

# IDAHO HOME LEARNING ACADEMY

*Virtual School*

## HANDBOOK

## 2021-22

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# High School Student and Parent Handbook 2021-2022

## Mission Statement

*The Idaho Home Learning Academy will provide a rigorous, engaging, and individualized education preparing students for success in the 21<sup>st</sup> century through innovative practices and strong partnerships.*

## Purpose Statement

*To maximize learning potential anytime/anyplace through the use of real world and virtual learning experiences.*

<http://www.oneidaschooldistrict.org/ihla>

# Idaho Home Learning Academy

## Oneida School District #351

195 S 300 E  
Malad City, ID 83252  
(208) 534-6080

### Hours

Monday – Thursday  
7:30 am – 4:30 pm

### School Board

Kirk Willie	Board Chair
Brandon Ward	Board Vice-Chair
Chalae Teeples	Board Member
Tresie Carter	Board Member
Brent Evanson	Board Member

### Administration

Superintendent:	Dr. Rich Moore
Executive Director:	Dr. Terri Sorensen
Principal:	Rachel Jensen
Asst. Principal/CTE Administrator	
Business Manager:	Brandi Warren
Human Resources:	Linda Sullivan
Administrative Assistant:	Erin Doohen
State Reporting:	Valorie Ward
Learning Coordinator:	Brook Williams
Student Information Manager:	Elise Reel
Registrar:	Monica Tovey
Student Record Manager:	Lisa Henry
Office Assistant:	Shannon Cowdin
Technology:	Billy Kimberling, Christy Jenkins
Counselors:	Morgan Dean & Alexia Younger

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## *Principal Welcome*

Dear Parents and Student,

Oneida School District #351 welcomes you to the Idaho Home Learning Academy (IHLA). We are excited to have you as part of our innovative, virtual school experience. Effective partnerships between all educational stakeholders are essential to the success of our students. We invite you to communicate closely with us as we progress through the school year. This handbook outlines the expectations and guidelines for our program. Please read the handbook carefully and review with your student.

IHLA has many resources to support you and your student through their educational journey. Our highly qualified Idaho certified teachers, administrators, and dedicated staff are excited to work with your students. We also provide IHLA parents, students, and teachers access to expert content and support specialists. Our Student Success Team (SST) is available for students needing additional support. We are able to provide parents and students with numerous state funded learning resources.

Our goal is to work together as a team to provide students an opportunity to learn through curiosity, exploration, and project-based activities supported by innovative technology integration. The strength of IHLA is the collaborative relationship between parents, educational partners, and faculty. By working together, we can prepare students to be contributing members with a global society.

IHLA will adhere to the following core values and beliefs:

1. Student-Centered Focus
2. High Expectations for All
3. Respect for All
4. Safe, Positive, & Nurturing Learning Environment
5. Equity for All
6. Well-Trained, Highly Qualified, & Professional Staff
7. High Character & Integrity
8. Caring, Compassionate, & Courteous
9. Openness and Transparency

You are encouraged to be involved in the educational process. Please reach out to me at any time with success stories, input for improvement, or questions.

Sincerely,

Rachel Jensen  
Principal

# Calendar

## 2021-2022 IHLA SCHOOL YEAR



X = No School for Students  
 = School Days  
 = Important Dates

## *Overview*

The Idaho Home Learning Academy is a K – 11 virtual school within the Oneida School District. The Idaho Home Learning Academy is not a charter school. It is a virtual school format within our district that serves students through online curriculum and virtual technologies across the State of Idaho. We currently work with Tech Trep Academy. They offer and coordinate curriculum/program options, assist in tracking student learning, serve as the parent/student liaison, and handle recruiting efforts. Tech Trep Academy also manages and/or monitors the educational dollars that may be spent on the curriculum options to support and ensure Idaho educational standards are being met. Idaho certified teachers, educational partners, support staff, and parents work together to strengthen student learning.

### Goals:

1. We will strive to provide a high-quality, rigorous academic experience that is standards-based, addresses the whole child, and meets or exceeds all accountability standards.
2. We will strive to provide a safe, positive, and nurturing environment for our students.
3. We will endeavor to provide teaching and learning resources necessary for the success of our students.
4. We will work diligently to prepare students for success and leadership in his/her chosen path according to his/her own unique talents and interests.
5. We will provide a professional, accountable, and highly qualified staff, which is committed to working collaboratively with all stakeholders in order to provide an exceptional educational experience.

Parents whose students have participated in IHLA have reported high levels of satisfaction with IHLA's combination of direct parental involvement, quality curriculum, and professional teacher support. We believe that having the family and school work together and focus on student's learning presents a great opportunity for success and together, we see a great future for this model of schooling.

## *Enrollment Process*

Overview: The Idaho Home Learning Academy offers a unique approach to education. It allows parents to be deeply involved in the decision making and delivery of their child's education in a safe, caring environment. This educational option is not an appropriate fit for everyone. In order for students to maximize their learning potential, it is essential and critical that parents (learning coaches) carry out their roles and responsibilities with integrity. Failure to do so results in a loss of students learning opportunities and a frustration in both parents and children. We encourage all to review all school choice options and select the approach which will best match their circumstances.

