absences are not counted toward the maximum of nine (9) absences.

4.3 Tardies

Students will be counted tardy if they have not arrived in their classroom by the time the tardy bell rings or the time for commencement of a class period. Students who are tardy at the beginning of the day will be required to check in at the school office to obtain a note for admittance into class. Three tardies will count as one absence.

4.4 Truancy

4.4.1 A truancy occurs when a student is absent from class or classes without previous consent or knowledge of the school and/or parents, or for reasons not acceptable to school officials. This includes an absence from school or class after a student has arrived at school and then leaves without the permission of a school official. The student will receive a zero for any assignments given during the period(s) missed.

4.4.2 For the purposes of the following procedures, any truancy that occurs within a given school day will be deemed one truancy. The length of detention or suspension time assigned to the student under this policy will be determined by the Principal/Designee.

4.4.2.1 1st Truancy: The Principal/Designee will have a conference with the student. Detention or in-school suspension time will be assigned by the Principal/Designee.

4.4.2.2 2nd Truancy: The Principal/Designee will have a conference with the student and the student's parents. In-house suspension will be assigned to the student as deemed appropriate by the Principal/Designee. The student will be referred to the status offender program.

4.4.2.3 3rd Truancy: The Principal/Designee will have a conference with the student and the student's parents. The student will be suspended for a period deemed appropriate by the Principal/Designee. The student will sign an attendance contract which clearly indicates that any further truancy can, at the Principal/Designee's discretion, result in a recommendation to the Board that the student be classed as a habitual truant and that they be expelled under provision of Idaho Code 33-205 and 33-206.

4.4.2.4 4th Truancy: At the option of the Principal/Designee, if a student is truant a fourth time, the Principal/Designee may repeat the procedure outlined for a 3rd truancy or follow the procedure for recommending that the student be classed as a habitual truant for the remainder of the semester. Students will receive a "0" for work missed while truant.

4.5 Secondary Attendance for Mastery-Based Courses

4.5.1 At the Principal's discretion, a student in grade 7 through 12 who is unable to attend classes for an extended period due to illness, family emergency, or unavoidable family travel may seek prior approval to virtually attend and participate in coursework, if such courses are available online or through the AHCS learning management system (Buzz).

4.5.2 To be eligible, the requesting student must be in good academic standing (passing all courses and current with coursework based on the minimum pacing guide for each class), have no significant disciplinary issues, have access to a computer and Internet connection, and commit to log in to courses remotely.

4.5.3 During each "virtual day," students may be counted present if they log in and demonstrate participation and progress in completion of coursework for each enrolled class.

4.5.4 This policy is subject to AHCS's continued participation in the "Seat Time Waiver" as part of the Idaho Mastery Education Network Grant.

4.5.5 Unless a student is enrolled in the AHCS blended program, pre-authorized "virtual days" may not exceed ten (10) days in any one semester without Board approval.

5 DISCIPLINE POLICY

5.1 Refocus Form

- 5.1.1 **The Refocus form** is to be used for minor rule infractions both inside and outside of the classroom. Any AHCS teacher, administrator, staff member, substitute teacher, or regular volunteer may issue a refocus form. A Refocus form may be given for chewing gum, shirt being untucked, talking, and other minor violations of school rules or classroom expectations, etc.
- 5.1.2 The form is to be initially filled out and signed by the witnessing staff member or an administrator, and compiled and signed by the violating student. The student should fill out the Refocus Form using complete sentences, and never be allowed to use “I don’t know” or “It doesn’t” for an answer.
- 5.1.3 The Refocus form will be sent home for parental acknowledgment and signature.
- 5.1.4 The student’s teacher will report all incidents resulting in a refocus form to their administrator and the teacher will log the discipline into the student information system (PowerSchool).
- 5.1.5 A copy of the Refocus Form and Power School discipline log will be placed in the student’s file.
- 5.1.6 If a student does not return the Refocus Form (signed by a parent or guardian) to the issuing teacher or administrator within three school days, the Refocus Form will become a Discipline Citation.
- 5.1.7 After a student receives **3** Refocus Forms from the same staff member, or 3 Refocus Forms by any staff member for the same or similar infraction, the student will be issued a Discipline Citation.
- 5.1.8 A Refocus Form may be immediately escalated to a Discipline Citation by the Principal if the Principal determines that the offense is something more than a minor violation. For example, the Principal might escalate a Refocus Form if he/she determines that a Refocus Form was issued for conduct that involves violence, threats of violence, bullying, or conduct that could constitute a crime; disrespect to a staff member, substitute teacher, volunteer, or visitor of AHCS; defiance of staff member direction; dishonesty; or other intentional conduct that is offensive, disruptive, or detrimental to the health, safety, or self-esteem of others.

5.2 *Discipline Citation*

- 5.2.1 **A Discipline Citation** is issued for more severe, intentional, pre-meditated, or blatant rule violations. For example, as described above, Discipline Citations may be issued for repeated violations of minor rules, intentionally disruptive behavior, defiance of staff member instructions, and other blatant rule violations. Discipline Citations should be issued for conduct that involves violence, threats of violence, bullying, or conduct that could constitute a crime; disrespect to a staff member, substitute teacher, volunteer, or visitor of AHCS; defiance of staff member direction; dishonesty; misuse of computers or network resources; academic dishonesty; or other intentional conduct that is offensive, disruptive, or detrimental to the health, safety, or self-esteem of others.
- 5.2.2 As stated above, if a student has received 3 Refocus Forms, a Discipline Citation may be given. If a student is disrespectful or defiant while receiving a Refocus Form, a Discipline Citation should be given. If a student fails to return a Refocus Form (signed by a parent or guardian) within three school days, a Discipline Citation should be given.
- 5.2.3 The form of discipline (Refocus Form vs Discipline Citation) is at the discretion of the teacher or staff member signing the form, but staff should follow the proper procedure.
- 5.2.4 Discipline Citations will be sent home to be signed by the parents.
- 5.2.5 A citation may result in referral to school administration for additional discipline, up to and including possible suspension, expulsion, or disenrollment.
- 5.2.6 A Discipline Citation must be signed by an Administrator before being placed in the student’s permanent file.
- 5.2.7 At the Principal’s discretion, a student receiving a Discipline Citation may be suspended from school, provided the Principal must comply with both Idaho and Federal law applicable to student suspensions, due process, and Procedural Safeguards applicable to students with disabilities or having an IEP.

5.3 *Summary of Discipline Process*

The AHCS disciplinary process is generally progressive in nature, and under normal circumstances should resemble the following:

