

MOSAICS

— PUBLIC SCHOOL —

MOLDING OUR SCIENTISTS AND ARTISTS INTO COMMUNITY STEWARDS

STUDENT AND FAMILY HANDBOOK

MOSAICS Public School

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ABOUT

HISTORY

MOSAICS Public School, a free, public charter school, was founded in 2020. MOSAICS operates as a single-site K-8 school in compliance with the Idaho Department of Education and employs state certified teachers. MOSAICS may enroll up to 540 students in K-8.

BOARD OF DIRECTORS

MOSAICS Public School is governed by a board of directors. The board is responsible for establishing rules and policies for the school, managing the fiscal resources of the school, and providing strategic oversight and accountability on student achievement. The board of directors collaborates closely with the Executive Director to support the vision and mission of the school.

The board meets regularly in open meetings, usually on the second Thursday of each month at 6:30 pm. An updated list of our most current board members, school policies, and the board meeting schedule can be found on our [website](#).

WELCOME

The MOSAICS Learning Experience

At MOSAICS Public School, students learn through an integrated STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach that connects learning across subject areas and engages students in solving authentic, real-world problems. Through hands-on, project-based learning, students develop critical thinking, creativity, collaboration, and communication skills while applying the Design Thinking Process to explore, create, test, and refine ideas. Learning extends beyond the classroom through partnerships with community members and service-learning opportunities that help students develop a strong sense of stewardship and civic responsibility. Our educational model encourages curiosity, innovation, perseverance, and the lifelong learning skills students need to thrive in an ever-changing world.

VISION

Molding
Our
Scientists &
Artists
Into
Community
Stewards

MISSION

MOSAICS Public School exists to be a center of innovation. Students engage in Science, Technology, Engineering, Arts, and Math through a relevant, rigorous curriculum, preparing them to be creative and critical thinkers now and in the future. Teachers, students, and families partner together to create a safe, collaborative culture where students learn through experimentation and application. Students and staff work alongside community members through service learning to improve society.

VALUES

Success Begins with Failure

Success in life is achieved through persistence and tenacity. Failure is an opportunity to grow and learn. At MOSAICS, we understand rigor requires failure. Students are encouraged to strive for new understandings, to take risks, and to learn from their mistakes. Through reflection and the design thinking process, students refine their ideas and learning as they embark on their learning journeys. Failures are simply seen as the stepping stones to success

Community Stewardship

No one is an island unto themselves. We live in communities. Community stewardship means to understand the dynamics of our communities and to find the ways in which we can contribute to building a better community. At MOSAICS, we have students focus on identifying their communities, both inside and outside the walls of the school. We expect our students to take ownership of their school and contribute to the greater community through service, advocacy, and building relationships.

Valuing a Diverse and Inclusive Community

Every person in a classroom community, from the teachers to the students, has something to contribute to the learning environment. Even though the learning paths for each student may differ, we value learning in community. We also believe through diversity we learn empathy, creating opportunities to understand various perspectives and voices from those who grow up differently than us. At MOSAICS, students will be provided opportunities to learn and grow together in their classrooms as students are provided time to share their learning and life with others from different communities.

Together We are Stronger

Collaboration multiplies contributions to learning. Shared goals and mutual support lead to greater success than individually focused work. At MOSAICS, students learn how to collaborate with others to achieve common goals. All students have strengths to share in the learning process, which allows the sum of the parts to be greater than the whole.

Thinking Critically & Analytically

Learners must be curious about the changing world around them. They will encounter issues that they must be able to tackle with creativity and innovation. As they work to solve problems, they will encounter new information and changing variables that they must respond to with agility and ease.

Creative Problem Solvers

Learners must be forward-thinking to meet the ever-changing needs of society in the future. They must anticipate the needs of their communities and develop innovative solutions to solve the world's pressing problems. At MOSAICS, students will take initiative and pursue their interests with a passionate sense of urgency.

OUR COMMITMENT TO A COMMUNITY

At MOSAICS, community is not simply something we belong to—it is something we actively build. We believe that the strongest learning happens when students, families, staff, and community partners work together in pursuit of a common purpose. Through collaboration, service, and meaningful relationships, we create a school culture where every person is valued, every voice matters, and everyone contributes to the success of our learning community. Families are essential partners in this work, helping us create a safe, innovative, and supportive environment where students are empowered to grow, take risks, and discover their potential.

Our commitment to community extends far beyond the walls of our school. As we work to fulfill our vision of *Molding Our Scientists and Artists Into Community Stewards*, students engage in authentic learning experiences that connect them to the world around them. Through service-learning projects, community partnerships, and real-world problem solving, students learn that their ideas, talents, and actions can make a meaningful difference. Whether serving their school, supporting local organizations, advocating for important causes, or designing solutions to community challenges, MOSAICS students learn that leadership begins with service and that together we can leave our community better than we found it.

SCHOOL-PARENT COMPACT

MOSAICS Public School and the parents of students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This [school-parent compact](#) is in effect during the 2026-2027 school year.

School Responsibilities

As a teacher at MOSAICS Public School, I will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the state's student academic achievement standards.
- Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. These conferences will be held on October 21 from 5:00-8:00 pm

and on October 22 from 8:00 am to 8:00 pm in the fall. There will be a Student Showcase in the spring on March 11 from 5:30-8:00 pm.

- Provide parents with frequent reports on their children's progress. The school will provide reports as follows: report cards (Nov. 12, March 4th, May 27th) and through the use of the parent portal in PowerSchool.
- Provide parents reasonable access to staff. Staff will be available to converse with parents when needed through making appointments, calling on the phone, or by emailing.
- Provide parents opportunities to volunteer and participate in their child's classroom.
- Provide instruction in a way that will motivate and encourage students.
- Provide a safe and positive atmosphere for learning.
- Explain assignments so students have a clear understanding of what they are learning.
- Contact the parents of the students through notes, conferences, progress reports, or telephone calls to partner in the success of our students.

Parent Responsibilities

As a parent of a child at MOSAICS Public School, I will support my child's education by:

- Monitoring attendance.
- Making sure that homework is completed.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Volunteering in my child's classroom, when possible.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and responding, as appropriate.
- Providing a caring environment, so my child is ready to learn.
- Providing a time and place for quiet study and reading at home.
- Helping my child daily in any way possible to meet his/her responsibilities, such as completing homework and encouraging appropriate behavior.
- Contacting my child's teacher by notes, conferences, or telephone calls and being actively engaged in my child's education.
- Attending all parent/teacher conferences.
- Attending at least one parent involvement activity such as a Math & Science Night.

Student Responsibilities

As a student at MOSAICS Public School, I will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- Show respect and cooperation with all adults at the school.
- Come to class on time and be prepared to work.
- Complete all assignments to the best of my ability.
- Respect the rights of others to learn without disruption.
- Show respect for people and property.
- Adhere to the school rules and expectations for appropriate behavior.

- Spend time daily at home reading.
- Give my parents or guardians all notices and information received by me from my school everyday.

FAMILY ENGAGEMENT

At MOSAICS, we believe that students thrive when families and schools work together. We value the partnership we share with our families and recognize that every family contributes to our school community in different ways. Whether you attend school events, volunteer your time, communicate regularly with your child's teacher, or simply support your child's learning at home, your involvement makes a meaningful difference. Thank you for entrusting us with your child—we are honored to partner with you.

School Events

Throughout the year, MOSAICS hosts a variety of events that bring our school community together to celebrate learning, build relationships, and create lasting memories. We encourage families to participate whenever possible. Events may include Back-to-School Night, student performances, STEAM showcases, family nights, field day, graduation ceremonies, and other school celebrations.

Lunch with Your Student

Parents and guardians are always welcome to enjoy lunch with their child. To help maintain a safe and secure campus, visitors must check in through the front office before joining students for lunch.

For the safety of all students, visitors are asked to remain in the designated lunch area and may not accompany students onto the playground, blacktop, or other student activity areas. While we know many families enjoy spending extra time with their children, limiting adult access to playground areas helps staff maintain consistent supervision, ensures all adults on campus are easily identifiable, and protects the safety of every student.

Volunteering at MOSAICS

Our volunteers make a tremendous difference, and we are grateful for the time, talents, and support our families provide. Whether you can volunteer for a single event or on a regular basis, we welcome your involvement.

Volunteer opportunities may include assisting in classrooms, preparing instructional materials, organizing the library or uniform closet, supporting school events, helping with field trips, reading with students, or assisting teachers and staff in a variety of ways.

To provide the safest and least disruptive learning environment for all students, we ask that volunteers arrange childcare for younger siblings. Because instruction and small-group learning occur throughout the building, including hallways and shared learning spaces, younger children can unintentionally disrupt instruction or require supervision that takes attention away from students. While we understand that childcare is not always easy to arrange, this expectation allows our volunteers to be fully present with students and allows teachers to maintain focused instruction.

Volunteers should coordinate opportunities through their child's teacher or the front office.

Parent Teacher Organization (PTO)

The MOSAICS Parent Teacher Organization (PTO) plays an important role in strengthening our school community by supporting students, staff, and school events throughout the year. All parents and guardians are encouraged to participate, whether by attending meetings, volunteering at events, or sharing ideas.

PTO meetings are held on the **second Tuesday of each month at 7:00 p.m.** We welcome every family and encourage you to become involved in helping make MOSAICS an even stronger community for our students.

ACADEMICS AND INSTRUCTION

STEAM Educational Philosophy

The backbone of MOSAICS is the highly trained team of innovative and caring educators who are responsible for our scholars' learning experiences. Our team members use a variety of resources and materials to meet the needs of all of our students.

Our most critical priorities at MOSAICS are:

- **Developing Thinkers, Not Just Learners** — We cultivate curiosity, critical thinking, creativity, and problem-solving so students can confidently navigate an ever-changing world.
- **Building Community Stewards** — We empower students to serve, lead, and contribute through meaningful partnerships, service-learning, and authentic connections with the community around them.
- **Preparing Students for Lifelong Success** — We intentionally develop collaboration, communication, resilience, and adaptability so students leave MOSAICS ready to thrive in high school, future careers, and life.

At MOSAICS, STEAM is more than what students learn—it is how they learn to think. We believe that students need more than content knowledge to succeed in a rapidly changing world; they need the skills,

habits, and mindsets that empower them to confidently navigate complexity, solve authentic problems, and make meaningful contributions to their communities in order to create positive change. At MOSAICS, we believe that when students learn how to think and grapple with all that the world throws at them, their confidence soars, and they achieve extraordinary things.

Student Responsibilities and Expectations for Learning

At MOSAICS, learning is an active process that requires effort, curiosity, perseverance, and personal responsibility. We believe every student is capable of growth and achievement when they engage fully in the learning process. Academic success is not measured solely by grades, but also by the habits, mindset, and determination students demonstrate as they learn.

To support their own success and contribute positively to the learning environment, students are expected to:

- Arrive prepared to learn each day and actively engage in classroom activities and discussions.
- Demonstrate habits of attention by listening carefully, following directions, and remaining focused on learning tasks.
- Complete assigned classwork and homework to the best of their ability and submit work within established timelines.
- Participate fully in learning experiences, projects, discussions, and collaborative activities.
- Ask questions, seek clarification, and advocate for themselves when they need assistance.
- Treat teachers, classmates, and learning environments with respect by avoiding behaviors that distract from learning or interfere with the success of others.
- Take ownership of their learning by accepting feedback, reflecting on their progress, and striving for continuous improvement.
- Approach challenges with a positive attitude and a willingness to learn from mistakes.
- Demonstrate perseverance and grit when learning becomes difficult, understanding that growth often occurs through struggle and effort.
- Utilize available supports, resources, teachers, peers, and family members when facing academic challenges.
- Contribute positively to a classroom culture where all students feel safe to take risks, share ideas, and learn from one another.

At MOSAICS, we embrace the belief that success often begins with failure. Mistakes, setbacks, and challenges are viewed as opportunities to learn, grow, and improve. Students are encouraged to approach learning with courage, curiosity, and determination, knowing that effort, reflection, and persistence are essential components of achievement. By developing strong academic habits and a growth mindset, students gain the knowledge, skills, and confidence necessary to become lifelong learners, creative problem-solvers, and engaged citizens who are prepared to make a positive impact on their communities and the world around them.