Characteristics of a Successful Virtual Student: It is the expectation that students in the Idaho Home Learning Academy (IHLA) will, at all times, make every effort to perform to the best of their ability in their coursework. Students should be ready to take substantial responsibility for their own learning. In most cases, successful virtual students:

- 1) Receive Frequent and focused support from their parent learning coach;
  - Apply themselves to their studies in a diligent, business-like and serious manner;
  - Work hard and become engaged in their lessons and activities;
  - Ask questions and be willing to explore topics suited to their personal interests;
  - Willingly work to improve areas of personal weakness while capitalizing on strengths;
  - Be self-disciplined with regards to study habits and school attendance;
  - Endeavor to comply with all assignment, homework and testing deadlines
  - Recognize when assistance is needed and seek that assistance in a timely manner
  - Establish a strong communication line with teachers
  - Be goal oriented and have a desire to learn and succeed
  - Work independently
  - Manage time effectively
  - Have the appropriate knowledge and/or willing to learn how to navigate various software programs on the computer

### Parent Learning Coach Roles and Responsibilities:

When a parent chooses to enroll their student in our virtual school program, they are committing to providing frequent and focused support as a parent learning coach. It is recommended that the parent/learning coach should be prepared to spend 20 – 30 hours per week working with their student. We strongly recommend parents become IHLA certified learning coaches (see page 14).

Successful learning coaches:

- Set a routine (time) for learning;
- Set expectations for what happens during learning time;
- Set high learning expectations (don't enable);
- Vary ways and means of learning activities;
- Teach using gradual release (I do, we do, you do);
- Recognize and celebrate efforts frequently;
- Measure growth against themselves, not others.

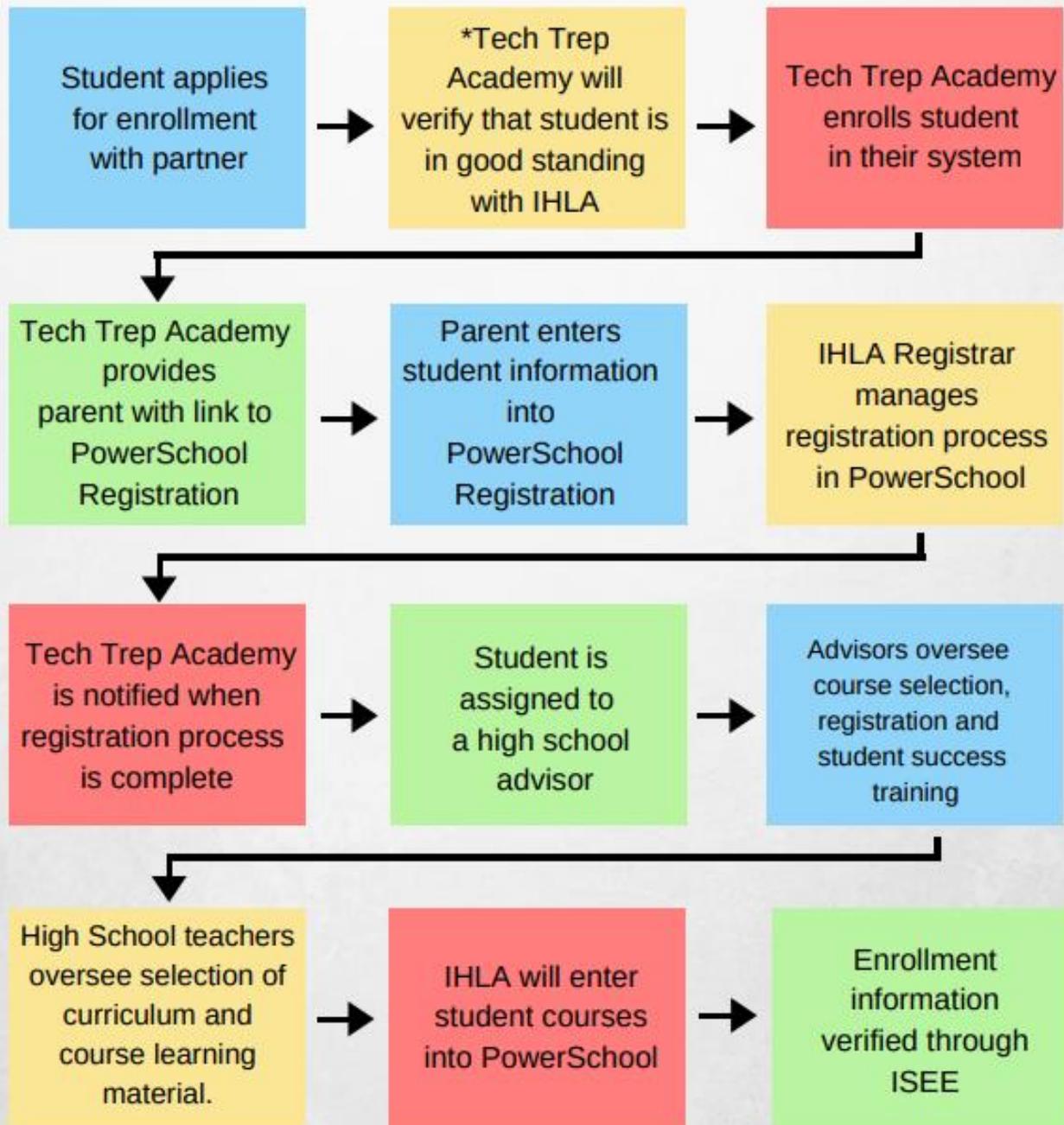
Admission Procedures: All qualified Idaho students can enroll and participate in IHLA. Students who are interested in enrolling in IHLA may do so through the enrollment steps below. New students will be allowed to complete PowerSchool enrollment until August 16<sup>th</sup>, 2021. Students who are interested in joining for second semester must have PowerSchool enrollment completely finished one week prior to the start of the new term. Enrollment in IHLA is initiated through Tech Trep Academy (<https://techtrepacademy.com>)