- 5.3.1 Classroom teachers communicate and enforce classroom expectations, give appropriate warnings, and record minor student infractions on a Refocus form. Refocus forms are sent home for parent signatures and Classroom teachers are responsible to log the infraction into Power School.
- 5.3.2 When students repeatedly commit minor infractions or when such infractions are ongoing a Discipline Citation may be issued.
- 5.3.3 If a student displays defiance, insubordination, or disruptive behavior that is detrimental to the learning environment or health, safety, or self-esteem of others, a Discipline Citation will be issued.
- 5.3.4 If a student receives three Refocus Forms from a single staff member or three Refocus Forms from any staff members for the same or similar conduct, the three Refocus Forms are equivalent to one Discipline Citation.
- 5.3.5 An Administrator may escalate any Refocus Form to a Discipline Citation, if the Principal determines that the offense conduct so merits.
- 5.3.6 Discipline Citations will be issued for major offenses, including but not limited to repeated violations of minor rules; intentionally disruptive behavior; blatant defiance of rules or staff member instructions; inciting others to violate rules or defy staff; conduct that involves violence, threats of violence, bullying, or conduct that could constitute a crime; disrespect to a staff member, substitute teacher, volunteer, or visitor of AHCS; dishonesty (including academic dishonesty); truancy, misuse of computers or network resources; destruction or intentional or reckless damage of school property; or other intentional conduct that is offensive, disruptive, or detrimental to the health, safety, or self-esteem of others.
- 5.3.7 Discipline Citations are sent home for parent signatures.
- 5.3.8 A Principal may order community service, restitution, or immediately suspend a student receiving a Discipline Citation, after appropriate notice to the student and student's parent or guardian. If the parent or guardian objects to the Principal's requested community service or restitution, the matter will be referred to the Board for appeal and a *de novo* determination of appropriate discipline.
- 5.3.9 A Principal may refer a student receiving a single Discipline Citation or failing to complete ordered community service or restitution to the Board for additional discipline, including being placed on a behavior contract, suspension, expulsion, or disenrollment as the Board determines.
- 5.3.10 After two (2) citations, the principal will meet with the parent(s) and the student may be placed on a behavior contract.
- 5.3.11 After three (3) Discipline Citations or upon the violation of the terms or conditions of a behavior contract, the Student must be given written notice and is required to appear before the Board for further discipline, including but not limited to community service, restitution, and possible suspension, expulsion, or disenrollment.
- 5.3.12 After six (6) Discipline Citations or a second or subsequent violation of a behavior contract, the student will be recommended to the Board for expulsion.
- 5.3.13 A Principal may escalate any offense and make referral to the Board for Board discipline at any time.
- 5.3.14 A Principal must refer to the Board for further discipline any offense involving violence, threats of violence, bullying, guns or weapons (real or faux), use or abuse of drugs or alcohol, conduct that could constitute a crime; or other intentional or reckless conduct detrimental to the health, safety, or self-esteem of others.

5.4 Discipline Procedures

5.4.1 Due Process

5.4.1.1 When school begins in the fall of each year, the Principal/Designee will review with staff and students AHCS's expectations of students, including this handbook, as may subsequently be amended. The teachers will review AHCS's expectations and their own classroom rules with their students.

5.4.1.2 At registration, or as soon as may be practicable thereafter, the material contained in this handbook and any other pertinent information must be reviewed by the student and his/her parent or guardian. Both the parent and student must acknowledge reading the handbook and sign a contract stating that they have

read and agree to all the terms listed in this handbook. This review and contract will constitute indisputable evidence that the student was informed of AHCS policies and procedures, and knew of the disciplinary consequence for failing to abide by them.

5.4.1.3 Minimal Due process requires that a student be given a written explanation of the violation (e.g., a Refocus Form)

5.4.1.4 Formal Due process requires that the student's parent/guardian is given written notice, which notice shall:

- a. State the grounds for the proposed discipline;
- b. Indicate the time and place where such student and parent/guardian may appear to contest the disciplinary action (e.g., an informal hearing or Board meeting); and
- c. State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

5.4.2 Consequences

The Principal determines appropriate consequences for infractions. Discipline actions and consequences for violations of school rules, regulations, classroom expectations, and procedures include, but are not limited to, the following:

- 1) Student conference with the teacher;
- 2) Student conference with the Principal;
- 3) Loss of privileges;
- 4) Detention (recess, lunch period, or before or after school);
- 5) Phone call to parent;
- 6) Letter or electronic mail sent to the parent;
- 7) Student and parent conference with Principal and/or teacher;
- 8) Suspension from extracurricular activities;
- 9) In-school suspension;
- 10) Out-of-school suspension;
- 11) Community or School service;
- 12) Probation or formal behavior contract;
- 13) Restitution (when appropriate);
- 14) Referral to Status Offenders Service:
 - a. Behavioral,
 - b. Attendance, or
 - c. Truancies, etc.;
- 15) Referral to Counselor or Student Specialist for intervention; or
- 16) Recommendation to Board for expulsion.

5.4.3 Any school employee or designee has authority over AHCS students during any school activity. If a student's infraction of violation results in consequences, the Principal/Designee may but need not follow the pattern of discipline procedures or consequences. That is, a Principal/Designee may choose to enforce any of the consequences, non-sequentially, and escalate the discipline and resulting consequence consistent with the minimum standards of due process and as permitted by law.

5.4.4 Suspension Policy

The Principal may temporarily suspend any pupil for disciplinary reasons. Procedure used for suspension will conform to the minimal requirements of due process.

5.4.4.1 Temporary Suspension. AHCS's Principal may temporarily suspend any student for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of AHCS. A temporary suspension by the Principal for an offense cannot exceed five (5) consecutive school days in length, provided the Head Administrator may extend the temporary suspension an additional ten (10) school days. If the Board finds that immediate return to AHCS by the temporarily suspended student would be detrimental to other students' health, welfare or safety, the Board may extend the temporary suspension for

an additional five (5) school days. Prior to suspending any student, the Principal or Board will grant an informal hearing on the reasons for the suspension and give the affected student the opportunity to challenge those reasons. Any student who has been suspended may be readmitted to AHCS by the Principal or Board who suspended him upon such reasonable conditions as said Principal or Board may prescribe. The Board will be notified of any temporary suspensions, including the reasons for and response, if any, to any temporary suspensions. If a student is suspended, they must appear at the next scheduled Board meeting.

5.4.4.2 In-school Suspension. In-school suspension can be for one (1) period and up to five (5) days for an offense. The student shall be assigned to a study area during the suspension. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

5.4.5 Expulsion Policy

The Principal or Board may deny attendance at American Heritage Charter School by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to other students. Any student having been expelled may be readmitted to American Heritage Charter School by the Board upon such reasonable conditions as may be prescribed by the Board; but such readmission will not prevent the Board from again expelling such pupil for cause.

No student will be expelled nor denied enrollment without the Principal or Board having first given written notice to the parent of the student, which notice shall:

- 1) State the grounds for the proposed expulsion or denial of enrollment;
- 2) Indicate the time and place where such student and parent/guardian may appear to contest the action of the board to deny school attendance; and
- 3) State the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him.

Within a reasonable period of time following such notification, the Board will grant the student and his parents/guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board will allow a reasonable period of time between such notification and the holding of such hearing to allow the student and his parents to prepare their response to the charge.

Any student who is within the age of compulsory attendance, who is expelled as permitted by law, will come under the purview of the Juvenile Corrections Act, and the Principal or representative designated by the Board will, within five (5) days, give written notice of the student's expulsion to the Prosecuting Attorney of the county of the student's residence.

5.4.6 Reenrollment to School Following Expulsion or Withdrawal in Lieu of Expulsion

A student who has been expelled may appeal to the Board to hear a petition for reenrollment in school. AHCS's Board will have the right to deny reenrollment for disciplinary or attendance reasons.

Any student readmitted to AHCS after expulsion or after withdrawing in lieu of expulsion (or while under suspension) shall be placed on a behavior contract with such terms and conditions as the Board or Principal deem appropriate or necessary. Such behavior contract may include zero tolerance for disciplinary offenses or similar "one strike" conditions.