Summative Assessments

As a free public charter school, MOSAICS participates in all state-required assessments and accountability measures. In addition to these assessments, we use the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) assessment throughout the school year to monitor student growth and academic achievement.

MAP is a nationally recognized assessment that provides valuable information about each student's current skill level and academic progress over time. The assessment helps us understand not only whether students are meeting grade-level expectations, but also how much they are growing academically from year to year. This information allows teachers to make informed instructional decisions, provide targeted interventions when needed, and ensure that students are appropriately challenged.

At MOSAICS, we believe that assessments are just one tool for understanding student learning. While we want our students to perform well on state and national assessments, we recognize that meaningful learning extends far beyond a test score. Our teachers work to develop critical thinking, problem-solving skills, creativity, collaboration, and a deep understanding of content. Assessments provide important data, but they represent only one part of the comprehensive picture of a child's growth, learning, and development.

Summative assessments used at MOSAICS include:

ANNUAL REQUIRED TESTING		
Grades	Test	When
Kindergarten-3rd Grade	Idaho Reading Indicator	Beginning and end of year
All Grade Levels	NWEA MAP Literacy, Math, and Science	Beginning, middle and end of year
3rd-6th Grade	ISAT Literacy and Math	End of year
5th and 8th Grade	ISAT Science	End of year

In addition to state assessments and NWEA MAP testing, MOSAICS regularly monitors student progress throughout the school year to ensure that instructional decisions are timely, targeted, and responsive to individual student needs. Ongoing progress monitoring provides teachers with actionable data that can be used to adjust instruction, identify learning gaps, and evaluate the effectiveness of interventions. One of our primary progress-monitoring tools is EasyCBM (Curriculum-Based Measures), which provides frequent snapshots of student performance in key academic areas. We also utilize online programs such as Lexia to support reading skill development and SuccessMaker through the enVision Mathematics curriculum to track student growth and measure the impact of targeted support. By combining

information from multiple assessment sources, our staff can make informed decisions that help every student continue to grow and achieve success.

Homework Expectations

Research has shown that purposeful homework helps develop positive student outcomes. We have chosen homework assignments specifically targeted to develop the lifelong skill of reading and building the character trait of responsibility. Parental support and involvement is crucial to your child's long-term academic success.

Kindergarten-Third Grade

All K-3 students will be expected to read at least 20 minutes per night. In addition there may be other purposefully selected assignments sent home by the teachers. These assignments will rarely be new skills for your students to learn; however, it may be work that needs to be completed to prepare for a project at school. Homework should not overwhelm or unduly tax students or families. If this is happening, please contact your teacher.

Fourth-Fifth Grade

All 4th–5th grade students will be expected to read at least 20 minutes per night. In addition, there may be other purposefully selected assignments sent home by teachers. These assignments will rarely be new skills for students to learn independently; however, they may include work that needs to be completed, practiced, or prepared for a project at school. Homework should not overwhelm or unduly tax students or families. If this is happening, please contact your teacher.

Sixth-Eighth Grade

Research has shown that purposeful homework helps develop positive student outcomes. Each class will assign homework as needed. Students should spend approximately one hour completing homework daily. At times the material for homework may require the practicing of a new skill, such as in math homework. Our goal in requiring homework is to promote responsibility and grit, but homework should not overwhelm or unduly tax students or families. If this is happening, please contact your teacher.

Grading and Missing or Make-up Work Policies

Kindergarten-Fifth Grade: Standards-Based Grading

Standards-based grading breaks down large subjects into smaller learning objectives to help teachers better measure student learning. Instead of assigning a grade to students according to traditional grading scales, standards-based grading measures students against specific skills and standards. This makes it really clear to teachers where students are thriving and where they need help.

4 = Above 1 or More Grade Levels
3.5 = Above Grade Level
3 = Proficient
2.5 = Close to Proficient
2 = Beginning Towards Proficiency
1.5 = Behind Grade Level
1 = Significantly Behind Grade Level
NR = Not Recorded

Kindergarten-Fifth Grade: Make-Up Work

Make-up work is allowed for students. The teacher will provide the student or parent/guardian who made the request for make-up work with information about material covered during the absence, including a copy of all handout materials given.

Sixth-Eighth Grade: Traditional Grading

Our middle school uses a traditional grading system to award students' credit. Students must earn at least a D to earn a credit. Parents are encouraged to access Powerschool weekly in order to view students' grades and see if there are any missing or late assignments (missing/late work guidelines below). Students who fail classes may be required to retake it for credit recovery during the summer. MOSAICS does not offer summer school credit recovery for grades 6-8, so courses that need to be repeated are offered through Idaho Digital Learning Alliance (IDLA) at the parents' or guardians' expense.

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0%-59%

Sixth-Eighth Grade: Study Hall and Missing or Late Work

Study Hall:

Completing assigned work in grades 6-8 is critical to students' success. While we understand that absences will occur, it is imperative that when an absence does happen, that the student check-in with all of his or her teachers in order to find out what was missed and develop a plan for how to complete the missing work. MOSAICS does offer 6th-8th grade students an open study block during lunch in the library. Additionally, we offer study hall as an elective for students who habitually struggle with completing assigned work (either classwork, homework, or both); students can opt in to this elective choice when selecting their electives. While we desire for all 6th-8th grade students to have the freedom and privilege of participating in our STEAM electives during the last two periods of the day, study hall can be a mandatory assigned elective by a student's core teachers or administration.

Missing or Late Work:

Students in grades 6-8 will be allowed to make up missing work or late assignments for 2 weeks after a grade is posted. There is a 10% penalty on all assignments that are turned in late. If a student misses an assignment due to an absence, the student is allowed the number of days absent to complete and turn in the assignment (e.g. if the student is absent for 2 days, then they have 2 days to turn in the assignments they missed). After the make up period is over, missing assignments will receive a 0%. Receiving 0% on assignments adds up quickly and dramatically impacts students' grades. If your child is absent, please make sure to check-in with his or her teachers in order to support him or her at home and get the work completed and please access Power School regularly to stay apprised of your student's progress.

Scholar Promotion Policy

Kindergarten-Fifth Grade

Promotion and retention decisions for students in kindergarten through fifth grade are based on each scholar's progress toward grade-level standards and overall academic development. Throughout the school year, teachers communicate with parents regarding academic concerns, interventions being provided, and the student's progress. When there is evidence that a student may not be making sufficient progress to successfully access the next grade level's curriculum, teachers, parents, and administrators work collaboratively to determine whether retention is in the student's best interest.

As part of this process, MOSAICS utilizes the Light's Retention Scale to provide an objective, research-based perspective when considering retention. While the scale is an important tool in the decision-making process, retention decisions are made based on a comprehensive review of the student's academic performance, interventions, social-emotional development, and individual needs.

Additionally, MOSAICS maintains attendance requirements that may impact promotion and retention decisions. Families should refer to the [Attendance section](#) of this handbook for specific attendance-related policies and requirements.

Sixth-Eighth Grade: Credit Acquisition and Credit Recovery

Progressing to the next grade level is earned through academic achievement. Further, each 6th- 8th grade student must attain a minimum of eighty percent (80%) of the total credits attempted in order to be eligible for promotion to the next grade level. At MOSAICS, this means earning a total of at least 11 out of 14 attempted credits. Additionally, to be eligible for promotion to the next grade level, each 6th-8th grade student must *earn at least one credit from each of the following year-long core classes*: Math, Science, Reading, Language Arts, Social Studies. If a student fails any of these core classes for both semesters, then the student is required to recover at least one credit from each of the core classes failed for the year.

Credit Recovery

Students in grades 6–8 who do not meet the minimum credit requirements may recover credit through the **Idaho Digital Learning Alliance (IDLA)** at the parent/guardian's expense. Because MOSAICS does not offer a summer school program for grade 6-8 credit recovery, IDLA serves as the school's primary method for recovering failed semester or year-long courses. The credit recovery courses are paid at the guardians' expense.

Academic Integrity

All schoolwork submitted for the purpose of meeting course requirements must represent the efforts of the individual student. Any form of academic dishonesty is prohibited. Academic dishonesty includes, but is not limited to plagiarism, cheating, forgery, copying or stealing another person's work, allowing another person to copy one's own work, doing another person's class work, creating more than one copy of one's work for distribution, intentionally accessing another's material for the purpose of using it as one's own, downloading information from other sources and presenting it as one's own, unauthorized copying of software, unauthorized use of hard copy or software to develop one's own software. Faculty and building administrators will be responsible for monitoring the above actions.

Where appropriate, parents shall be contacted as soon as practicable to report any alleged academic dishonesty on the part of students. Teachers are granted authority to exercise their good judgment in applying a range of academic consequences for violations of this policy. Student and parent appeals of any consequences resulting from violations of this policy should be addressed to building administrator(s).

All teachers, beginning especially at the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in our school.

Cheating

Cheating includes, but is not limited to, the following:

1. Copying or attempting to copy another student's homework, quiz, test, essay, or lab report;
2. Cheating on tests through such means as cheat sheets, use of unauthorized electronic devices, and discussion of test information with other students;
3. Obtaining test questions and/or copies of tests outside the classroom test setting;
4. Lending and/or copying from another student's work (homework, tests, projects, assignments);
5. Altering or interfering with grading (forging signatures, changing or inserting answers on work after grading);
6. Allowing another student to copy answers during a test situation;
7. Collaborating with another student on an assignment when the teacher has specifically directed that the work be completed independently.
8. Using books and electronic information in generating an assignment in direct violation of teacher's instructions;
9. Accessing, taking, and benefiting from copies of tests and quizzes previously used or to be used by teachers unless provided as study guides by the teacher; and

10. Submitting work previously presented in this course or in another course.

Plagiarism

Plagiarism is defined as and includes, but is not limited to, the following:

1. Copying material from the source, including internet sources, without citing the source, or citing the source but omitting quotation marks;
2. Paraphrasing the source without proper citation;
3. Copying stories, in whole or part, which appear in books, magazines, television, or film;
4. Copying directly, without making any changes, alterations, or adaptations from a drawing, painting, illustration, photographic image, or graphic symbol without citing the source;
5. Submitting papers written in whole or part by someone else, including internet sources;
6. Submitting papers on which the student has received substantial assistance from peers and/or adults that dramatically changes the character of the work so that it is no longer the student's own; and
7. Submitting a paper purchased from a research or term paper service, including, but not limited to internet sources.

Artificial Intelligence (AI) and Academic Integrity

Artificial intelligence (AI) tools can support learning when used appropriately and with teacher approval. However, students are expected to complete and submit work that accurately reflects their own learning, thinking, and effort.

Unless a teacher has specifically authorized the use of AI for an assignment, students may not use AI tools to generate, complete, or substantially revise academic work that is submitted as their own. Using AI in place of original student work is considered a violation of MOSAICS' academic integrity expectations.

Students who misuse AI or submit AI-generated work without teacher permission may be subject to disciplinary consequences, including receiving a reduced grade or a failing grade on the assignment, being required to redo the work, loss of technology privileges, and/or additional school disciplinary action as appropriate.

Elementary Specials

Kindergarten through fifth grade students participate in a rotation of specials each week including art, music, physical education (PE), library, and coding.

Art

All of our K-5 students take art as one of their specials. The MOSAICS' art program focuses on the idea that every child is an artist. Students engage in art experiences that bolster their knowledge of artistic elements, design, and artists. Available tools, art materials, and techniques are introduced incrementally

to students who then create their own artistic masterpieces. Our art program strives to create transformative learning opportunities that honor individual student voices while fostering lives of creativity, connection, wonder, and joy.

Physical Education

Physical Education is provided to all K–5 students and focuses on developing the knowledge, skills, and habits necessary for a healthy, active lifestyle. Students participate in activities that build physical fitness, coordination, strength, and motor skills while learning teamwork, sportsmanship, and personal responsibility. Through regular participation, scholars develop confidence in their physical abilities and an appreciation for lifelong wellness.