Tech Trep Academy will enlist students wishing to participate in the IHLA program. Tech Trep Academy will provide a link to the IHLA PowerSchool Enrollment site for new and returning parents to complete IHLA registration. Students will not be enrolled in IHLA until the PowerSchool Enrollment process is completed and approved. When enrolling, the parent will need to provide or acknowledge the following information online through PowerSchool Enrollment:

- Copy of Official Birth Certificate (New students)
- Current Immunization Record (New students)
- Enrollment Information (All students)
- Medical Release Form (All students)
- Residency Information (All students)
- Home Language Survey (New students)
- Parent Employment Survey (New students)
- Media Consent/Release (All students)
- Signature indicating parents have read, agree with and are willing to comply with the information contained in the IHLA Parent/Student Handbook (All students)
- Signature indicating parents and students have read, agree with and are willing to comply with the IHLA Honesty Policy (All students)
- A copy of any current IEP/504 Plans (If applicable) (New students)
- Previous Academic Testing (Optional) (New students)



# IHLA HIGH SCHOOL ENROLLMENT PROCESS FLOW CHART



\*If student is not in good standing with IHLA, they will be denied enrollment.

**Enrollment for High School Students:** The State of Idaho tracks graduation based on a four-year cohort. The State Department of Education assigns a student to a cohort using the initial enrollment entry date and grade level submitted through ISEE regardless of the enrollment, dropout, and grade advancement history. IHLA will be adding grade 11 for the 2021-2022 school year. IHLA will be accepting students that meet one of the following requirements:

- An 8th-grade student in a public school district during 2020-2021 (required documentation of a transcript or report card) will be placed in 9th grade.
- A 9th-grade student in a public school during 2020-2021 (required documentation of a transcript or report card) will be placed in 10th grade.
- A 10th grade student in a public school during 2020-2021 (required documentation of a transcript or report card) will be placed in 11th grade.
- Students with a date of birth between 9/1/ 2006 and 8/31/ 2007 will be enrolled in 9th grade
- Students with a date of birth between 9/1/2005 and 8/31/2006 will be enrolled in 10th grade
- Students with a date of birth between 9/1/2004 and 8/31/2005 will be enrolled in 11th grade

For students with special circumstances, the parent must request a meeting with Oneida School District to review the student's individual situation. Oneida School District will make the final decision on enrollment for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades.

**Denial of Enrollment:** The Oneida School District Board of Trustees reserves the right to deny enrollment for students not meeting IHLA program expectations, and for the reasons specified in District Policy 3085. According to District Policy 3085, the Oneida School District Board of Trustees reserves the right to limit enrollment in any given program, class, or grade level due to the desired mandated size of said program, class, or grade level being reached. Notification of denial into the program will be given within 30 calendar days of receipt of enrollment application. The Office of Civil Rights (OCR) acknowledged that a District may reject the application of a student, including but not limited to a special education or disabled student, but such a rejection must be based upon a review of the student's needs, and comparison of available resources. Denying a student simply because he/she is on an IEP or disabled in and of itself, is unacceptable.

**Dual Enrollment Procedures:** Students are able to dual enroll in another public school or an independent homeschool. Parents are asked to indicate they are dual enrolling their child in another public school. Enrollment information is verified through the state of Idaho's ISEE system. Parents who do not indicate they are dual enrolled, and who are identified in the ISEE system may be contacted for confirmation. Students who take dual enrollment courses will only receive supplemental learning resources for classes taken through IHLA. Students who are dual enrolled in classes from another public high school will not be considered as full time students.

**Residency Requirement** Idaho Home Learning Academy is a publicly funded school. Currently, students who are, or will be, residing in the state of Idaho for the academic 2021-2022 school year and are enrolled prior to the enrollment deadline are eligible to attend with proof of residency at the time they begin school. Families must provide at least one of the following

documents during the enrollment process in order to demonstrate residency; however, students who do not have a fixed residence will not be denied admission:

- Copy of a current utility bill, paycheck stubs or W2 forms with an Idaho home address and a visible 2021 date. (or 2022 for second semester enrollment).
- Copy of a current housing agreement with an Idaho home address and a visible 2021 date.
- Students residing outside the state of Idaho will not be accepted.
- Students must maintain a residence in Idaho during their entire course of enrollment.