5.4.7 Consequences Resulting from a Bus Transportation Violation

AHCS contracts with Idaho Falls School District 91 to provide busing and transportation to students within AHCS's primary attendance area. This relationship is vital to AHCS's ability to provide educational services to its students and District 91 has no obligation to provide such services. AHCS students riding the bus are considered at school for Disciplinary purposes and are subject to and required to follow all AHCS rules and regulations, as well as all District 91 transportation rules. AHCS students are expected to display and exemplify high morals, self-control, professionalism, courtesy, and respect on AHCS property and while riding any bus contracted for transportation by AHCS. In the interest of maintaining this strategically important relationship and consistent with AHCS's expectations for student behavior, the following apply to offenses committed while riding school provided busing or transportation:

5.4.7.1 If an AHCS student receives a Discipline Citation from a District 91 staff member or bus driver, that citation must be brought to the AHCS Principal or administrator with a parent signature. The AHCS administrator(s) will take appropriate disciplinary action after notice and an opportunity to be heard.

5.4.7.2 At the request of the bus driver or in the discretion of the AHCS Principal, the student, his/her parent/guardian, administrator and bus driver will meet to discuss the incident(s) and appropriate disciplinary action.

5.4.7.3 For any violation of District 91 or bus rules or policies, the student and their parent/guardian must appear before the Board to discuss the incident(s) and possible discipline, including possible denial of bus transportation, suspension, expulsion, or other discipline.

5.4.8 At any time, parents or guardians may contact AHCS to speak with an administrator or schedule a meeting to discuss disciplinary action or policy issues.

5.5 *Discipline for Students on Individual Education or Section 504 Plans*

Students with disabilities, including those with individualized education plans (IEPs) or 504 plans are expected to meet the same standards and abide by the same rules as any other student. Notwithstanding, state and federal law provide additional rights and procedural safeguards for such students when facing discipline or other changes to their educational placement. AHCS will comply with the procedural safeguards enumerated in state and federal law and rule when disciplining students with IEPs or 504 plans. Parents/Guardian of students on an IEP or 504 Plan facing discipline will receive a copy of the Notice of Procedural Safeguards and may wish to consult with an attorney for advice on the rights afforded students with disabilities. If you have not received or had a chance to review a copy of the Notice of Procedural Safeguards, please contact the AHCS Special Education Director at (208) 529-6570.

6 HEALTH AND SAFETY POLICIES & PROCEDURES

6.1 *Birth Certificates or Proof of Identity*

Pursuant to Idaho Code, Section 18-4511, the person enrolling the student must provide either a certified copy of the student's birth certificate or other reliable proof of the student's identity and birth date, which proof shall be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate. Other reliable proof of the student's identity and birthdate may include a passport, visa or other governmental documentation of the child's identity. AHCS is required to contact the State Department of Health and Welfare and local law enforcement when this law is violated.

6.2 *Campus Visitation*

6.2.1 Parents are welcome and encouraged to visit the school. All persons visiting AHCS are: (a) required to sign in at the main office in the Historic New Sweden office, (b) explain the purpose of their visit, and (c) wear a visitor ID badge while in the building or on campus.

6.2.2 Students are not permitted to receive non-family guests or visitors while they are at school without the express permission of a parent or guardian. With the Principal's prior permission, a student may invite a prospective student to visit a class or observe a school-related activity.

6.2.3 Students who wish to bring guest speakers/volunteers to school are encouraged to do so; however, they must prearrange the visit with the Principal/Designee.

6.3 *Child Abuse/Neglect Reporting*

6.3.1 Idaho Code § 16-1601, et. seq., requires that any person having reason to believe a student has been abused, abandoned, or neglected report the allegations to either the Idaho Department of Health and Welfare or a law enforcement agency. School personnel do not conduct any investigations into said allegations. The legal requirement is limited to reporting only.

6.3.2 If a student is absent from school for multiple days without notification by a parent/guardian or without a

documented excuse, AHCS staff will first attempt to contact the parent/guardian to determine the status of the student. If AHCS is unable to make contact, if the explanation for unexcused absences is unreasonable or inadequate, or if unexcused absences exceed nine (9) in one semester, AHCS may contact local law enforcement to conduct a welfare check.

6.4 Classroom Conduct & General Expectations

AHCS has high expectations for student behavior. What may be tolerated at other schools may result in discipline at AHCS. Generally, Students are expected to:

- 6.4.1 Treat all peers, faculty, staff, administration and visitors with respect, including but not limited to, no swearing, trash talking, bullying, or insubordination;
- 6.4.2 Come to class on-time, prepared, and with necessary textbooks, pencils, paper, equipment, or homework when the bell rings or class begins;
- 6.4.3 Always have a teacher-signed hall pass, privilege pass, or agenda when out of the classroom;
- 6.4.4 Follow AHCS's computer, network, and Internet usage policies and computer/network etiquette when working on computers or other electronic devices or using school network resources (i.e., AHCS provided internet), *see* Section 6.11 below;
- 6.4.5 Refrain from playing or watching video games, movies, Internet surfing, streaming music, using headphones with or without CD players, unless required as part of course work and approved by the classroom teacher, *see* Section 6.11 below;
- 6.4.6 Refrain from using cell phones, texting, messaging, or other forms of electronic communication during class or when not authorized by the classroom teacher or Principal (see Electronic Device policy in Section 7.6); and
- 6.4.7 Except as provided in Section 7.14 below, refrain from chewing gum and/or eating candy in classrooms. [Sack lunches are the only food/drink allowed on campus].
- 6.4.8 Faculty members are responsible to enforce the above rules in their classrooms. Violation of the above expectations may result in Discipline.

6.5 Code of Conduct

AHCS expects students to conduct themselves in such a manner that few rules are necessary. A violation of any school rule or regulation may result in disciplinary action, including, but not limited to, suspension, removal, expulsion, or possible court action. In addition to the other provisions of this handbook, the following are expressly part of the AHCS Code of Conduct that all students are expected to know and abide. Students may not engage in any of the following conduct:

- 6.5.1 **Academic Dishonesty:** Cheating, stealing answers, plagiarizing, and academic dishonesty in any form, including inappropriate use or misuse of the school's computer network and Internet, including violating the *Internet Access Conduct Agreement*.
- 6.5.2 **Bullying/Fighting/Harassment:** Verbally or physically harassing or harming another student or any AHCS personnel or interfering with or disrupting the job function of any AHCS personnel.
- 6.5.3 **Creating False Emergencies:** Creating a false emergency, including misuse of fire alarms, bomb threats or other such false emergencies will result in disciplinary action, and/or involvement of appropriate local, county, and/or federal enforcement agencies.
- 6.5.4 **Damage or Theft of School or Private Property:** Causing damage or attempting to damage or steal school or private property on school premises or while riding a school sponsored bus.
- 6.5.5 **Disruption:** Including, but not limited to, running, littering the school, making excessive noise, such as loud or boisterous talking or shouting, or engaging in talking or conduct in a common area that disrupts others or which can be heard in a classroom.
- 6.5.6 **Illegal Acts:** Commission of acts that by law are or could be considered felonies or misdemeanors in a court

of law.

6.5.7 **Initiation and/or Hazing:** Ceremony, ritual, test, or period of instruction in which student is subjected to any or all of the following: rough practical jokes, ridicule, persecution or harassment with meaningless, difficult, abusive, disagreeable, and/or humiliating tasks.

6.5.8 **Insubordination/Defiance:** Refusal to follow the reasonable directive of a staff member, AHCS personnel, or District 91 staff member or bus driver (while riding a school-provided bus).

6.5.9 **Littering:** Failure or Refusal to dispose of unneeded items in approved receptacles.

6.5.10 **Misuse/Abuse of Computer or Network Resources:** Reckless or negligent damage to school computer or network facilities, or inappropriate use of personal or school computers or other electronic devices, while at school or while using school network resources, is prohibited, *see* Section 6.11 below;

6.5.11 **Profanity:** Abusive, vulgar, or irreverent language, gestures, written communications, computer usage, or wardrobe.