Music

The elementary music program at MOSAICS provides K-5 students with opportunities to develop musical skills, creativity, and an appreciation for music through active participation. Students explore rhythm, melody, singing, movement, music literacy, and a variety of instruments while building confidence and collaboration. In fourth grade, students learn to play the recorder as an introduction to instrumental performance and music reading. During fifth grade, students explore and experiment with a variety of band instruments, helping them discover their interests and prepare to make an informed instrument choice as they transition into sixth grade band.

Library

MOSAICS' elementary library program fosters a love of reading while helping students develop the skills needed to become lifelong learners. Students learn how to locate, select, and responsibly care for library materials while building information literacy, research, and digital citizenship skills. Through engaging read-alouds, independent book selection, and a variety of literacy activities, students are encouraged to explore new genres, think critically, and develop a lifelong appreciation for reading and learning.

Computer Science

The elementary computer science program at MOSAICS introduces students to the foundational concepts of computer science through engaging, hands-on learning experiences. Students develop computational thinking, problem-solving, and collaboration skills as they explore coding, robotics, and age-appropriate technology. Lessons include programming, "unplugged" coding activities, digital citizenship, and responsible technology use. Students also participate in First LEGO League explorations, where they apply coding, engineering, and teamwork to design, build, and program LEGO-based robotics projects that foster creativity and innovation.

Middle School Electives

Students at MOSAICS participate in both **required electives** and **choice electives**, providing opportunities to explore new interests, develop specialized skills, and prepare for future academic and career pathways.

Required Electives

6th Grade

Beginning Band

Students learn to read music and play a concert band instrument while developing the foundational skills needed for ensemble performance.

Utilizing Digital Tools

Students learn to use presentation software, typing programs, and other digital tools to effectively communicate ideas and enhance learning across content areas.

7th Grade

Health

Students learn about making healthy choices that support their physical, social, and emotional well-being.

Physical Education (PE)

Students participate in a variety of physical activities and sports designed to develop fitness, teamwork, and lifelong healthy habits.

8th Grade

Engineering 101

Students use computer-aided design (CAD) software to design solutions to real-world problems and create prototypes using 3D printing and other fabrication methods.

Career Exploration

Students explore a variety of career pathways while learning about the education, training, and skills needed to achieve their future career goals.

Choice Electives

Competitive Future Cities

Students learn about sustainable city design, develop a model city, and compete in the statewide Future Cities competition.

Game Development Foundations

Students learn the fundamentals of JavaScript programming while designing and creating their own basic computer games.

Art: 2D Design and Drawing

Students explore a variety of two-dimensional media while developing drawing techniques and applying the elements and principles of art.

Art: 3D Design and Sculpture

Students design and create three-dimensional works of art using a variety of sculptural techniques and media.

Physical Education (PE)

Students participate in daily physical activity with an emphasis on building strength, endurance, fitness, and lifelong healthy habits.

Advanced Band (*Grades 7–8, Audition Required*)

Students expand their musical skills by performing more advanced literature and refining instrumental technique through ensemble performance.

Science Olympiad

Students participate in a rigorous, STEM-focused program that challenges them through engineering, laboratory investigations, scientific inquiry, and problem-solving across multiple science disciplines. Teams collaborate to prepare for regional and state Science Olympiad competitions while developing research, leadership, and critical thinking skills.

FIRST LEGO League & BotBall

Students strengthen their engineering, coding, and problem-solving skills through robotics competitions. In FIRST LEGO League, students design, build, and program LEGO SPIKE robots to complete mission-based challenges. In BotBall, students use C programming to develop autonomous robots that complete complex competition tasks.

Drama and Production

Students develop acting, stage, and performance skills while collaborating to produce and present a theatrical production.

Math Remediation

Students receive targeted instruction to strengthen foundational math skills and increase academic success. Students who score at ISAT Achievement Level 1 or 2 and below the 35th percentile on the MAP assessment may be required to enroll in this course.

Reading Remediation

Students receive targeted instruction to strengthen foundational reading skills and improve comprehension, fluency, and vocabulary. Students who score at ISAT Achievement Level 1 or 2 and below the 35th percentile on the MAP assessment may be required to enroll in this course.

Study Hall

Students receive additional support with organization, homework completion, and academic success.

Study Hall may be recommended or required for students who need additional time and assistance to successfully complete coursework.

Library Use

The MOSAICS library is a learning space designed to support reading, research, studying, and independent learning for all students in grades K–8. Students are encouraged to use the library responsibly and respectfully as a place for learning and exploration.

When the library is open, students may check out up to **two books at a time** (*note: Kindergarten students may only check out one book at a time*). Students are responsible for returning books on time and caring for all library materials. Students with overdue books may be issued a fine, and books must be returned before the end of each semester. Replacement costs may be assessed for lost books or materials that are damaged beyond normal wear.

Middle school students may access the library during designated times, including their lunch period, for quiet activities, studying, reading, or other approved academic purposes.

Textbook and Materials Use

MOSAICS provides textbooks, instructional materials, and other learning resources to support student learning. Students are expected to use these materials responsibly and return them in good condition.

Books, textbooks, and class materials must be returned by the end of each semester. Replacement costs may be assessed for lost materials or for damage beyond normal wear and tear.

SUPPORTIVE LEARNING ENVIRONMENTS:

Supporting the Whole Child

At MOSAICS, we believe every student deserves opportunities to learn, grow, and succeed. Because students develop at different rates and have unique strengths and needs, we intentionally provide targeted academic, behavioral, and social-emotional support that helps every learner reach their full potential. Teachers regularly use classroom observations, formative assessments, progress monitoring, and state and local assessment data to identify student needs and adjust instruction accordingly.

Support at MOSAICS is provided through a tiered approach that allows instruction and intervention to be responsive to each student's individual needs. All students receive high-quality, grade-level instruction in the classroom with differentiated learning opportunities designed to support a variety of learning styles and abilities. When students need additional support, they may participate in targeted small-group interventions to strengthen specific academic or behavioral skills. For students requiring more intensive

support, individualized interventions and progress monitoring are provided to address their unique needs. Likewise, students who demonstrate mastery may receive enrichment opportunities that extend learning and provide additional academic challenges.

For students in kindergarten through fifth grade, this support is built into the daily schedule through our **WIN (What I Need)** block, held each day except Wednesday. During WIN, students receive instruction based on their current academic needs, whether that includes targeted intervention, additional practice with grade-level concepts, or enrichment activities designed to deepen learning.

Because middle school schedules differ, students in grades 6–8 receive targeted support through a variety of structures. Depending on individual needs, students may be enrolled in electives such as Reading Remediation, Math Remediation, or Study Hall, while additional small-group intervention and individualized support are provided during core classes on Wednesdays. Although students remain enrolled in these electives for the duration of the semester, teachers continually monitor student progress and adjust instruction and interventions to ensure students receive the support they need and continue making meaningful growth.

Support at MOSAICS is flexible and responsive. As students demonstrate growth, instructional groups, interventions, and supports are adjusted to ensure they continue receiving the appropriate level of challenge or assistance. This responsive approach allows teachers to provide timely support while maintaining high expectations for every student.

At MOSAICS, we recognize that students will not always be completing the same work at the same time. Some students may receive additional instruction to strengthen foundational skills, while others may participate in enrichment activities that extend their learning. Some students may also receive additional behavioral or social-emotional supports to help them develop the skills needed for success both in and out of the classroom. These differentiated opportunities ensure every student receives the appropriate level of support and challenge needed to achieve academic, social, emotional, and behavioral success.

Our goal is to ensure that every student experiences a learning environment where they feel supported, challenged, safe, and empowered to reach their full potential.

Response to Intervention (RTI)

Response to Intervention (RTI) is the process MOSAICS uses to identify and respond to students who may benefit from additional academic or behavioral support. Using assessment data, classroom performance, observations, and ongoing progress monitoring, teachers identify areas where students may benefit from targeted intervention or enrichment.

RTI is not a special program or a permanent placement. Rather, it is a responsive process that provides students with the right level of support at the right time. Interventions are designed to address specific areas of need, progress is monitored regularly, and supports are adjusted as students grow. The ultimate

goal of RTI is to ensure that every student receives timely instruction and intervention that promotes continued growth and long-term success.

Supplemental Support Services

MOSAICS Public School is committed to providing an inclusive educational environment where every student has meaningful access to learning and the opportunity to succeed. In accordance with federal and state law, the school provides a continuum of support services designed to meet the unique needs of eligible students.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights law that prohibits discrimination on the basis of disability. Public schools are required to provide eligible students with equal access to educational programs, services, and activities through appropriate accommodations and supports.

A student may be eligible for services under Section 504 if they have a physical or mental impairment that substantially limits one or more major life activities. Eligibility is determined by a team of individuals knowledgeable about the student, evaluation data, and placement options. This team may include parents or guardians, teachers, administrators, counselors, and other school personnel, as appropriate.

When a student is determined to be eligible, the team may develop a **Section 504 Accommodation Plan** outlining accommodations and services necessary to provide equitable access to the educational program. Accommodations are reviewed annually and adjusted as needed to meet the student's educational needs.

Special Education Services (IDEA)

The **Individuals with Disabilities Education Act (IDEA)** ensures that eligible students with disabilities receive a **Free Appropriate Public Education (FAPE)** through specially designed instruction and related services.

Eligibility for special education is determined in accordance with the Idaho Special Education Manual and is based on:

- Meeting eligibility criteria for one or more qualifying disabilities;
- Evidence that the disability adversely impacts the student's educational performance; and
- A demonstrated need for specially designed instruction.

Students who qualify receive services through an **Individualized Education Program (IEP)** developed by an IEP team that includes parents or guardians and qualified school personnel. Services are provided in the **Least Restrictive Environment (LRE)** appropriate for each student, allowing students to participate

with their nondisabled peers to the greatest extent appropriate while receiving the supports necessary for success.

MOSAICS provides a continuum of special education services designed to meet the individual needs of eligible students. Depending on those needs, services may be delivered within the general education classroom, through small-group instruction, or in more specialized settings.

Multilingual Learner Services

MOSAICS provides English language development services to students who qualify for multilingual learner support. Students whose Home Language Survey indicates a language other than English may be screened to determine English language proficiency. Services are determined based on each student's individual language needs and may be provided through individual, small-group, or classroom-based instruction.

Student progress is monitored using the **WIDA English Language Development** assessment system. Eligible students participate in the annual **WIDA ACCESS** assessment to measure English language proficiency and guide instructional planning.

Families with questions regarding Section 504 accommodations, special education services, multilingual learner services, eligibility, or evaluation procedures are encouraged to contact the school principal.

School Counseling Services

At MOSAICS, we recognize that students' social and emotional well-being plays an important role in their overall success at school. Our school counselor provides a safe, supportive environment where students can develop healthy coping skills, strengthen relationships, work through challenges, and build the confidence needed to be successful both in and out of the classroom.

School counseling services are designed to provide short-term, school-based support that promotes students' academic, social, emotional, and behavioral success. These services are not intended to replace ongoing mental health therapy or treatment provided by licensed community mental health professionals. When appropriate, families may be encouraged to seek additional support through community-based counseling resources.

The school counselor works in partnership with students, families, teachers, and administrators to help ensure students receive the support they need to thrive. Conversations between students and the school counselor are treated with care and respect and are kept confidential to the extent permitted by law and professional ethical standards. However, information may be shared with parents, guardians, school personnel, or appropriate authorities when necessary to protect a student's safety, comply with legal requirements, or support the student's educational well-being.

ATTENDANCE AND ABSENCE REPORTING

Regular attendance is essential for student success. At MOSAICS Public School, we believe that students learn best when they are present, engaged, and participating in the classroom community each day. To ensure that our school and families know when a student is absent or may be considered truant, we ask that parents report absences to the school as soon as possible.

MOSAICS will also notify parents when a student has been marked absent from school or class on the day of the absence.