## *Curriculum*

### **Curriculum Approval and Adoption Process:**

#### **Overview**

Curriculum selection is no longer about selecting a textbook. Curriculum considerations must expand into new dynamic digital curriculums. These curriculums may use a variety of approaches, methods, resources and student-centered environments to meet State Core Standards. Curricula decisions identify specific elements that will be taught, but may also influence how they are taught. Every effort should be made to assess curriculum choices which will maximize the learning potential of every student. Curriculum adoptions must also take into consideration the needs of the virtual student. Curricula needs to be engaging, support learner independence, and resources that may be accessed for learning extension or remediation support.

**Curriculum Approval and Adoption Process:** The School Board will approve a curriculum aligned to Idaho Content Standards. This curriculum will allow access to a free and appropriate education for all students. This process is in place to ensure the alignment to the State Core Standards and to optimize learning outcomes. The District recognizes there are many supplemental, enrichment, and support materials that are not necessary for Board approval. Those items that fall into the supplemental, enrichment, and support category will be reviewed through this following process:

- Step one: Tech Trep Academy has a list of preapproved items. These might include things such as paper, pencils, textbooks, reading books, classes, lessons, educational magazine subscriptions, educational games, toner, ink, printer, basic school supplies. These may be obtained without additional approval.
- Step two: Items that fall outside of these areas require Tech Trep Academy approval. The standard guide for approval is as follows: Does the item support the core and elective classes your child is currently taking and assist the child in becoming more successful? If that is determined to be “yes”, then Tech Trep Academy must determine if that is a reasonable request and an efficient use of tax dollars.
- Step three: Following the approval of Tech Trep Academy for the supplemental, enrichment, and support resources, the parent must follow their approved acquisition process. Any action not following this approval process will not be recognized by IHLA.

All IHLA students are entitled to and will receive a free and appropriate education. Tech Trep Academy will purchase and provide a comprehensive curriculum to cover all required courses for high school students. Parents will not be required to expend money to have access to comprehensive curriculum. If a parent chooses to augment or enrich student course selections

with appropriate supplements to assist student learning, they can request reimbursement from Tech Trep Academy for these support items. Due to the virtual platform of IHLA, families can be reimbursed for internet costs to access their curriculum. Learning equipment such as laptops, some core textbooks or other such items, may be returned to Tech Trep Academy if a student withdraws from the program. Parents of an IHLA student shall not be responsible for any reimbursement of costs and/or fees imposed or incurred by the District or Tech Trep Academy if the parents choose to dis-enroll the student from the IHLA program at any time.

### **Measured Standards-**

The Idaho Home Learning Academy (IHLA) provides students curriculum aligned to Idaho State Content Standards. All classes offered will be approved by Oneida School District, be taught by an Idaho certified teacher, and be presented to students through a learning management system. IHLA students are enrolled in the required courses as set forth in the Idaho Rules Governing Thoroughness (08.02.03.04). Students may take classes through a variety of approved providers including, but not limited to, classes developed through Oneida School District, IDLA, and BYU independent study. IHLA course options including descriptions and associated credits are made available to parents and students.

## *Learning Supports*

IHLA is a school of choice. Its operational educational model is based on delivering all support, regular education, special education, and 504 services, virtually through online means. The array of support services are provided by skilled certified professionals.

**Consultant & Support Specialists:** In this virtual setting, IHLA allows teachers and parents access to specialists when they have concerns or questions on curriculum choice, scope and sequence, methodology, or correct level of difficulty. A team of content and support consultants are available to IHLA teachers and parents when they have questions in these areas. The Consultant and Support Specialist roles and responsibilities vary greatly. A few of their duties include:

- Provide guidance to parents or virtual teachers with scope and sequence questions, methodology, or direction in curriculum issues.
- Provide instructional coaching to virtual schoolteachers as warranted.
- Serve as advisors to administrators.
- Serve as expert consultants in specific areas such as, but not limited to, behavioral, counseling, special education, or specialized content frameworks.

**Counselors:** IHLA provides a comprehensive, ASCA (American School Counselor Association) model-based counseling program to all of its students. Addressing the three realms of student needs - academic, social/emotional, and college/career - counselors are available to meet with students to help them reach their goals and provide resources to ensure success. The ASCA model used as the driving force of our program uses data-driven approaches to create a dynamic curriculum that is designed to connect with each student with the goal of high school graduation and postsecondary preparation. For more significant behavioral or emotional disabilities which affect a student's education, short term individual sessions can be made available. Students who

are in need of long-term counseling will be referred to local counseling professionals. Students also have the option of participating in age specific social skills group sessions. This is accomplished virtually through Zoom facilitated meetings. In these sessions, students have the opportunity to participate as they interact virtually with other peers. Counselors will also be available for parent consultations and training.

Counselors will also help facilitate students' progress in online courses. This may include but is not limited to:

- Registration and enrollment in courses
- Checking progress in classes
- Goal setting and lesson scheduling
- Intervention when needed for student success
- Facilitating communication with other teachers
- Helping answer student/parent questions

School counselors work with 8th graders to create a high school four-year plan. They will continue to monitor progress toward graduation through high school by meeting yearly to review four-year plans. Counselors will provide a college and career readiness curriculum to support students as they transition into post-secondary opportunities or the workforce.