6.5.12 **Public Display of Affection:** Participating in displays of physical affection is not allowed. No kissing, no holding hands, no inappropriate touching, and no long or lingering hugs.

6.5.13 **Throwing Snowballs/Water Balloons or Water Devices:** Throwing snowballs/water balloons or discharging a water (squirt) device.

6.5.14 **Traffic Violations:** Violations on or adjacent to campus against speed limit, stop signs, and Idaho Traffic Laws.

6.5.15 **Vandalism:** Destruction or disfiguring of public and/or private property.

6.5.16 **Violence:** Causing or attempting to cause physical injury, including with a weapon or dangerous implement as defined in the paragraph 6.5.17, or behaving in a way that could cause physical injury to any person is in violation of this policy. Violation of the weapons policy will result in immediate suspension and referral to the Board for expulsion for a minimum of one year or as determined by the Board on a case-by-case basis. The suspension and expulsion includes no participation in or watching of any school activity on school property. The suspended or expelled student may not be present on school property at any time. This may be modified only by the Board.

6.5.17 **Weapons, Fireworks, and Dangerous Instruments:** Possession, handling, or transporting a firearm, dirk knife, bowie knife, dagger, metal knuckles, or any deadly and dangerous weapons as defined in Section 921 of Title 18 of the United States Code, including any knife, any explosive, including firecrackers, or any other dangerous object [Dangerous object is defined as any object used in a dangerous and/or inappropriate manner that may cause harm to a person or property], on or about his/her possession while on the property of the AHCS, while engaged in a school activity on other property, and/or while riding school-provided transportation.

6.6 **Emergency School Closure**

Occasionally AHCS is forced to close school because of unforeseen circumstances. A sudden storm that threatens to close the roads, power outages, or maintenance problems are some of the reasons school will be closed. Parents will be given an emergency closure plan form to complete and return to the school at the beginning of the school year.

6.6.1 **School Closure While School is in Session .** *In the event of school closure while school is in session,* teachers will consult the emergency closure plan on file and help students follow their plan. A school official will post an emergency closure notice on social media, if available, on the School's website, and contact Classy 97 radio station, and Channel 3, Channel 6, and Channel 8 television stations to request the posting and broadcast of a special "school closure" bulletin at least 30 minutes prior to students' dismissal. Also, parents who have signed up for the AHCS Remind.com service will receive a text to inform them about the closure.

6.6.2 **School Closure Prior to Commencement of School Session.** *In the event of school closure prior to commencement of school session,* a school official will contact Classy 97 radio station, and Channel 3, Channel 6, and Channel 8 television stations to request the posting and broadcast of a special bulletin to notify students and parents that school will not be in session. Also, parents who have signed up for Remind 101 will receive a text to inform them about the closure.

6.7 Head Lice

Students occasionally come to school after having been exposed to head lice. The best way to control the spread of head lice is early detection and treatment. AHCS will direct the school nurse and/or other properly-trained personnel to conduct periodic checks for head lice. If head lice are detected during such checks, the office will contact the parent to pick up the student. Prior to readmittance to AHCS, proof (box top, bottle, etc.) of treatment must be presented, and the school nurse and/or other properly-trained personnel must re-check the student's hair.

6.8 Illness/Injury/Emergency Treatment

6.8.1 It is extremely important that a student's file is accurate so a parent or designated alternate contact can be reached in case of illness or injury to your student. No medication will be administered without your written consent. (*See also, Medications Policy 6.13, below.*)

6.8.2 When a student is injured, staff will provide immediate care and attention until relieved by a superior, a nurse, or a doctor. The Principal/Designee will immediately contact the parent so that the parent can arrange for care or treatment of the injured student.

6.8.3 If a student develops symptoms of illness while at school, the responsible school officials will:

6.8.3.1 Isolate the student immediately from other students in a room or area segregated for that purpose.

6.8.3.2 Inform the parent as soon as possible about the illness and request him or her to pick up the student.

6.8.3.3 Report each case of suspected communicable disease the same day by telephone to the local health authority, or as soon as possible thereafter if no contact can be made the same day.

6.8.4 In the event that the parent cannot be reached and in the judgment of the Principal/Designee immediate medical attention is required, the injured student may be taken directly to the hospital and treated by the physician on call. When the parent is located, he/she may elect to continue the treatment or make other arrangements.

6.9 Immunization Records

Idaho Code § 39-4801 requires all students attending Idaho public schools to provide evidence documenting current immunizations required by the State of Idaho. Students will not be admitted for enrollment without complying with this statutory requirement or filing an acceptable and lawful exemption.

6.10 Insurance

AHCS does not furnish health or accident insurance for any student.

6.11 Internet Use and Safety

6.11.1 Acceptable Use of Electronic Networks

All use of electronic networks and facilities must be consistent with AHCS's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. This section is part of the Code of Conduct and while it provides some examples of required, prohibited and inappropriate conduct, it is not intended to explicitly delineate all required or proscribed behaviors by users. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

6.11.2 Terms and Conditions

6.11.2.1 USE OF AHCS'S ELECTRONIC DEVICES, NETWORK, OR ELECTRONIC MAIL SYSTEM CONSTITUTES CONSENT TO THE REGULATIONS, TERMS AND CONDITIONS HEREIN.

6.11.2.2 Educational Purposes Only. All use of AHCS's electronic network must be (a) in support of education and/or research, and in furtherance of AHCS's stated educational goals; or (b) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any materials that are stored, transmitted, or received via AHCS's electronic network or computers. AHCS reserves the right to monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or

received in connection with such usage.

6.11.2.3 Privileges. The use of AHCS's electronic networks is a privilege, not a right, and inappropriate use will result in suspension and/or cancellation of those privileges. The system administrator and/or Principal/Designee 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.

6.11.2.4 Unacceptable Use. The user is responsible for his or her actions and activities involving the network. Some examples of unacceptable uses are:

- a. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or state law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading copyrighted material for other than personal use;
- d. Using the network or AHCS electronic devices for private financial or commercial gain;
- e. Wastefully using resources, such as file space or bandwidth;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, which includes the unauthorized disclosure, dissemination, and use of information of a personal nature about anyone;
- h. Using another user's account or password;
- i. Posting material authored or created by another, without his/her consent;
- j. Posting anonymous messages;
- k. Using the network for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, vulgar, violent, or illegal material; and
- m. Using the network while access privileges are suspended or revoked.

6.11.2.5 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.

6.11.2.6 No Warranties. AHCS makes no warranties of any kind, whether expressed or implied, for the service it is providing. AHCS 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. AHCS specifically denies any responsibility for the accuracy or quality of information obtained through its services.

6.11.2.7 Indemnification. By using AHCS electronic devices and/or networks, the user expressly agrees to indemnify AHCS for any losses, costs, or damages, including reasonable attorney fees, incurred by AHCS, relating to or arising out of any violation of law or these procedures.

6.11.2.8 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 Principal/Designee. 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.

6.11.2.9 Vandalism. Vandalism will result in cancellation of privileges, and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

6.11.2.10 Telephone Charges. AHCS assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs incurred by a student or user of AHCS electronic resources or networks.

6.11.2.11 Copyright Web Publishing Rules. Copyright law and AHCS policy prohibit the republishing of text or graphics found on the Web or on AHCS Websites or file servers, without explicit written permission.