Absence Reporting

Whenever a student is absent, parents should call the main office at **208-402-8899** no later than **8:10 A.M. on the day of the absence**. Timely notification is important because, without parent communication, a student may be incorrectly identified as truant.

When reporting an absence, please include:

1. The student's first and last name (please spell the last name clearly).
2. The date(s) of the absence(s).
3. The reason for the absence(s).
4. A phone number where a parent/guardian can be reached.

For an extended absence of **two (2) or more days**, parents should notify the school so we can inform teachers, provide make-up work (if requested), and verify that the student is safe. When reporting an extended absence, please provide details regarding the reason for the absence and the expected date of return to school.

Extended medical illnesses may require documentation from a healthcare provider.

Make-Up Work

Students are allowed to make up missed work due to absences. When make-up work is requested, teachers will provide students or parents/guardians with information regarding material covered during the absence, including copies of handouts and other necessary materials.

Students and families are encouraged to communicate with teachers as soon as possible regarding missed assignments in order to support continued academic progress. (Please see section on [Grading](#))

Excessive or Chronic Absences

MOSAICS recognizes that consistent attendance is critical to student achievement. Idaho attendance requirements and MOSAICS Board policy state that students should attend at least **90% of the time school is in session**.

This equates to:

- **Grades K–5:** No more than **17 absences per school year**
- **Grades 6–8:** No more than **9 absences per semester per class**

Our goal is for all students to attend school every day. Attendance is monitored daily to identify students who may be experiencing attendance challenges. When concerns arise, teachers and administrators will work with students and families to identify strategies and supports to improve attendance.

Absences Included in Excessive Absence Counts

The following absences count toward the excessive absence total:

- **Unexcused Absence (UA):** Absence not due to illness or an approved reason.
- **Excused Absence (EA):** Absence excused by a parent/guardian.
- **Excused Sick (ES):** Absence due to short-term illness or illness without documentation from a doctor.
- **Doctor Appointment (DA):** Full-day absence due to a medical appointment without documentation from a doctor.
- **Truancy (TR):** Absence due to skipping school.

Absences Not Included in Excessive Absence Counts

The following absences are not included when determining excessive absences:

- **Medically Excused (ME):** Absence due to illness requiring the student to remain home or a medical appointment documented by a licensed medical professional.
- **Field Trip (FT):** Absence due to participation in a school-sponsored field trip.
- **School-Based Sports (SB):** Absences due to participation in school-sponsored athletic events will not count toward a student's attendance total. Absences related to participation in athletics or activities through outside organizations, or recreational programs will count as absences.
- **Bereavement (BE):** Absence due to the death of a family member.

Kindergarten–5th Grade Attendance Notifications

For students in grades K–5, parents will receive attendance notifications throughout the year to help address concerns early.

- After a student's **4th absence**, parents will receive an attendance notification.
- After a student's **8th absence**, parents will receive an additional attendance notification.
- After a student's **12th absence**, parents will be required to meet with an administrator to develop a plan to support improved attendance.
- If a student reaches **16 or more absences**, the student may be considered for retention the following school year.

Students recommended for retention will have the opportunity to appeal the decision to the MOSAICS Board of Directors.

Grades 6–8 Attendance Notifications and Course Credit

Middle school students earn credits by successfully completing courses, and attendance is directly connected to earning credit. Attendance is taken during each class period, which means students are marked absent up to **seven times per school day**.

Students who miss more than **9 days of a class during a semester** may lose credit for that course. Loss of credit may require the student to retake the course in order to earn the required credit.

Attendance notifications for middle school students include:

- After a student's **4th absence in a class**, parents will receive an attendance notification.
- After a student reaches **6 absences in a class during a semester**, parents will be required to meet with an administrator to develop a plan to support improved attendance.
- Students exceeding **9 absences in a course** may lose credit for that class.

Vacations and Non-Essential Travel

At MOSAICS, we recognize that families value time together and creating meaningful experiences outside of school. However, regular attendance is essential to student growth and success. Families are encouraged to plan travel during scheduled school breaks whenever possible to ensure students have consistent access to instruction and learning opportunities. Family vacations and non-essential travel during the school year are strongly discouraged and the absences will count towards the excessive absenteeism policy.

Tardiness

Arriving at school and class on time is an important part of student success. The beginning of each school day and class period includes essential instruction, classroom routines, and opportunities to connect with teachers and classmates. Students who arrive late often miss foundational learning that can be difficult to make up, even when they complete missed assignments. Additionally, frequent tardiness not only impacts a student's academic progress but can also disrupt the learning environment for others.

Families are expected to make every effort to ensure students arrive at school on time and are prepared to begin learning when the school day starts.

Repeated tardiness—whether to the school day or individual class periods—may impact a student's academic progress, attendance record, and ability to successfully complete coursework.

When patterns of excessive tardiness develop, MOSAICS will partner with families to identify barriers and develop a plan to improve attendance. Depending on the circumstances, interventions may include:

- Communication with the parent or guardian;
- Conferences with school staff or administration;
- Development of an Attendance Improvement Plan;
- Referral to the school counselor or other student support services, when appropriate;
- Additional attendance interventions as permitted by school procedures and Idaho law.

Repeated unexcused tardiness may also be considered when reviewing attendance concerns or determining whether additional attendance interventions are necessary.

BUILDING A POSITIVE SCHOOL CULTURE

Our Approach to Student Behavior

At MOSAICS Public School, we believe every student is capable of learning, growing, and making positive choices. Just as we intentionally teach academic skills, we also teach the behavioral, social, and emotional skills students need to succeed in school and beyond.

We believe discipline should be instructional as well as corrective. Students are held accountable for their choices while being taught the skills needed to make better decisions, repair harm, and contribute positively to our school community. Whenever possible, staff use logical and restorative consequences that promote responsibility and personal growth.

We maintain high expectations because every student has the right to learn in a safe, respectful, and interruption-free environment. Together, students, staff, and families share responsibility for creating the positive school culture that makes learning possible.

Student Behavior Expectations and Supports

Creating a Safe and Respectful Learning Environment

At MOSAICS, we believe every student is capable of learning, growing, and making positive choices. Our approach to discipline is designed to teach, restore, and support rather than simply punish. Our goal is not simply to respond to behavior, but to hold students accountable while teaching them the skills needed to make positive choices, repair harm, and contribute to a strong learning community. Through guidance, instruction, and appropriate consequences, we help students learn from their mistakes and make better choices in the future. We believe strong relationships, consistent expectations, logical consequences, and family partnership create the safest and most productive learning environment for all students.

Students are expected to:

- Treat others with kindness, respect, honesty, and courtesy.
- Follow directions from teachers and school staff.
- Help create a safe, positive, and interruption-free learning environment.
- Take responsibility for their actions and choices.
- Respect school property and the property of others.
- Use technology responsibly and in accordance with school expectations.
- Demonstrate integrity by completing their own work and acting honestly.
- Follow classroom, playground, cafeteria, and school-wide procedures and expectations.

All MOSAICS' staff share responsibility for helping students develop positive behaviors. Teachers use house points, classroom systems, routines, relationship-building, and behavior supports to teach expectations and redirect students when needed.

Additionally, we believe families play an important role in student success. When student choices interfere with learning, create unsafe conditions, or negatively impact others, we ask families to partner with us in helping students understand the impact of their choices and develop better strategies for future success.

Behavior Support Framework and Consequences

At MOSAICS, we believe that student behavior is an opportunity for learning and growth. Our behavior framework is designed to provide students with clear expectations, consistent support, and appropriate responses when behaviors do not meet school expectations.

Students begin each day with the opportunity to demonstrate positive choices. When concerns arise, staff respond with increasing levels of support based on the frequency, severity, and impact of the behavior. The goal of each response is to help students learn from their choices, repair harm when appropriate, and successfully return to a productive learning environment.

Below is a description of our tiered approach to behavioral support.

Level of Support	General Description	Who Responds	Possible Supports & Responses
Green: Universal Support for Expected Behaviors	Students demonstrate respectful, responsible, and ready-to-learn behaviors.	Teachers and all staff reinforce positive choices and school expectations.	Positive feedback, recognition, classroom celebrations, strong routines and systems, continued teaching and reinforcement of expectations.
Yellow: Classroom Support for Minor Concerns	Behaviors are typically minor, can be corrected quickly, or require reminders, reteaching, or redirection.	Primarily handled by the classroom teacher.	Redirection and reteaching expectations, private conversations, reflection/refocus forms, seat changes, logical consequences, loss of minor privileges, and parent communication when patterns continue.

Orange: Targeted Support for Repeated or Significant Concerns	Behaviors are more disruptive, demonstrate repeated difficulty meeting expectations, or require additional intervention beyond typical classroom responses.	Primarily handled by the classroom teacher with administrative support as needed.	Parent/guardian communication, reflection activities, loss of privileges, recess or lunch consequences, logical consequences, behavior support plans, problem-solving conversations, temporary removal from activities, and administrative support when appropriate.
Red: Intensive Administrative Support for Serious Behaviors	Behaviors significantly disrupt learning, threaten safety, cause harm, or require immediate intervention.	The school administration responds.	Administrative investigation, parent/guardian notification, restorative actions, behavior contracts, loss of privileges, removal from class or activities, suspension, or other disciplinary action as appropriate.

Important Note: The level of support provided is determined by the severity, frequency, and circumstances of the behavior. The administration reserves the right to adjust responses, skip steps, or implement additional interventions when necessary to protect student safety, maintain an effective learning environment, and support student success.

Logical and Restorative Consequences

At MOSAICS, we believe consequences should help students understand the impact of their choices and learn appropriate behaviors. Whenever possible, consequences are connected directly to the behavior.

Examples include, but are not limited to:

- A student who throws rocks may spend time picking up rocks during recess.
- Completing unfinished classwork during another designated time.
- A student who damages property may help clean, repair, or restore the damaged area.
- A student who uses equipment unsafely may lose access to that equipment until they demonstrate safe use.
- A student who tackles another student during football may lose the privilege of participating in football activities for a period of time.

These consequences are intended to teach responsibility while maintaining dignity and respect for students while helping them develop the skills needed to make better choices in the future.

Removal from Class

Teachers work diligently to support students in correcting behavior while keeping them engaged in learning. However there are situations in which students are removed from the classroom. Classroom removal is considered a last resort and is reserved for when a student's behavior is consistently defiant or disrespectful, significantly disrupts teaching and learning, creates an unsafe environment, or continues despite classroom interventions. When this happens, students are removed from the classroom so that teaching and learning can be restored.

When a student is removed from class, they will meet with a designated staff member or administrator to reflect on the incident, regulate emotions if needed, and develop a plan for successfully returning to class. Students may:

- Reflect on the incident and discuss appropriate choices.
- Complete a Refocus Form when appropriate.
- Receive social-emotional coaching or support.
- Meet with the school counselor, when appropriate.
- Participate in a logical or restorative consequence related to the behavior.

Examples of logical consequences may include, but are not limited to:

- Completing missed classwork due to refusal to work.
- Practicing expected classroom procedures or behaviors after disrupting instruction.
- Writing an apology or participating in a restorative conversation when disrespectful behavior has occurred.
- Cleaning, repairing, or restoring school property when damage has occurred.

Parents or guardians will be notified any time a student is removed from class.

If a student is unable to regain self-control or safely return to the classroom, a parent or guardian may be contacted to pick up the student. Likewise, if a student is removed from class multiple times during the same school day, the student may complete the remainder of the day's work in an alternative supervised setting or the parent or guardian may be called to pick-up the student.

While most classroom removals occur after repeated disruptive or defiant behavior, certain serious behaviors may result in immediate removal and administrative intervention. Examples include, but are not limited to:

- Physical aggression, fighting, or threats of violence
- Bullying, harassment, or inappropriate physical contact
- Gross disrespect toward students or staff
- Leaving the classroom or school area without permission
- Significant destruction or vandalism of school property
- Severe emotional or behavioral outbursts that disrupt learning or create safety concerns
- Any behavior that places the student or others at risk

The administration reserves the right to determine appropriate interventions and consequences based on the severity and circumstances of each situation.