**Parent/Primary Learning Coach:** The parent is the primary learning coach for the student(s). Significant parental involvement is critical for student success in the virtual program. The parent needs to be actively involved in overseeing, supervising, and guiding their students with regard to their coursework while understanding that the student must complete and submit their own work. Although the District's teachers are responsible for the structure, organization, time management, and student engagement components of the classroom, the parent's oversight and involvement are a key component to insure the student's success. Parents have full access to all of the components of the program and can easily access their child's progress, teachers, instructional plan, schedule, lessons, and grades. Parents and students are encouraged to check grades regularly.

**Parent Learning Coach Certification:** IHLA has developed an online learning coach training. The training consists of eight modules: 1) Structure and Routine; 2) Relationships; 3) Good Learning Habits; 4) Plan, Organize, and Prioritize; 5) Communication; 6) Positive Mindsets; 7) Testing; and 8) Behavior. Upon successful completion of the eight modules and final quiz, parents will receive an IHLA Learning Coach identification badge. Information on the program can be found at: <http://www.oneidaschooldistrict.org/parent-learning-coach.html>

**Registration for Courses:** With the support of Tech Trep Academy and a school counselor, students who intend to graduate with a high school diploma will develop a 4 year plan showing how state high school requirements will be met. Registration and course selection is conducted online. The requirement of completing a 4 year plan may be waived if the parent or guardian requests, in writing, that no learning plan be developed.

- Students will submit a yearly learning plan detailing which classes will be taken and through which high school programs.
- This plan may be changed and updated before each new term.

**Service Providers:** IHLA curriculums may be accessed virtually or face-to-face. All curriculums are overseen by an Idaho certified teacher. Purchased services may include traditional educational products or other educationally beneficial sources or vendors. Said services are considered a part of the array of public educational choice options provided through Tech Trep Academy. These educational options may include learning support through private companies and organizations. All students are enrolled full-time in IHLA, unless a dual-enrollment arrangement is on file. Full-time IHLA students can use educational support funds to purchase classes from a pre-approved service provider. Education support funds cannot be used to enroll in private or religious-based schools, but may be used to take secular classes from those providers if a Memorandum of Understanding is on file with IHLA and that school. The student is a public-school student and all district, state and federal laws, regulations, and requirements must be adhered to at all times.

**Special Education and 504 Services:** Virtual public school programs are required to abide by all federal education statutes, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act (ADA). When a student with a disability applies to and meets the enrollment requirements for IHLA, an IEP Team meeting will be scheduled to determine what special education and related services may be needed in order for the student to participate in and benefit from the virtual, IHLA program. At the IEP Team meetings, the team will discuss the student's disabilities, his or her current IEP or 504 Plans and how the student will access IHLA. Discussions at the IEP Team meeting may also include discussion of the Least Restrictive Environment (LRE) and whether the IHLA program is compatible with the student's attributes, personality and disabilities. The discussion may also involve whether a different educational setting may be more appropriate for the student, other than the parent's home. IHLA and Tech Trep Academy will not discourage a parent of a student with a disability from enrolling in the IHLA program by either implicitly or expressly stating that the District is not or may not be capable of providing adequate special education services nor deliver adequate educational instruction to meet the student's needs. Parents have a right to revoke consent for all special education services; however, revoking consent will not be a condition of application or a requirement for admission to the virtual program.

Students have regularly scheduled specialized instruction with certified special education teachers based on student learning plans approved by general education teachers and IEP goals. Related services such as speech, occupational therapy, behavior interventions, counseling, etc., are all provided as determined by the IEP team to best meet the needs of each student. Special education students not attending specialized instructions or related services as defined on the IEP, will be considered absent and will follow the guidelines for "absent unexcused".

**Student Success Team:** A group of highly trained and skilled teachers have been identified to help with students who are struggling academically. The Student Support Team (SST) provides a valuable response-to-intervention (RTI) process for students below grade level by providing diagnostic tests and a wide variety of scientifically based intervention programs. The team tracks intervention data and adjusts interventions to meet the student's needs. (Additional guidelines will be provided to parents and students receiving support through the SST.)

**Teachers:**-All IHLA classes, taken by students in grades 9-11, are taught by Idaho certified teachers specific to the subject content through the use of a quality learning management system. The teacher will oversee all content, grading, and required proctored assessments. The Idaho certified teacher will assign the final grade for each class. Teachers are provided extensive professional development prior to having students assigned to them and throughout the school year. Faculty meetings, Professional Learning Communities (PLCs) and student progress monitoring meetings are held regularly. In these meetings, teachers are able to collaborate on best practices and network to solve problems. All IHLA teachers are hired, trained, and evaluated using Idaho State Department of Education criteria by Oneida School District.

## *Graduation Requirements*

**Graduation Requirements:** (Oneida School District Policy 2700)

A total of 46 credits are required for graduation.