- a. For each republication (on a Website or file server) of a graphic or text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the Web address of the original source.
- b. Students and staff engaged in producing Web pages must provide teachers or AHCS I/T specialists with e-mail or hard copy permissions before the Web pages are published. Printed evidence of the status of “public domain” documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the Website displaying the material may not be considered a source of permission.
- d. The “fair use” rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent and the student.

6.11.2.12 Use of Electronic Mail.

- a. AHCS’s electronic mail system, and its constituent software, hardware, and data files, are owned and controlled by AHCS. AHCS may provide e-mail to aid students and staff members in fulfilling their duties and responsibilities and as an education tool.
- b. AHCS reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an electronic mail account is strictly prohibited.
- c. Each person should use the same degree of care in drafting an electronic mail message as would be put into a written memorandum or document. Nothing should be transmitted in an e-mail message that would be inappropriate in a letter or memorandum.
- d. Electronic messages transmitted via AHCS’s Internet gateway carry with them an identification of the user’s Internet “domain.” This domain name is a registered domain name and identifies the author as being with AHCS. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of AHCS. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to external recipients.
- e. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited, unless the user is certain of that message’s authenticity and the nature of the file so transmitted.

6.11.3 Internet Safety

6.11.3.1 Internet access is limited to only those “acceptable uses,” as detailed in these procedures. Internet safety is almost assured if users will not engage in “unacceptable uses,” as detailed in these procedures, and will otherwise follow these procedures.

6.11.3.2 Staff members will supervise students while students are using AHCS Internet access, to ensure that the students abide by the Terms and Conditions for Internet access, as contained in these procedures.

6.11.3.3 AHCS has purchased and implemented firewalls and filtering software to block 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 Principal/Designee. AHCS makes no warranty of any kind, but will exercise diligence to comply with the law and operate in the best interest of its students and staff.

6.11.3.4 Students, staff or visitors desiring to use AHCS computers, electronic devices, and networks must consent, and do implicitly consent to monitoring of their Internet access and will permit the system administrator to install such monitoring software or facilities as may be necessary to comply with this paragraph.

6.11.3.5 The system administrator and Principal/Designee will monitor student and guest Internet access.

6.12 Leaving Campus

6.12.1 Students are not generally permitted to leave campus for any reason while school is in session. AHCS has a “closed campus.”

6.12.2 Any student who has been in school during any part of the day and who must leave during any part of the school day must get permission from the office and must have a parent or legal guardian sign them out.

6.12.3 Upon returning, the parent or guardian must sign-in the student at the office.

6.12.4 If a student is leaving campus to participate in an internship opportunity, the student will need to check out at the office. The student will be allowed to leave campus for the internship as long as there is a parent permission slip on file at the office. Upon returning from the internship, the student must sign-in at the office.

6.12.5 Students leaving school grounds without permission will be truant.

6.12.6 No persons other than parents and parent-authorized individuals may pickup and transport students from the school grounds between the hours of 7:30 a.m. and 4:30 p.m. to ensure the safety of students and staff.

6.12.7 A parent may not call or authorize a student to check out and transport or be transported by another student, unless that student is a sibling or family member of the student **and** the parent has filed a written permission slip with the AHCS clerk.

6.12.8 A class or group of student may be allowed to leave campus temporarily to walk to adjacent or nearby property for school-related activities (e.g., labs, physical exercise, or nature walks) when (a) accompanied by a faculty or staff member, and (b) with the prior approval of the Principal, and (c) with notice to the Office.

6.12.9 A secondary student in grades 7 through 12 may be allowed to leave campus temporarily during the lunch period to walk to adjacent or nearby property (property within 1,000 feet of the school, to attend to family matters, or to pick up or purchase food or snacks, but only if there is a parent permission slip on file at the office. The student must check out and check in at the Office.

6.13 Medications

6.13.1 If a student needs to take medication during the school day, the medication must be brought to the office in its original packaging with a form, signed by parent, indicating the (1) name of the medication as it appears on the prescription bottle, (2) dosage instructions, (3) duration of administration of medication, and (4) reason for which medication is being taken.

6.13.2 ALL MEDICATION MUST BE PROVIDED IN THE ORIGINAL PRESCRIPTION CONTAINER WITH PROPER LABELING. THIS INCLUDES NON-PRESCRIPTION MEDICATION. NO MEDICATION OF ANY TYPE WILL BE ADMINISTERED BY ANY SCHOOL PERSONNEL UNLESS PROVIDED BY PARENT WITH WRITTEN CONSENT.

6.13.3 Medication administered on a regular basis at school will be stored in a locked area in the office. Upon dispensing the medication, school personnel must log the administration of medication in a log kept in the office. These procedures will be followed in every case for the safety of all students!

6.14 Sexual Harassment/Intimidation of Students

6.14.1 Sexual harassment is a form of sex discrimination and is prohibited in AHCS. An employee, Charter School agent, or student engages in sexual harassment whenever he/she makes unwelcome advances, requests sexual favors, or engages in other verbal, non-verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

6.14.1.1 denies or limits the provision of educational aid, benefits, services, opportunities, or treatment, or that makes such conduct a condition of a student's academic status; or

6.14.1.2 has the purpose or effect of:

- a. substantially interfering with the student's educational environment;
- b. creating an intimidating, hostile, or offensive educational environment;
- c. depriving a student of educational aid, benefits, services, opportunities or treatment; or
- d. making submission to or rejection of such unwelcome conduct the basis for academic decisions affecting a student.

6.14.1.3 The terms "intimidating", "hostile" and "offensive" include conduct which has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include, but are not limited to, unwelcome touching, crude jokes or pictures, discussions of sexual experiences, pressure for sexual activity, intimidation by words, actions, insults or name calling, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

6.14.2 Students who believe that they may have been sexually harassed or intimidated should contact a counselor, teacher, Title IX coordinator or administrator who will assist them in the complaint process. Supervisors or teachers who knowingly condone, or fail to report or assist a student to take action to remediate such behavior of sexual harassment or intimidation, may themselves be subject to discipline.

6.14.3 Any AHCS employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any student of AHCS who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with the discipline policy. Any person knowingly making a false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge with regard to employees, or suspension and expulsion with regard to students.

6.14.4 AHCS will make every effort to ensure that employees or students accused of sexual harassment or intimidation are given an appropriate opportunity to defend themselves against such accusations.

6.14.5 To the greatest extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Retaliation against persons who file a complaint is a violation of law prohibiting discrimination, and will lead to disciplinary action against the offender.

6.14.6 Any individual seeking further information should contact the Principal/Designee for the name of the current Title IX Coordinator for AHCS. The Principal will insure that the student and employee handbooks identify the name, address, and telephone number of the individual responsible for coordinating AHCS's compliance efforts.

6.14.7 An individual with a complaint alleging a violation of this policy will follow the Uniform Grievance Procedure.

6.15 Uniform Grievance Procedure

6.15.1 All individuals should use this grievance procedure if they believe that the Board, its employees, or agents have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy.

6.15.1.1 AHCS 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.

6.15.1.2 The right of a person to prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies.

6.15.1.3 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.

6.15.2 Level 1: Informal

6.15.2.1 An individual 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.

6.15.2.2 An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

6.15.3 Level 2: Principal

6.15.3.1 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.

6.15.3.2 The Level 2 written grievance must be filed with the Principal/VP within sixty (60) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

6.15.3.3 If the complaint alleges a violation of Board policy or procedure, the Principal/VP will 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 Board review the Principal's decision. This request must be submitted to the Board within fifteen (15) days of the Principal's decision.