Student Behavior at School Activities

MOSAICS Public School students are expected to demonstrate respectful, responsible, and safe behavior at all school-sponsored activities, whether activities take place on or off campus. Students participating in school activities, field trips, athletics, performances, or other school-related events are expected to follow the directions of school staff, respect others, protect property, maintain appropriate behavior, and represent themselves and MOSAICS in a positive manner.

Student behavior expectations and school consequences apply during all school-sponsored activities and whenever students are representing MOSAICS, including during school hours, on campus, at school-sponsored activities, and during off-campus events. Students who do not meet these expectations may be subject to appropriate disciplinary responses in accordance with MOSAICS behavior policies.

STUDENT SAFETY AND PROHIBITED CONDUCT

MOSAICS Public School is committed to providing a safe, orderly, and respectful learning environment for all students, staff, families, and visitors. Student conduct that jeopardizes the safety of others, disrupts the educational environment, or interferes with the school's mission will not be tolerated. School administrators will take appropriate disciplinary action to maintain a safe learning environment and may involve law enforcement when required or appropriate under Idaho law.

Organizations, groups, or individuals that initiate or advocate activities which threaten the safety and well-being of persons or property on school facilities or at school-sponsored events are detrimental to the educational purpose of MOSAICS Public School will NOT be tolerated. Law enforcement officials may be contacted in order to assist school administrators in maintaining a safe school environment.

Prohibited Items

The following items are prohibited on school property, school buses, bus stops, or at any school-sponsored activity. This list includes, but is not limited to:

- Illegal drugs, narcotics, alcohol, tobacco products, electronic cigarettes/vapes, lighters, or matches
- Gambling devices
- Fireworks, explosives, or other noise-making devices
- Weapons of any kind, including look-alike or toy weapons that could reasonably be mistaken for real weapons
- Laser pointers
- Gang-related clothing, symbols, or paraphernalia
- Pornographic or obscene materials, both written and visual

Prohibited items may be confiscated by school staff at any time. Any of the prohibited items listed above, including clothing or personal belongings depicting or promoting these items, may be confiscated and may not be returned. When appropriate, confiscated items may also be turned over to law enforcement.

The school is not responsible for replacing confiscated items or for items that become lost, stolen, or damaged after being brought onto school property or to a school-sponsored event.

Prohibited Conduct

The following behaviors are prohibited on school property, school transportation, and at school-sponsored activities. Immediate and appropriate corrective disciplinary action will be taken when these behaviors occur. Examples include, but are not limited to:

- Arson or intentionally setting or causing a fire
- False fire alarms or bomb threats
- Assault, fighting, or threatening physical harm
- Possession or use of firearms or other dangerous weapons
- Possession or use of explosives, including fireworks
- Theft, burglary, robbery, extortion, blackmail, or coercion
- Vandalism, malicious mischief, or intentional destruction of school or personal property
- Trespassing or refusing to leave a restricted area when directed
- Disrupting school operations, activities, or events
- Harassment, intimidation, hazing, bullying, or cyberbullying
- Any behavior that creates or threatens to create an unsafe or life-threatening situation, including dangerous social media or peer challenges

Students who engage in these behaviors may be subject to disciplinary consequences, including classroom removal, loss of privileges, restitution for damages, suspension, expulsion, referral to law enforcement, or other consequences as determined by school administration and Board policy.

The administration reserves the right to determine appropriate disciplinary responses based on the severity, frequency, and circumstances of each incident. Certain behaviors, particularly those involving weapons, violence, controlled substances, or serious threats to school safety, may result in immediate administrative action and law enforcement involvement.

Bullying, Cyberbullying, Harassment and Intimidation, & Hazing

MOSAICS Public School is committed to providing a learning environment where every student feels safe, respected, and valued. Bullying, harassment, intimidation, hazing, and cyberbullying are strictly prohibited and will not be tolerated.

In accordance with **Idaho Code § 18-917A**, harassment, intimidation, or bullying includes intentional written, verbal, physical, or electronic acts or threats that a reasonable person would know are likely to harm another student, damage property, place a student in reasonable fear of harm, or create an intimidating, threatening, or abusive educational environment. Cyberbullying through electronic communication or digital technology is also prohibited.

Although bullying often occurs at school or during school activities, MOSAICS may investigate and respond to off-campus behavior, including online conduct, when it substantially disrupts the educational

environment, affects a student's ability to participate safely in school, or interferes with the rights of students or staff.

Students, parents, and staff are encouraged to report suspected bullying or harassment to a teacher, counselor, or administrator as soon as possible. Reports will be investigated promptly and appropriately. In accordance with Idaho law, parents or guardians will be notified when bullying incidents result in disciplinary action requiring suspension, and retaliation against anyone who reports or participates in a bullying investigation is strictly prohibited.

Students who engage in bullying or harassment may be subject to disciplinary consequences that include restorative practices, counseling, behavior interventions, suspension, expulsion, referral to law enforcement when appropriate, or other consequences consistent with Board Policies 3295 and 3330.

Types of Bullying

Bullying can take many forms. At MOSAICS, we recognize that harm can occur through physical actions, words, relationships, or technology. Examples of bullying may include, but are not limited to:

Type of Bullying	Description and Examples
Physical Bullying	Intentional actions that cause or attempt to cause physical harm, including hitting, kicking, pushing, tripping, spitting, or other aggressive behaviors.
Verbal Bullying	Hurtful words or threats intended to harm, intimidate, or demean another person. This may include insults, name-calling, threats, slurs, repeated harmful comments, or discriminatory language targeting a person's race, ethnicity, national origin, religion, gender, disability, or other personal characteristics. Racial slurs, hate speech, and other language intended to degrade or harm another person are not tolerated at MOSAICS and may result in disciplinary consequences.
Relational/Social Bullying	Actions intended to harm someone's relationships, reputation, or sense of belonging. This may include intentional exclusion, spreading rumors, social manipulation, or using friendships to hurt or control others.

Cyberbullying	Bullying that occurs through electronic communication or digital platforms, including harmful messages, posts, images, or online interactions.
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At MOSAICS, all forms of bullying, harassment, intimidation, hazing, and cyberbullying are taken seriously and will be addressed in accordance with school policy and Idaho law.

Recognizing the Signs of Bullying

Bullying is not always obvious, and many students do not tell an adult when it is happening. Changes in behavior, emotions, or school performance may be signs that a student is experiencing bullying. While these signs do not always indicate bullying, they may signal that a child needs additional support or a conversation with a trusted adult.

A student who is being bullied may:

- Become reluctant or refuse to go to school.
- Frequently complain of headaches, stomachaches, or other unexplained physical symptoms.
- Experience changes in mood, including increased anxiety, sadness, irritability, or withdrawal.
- Lose interest in school, activities, or friendships they previously enjoyed.
- Have unexplained injuries or frequently lose or damage personal belongings.
- Show a sudden decline in grades, participation, or classroom engagement.
- Avoid certain students, locations, or school activities.
- Experience changes in sleeping or eating habits.
- Express feelings of loneliness, hopelessness, or low self-esteem.

Recognizing Possible Signs of Cyberbullying

Cyberbullying is bullying that occurs through electronic communication or digital technology, including text messages, email, social media, online games, messaging apps, websites, or other digital platforms. Because it can occur at any time and often outside the view of adults, cyberbullying may be difficult to recognize.

Parents may wish to check in with their child if they notice that the student:

- Becomes unusually upset, anxious, or emotional after using a phone, computer, or other electronic device.
- Suddenly stops using technology or becomes secretive about online activity.
- Quickly closes screens or hides devices when others are nearby.
- Receives frequent messages or notifications that cause visible distress.
- Withdraws from friends, family, or activities after spending time online.
- Avoids school or social situations because of online interactions.

If you believe your child may be experiencing bullying or cyberbullying, please contact a teacher, counselor, or school administrator as soon as possible. Working together, families and the school can

provide support, investigate concerns, and help ensure every student feels safe, respected, and supported. Investigation activities as appropriate for each allegation or event will be conducted by the School's personnel or designee.

Upon receipt of an allegation of inappropriate online behavior toward a public school employee or other person, the allegation shall be investigated to determine the veracity of the reported claims and the parent/guardian of the student shall be notified about the report. If appropriate, the School shall notify law enforcement.

Inappropriate Online Behavior by Students — What Parents Should Know

Idaho law requires schools to respond when a student uses social media, texting, the internet, or other online communication to harass, threaten, or bully a school employee or another member of the school community.

What counts as inappropriate online behavior?

Inappropriate online behavior may include online posts, messages, comments, images, or other communications that:

- Harass, threaten, or bully a school employee, student, parent/guardian, or school volunteer;
- Contain obscene or discriminatory content directed at one of these individuals; or
- Harm another person's reputation, dignity, or safety.

The law may apply **even when the behavior happens outside of school hours, off school property, or on a student's personal device or social media account.**

What happens when the school receives a report?

When inappropriate online behavior is reported, the school district or its designee is required to investigate. The investigation may include talking with those involved and reviewing relevant messages, posts, screenshots, or other evidence.

Parents or legal guardians will be notified when a report involving their student is received. **Law enforcement may also be contacted when appropriate.**

What happens if the behavior is confirmed?

If the district determines that a student engaged in inappropriate online behavior, the student and their parent or guardian will meet with the Board of Directors regarding disciplinary measures.

Consequences must be appropriate and proportional to the behavior and may include:

- A warning or reprimand;
- Required participation in an online behavior awareness program;
- Temporary suspension; or
- Expulsion.

Individuals affected by inappropriate online behavior may also have other legal options available to them.

The goal: Students should understand that responsible and respectful behavior is expected online as well as in person. Online actions that harass, threaten, bully, or harm others can result in school disciplinary action, even when those actions occur away from school.

Understanding the Difference Between Rude, Mean, and Bullying Behavior

At MOSAICS, we address all behaviors that negatively impact our learning environment. Helping students understand the difference between rude, mean, and bullying behavior allows us to respond appropriately while teaching students how to make better choices.

Behavior	What It Means	Examples
Rude	A behavior that is unintentional, thoughtless, or inconsiderate. Rude behavior may hurt someone's feelings, but it is typically a one-time action without the intent to cause harm.	Interrupting someone, cutting in line, making an insensitive comment without realizing the impact, or making a poor choice that affects another person.
Mean	A behavior that is intentional and hurtful, but typically happens as a single incident. Mean behavior is often a reaction to anger, frustration, or poor decision-making and may be regretted afterward.	Saying something hurtful about someone's appearance, abilities, interests, or choices; using words meant to embarrass or hurt another person.
Bullying	Intentional, repeated behavior that is meant to harm, intimidate, or control another person and involves a real or perceived imbalance of power. Bullying continues even after the person being harmed shows they are hurt or asks for the behavior to stop.	Repeated threats, physical aggression, repeated harmful comments, social exclusion meant to isolate someone, spreading rumors, or harmful online behavior.

Remember:

Not all unkind behavior is bullying, but all unkind behavior should be addressed. At MOSAICS, students are expected to treat others with respect, repair harm when mistakes occur, and learn the skills needed to build positive relationships.

Adapted from the work of Trudy Ludwig, author of The Secret's Out on Bullying, and materials used by San Diego Global Vision Academy Student Handbook.

Assistance for Bullying

If you are experiencing bullying, harassment, or intimidation:

- Tell a trusted adult, such as a parent/guardian, teacher, counselor, or administrator.
- Clearly and calmly tell the person to stop if you feel safe doing so.
- If the situation does not feel safe, remove yourself from the situation and seek help from an adult.
- Save or document important information, such as messages, posts, or other evidence related to cyberbullying, when possible.
- Avoid situations where the behavior is likely to occur until the concern can be addressed.

If you witness someone being bullied, harassed, or intimidated:

- Report the concern to a trusted adult.
- Do not encourage the behavior by laughing, joining in, sharing harmful content, or participating in online actions that could harm another person.
- Support the student by encouraging them to seek help from a trusted adult.

At MOSAICS, we all share responsibility for creating a safe, respectful learning environment where every student feels valued and supported.