Specific requirements:

Language Arts (9 credits):

- English – 8 credits
- Speech – 1 credit

Speech credit can be obtained through other courses that meet the state speech requirement as approved by the local district.

Mathematics (6 credits):

- Algebra 1 – 2 credits
- Geometry – 2 credits
- Student Choice – 2 credits

Two credits must be taken in the last year of high school. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or Dual Credit Calculus or higher level courses, are exempt from taking math during their last year of high school. Students who have earned (8) credits of math, and have successfully completed Algebra II are exempt from taking math in their final year. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be considered a math credit for students who have completed Algebra II standards.

Science (6 credits):

- Lab-based – 4 credits
- Other – 2 credits

May include Biology, Physical Science, Chemistry, Earth, Space, and Environmental Sciences or approved Applied Science. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering can be considered as either a math or science credit.

Social Studies (5 credits):

- US History – 2 credits
- Government – 2 credits
- Economics – 1 credit

Humanities (2 credits):

May include Visual Arts, Music, Theater, Dance, World History, World Language, or other humanities courses aligned to Idaho content standards for those subjects.

Health (1 credit):

CPR is required to be taught in Health.

Electives (17 credits):

An additional 17 elective credits of their own choosing as documented in an approved learning plan. A total of 46 credits are required for graduation.

**Assessments through prior learning:** Students may earn up to one-third (15 credits) of their total credits (46 credits) required for graduation in a combination of alternate methods. A Request to Receive Credit form must be submitted with proper documentation before credit will be recorded on the high school transcript. An approved learning plan indicating rigorous future coursework must be attached. Below are alternate means for student to receive high school credits:

- a. Scores on ACT (or equivalent on SAT) may earn high school credit with submission of proper forms.
  - i. AP Language and Composition score of 5; or ACT English score of 31 or higher; or a SAT Critical Reading Score of 700-800 / SAT Reading test score of 37 –or higher (this is a section score ranging from 1-40); counts as 4 high school English credits recorded on the high school transcript as a Pass (P).
- b. Credit for CLEP tests is based on the score recommended by the American Council of Education (ACE). CLEP credits will be recorded on the high school transcript with a grade of Pass (P).
- c. Credit will be awarded for Advanced Placement (AP) Examinations. Students must score a 3, 4, or 5 to receive credit. AP credits will be recorded on the high school transcript with a grade of Pass (P).
- d. Students interested in DSST, Excelsior, and IB-International Baccalaureate exams may also earn credit for these assessments with a written plan and pre-approval by an administrator. All credits generated from these exams will be recorded on the high school transcript with a grade of Pass (P).

IHLA shall allow an enrolled student to demonstrate mastery of a subject's content standards and "test out" of a class due to the outcome on an established test, for each respective subject matter, which addresses the content standards of the subject seeking to obtain alternative credit or through a specific methodology defined for each approved course. Students shall communicate with the school's administrative or counseling personnel regarding what test-out options are available for each given school year. Determination of mastery of a subject via the above mentioned testing will be determined solely on the basis of the student's outcome on the

established test for each subject matter or through a specific methodology defined for each approved course. If mastery is determined by a test, then the following provisions may apply:

- The test administered will be the End of Course Assessment (ECA) based on the Idaho State Standards for the course. The tests will be scored by administrative and/or teaching personnel at IHLA.
- Tests must be administered and proctored by school personnel or, upon administrative approval, a qualified proctor.
- A student must pass the End of Course Assessment (ECA) with a score of 80% or higher for each respective course test to obtain “testing out” credits for the course to utilize toward graduation.
- If the student scores 80% or higher, the student will receive credit for the course and the grade will be recorded as “Pass” on the student transcript. There will be no appeal process for any student who disagrees with the outcome or score obtained on the tests pursuant to this policy.
- A student may only attempt to take the designated test to obtain credits via “testing out” of a class on two (2) separate occasions. In order for a student to be given the opportunity to take a test to obtain mastery credits on a second occasion, the student must demonstrate, at the judgment of the school’s administration, a reasonable ability to pass the test to obtain credit on a second attempt. (For example, the test requires an 80% passing grade, the student shall be required to score at least 70% on the student’s first attempt to take the test a second time).

Some assessments may require additional coursework in addition to the final exam. Transcribed credits earned via this policy will be sent to any transferring school as would be any other earned credit. It is at the discretion of the transferring school as to whether or not such credits will be utilized by the new school toward graduation requirements. Should a student transfer to IHLA from another school who utilizes the mastery credits authority, IHLA will apply such earned credits to the student’s necessary credits for graduation so long as the standards for earning credits are equal to or greater to such standards as established in this policy. Should the standards for earning such credits be less than that established in this policy, the situation will be individually reviewed by the school’s administration for consideration of application to IHLA graduation requirements.

#### **Additional Graduation Requirements:**

- **Advanced Opportunities:** Students have the opportunity to participate in options such as Dual Credit, Advanced Placement, Technical Competency Credit, or other such advanced programs.
- **Senior Project:** Senior Projects are required to include a written report and an oral presentation by the end of grade 12 with guidelines set by school administration.
- **College Entrance Exam:** Students must take either the ACT or SAT exam before the end of the students’ 11<sup>th</sup> grade.
- **Civics Test:** All secondary students must demonstrate that they have met the state civics and government standards by successfully earning an 80% on the civics test or alternate path. Successful completion of this requirement must be reflected on the student’s transcript.