6.15.3.4 If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal will turn the complaint over to the Nondiscrimination Coordinator who will investigate the complaint. AHCS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator if necessary. If the Board agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Board 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.

6.15.4 Level 3: The Board

6.15.4.1 Upon receipt of a written appeal of the decision of the Principal/VP, and assuming the appeal alleges a failure to follow Board policy, the matter will be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting.

6.15.4.2 A decision will be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

6.16 Volunteers

6.16.1 AHCS welcomes and encourages volunteers. Volunteers can enhance the educational experience of students in numerous ways—both at home and at school.

6.16.2 Volunteers are required to register at the school office and receive a Visitor ID badge. This procedure will be followed each time a person volunteers at the school.

6.16.3 Definition of Volunteer

6.16.3.1 Volunteers are persons who assist in school or school programs. Volunteers are encouraged to use their time and effort to support school and school programs.

6.16.3.2 A volunteer will be an individual who:

- a. Has not entered into an express or implied compensation agreement with AHCS;
- b. Is excluded from the definition of "employee" under appropriate state and federal statutes;
- c. May be paid expenses, reasonable benefits, and/or nominal fees in some situations; and
- d. Is not employed by AHCS in the same or similar capacity for which he/she is volunteering.

- e. Volunteers who are in the building three or more days a week must follow the staff dress code.

6.16.4 Volunteers who have unsupervised access to students are subject to AHCS's policy and State law mandating background checks.

6.17 Weapons Policy

(See, *Code of Conduct*, under "Health and Safety Policies & Procedures," section 6.5.17 above)

7 SCHOOL POLICIES & PROCEDURES

7.1 Assemblies

All assemblies for students will be opened with a Pledge of Allegiance to the Flag. Students will report to their regularly scheduled classes for attendance and then the students will be dismissed by notification from the office.

7.2 Controversial Issues

Controversial issues may be discussed in the classroom and a student may be excused from all or some of that instruction if his or her beliefs so dictate. The parent may also make that request. The teacher will provide an appropriate and alternative assignment of equal time if the teacher and the Principal/Designee approve the request. The teacher will require written parent permission prior to a topic they feel may be highly controversial.

7.3 Dances

Dances may be held during the school year for junior high and high school students. Dances must be approved by the Principal/Designee. After students enter a dance, they are not allowed to leave and re-enter the dance or the building. All school rules apply at dances. Dances for students in ninth through twelfth grades end at 11:30 p.m. It is the responsibility of the sponsoring club/organization to provide chaperones to include teachers and parents. Without chaperones, the dance will be cancelled.

7.4 Dress Code

7.4.1 General Statement.

7.4.1.1 Student appearance (clothing and grooming) significantly affects the way others respond to them. Since it is the duty of the Board of Directors to provide an educational atmosphere conducive to learning, minimizing disruptions or distractions, and to protect the health, safety, and morals of students, all students must abide by the uniform code of dress outlined by AHCS when the student is on any school premises or at any school sponsored activity, regardless of location.

7.4.1.2 AHCS's Uniform Code of Dress is outlined below, and may be changed by the Principal with approval from the Board at any time.

7.4.2 Uniform Code (Principal may choose to alter the Uniform Code on a per student basis as requested by parent.)

7.4.2.1 Clothing must be clean, not faded, and in good condition.

7.4.2.2 Students should appear clean and hygienic including washed and combed hair.

7.4.2.3 No denim is allowed.

7.4.2.4 No sweatshirt or athletic materials are allowed.

7.4.2.5 Hair

- a. Students may not attend school with extreme hairstyles or unnatural hair colors. Hair colors should be natural and conservative in color.
- b. Hair cannot hang in front of student's eyes.
- c. Boy's hair length may not hang past the collar in the back or over the ears on the sides.

- d. Boys must be clean shaven every day. Facial hair is not permitted for students.
- e. Girls may wear hair accessories that are conservative and red, white or navy in color.

7.4.2.6 Accessories

- a. Girls are permitted to wear no more than one pair of conservative earrings while in dress code. Earrings must be white, black, red, blue, gold, silver, titanium, clear or pearl. No gauges or other extreme earring styles are permitted.
- b. Earrings are not permitted for boys.
- c. Facial or visible body piercings are not allowed for any student. Facial or visible body piercings must be completely removed (including removal of piercing retainers) while at school or at school activities.
- d. Any other jewelry must be conservative and school appropriate.
- e. Tattoos must be covered and may not show at any time.
- f. Girls are permitted to accessorize with red, white, or navy scarves including printed patterns, but only containing these 3 colors.
- g. No head coverings are permitted indoors, including but not limited to hats, scarves, bandanas, hoods, and sweatbands except where permitted under special circumstances outlined by Principal/Designee (e.g., an outdoor field trip).
- h. Girls are allowed to wear conservative makeup beginning in the 7th grade

7.4.2.7 Shirts

- a. Must be red, white, or navy blue shirts in solid colors.
- b. Must be Polo or button down, long or short sleeve.
- c. Logos and emblems must may be no larger than the size of a quarter, unless school provided or sponsored.
- d. Shirts must be tucked in at all times.
- e. Only one top button may be undone anytime on both polo and dress shirts. Buttons not staying buttoned up will not be a valid excuse for them to be undone. It will be assumed the shirt does not fit properly or needs repair.
- f. Shirts must fit comfortably without being too tight or baggy.
- g. Undershirts may be solid black or white only.
- h. May not be made of fleece or nylon material typically used in athletic wear.
- i. Must be made of opaque material.
- j. May not show any chest or torso in front or back.

7.4.2.8 Sweaters

- a. Sweatshirt material is not allowed.
- b. Sweaters must be knit material.
- c. Emblems or logos may be no larger than the size of a quarter, unless school provided or sponsored.
- d. Colors must be solid red, white, navy or black.
- e. Sweaters with a hood are permitted, but hoods may not be worn except during recess during periods of cold or inclement weather.
- f. Students may wear professional, conservative, solid navy, black, gray, or tan business suits (with no pattern except a conservative pin stripe). Students may wear Navy or black blazers.

7.4.2.9 Ties

- a. Boys are encouraged to wear ties as business professional is a focus of our dress code.
- b. Ties must be solid in color or simple in pattern.
- c. Permitted colors are navy blue, black, gray, red and white.
- d. Ties must be worn in a traditional fashion.

7.4.2.10 Dresses /Skirts

- a. Dresses need to be no shorter than 3 inches above the knee when kneeling.
- b. Polo collar dresses in solid navy, flag red, khaki, gray, and black are permitted.
- c. Skirts in solid flag red, khaki, navy or black are permitted. Classic Navy Large Plaid pattern by Lands End is permitted.
- d. Dresses need to have a collar, and be opaque.
- e. Sweater dresses in solid print are permitted, as long as they are accompanied by a collar.
- f. Solid gray skirts are permitted.

7.4.2.11 Pants, Shorts, Skirts

- a. All pants, shorts, and skirts must be khaki, navy, gray, or black in color.
- b. All pants, shorts, and skirts must be solid in color. No patterns are permitted.
- c. Pants, shorts, and skirts may not be made of denim, fleece, or athletic material.
- d. Pants, shorts, and skirts may have no more than 4 pockets.
- e. Rhinestones, embroidery, or flair of any kind is not permitted.
- f. Faded or Stressed material, holes or tears are not permitted.
- g. Pants and shorts must reach the hips or midsection.
- h. Undergarments may not show above the pant line.
- i. Shorts and skirts may reach no more than 3 inches above the knee when kneeling.
- j. Pants, shorts, and skirts must fit comfortably without being too tight or too baggy. (No sagging or skinny jeans styles)
- k. No white pants or shorts are permitted. Flag red pants and shorts otherwise complying with the dress code are permissible.
- l. Girls may wear slacks and conservative style jeggings, provided they are in approved, solid colors, with no fading, no tears, no stylized pockets or bling, and are loose (not skin tight). Jeggings that resemble blue jeans or which are faded, stressed, or too tight are not permitted.