Harassment

MOSAICS Public School is committed to maintaining a learning environment that is free from harassment of any kind. Harassment includes verbal, physical, written, electronic, or other conduct that is directed toward another person and creates an intimidating, hostile, offensive, or unsafe learning environment.

Harassment may include, but is not limited to, ethnic slurs, racial jokes or comments, discriminatory language, verbal or physical abuse, or other offensive conduct directed at a person's race, skin color, national origin, ethnicity, religion, gender, disability, sexual orientation, age, or other personal characteristics.

Harassment may occur when behavior:

- Creates an intimidating, hostile, or offensive environment;
- Interferes with a student's ability to learn or participate in school;
- Negatively impacts a student's educational opportunities; or
- Includes unwelcome or personally offensive conduct.

Harassment, intimidation, and discriminatory behavior are not consistent with MOSAICS' expectations and will be addressed through appropriate interventions and disciplinary responses in accordance with school policy.

Hazing

Hazing is any intentional or reckless act, activity, or situation that humiliates, degrades, intimidates, or causes physical or emotional harm to another person as a condition of joining, participating in, or belonging to a group, team, club, or organization. Hazing is prohibited at MOSAICS, whether the behavior occurs in person, online, on or off school grounds, or during school-sponsored activities.

Title IX Concerns

MOSAICS Public School is committed to maintaining a school environment free from discrimination and harassment based on sex. Concerns involving sex-based discrimination, sexual harassment, or other conduct covered under **Title IX of the Education Amendments of 1972** will be addressed through the procedures outlined in MOSAICS Public School Board Policy regarding Title IX and applicable federal and state requirements.

Students, parents/guardians, or staff members who have concerns related to Title IX may contact Michelle Salas, the designated Title IX Coordinator, for information regarding reporting procedures, available supports, and the investigation process.

Respectful Language and Communication

Students are expected to use respectful and appropriate language at school. Vulgar, profane, threatening, or abusive language is not appropriate in a learning environment and may result in a disciplinary consequence. This includes language directed toward others, language intended to intimidate or harm, and language that disrupts the learning environment.

MOSAICS does not tolerate the use of racial slurs, discriminatory language, hate speech, or derogatory comments targeting a person's race, ethnicity, national origin, religion, gender, disability, sexual orientation, or other personal characteristics. Such language is harmful, disrespectful, and inconsistent with the safe and inclusive learning environment we strive to create.

MOSAICS recognizes that students are still developing social and emotional skills and will use appropriate responses, including reteaching, reflection, and consequences, based on the context, intent, and impact of the behavior. However, language that is threatening, hateful, discriminatory, or directed at harming another person may result in more significant, immediate, disciplinary consequences.

Personal Items, Toys, Games, and Valuables

MOSAICS recognizes that students may enjoy bringing personal items from home; however, school is a place for learning, and personal items should not interfere with instruction, student interactions, or the overall learning environment.

Toys, games, trading cards (Pokémon), collectibles, unapproved or distracting fidgets, and other items of value should remain at home unless specifically approved by a teacher or administrator for a classroom activity, special event, or school-approved purpose. Items that become a distraction, create conflict between students, or interfere with learning may be taken by staff and returned at the teacher's discretion. In such cases, the teacher will communicate with the parent to determine the appropriate next steps for the item's return or handling.

MOSAICS is not responsible for lost, stolen, or damaged personal items brought to school.

ADMINISTRATIVE DISCIPLINARY DISCRETION

Every disciplinary situation is unique. While this handbook outlines the school's general approach to student behavior and discipline, school administrators reserve the right to determine appropriate consequences based on the severity, frequency, intent, and circumstances of each incident.

The examples and consequences described in this handbook are intended as general guidelines and are not an exhaustive list. The administration may assign consequences other than those listed or modify or skip disciplinary steps when necessary to protect student safety, maintain an orderly educational environment, or comply with state or federal law.

Progressive Administrative Interventions

Most student behaviors are successfully addressed through classroom interventions, logical consequences, restorative conversations, and collaboration between teachers, students, and families. As described in the MOSAICS Behavior Response Framework, the majority of Green, Yellow, and many Orange-level behaviors are addressed by the classroom teacher using consistent expectations, reteaching, and appropriate consequences.

When behaviors are repeated, become more serious, or rise to the level of significant administrative concern (typically Red-level behaviors), additional administrative interventions may be necessary. Our goal is always to help students learn from their choices while maintaining a safe, respectful, and productive learning environment for all students.

Whenever possible, disciplinary responses are progressive and may include, but are not limited to, the following:

Step 1 – Parent/Guardian Notification

The teacher or administrator contacts the student's parent or guardian to communicate the incident, discuss the behavior, and explain the interventions or consequences that have been implemented.

Step 2 – Administrative Intervention

A school administrator or designated staff member meets with the student to review expectations, identify contributing factors, and implement additional interventions or a behavior support plan as appropriate.

Step 3 – Behavior Contract

The principal meets with the student and parent/guardian to develop a formal behavior contract outlining clear expectations, supports, accountability measures, and consequences for continued misconduct. This contract may include progressive levels of disciplinary actions. Examples include, but are not limited to: loss of privileges, loss of recess, assigned lunch or after school detention, or in or out-of-school suspensions.

Step 4 – In-School Suspension

The principal may assign an in-school suspension when appropriate. Parents or guardians will be notified of the suspension and any expectations for the student's successful return to class.

Step 5 – Out-of-School Suspension

Students may be suspended from school for one to five school days, as permitted by Idaho law and Board policy. Prior to returning to school, the student and parent/guardian will participate in a re-entry conference with the principal and, when appropriate, other school personnel or the MOSAICS Board of Directors.

Step 6 – Recommendation for Expulsion

In cases involving serious misconduct or continued violations despite previous interventions, the principal may recommend expulsion to the MOSAICS Board of Directors in accordance with Idaho law and Board policy.

Step 7 – Enrollment Decisions

The MOSAICS Board of Directors reserves the authority, as permitted by law and Board policy, to deny or revoke enrollment due to serious disciplinary issues or chronic attendance concerns.

The administration may determine that a different intervention or consequence is appropriate based on the severity, frequency, or circumstances of a student's behavior. For serious safety violations or behaviors involving weapons, violence, controlled substances, or other conduct that threatens the safety of the school community, the administration may bypass one or more of the above steps and implement more immediate disciplinary action, including suspension, expulsion proceedings, and/or referral to law enforcement when appropriate.

Parent partnership is an essential part of the behavior support process. Students are most successful when they receive consistent expectations, encouragement, and accountability both at school and at home. When behavioral concerns arise, MOSAICS values open communication and a collaborative partnership with families. By working together with a shared commitment to helping students learn from their choices, repair harm when appropriate, and develop positive habits, we create the greatest opportunity for lasting behavioral growth and long-term success.

CAMPUS SAFETY & SECURITY

MOSAICS Public School is committed to maintaining a safe, secure learning environment for all students and staff. To support this commitment, all visitors, student check-out procedures, and campus access must follow the procedures outlined below.

Visitors and Check-In Procedures

All visitors, including parents/guardians, must enter through the Front Office and follow visitor check-in procedures before entering the school building or accessing student areas. Visitors must sign in using the school's visitor management system, provide identification when required, and wear a visitor badge while on campus.

Students who do not attend MOSAICS may only visit campus with prior approval from an administrator and must remain with the approved, checked-in visitor at all times.

Visitors may not enter classrooms or observe instruction without prior approval and coordination with the teacher and/or administration. Visiting privileges may be discontinued for individuals who interfere with instruction, do not follow school procedures, or create a disruption to the learning environment.

All visitors must check out through the Front Office when their visit is complete.

Student Check-Out Procedures

If a parent/guardian needs to check out a student during the school day, the parent/guardian must report to the Front Office. Office staff will contact the student and release them only after the proper check-out procedures have been completed. Teachers are not permitted to release students directly to parents/guardians without office authorization.

Only individuals listed as authorized contacts on the student's enrollment information may check out a student. Authorized individuals must be at least 18 years of age and may be required to provide identification.

When possible, please plan to check out students at least 20 minutes before the end of the school day to allow adequate time for dismissal procedures.

Closed Campus

MOSAICS is a closed campus during all school hours. Students are expected to arrive on time and remain on campus for the entire school day unless they have been properly checked out through the Front Office.

Students may not leave campus, go to vehicles, or meet individuals outside of the school without permission from a parent/guardian and school administration. Students who leave campus without following check-out procedures may be considered truant and/or receive disciplinary consequences.

Students are not permitted to leave campus during lunch unless accompanied by an authorized parent/guardian and properly checked out through the Front Office.

Arrival and Dismissal Procedures

Students may not be dropped off at school earlier than **8:05 a.m.** Students who are not participating in an after-school activity must be picked up no later than **3:40 p.m. (2:10 p.m. on Wednesdays)**.

If a parent/guardian is delayed for dismissal, please contact the Front Office. If a student has not been picked up and the school has not received communication from the family, the school will contact parents/guardians and then emergency contacts. If necessary, additional resources may be contacted to ensure student safety.

Changes to a student's dismissal plan must be communicated to the Front Office before **2:00 p.m. (12:30 p.m. on Wednesdays)**. Changes received after these times may not be able to be communicated to students before dismissal.

Families are asked to be mindful of our surrounding community during arrival and dismissal. Please do not block neighborhood driveways or traffic lanes. Neighbors and residents have priority access when entering and exiting their homes or businesses.

Pets on Campus

Pets are not allowed on campus unless approved in advance by administration. This includes during arrival, dismissal, and school events.

HEALTH SERVICES

The health and safety of our students is a shared responsibility between home and school. To help keep our learning community healthy, parents/guardians are asked to monitor their child for signs of illness each day before sending them to school.

Because MOSAICS does not employ a full-time school nurse, it is essential that parents maintain current emergency contact information. Please notify the Front Office immediately of any changes to your address, phone number, or emergency contacts. Individuals listed as emergency contacts should be prepared to pick up a student if a parent cannot be reached.

If a student becomes ill during the school day, a parent or emergency contact will be notified and is expected to pick up the student as soon as reasonably possible.

Signs of Illness

Students should remain home if they are experiencing any of the following:

- **Fever of 100°F or higher** (must be fever-free for 24 hours without fever-reducing medication before returning).
- **Vomiting or diarrhea** (must be symptom-free for 24 hours before returning).
- **Persistent cough** accompanied by fever or other illness symptoms.
- **Sore throat with fever or diagnosed strep throat** (return after appropriate treatment or medical clearance).
- **Red, draining eyes or suspected pink eye** (return after treatment has begun, if prescribed).
- **Unexplained rash**, especially when accompanied by fever or illness symptoms.
- **Any contagious illness or condition** that may reasonably spread to others.
- **Any illness or condition** that prevents the student from fully participating in learning or requires more care than school staff can reasonably provide.

Illness During the School Day

If a student becomes ill during the school day, office staff will assess the student's symptoms and contact a parent or emergency contact when appropriate. Students who have a fever, vomiting, diarrhea, significant injury, or other symptoms requiring exclusion from school must be picked up promptly.

If a student frequently visits the office requesting to go home without observable signs of illness, school staff may work with the student and family to identify strategies that help the student remain engaged in learning while ensuring their health needs are appropriately addressed.

Head Lice

Students who are found to have head lice will be discouraged from making head-to-head contact with others and from sharing personal items.

Students will not generally be sent home early or excluded from school because of live lice or nits alone. The student may remain in school provided the parent/guardian affirms that appropriate treatment has begun. Students will not be excluded solely because nits are present. Exceptions may be made as determined appropriate by the Executive Director.

The school will generally notify only the parent/guardian of the affected student unless multiple related cases are identified or public health guidance recommends broader notification. Exceptions may be made at the discretion of the Executive Director.

Asthma, Allergies & Medical Conditions

Parents/guardians of students with asthma, severe allergies, diabetes, seizure disorders, or other significant medical conditions are asked to notify the school before the first day of attendance and complete any required health forms. Working together helps ensure students receive appropriate care while at school.