**Early Graduation:** *This information can also be found on page 27.*

Those seeking early graduation must meet the following requirements:

A cumulative 3.5 grade point average. Submission of an early graduation plan to school administration one year prior to graduation. Completion of all additional graduation requirements. See Oneida School District policy 2700

<http://www.oneidaschooldistrict.org/policy-manual.html>

**Graduation Participation:** Students must earn a minimum of twelve credits of coursework through IHLA before being eligible to earn a diploma. In order to be recognized in the IHLA graduation ceremony, students must have met all credit, district and state graduation requirements. All school fines/fees must be paid in full. In addition, students currently under suspension may or may not be allowed to participate.

**Middle School Credits:** A student must have met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). A student will have met the high school content and credit requirement for any required high school course if the course is taught by a properly certified teacher and reaches a set mastery standard for that course.

## *Academic Policies*

**Academic Integrity:** The Idaho Home Learning Academy takes frequent opportunities through orientation and classroom assignments to teach students the importance of academic honesty. IHLA does not tolerate academic dishonesty. Cheating (giving or receiving information) and plagiarism on class work will result in a zero grade for the assignment. Cheating may include (but not limited to) giving or receiving information from sources to gain a higher grade on ‘closed book’ tests or assessments, unauthorized access to test answers and using them to increase your score or having someone other than yourself completing your assignments and tests in courses. Colleges may have specific academic honesty policies which apply to students who are taking college classes. These policies will be followed if an academic honesty violation occurs, which may vary from Idaho Home Learning Academy policy.

Plagiarism is commonly defined as representing another person’s work as your own. Some examples of plagiarism include but are not limited to;

- a. including an exact copy of material from any source (written materials, websites, course lessons or textbooks) authored by someone else into your assignment without proper quotations or citing your source.
- b. turning in another student’s work as your own.
- c. submitting work that is paraphrased too closely from another person’s writings
- d. submitting the same work, authored by the student, for more than one course or assignment, unless cross curricular collaboration between teachers is in place prior to the start of the assignment. This includes turning in work that has already been submitted at other public schools in which high school graduation credit has already been awarded or is currently being earned and transcribed. Students cannot receive double credit for the same work.

Any incidence of plagiarism will be logged in the student management system and will remain on the student's academic record from year to year. The number of "offenses" will be kept track from year to year in order to determine the consequences of repeat offenses. The following procedure governs identification and discipline for instances of academic dishonesty;

First Offense:

1. Instructor notifies the student in writing that he/she has identified an instance in which the work's authenticity or authorship is in question within three school days. The student will receive a zero on the assignment and given specific feedback so that student may resubmit proper work for grading.
2. Instructor will forward an email to the Parent/Guardian, Tech Trep Academy director, and School Counselor of the incident. The instructor will make a follow-up call to the Parent/Guardian to ensure knowledge of the incident.
3. The instructor will notify the Principal about the alleged infraction, providing evidence to support the allegation. Evidence can include links to websites that have been plagiarized, references to "collaboration catchers" embedded in quizzes/exams, time and date stamps on assignments, inconsistency in quality of work, comprehension of concepts, verbal print, etc. Information on the incident will be logged into the school discipline system as a first warning offense.

Second Offense:

1. Procedure for First Offense above followed with the exception of the following:
2. Automatic zero for the assignment, NO opportunity to resubmit.
3. The student is placed on internal academic watch. The incident is reported to students' other instructors and interventions/strategies may be discussed. Students' work is routinely run through plagiarism identification software.
4. The student will be required to attend additional training provided by the Idaho Home Learning Academy on plagiarism and academic honesty.
5. Depending upon the nature, severity, or repeat status of events of academic honesty, the Principal may make a recommendation of additional disciplinary measures including possible suspension or expulsion from the school's programs. Additional disciplinary action may be taken, including failure of course.
6. Information on the second incident will be logged into the school discipline system as a second offense.

Third Offense:

1. Student is referred to the Principal:
  - a. to recommend failure of the course,
  - b. for suspension from the Idaho Home Learning Academy for the remainder of the semester, or
  - c. the Principal may do a referral to the Board of Trustees for expulsion from Idaho Home Learning Academy.

**Advanced Opportunities:** The Fast Forward program provides every student attending an Idaho public school an allocation of \$4,125 to use toward Advanced Opportunities in grades 7-12. The funds can be used for a variety of offerings:

- Overload Courses (IHLA Grades 7 through 12) An overload course is a high school level course that is taken in excess of the student's regular school day or during the summer. In the event that a student incurs a cost for such courses, the Advanced Opportunities program can pay up to \$225 for the cost of the course. Overload courses must be above and beyond the full course load offered by the student's local school (six classes per day is a full course load for IHLA students grades 7 – 12).
- Exams- Students can utilize Fast Forward funds to pay for a variety of college-credit bearing or career-technical exams. These include Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), or Career & Technical Education (CTE) exams.
- Workforce Training- Students can utilize Advanced Opportunities funds to pay for regionally approved workforce training courses at colleges in their area.
- The Fast Forward program can pay for up to \$75 per college credit. Dual Credit courses can be taken online, by virtual conferencing, or in some cases, students can go directly to the college/university campus.