7.4.2.12 Belts

- a. Students in grades 1-12 must wear a belt at all times. Students in kindergarten are not required to wear belts.
- b. Exceptions will be made for pants, shorts, or skirts without belt loops.
- c. Belt colors must be solid brown, black, white, tan, gray or navy.
- d. No rhinestones, rivets, colors other than those above, or aesthetic accessories of any kind are allowed.
- e. Belts must be simple in style and color.
- f. No chains are allowed.
- g. Belts that hang below the waist are not allowed.
- h. Hemp belts are not allowed.

7.4.2.13 Footwear

- a. If visible, socks and tights must be solid colors of tan, brown, navy, red, tan, white, or black.
- b. Shoes should be dress or casual dress in conservative styles.
- c. Shoes must be solid black, brown, white, tan, navy, gray or red.
- d. Laces must be black, brown, white, tan, gray or red. Neon colored laces are not allowed.
- e. No neon or bright colored shoes or soles are permitted (no neon reds, neon electric blue or glittery silver).
- f. Colored soles must be black, red, white, tan, navy or gray.
- g. Solid colors or two tone shoes are appropriate.
- h. No flip flops are permitted.
- i. Sandals must comply with dress code colors and must have a back or back strap.
- j. Heels must be of moderate height.
- k. Closed toe shoes must be worn during lab activities.
- l. Footwear must be worn at all times.

- m. Winter footwear must be removed at the door and replaced with appropriate footwear.
- n. Gym shoes must comply with PE instructor's regulations.

7.4.2.14 Physical Education/Athletic Wear

- a. Students must wear athletic shoes for PE classes. Time allowances will be made for changing shoes.
- b. Students must wear appropriate shoes for after school athletic events.
- c. Students will not be allowed to change clothes prior to PE.
- d. Students may remove their polos during PE provided they are wearing a solid color (no logos or designs) white or black undershirt.

7.4.2.15 Outerwear

- a. Worn outside is not considered part of the dress code but must be removed while indoors.
- b. A conservative, solid black, light jacket, may be worn indoors with the Principal's permission, if the jacket meets the following criteria: solid black, with black or traditional brass zipper, and no hood. The jacket may not be overstuffed, have first or other stylized or trendy trim, cannot be denim, corduroy, fleece, or knit. Emblems or logo must be conservative and may be no larger than the size of a quarter, unless school provided or sponsored. No other jackets, coats, hats, or gloves may be worn inside the building.
- c. Issues relating to cold temperatures may be resolved by wearing a dress code approved undershirt or sweater as described above.

7.4.2.16 Backpacks

- a. Backpacks may be worn to school and between classes to carry their supplies.
- b. Backpacks must be placed in a designated area of the classroom.
- c. Students may not keep backpacks next to them during class.
- d. Backpacks should contain items only appropriate for school. Electronics or any other valuable item should not be left in backpacks.

7.4.2.17 Prohibited Items

- a. Students are not allowed to carry, wear, or display items of apparel (accessories, tattoos, jewelry, etc.) which depict or allude to alcohol, drugs, tobacco, controlled substances, drug paraphernalia, violence, sexually explicit, lewd, indecent, offensive, or illegal acts.
- b. Wearing, using, or displaying any gang clothing or attire such as jewelry, emblems, badges, symbols, signs, codes, or other things which evidence gang affiliation is not permitted.
- c. No sequins, glitter or rhinestones.

7.4.2.18 Students may wear clothing they currently own if it conforms to AHCS's uniform code. Parent may purchase appropriate clothing at any clothier of their choice. Often vendors offer schools a discount so you are encouraged to compare pricing before purchasing apparel.

7.4.3 Interpretation and Implementation of Policy

7.4.3.1 The building Principal/Designee will use reasonable discretion in interpreting and implementing the provisions of this policy.

7.4.3.2 If a conflict arises in the interpretation of this policy, the interpretation of the building Principal/Designee will be final.

7.4.3.3 Principals, administrators, and teachers will use reasonable discretion in enforcing this policy.

7.4.4 Enforcement

7.4.4.1 Students will receive a discipline write up for violating the dress code. The first offense will be a refocus form.

7.4.4.2 Repeated offenses will result in discipline citations.

7.4.4.3 Parents will be responsible for facilitating prompt compliance with the dress code.

7.4.4.4 Teachers and administrators may deny class entrance to students dressed or otherwise adorned inappropriately until parents bring the proper attire or arrangements have been made for their proper attire.

7.4.4.5 All time missed from classes for failure to adhere to this policy will be deemed unexcused absences.

7.4.4.6 Students who are insubordinate or refuse to change the improper attire, or who repeat dress code violations will be subject to disciplinary action up to and including suspension or expulsion, depending on all the facts and circumstances for violating the uniform dress code.

7.4.5 Temporary Exceptions

In order to allow appropriate attire for a particular educational or school activity, the building Principal/Designee has the authority to grant temporary exemptions to specific provisions of this policy and related regulations. An example of such an exception might be where a specially scheduled school event required a group of students to dress unusually on a particular day, or when a lab or service activity would require special clothing for a student's own protection or safety.

7.5 *Driving*

Students who drive cars to school are to obey school rules and regulations concerning all speed limits, safe driving, and parking area rules. Students may not park in any stall or parking lot marked for staff.

7.6 *Electronic Devices*

7.6.1 K-6th grade: all electronic devices, including cell phones, must be turned off or silenced and deposited in a box in each classroom upon entering each morning. They may be used only with teacher permission. If parents need to contact their children, they will need to call the school office at (208) 529-6570. Devices may be picked up at the end of the day to be taken home.

7.6.2 7th-8th grade: all electronic devices, including cell phones, must be turned off or silenced and kept out of sight in a backpack or student locker, or left in a box upon entering each class. Use of electronic devices during class is generally prohibited, unless expressly authorized by a teacher for a particular activity or purpose. If parents need to contact their children, they should call the school office at (208) 529-6570.

7.6.3 9th-12th grade: students will be allowed to use electronic devices as long as they are not disruptive to surrounding students or do not violate the Internet Use and Safety Policy in section 6.11 above. Cell phones must be silenced or turned off during the day. **CELL PHONES MAY NOT BE USED AT ALL DURING CLASS MEETINGS, LECTURES, PRESENTATIONS, OR ASSEMBLIES**, unless expressly authorized by a teacher for a particular activity or purpose.

7.6.4 Any violation to this Electronic Devices Policy will result in the device being taken away by administration and will have to be picked up by parents. All electronic devices that access the school's network must follow the Internet Use and Safety Policy in section 6.11 above.

7.7 *Equal Education, Nondiscrimination and Sex Equity*

7.7.1 Equal educational opportunities will be available for all AHCS students without regard to race, color, national origin, ancestry, sex, ethnicity, language barrier, religious beliefs, physical and mental handicap or disability, economic or social conditions, or actual or potential marital or parental status or status as a homeless student. Any student may file a discrimination grievance using the Uniform Grievance Procedure.