Medications at School

Whenever possible, medications should be administered at home. When medication must be given during the school day, the following requirements apply:

1. A completed **Authorization to Administer Medication** form, signed by the parent/guardian and healthcare provider (when required), must be on file. This form is available in the front office.
2. Parents/guardians must submit written instructions authorizing school personnel to administer the medication. Specific directions for administering the medication must be provided along and a parent/guardian signature must be received before any medication will be given to the student.
3. All medication must be provided in its original labeled container with the student's name and dosage instructions.
4. Students are responsible for reporting to the office at the designated time to receive medication unless the student is unable to do so.
5. Non-prescription medications, such as Tylenol, will only be administered with appropriate parental authorization.
6. **Students are not permitted to carry medications with them during the school day.** Any medication that a student needs to take during school hours, including temporary medications, must be brought to the Front Office and follow the school's medication procedures. If a student has a condition which requires him or her to carry a medication for emergency purposes, please contact the front office for a waiver of liability.

Immunizations

Idaho law requires students attending public schools to meet state immunization requirements unless a valid medical, religious, or personal exemption has been submitted. Current immunization records or exemption documentation must be provided before a student may attend school. Exemption forms are available in the Front Office.

SCHOOL UNIFORM DRESS CODE

The intent of the uniform dress code is to encourage students to experience a greater sense of school identity, improve student behavior, and provide a safer school environment. Students not in compliance with the uniform policy will have parents called to bring them appropriate uniform clothing or will need to be picked-up.

School uniforms may be purchased at any vendor as long as they comply with the guidelines below.

Uniform clothing must be of appropriate size (**no excessive tightness or bagging**), have no holes, rips, or tears, and must meet the following guidelines:

Pants/Shorts/Skirts/Bottoms

Uniform bottoms must be worn at the waistline (no "sagging"). Acceptable uniform bottoms include: dress pants, dress shorts, skirts/skorts, jumpers, polo-style dresses, or capris.

- Tan khaki, black, navy, gray, green, or brown pants, shorts, capris, skirts, jumpers, polo-style dresses, or skorts may be worn.
- Dresses and shorts items may be no more than 4 inches above the knee (even if leggings are worn) and must be hemmed. ***Polo-style dresses can be any solid color.***
- No more than two pockets on the front and two pockets on the back are allowed.
- Pockets must not have embellishments or oversized buttons.
- No cargo or carpenter pants.
- No frayed edges or frayed hems.
- Fabrics allowed include: twill, polyester, colored denim (not bluejeans), dress cotton, corduroy.
- Fabrics not allowed: velvet, fleece or other fabrics
- No sweatpants, pajamas, or athletic wear.
- Leggings or tights of any solid color (no patterns) can be worn under skirts, jumpers, or dresses only, they may not be worn alone or as pants.

Shirts/Tops

- Traditional polo shirts or collared/button-down shirts that hit below the waistline in length in any solid color.
- Solid colored turtlenecks, tanks, and long or short sleeved tees may be worn under approved polo or collared button-down shirts for warmth.
- No secondary color is present on the shirt (no trim or stripes).
- Polo shirts will have 2–4 buttons, polo collar, and appropriate sleeve length (short, $\frac{3}{4}$, or long sleeved).
- Shirts must cover midriff.
- Shirts will be required to have all buttons fastened except for the top two.
- No lace camis.
- All undershirts must be tucked in.

Outerwear Requirements (sweaters, sweatshirts, coats, or jackets)

- All outerwear must be graphic-free (except for MOSAICS spirit wear).
- All outerwear with patterns, multiple colors, stripes, and small logos (such as Adidas, Under-Armor, Nike, etc.) are allowed. Logos may not be any larger than a 3 X 5 index card, and there may only be one logo.
- Outerwear must not have rips, holes, or frayed edges.
- Outerwear is allowed to be worn inside the building; however, hoods are not to be worn while inside.

Note Regarding Sweatshirts and Other Outerwear:

If a student is not in uniform due to a sweatshirt or outerwear violation, the student may remove the item or turn it inside out without further consequences. If the graphics or design remain visible when the item is turned inside out, the student will be asked to remove the sweatshirt/outerwear and will be asked not to wear it to school again.

Shoes

- Shoes must be appropriate for school activities (including PE).
- Any sandals, clogs, or dress heels must have backstraps and heels may be no higher than 1.5 inches.
- Socks, tights, or stockings need to be a solid color with no visible logo and no higher than the knee.
- Flip-flops are not allowed.
- "Wheelie" shoes are not allowed.

Fridays

- Students are allowed to wear blue jeans on Fridays with standard uniform shirts or MOSAICS spiritwear. Blue jeans may not have patterns, embellishments, frayed edges, rips or tears, or holes. Cargo pocket jeans and carpenter jeans are not allowed.

Other Information

- No hats, bandanas, embellished headbands, or head coverings (except for religious or medical purposes).
- No dangling or large jewelry, including chains.
- No dangling belts. No belts over shirts.
- No visible tattoos or body piercing, except earrings
- No makeup (Grades K–5 only).
- No hair paint.

The administration has authority to allow exceptions to the dress code/uniform policy (i.e., special jean days, spirit days, themed activities, or other school-sponsored events). The administration or their designee has final authority to determine whether clothing items, accessories, or other appearance-related items meet the expectations outlined in the MOSAICS Public School uniform policy. Administration also reserves the right to request the removal of items or accessories that may be deemed distracting, disruptive, or inconsistent with the intent of the uniform expectations.

All students are expected to follow the uniform guidelines set forth in the student handbook. When a student does not follow the uniform policy, he or she will be given a uniform violation citation and asked to report to the office.

We recognize new students may need a period to adjust to the uniforms, so the progressive consequences (outlined below) will not be issued for the first two weeks for new students only. After two weeks of school being in session, the system of consequences delineated below will be followed for all students for uniform violations.

Please take a moment to review our school's [illustrated uniform policy](#). As you begin looking for winter clothes, please note that we clarified that a logo on outerwear needs to be less than 3" x 5".

Progressive Levels of Consequences for Uniform Violations

The goal of the uniform policy is to maintain a consistent school identity and ensure students are ready to learn. When uniform expectations are not met, MOSAICS works with students and families to resolve concerns and support future success.

Parents will be notified for uniform violations and will be asked to bring in a uniform-approved change of clothes for the student. If parents cannot or will not bring in the uniform-approved change of clothes, then the student will be provided uniform clothes with a notification letter sent home to parents requesting that the clothes be washed and sent back to school (if applicable).

A student will not be readmitted to classes until he or she is in uniform. The student is responsible for all missed work while waiting and/or changing into uniform. Any instructional time missed as a result of a uniform dress code violation will be considered unexcused.

1st Violation (Warning)

- Parents are contacted and are asked to bring a change of clothes. If no clothes can be brought, the student changes into uniform clothes provided by the school. The uniform is expected to be washed and brought back.
- The student is not allowed to go back to class until he or she changes into uniform clothes.

2nd Violation

- Parents are contacted and are asked to bring a change of clothes. If no clothes can be brought, the student changes into uniform clothes provided by the school. The uniform is expected to be washed and brought back.
- The student is not allowed to go back to class until he or she changes into uniform clothes.
- The student is also assigned a lunch detention.

3rd Violation

- Parents are contacted and are asked to bring a change of clothes. If no clothes can be brought, the student changes into uniform clothes provided by the school. The uniform is expected to be washed and brought back.
- The student is not allowed to go back to class until he or she changes into uniform clothes.
- The student is also assigned 3 lunch detentions.

4th Violation

- Parents are contacted and are asked to bring a change of clothes. If no clothes can be brought, the student changes into uniform clothes provided by the school. The uniform is expected to be washed and brought back.
- The student is assigned a full-day of detention where he or she will complete their day's assignments. This will be considered an unexcused absence.
- Parents and the student must meet with an administrative team member to problem-solve and develop a plan for the student to wear his or her uniform.

- The clothes will be held in the office until a parent picks them up.

5th Violation

- The student is assigned a one day out-of-school suspension. The student will not be permitted to attend school until the re-entry meeting has taken place.
- Parents and the student must meet with an administrative team member to problem-solve and ensure the student wears his or her uniform.

6th+ Violations

- Ongoing uniform issues will result in additional disciplinary measures, which may include appearing before the Board for a disciplinary hearing.

RESPONSIBLE USE OF TECHNOLOGY

Technology Expectations

Technology is an important instructional tool at MOSAICS Public School. When used appropriately, it provides opportunities for students to research, create, collaborate, communicate, and deepen their learning. Students are expected to use all school technology responsibly, respectfully, safely, and in ways that support learning.

To help maintain a safe and productive learning environment, students are expected to:

- Use school technology only for educational purposes as directed by school staff.
- Demonstrate digital citizenship by being respectful, responsible, and kind in all online interactions.
- Protect their personal information and respect the privacy of others.
- Care for all school-issued technology and report any damage or technical concerns promptly.
- Keep usernames and passwords private and use only their own assigned accounts.
- Follow teacher directions regarding when and how technology may be used during class.
- Respect school Internet filters and security systems and never attempt to bypass them.
- Report inappropriate online content, unsafe situations, or suspected cyberbullying to a trusted adult immediately.

Responsible and Acceptable Use of Technology

Technology is provided to enhance learning—not to distract from it. Students who misuse technology may lose technology privileges and may be subject to additional school disciplinary consequences as outlined in this handbook.

The use of MOSAICS technology resources is a *privilege provided* to support student learning and school operations. To protect students, staff, and the school community, all users are expected to follow this policy and use technology in a safe, responsible, and respectful manner.

To promote this objective and protect staff and students, the MOSAICS Board of Directors authorizes the Administrator or designee to:

1. Prohibit and prevent school computers and other school-owned technology resources from sending, receiving, viewing, or downloading materials that are harmful to minors, as defined by Idaho Code Section 18-1514.
2. Prohibit and prevent unauthorized online disclosure, use, or dissemination of personally identifiable information of students.
3. Select and employ technology protection measures on school computers to filter or block Internet access to obscene materials, materials harmful to minors, or other information determined to violate MOSAICS policies.
4. Establish and enforce appropriate disciplinary measures for individuals who violate this policy.
5. Address complaints regarding enforcement of the school's Internet use policies and procedures.
6. Establish procedures for removing user files without prior notice after an account has been inactive for a specified period of time.

MOSAICS will limit Internet access to materials that enrich and support the curriculum and educational needs of users, contribute to effective school operations, and support professional communication.

Artificial Intelligence (AI)

Artificial Intelligence (AI) is becoming an increasingly common part of education and the workplace. In accordance with Idaho law and guidance from the Idaho Department of Education, MOSAICS Public School may utilize approved AI tools to enhance teaching, learning, creativity, and productivity while maintaining appropriate safeguards for student privacy, academic integrity, and responsible use.

When appropriate, students may learn about or use AI as part of classroom instruction under the direction of a teacher. Students will be taught to use AI responsibly by:

- Using AI as a learning support rather than a replacement for their own thinking or work.
- Thinking critically about AI-generated information, recognizing that AI can make mistakes or provide inaccurate or biased information.
- Protecting personal information and respecting the privacy of others when using AI tools.
- Demonstrating honesty and academic integrity by following teacher expectations regarding when AI may or may not be used on assignments.
- Using only AI tools that have been approved by the school for educational purposes.

Students may not use artificial intelligence to complete assignments in place of their own work unless specifically authorized by the teacher. Submitting AI-generated work as one's own, using AI to cheat, or using AI in ways that violate school expectations may result in academic and disciplinary consequences consistent with this handbook.

MOSAICS believes AI is a powerful educational tool when used responsibly. Technology—including artificial intelligence—should enhance learning, strengthen critical thinking, and support student growth while never replacing the important relationships between students and their teachers.

Chromebook Care & Responsibility

At MOSAICS Public School, Chromebooks are provided as a learning tool to enhance instruction, increase student access to educational resources, and support the development of digital literacy skills. The use of a Chromebook is a **privilege**, not a requirement or guaranteed right, and students are expected to use school technology responsibly, safely, and in accordance with all school technology expectations.