7.7.2 No student, will on the basis of sex, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

7.7.3 Inquiries regarding discrimination or intimidation should be directed to the Principal/Designated Coordinator. An individual with a complaint alleging a violation of this policy will follow the Uniform Grievance Procedure.

7.7.4 In compliance with federal regulations, AHCS will annually notify all students, parents, staff, and community members of this policy and the designated coordinator to receive inquiries.

7.7.5 AHCS will not tolerate hostile or abusive treatment, derogatory remarks, or acts of violence because of disability against students, staff or volunteers with disabilities. AHCS considers this behavior to constitute discrimination on the basis of disability in violation of state and federal law.

7.8 *Extracurricular and Interscholastic Activities*

7.8.1 Students may participate in sanctioned sports and activities through the School District of their primary residence, as determined by AHCS and the District.

7.8.2 To participate in extracurricular or interscholastic activities, a student must

7.8.2.1 Be enrolled full-time or dual enrolled (see definition in graduation requirements).

7.8.2.2 Maintain grades of C or better in all classes.

7.8.3 Students will be given a one-week grace period to meet grade requirements before being suspended from the activity. Once grade requirements are met or significant progress has been made (as determined by administration) participation may resume.

7.8.4 Academic eligibility will continue until that particular sport season or activity has been completed.

7.8.5 Students who do not come to school the day of an activity for a full day will not be allowed to participate in that activity unless a special problem beyond the student's control arises and is acknowledged by the Principal, athletic director, coach, and/or advisor.

7.8.6 A student can be declared ineligible to participate in an activity by decision of the Principal/Designee because of poor citizenship. This ineligibility can extend from one day to the remainder of the activity season. The Principal/Designee will make his/her decision after meeting with the teachers, coaches, and advisors involved and according to written guidelines included in this handbook. Each coach or advisor may add any additional training rules to this policy upon review and approval by an athletic director or Principal/Designee. All policies must be on file with school clerk.

7.9 *Clubs and Organizations*

AHCS may officially recognize clubs and organizations for student co- and extracurricular participation. Clubs must be approved by the AHCS Board and are generally formed after school starts each year.

7.10 *Student Transportation*

AHCS contracts with District 91 to provide busing with the AHCS primary attendance area (Skyline High School service area). Students wishing to ride a bus to and from school must complete a Transportation Request form. Students riding the bus will generally ride a neighborhood (or nearest) District 91 bus to Skyline High School, where they will then ride the shuttle bus to AHCS.

7.11 *Family Educational Rights and Privacy Act of 1974*

Parents have the right to have access, inspect, and limit disclosure of personally identifiable information from permanent school records. When students reach eighteen years of age, these rights are exercised by them. Parents or eligible students need only to contact the Principal/Designee and request the record review. (See also, Record-Keeping at section 7.18 below)

7.12 *Fees*

Students will not be charged any fees for required courses. Parents will be advised in advance of any fees, required or optional, for elective or extra-curricular events or activities. Students will be charged for damage and/or replacement costs for misused school property, which includes buildings, books, computers, equipment, and materials. The teacher and Principal/Designee will assess the costs.

7.13 Field Trips

Expeditionary learning through field trips to community agencies, businesses, or other locations can provide valuable information that coincides with a teacher's curricular goals. Teachers will inform parent of upcoming events and will send a permission slip home with students. No student will be permitted to participate in a field trip without written consent from a parent!

7.14 Food and Drinks.

7.14.1 K-6th grades: No food, drink, gum, or candy is permitted in any buildings.

7.14.2 7th-12th graders: All food and drink must be kept in the student lounge.

7.14.3 Lunch will be eaten in the designated area unless preapproved by administration.

7.14.4 There will be no holiday or birthday treats or celebrations held during class time. Recognition of holidays with appropriate art or academic activities is allowed.

7.14.5 No food or drink is permitted in the same area as or general vicinity of a school computer or other electronic device.

7.15 Freedom of Expression

Students have the right to freedom of expression in so far as it does not interfere with the educational process or climate. Students also have the right not to be infringed upon by other students' expression.

7.16 Lockers

If students are offered the use of a locker, lockers are and remain throughout the year the property of the entity from whom AHCS is leasing facilities. Students are allowed to use the lockers as long as they are kept clean and not damaged. The lockers are subject to search at any time without notification by the Principal/Designee. Students are advised not to store valuables in their lockers. AHCS disclaims any liability or obligation to track, monitor, preserve, or protect students' valuable stored in backpacks or lockers.

7.17 Lost/Stolen Property

Valuable items should not be brought to school. AHCS is not responsible for lost or stolen articles. Reports of stolen property will be referred to the Principal/Designee. Lockers offer limited security even when locked. Items left out in common areas or classrooms will be collected and placed in box for lost & found items. After one week in the Lost & Found box, AHCS reserves the right to dispose of such items.

7.18 Record-Keeping

All student records will be maintained in a secure location by the School Clerk. (*See also* Family Educational Rights and Privacy Act of 1974)

7.19 Information Changes

Any changes in address, contact information, parent's place of employment, emergency contact, care provider, or healthcare provider should be reported to the school office to ensure accuracy of student's records.

7.20 Release of Student Information

7.20.1 Biological and adoptive parents/court-appointed guardians of students are entitled to information regarding their students. The exception to this policy is if the legal system has issued an order restricting that exchange of information. If such an order exists, parent must provide a copy to the school, for inclusion in student's file so AHCS may act accordingly.

7.20.2 Non-Directory, student Information will only be released to a third party with written parental consent.

7.21 Student Body Officer Elections (Grades 7-12 only)

7.21.1 Classes and Clubs

Most of these are governed by the constitution approved by the Student Council. Most organizations will have definite grade requirements. Before any new activity or club can be formed, it must have the permission of the Board. All clubs and activities must have both a parent-volunteer and a faculty/staff sponsor. No money will be spent or activities placed on the school calendar without consent of the sponsor.

7.21.2 The Election Process

7.21.2.1 Balloting for Student Body Officers will be done in the Fall for each school year (or at the Principal's discretion, in the Spring for the following year). This voting will be by secret ballot.

7.21.2.2 Should any Student Body Officer fall below a 3.00 GPA at midterm or semester end, such officer shall have two (2) weeks to bring up their grades and GPA. If, after the two (2) week grace period, the officer does not have at least a 3.00 GPA, that office will be declared vacant and a new election for that position will be held by secret ballot.

7.21.2.3 The call for student body elections will be by the Principal/Designee. Petitions can be picked up in the office and are to be returned as scheduled by the Principal/Designee. All petitions must be signed by the Principal/Designee to assure the eligibility of candidates.

7.21.2.4 Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap. It is the policy of the American Heritage Charter School not to discriminate in any educational programs or activities.

7.22 Telephones

The school maintains an office business phone so that the school can be contacted for important matters. Students and staff will not be requested to come to the phone during class time. In cases of emergency, the student will be given a message and access to the telephone as appropriate. Students may only use cell phones in the classroom with teacher permission. The office phone may be used by students with permission of the office staff.

7.23 Parent/Guardian and Student Contract

Your signature below verifies that you have read and agree to all of the terms listed in the 2017-2018 AHCS Student Handbook. By signing this document, you are agreeing to abide by all of the policies and procedures at American Heritage Charter School.

THIS DOCUMENT MUST BE READ AND SIGNED
IN ORDER FOR A STUDENT TO BE ENROLLED AT AHCS.

PARENT/GUARDIAN

Signature of Parent

Date

PRINTED NAME OF PARENT

STUDENT (grade 7 to 12 only)

Signature of Student

Date

PRINTED NAME OF STUDENT