Students are responsible for treating Chromebooks and all school-issued technology with care. Chromebooks should be transported safely, handled respectfully, kept clean, and used only for school-approved purposes. Students should never intentionally damage, alter, remove labels or identification, or attempt to repair or modify school devices.

Families are financially responsible for damage resulting from negligence, misuse, intentional damage, or loss of a Chromebook or its components (including, but not limited to, the screen, keyboard, charger, or protective case). Parents/guardians may be required to reimburse the school for repair or replacement costs.

Misuse of Chromebooks or any other school technology resources may result in temporary or permanent loss of Chromebook and/or technology privileges, in addition to other disciplinary consequences as outlined in this handbook.

Privacy and Monitoring of Network Resources

Use of MOSAICS technology resources is a privilege and not a right. Access to school technology has not been established as a public access service or public forum.

MOSAICS reserves the right to monitor, inspect, copy, review, delete, and/or store, at any time and without prior notice, any and all information created, accessed, transmitted, or received through school Internet, computer, and network resources.

All information created or accessed through school technology remains the property of MOSAICS. Users should have **no expectation of privacy** regarding materials stored on, accessed through, or transmitted using school technology resources.

MOSAICS reserves the right to place restrictions on the use of technology resources and may deny access to staff or students who violate related policies and procedures.

Internet Safety for Students

MOSAICS recognizes the importance of teaching students how to use technology safely, responsibly, and appropriately. The school's instructional program includes instruction related to Internet safety, including:

- Safe and responsible online behavior;
- Appropriate interactions on social networking sites and digital platforms;
- Awareness of cyberbullying and appropriate responses to online harm;
- Protecting personal information and digital privacy.

MOSAICS will take appropriate steps to protect students from accessing visual depictions that are obscene or harmful to minors, as defined by Idaho Code Section 18-1507, by installing and utilizing technology that blocks or filters Internet access to such materials.

The Administrator or designee may authorize disabling the Internet filter system only for bona fide research or another lawful educational purpose. Any disabling of the Internet filter system by unauthorized staff members or students may result in disciplinary action.

As required by the Children's Internet Protection Act (CIPA), MOSAICS will hold annual public meetings to receive input from parents and other patrons regarding the school's Internet safety plan, including the use of Internet filtering services.

Website Blocking and Filtering Requests

Any staff member, student, parent/guardian, or patron may submit a complaint regarding enforcement of this policy or request that MOSAICS block or remove a block from a particular website.

Requests must be submitted in writing to the Administrator.

Upon receiving a request, the Administrator will appoint a five-member committee consisting of three MOSAICS staff members and two patrons.

The committee will:

- Meet with the individual who submitted the request in a timely manner;
- Allow the individual to provide oral or written information supporting the request; and
- Provide a written recommendation to the Administrator regarding whether the website should be blocked or unblocked.

After reviewing the request and committee recommendation, the Administrator will make a written decision and notify the individual who submitted the request. The Administrator's decision is final.

Prohibited Uses of Technology

MOSAICS Internet, computers, and network resources may only be used for approved school activities and educational purposes. All users must comply with this policy and immediately report violations or suspicious activity to a classroom teacher or Administrator.

Prohibited uses include, but are not limited to:

1. Causing Harm to Individuals or Property

Students may not use technology to:

- Use obscene, profane, vulgar, inflammatory, abusive, threatening, or disrespectful language or images;
- Make offensive, damaging, or false statements about others;
- Post or print information that could cause danger, disruption, or harm;

- Bully, haze, or harass another person;
- Delete, copy, modify, or forge another user's name, email, files, or data;
- Disguise their identity, impersonate another user, or send anonymous communications;
- Post personal information, such as phone numbers or addresses, about themselves or others, except when authorized for responsible agencies.

2. Engaging in Illegal Activities

Students may not use technology to:

- Participate in the sale, purchase, or promotion of illegal items or substances;
- Access or transmit:
 - Pornography of any kind;
 - Obscene depictions;
 - Harmful materials;
 - Materials encouraging others to violate the law;
 - Confidential information;
 - Copyrighted materials without authorization or outside fair use regulations;
- Attempt to disrupt computer systems or destroy data by any means.

3. Breaching System Security

Students may not:

- Share their password or another person's password;
- Access another person's account or files without authorization;
- Allow others access to their individual account;
- Interfere with another user's ability to access their account;
- Allow unauthorized access to sensitive data;
- Attempt to gain unauthorized access to another computer;
- Use software or hardware tools designed to interfere with or bypass security systems;
- Use unapproved software or hardware applications;
- Attempt to bypass MOSAICS filtering systems.

4. Improper Use or Care of Technology

Students may not:

- Access, transmit, or download excessively large files, including chain letters or spam;
- Attempt to harm or damage school technology, files, or data;
- Alter configured equipment, including adding unauthorized passwords or accounts;
- Leave accounts open or unattended;
- Attempt to correct a security issue without notifying a school official;
- Fail to report misuse or abuse of school technology;
- Install, upload, or download unauthorized programs;
- Copy school software for personal use.

School technology may not be used for:

- Personal financial gain;
- Personal advertising or promotion;
- For-profit business activities;
- Unapproved fundraising;
- Inappropriate public relations activities, including solicitation for religious purposes;
- Inappropriate political purposes.

Consequences for Inappropriate Use of Technology

Failure to comply with this policy or inappropriate use of MOSAICS technology resources may result in:

- Restriction or loss of technology access privileges;
- Parent/guardian notification;
- Disciplinary action, including consequences outlined in the MOSAICS Student Handbook;
- Suspension or expulsion when appropriate;
- Referral to law enforcement when required or appropriate.

Users are responsible for damages to equipment, systems, or software resulting from deliberate or willful acts.

Notice and User Agreement

MOSAICS will inform students, staff, parents/guardians, and other users about this policy through the school website and the Student Handbook. A copy of this policy is available for review in the school office and will be provided in writing to parents/guardians upon request.

By accessing MOSAICS Internet, computer, and network resources, users acknowledge that they understand this policy and that MOSAICS uses monitoring systems to monitor and detect inappropriate use.

All students and staff are required to sign a Technology User Agreement (Policy No. 3270F, Internet, Computer and Network Services User Agreement) acknowledging their understanding of and agreement to follow these regulations.

PERSONAL TECHNOLOGY DEVICES

Cell phones, smart watches, and other personal technology devices can create distractions that interfere with student learning and the focused environment we work to maintain at MOSAICS. Students are expected to remain focused on learning and help contribute to a distraction-free classroom and school environment.

Grades K–8: Cell phones, smart watches, and other personal technology devices are not allowed to be used during the school day, including during class, lunch, or recess. This includes, but is not limited to, cell phones, smart watches, iPads or tablets, headphones, earbuds/EarPods, personal gaming devices, and other technology-based devices.

Personal technology devices may not be out or visible at any time during the school day. This includes before the school bell rings while students are on the playground, during transitions, while walking to or from pickup areas, while waiting for buses, or during any other school-supervised time. Devices must remain stored away for the entire school day unless permission has been specifically given by a staff member for an educational or school-related purpose.

If a student needs to bring a personal technology device to school, the device must remain powered off and stored in the student's backpack for the duration of the school day. Parents/guardians assume total responsibility for any personal technology devices brought to school or used on the way to or from school.

MOSAICS is not responsible for lost, stolen, or damaged personal electronic devices brought to school.

Failure to follow this expectation will result in the following consequences:

Progressive Levels of Consequences for Personal Technology Devices

First Violation

The cell phone, smart watch, or personal technology device will be kept in the office until the end of the school day and returned to the student. The parent/guardian will also be notified.

Second Violation

The cell phone, smart watch, or personal technology device will be kept in the office until the end of the school day. A parent/guardian must pick up the device from the office.

Third Violation

The cell phone, smart watch, or personal technology device will be kept in the office until the end of the school day. A parent/guardian must pick up the device from the office. The student will be assigned detention. Parents/guardians and the student must meet with administration to develop a plan for managing the use of the device moving forward.

Fourth Violation

The cell phone, smart watch, or personal technology device will be kept in the office, and a parent/guardian must pick up the device from the office. The student will be assigned one (1) day of in-school suspension. Parents/guardians and the student may be asked to go before the Board to present their action plan for how the policy will not be violated in the future.

Fifth Violation

The cell phone, smart watch, or personal technology device will be kept in the office, and a parent/guardian must pick up the device from the office. The student will be assigned an out-of-school suspension. The parents/guardians and student may be asked to go before the Board for a disciplinary hearing.

PERSONAL ITEMS AND VALUABLES

MOSAICS recognizes that students may enjoy bringing personal items from home; however, school is a place for learning, and personal items should not interfere with instruction, student interactions, or the overall learning environment.

Toys, games, trading cards (Pokémon), collectibles, unapproved or distracting fidgets, and other items of value should remain at home unless specifically approved by a teacher or administrator for a classroom activity, special event, or school-approved purpose. Items that become a distraction, create conflict between students, or interfere with learning may be taken by staff and returned at the teacher's discretion. In such cases, the teacher will communicate with the parent to determine the appropriate next steps for the item's return or handling.

MOSAICS is not responsible for lost, stolen, or damaged personal items brought to school.

EMERGENCY PREPAREDNESS AND RESPONSE

MOSAICS Public School is committed to maintaining a safe and secure learning environment for all students and staff. While we hope to never experience a serious emergency on campus, we recognize the importance of preparation, planning, and practice.

It is essential that families keep emergency contact information current. Please notify the Front Office immediately of any changes to phone numbers, email addresses, addresses, or authorized emergency contacts, as these are the primary methods of communication during an emergency.

MOSAICS maintains a comprehensive emergency response plan designed to guide staff actions during a variety of situations. Due to the sensitive nature of emergency procedures, specific details of the plan are not publicly shared; however, families can be assured that school leadership and staff regularly review procedures, participate in required training, and conduct safety drills throughout the year.

During an emergency, school leadership will work closely with staff and emergency responders to coordinate an appropriate response and ensure student safety. Families should rely on official communication from MOSAICS for accurate and timely information. The school will communicate updates through ParentSquare or other appropriate communication methods as soon as information can be safely and responsibly shared.

If an emergency requires students to be reunited with families, MOSAICS will follow established reunification procedures to ensure students are released safely and only to authorized individuals. Families will receive instructions regarding reunification procedures when it is safe and appropriate to do so.

To help ensure an effective emergency response:

- Families should avoid calling or coming to the school during an active emergency unless directed to do so, as additional traffic and communication demands can interfere with emergency response efforts.
- Visitors or family members on campus during an emergency should follow directions from school staff and emergency personnel.
- All media inquiries should be directed to school administration.

Our priority during any emergency is the safety and well-being of our students and staff. We appreciate families partnering with us by keeping information current, following communication procedures, and trusting the school's emergency response process.

WEATHER EMERGENCY CLOSURES

In the event of extreme weather conditions or other circumstances that may impact school operations, MOSAICS will communicate any school closures, delays, or schedule changes through official school communication channels, including ParentSquare.

Families should monitor ParentSquare and local news outlets beginning in the early morning hours for updates regarding school closures or schedule changes.

When weather conditions require a **late start**, families will be notified through ParentSquare. School will begin ninety (90) minutes later than the normal start time, and buses will operate on a ninety (90)-minute delay schedule. Dismissal will occur at the regular scheduled time.

Nondiscrimination Policy

MOSAICS Public School is committed to providing an educational environment where all students and employees are treated with dignity, respect, and fairness. MOSAICS does not discriminate on the basis of race, color, national origin, religion, sex, gender, age, disability, or any other status protected by applicable federal or state law in its admissions, educational programs, activities, or employment practices.

MOSAICS provides equal access to educational opportunities and strives to maintain a learning environment free from discrimination, harassment, and barriers to student success.

To report a concern or request information regarding this nondiscrimination policy, please contact:

Rachel Reding
School Counselor
3121 Lincoln Road
Caldwell, ID. 83605
(208) 402-8899
rreding@mosaicps.org