Students must maintain passing grades in all courses while enrolled in the Advanced Opportunities Program. To enroll in the Advanced Opportunities Program, students will work with the College and Career Advisor or school counselor to develop a learning plan. Students and parent(s)/legal guardian(s) must sign and return the Advanced Opportunities participation form annually to complete enrollment in the program. All courses paid for by the Advanced Opportunities Program must be transcribed on the student's public high school transcript. If a student fails to earn credit for a course paid for by Advanced Opportunities, the student must subsequently pay for a "like" course on his/her own before he/she is eligible for further Fast Forward funding. To take advantage of Advanced Opportunities funding through IHLA High School, students must be enrolled in at least one course per term with those credits originating from our school.

**Attendance:** Attendance will be tracked for State and Federal reporting. IHLA monitors and reports student Average Daily Attendance (ADA) based upon course progress while the student is logged into their courses and/or engaged in offline instruction/learning or via course mastery as such is permitted by the state. IHLA will consider the student not in good standing and apply Oneida School District policy 3080 if a student is habitually truant.

The following attendance guidelines define non-attendance and truancy:

- Student has not logged in to the Learning Management System or had contact with the instructor for five (5) or more consecutive school days. Student attendance is calculated and reported each week per class.
- Student has not communicated with student support personnel during this time.
- Student does not have an excused absence on record with student support personnel.

Students who meet any of the criteria stated above will receive an "unexcused absence". The following guidelines will be followed:

- If a student receives two “unexcused absences”, they will receive a warning letter and be put on academic probation. The following academic probation policy will be adhered to:
  - Letter 1: After two (2) “unexcused absences” in a semester - Warning
  - Letter 2: After three (3) “unexcused absences” in a semester-Meeting with Parent, Tech Trep Academy representative, and an IHLA administrator or counselor to signed a plan of improvement
  - Letter 3: After four (4) “unexcused absences” in a semester- Dismissal from program

Special education students not attending specialized instructions or related services as defined on the IEP, will be considered absent and will follow the guidelines for “unexcused absences”. For Special Education and 504 students after the third “unexcused absence” during a semester, the team will convene to determine best educational options.

If a student receives ten (10) consecutive school days of unexcused absences, or there is another significant evidence of violation of the school’s attendance policies, the student’s attendance is reviewed by the administration, with a possible application of Oneida School District policy 3080. If the student has never actually started attendance at the school and logs no attendance the first ten (10) consecutive days of school, the student has never completed the enrollment process and is removed from the school’s student roster.

**Suspension of Driver’s License-** Any student with a valid Idaho Driver’s License who fails to comply with IHLA’s attendance policy may have their Driver’s License suspended as per Idaho code 49-303A.

**Harassment and Bullying:** It is the policy of Oneida School District to maintain a safe school environment for all students. Harassment, intimidation, and bullying are disruptive to a safe school environment and will not be tolerated. (See Oneida School District policy 3295) <http://www.oneidaschooldistrict.org/policy-manual.html>

**BYU Independent Study Courses:** Students who are interested in taking a course through BYU Independent Study should sign up for the course through the IHLA BYU Independent Study Coordinator. Students who do not sign up for BYU Independent Study courses through the IHLA BYU Coordinator, will not receive progress reminders, updates, nor will they receive additional support from IHLA or Tech Trep Academy Staff. Any BYU Independent Study courses that are signed up for independently (not involving the IHLA BYU Coordinator) will not be put on student schedules nor will they count toward full time enrollment status. Students who are enrolled in BYU Independent Study classes must finish each course within the semester it was registered for. Two week extensions may be granted with extenuating circumstances. Students who do not finish the BYU course in the allotted time will receive an F for a final semester grade until official documentation is submitted by the student showing completion of the course. BYU Independent Study is a supplemental course provider and does not transcribe grades. Grade reports are submitted to IHLA where the course is added to the student’s transcript according to local Policy. All BYU tests requiring a proctor will be done virtually, when possible, by an IHLA site coordinator or representative. Some BYU courses, particularly college level courses, could require tests to be proctored in person. Parents are responsible for the transportation and all

costs associated with the transportation of their student to in person testing locations when virtual proctoring of tests is not possible. Advanced Opportunities Funding cannot be used to fund BYU Independent Study courses.

**Clubs and Organizations:** IHLA will provide some opportunities for students to voluntarily join school sponsored clubs or organizations. These clubs and organizations will be aimed at providing students with opportunities to socialize with students of similar interests and goals. Participation in clubs or organizations can support communication skills, foster creative thinking, teach students to work effectively with others, and enhance resumes or college applications. Parents and students will be notified of opportunities for participation in school sponsored clubs or organizations by Tech Trep Academy.

**Completion of 8<sup>th</sup> Grade:** Students must have completed 8th grade in a public or private school setting OR demonstrate proficiency of 8th grade content through state standardized testing and/or portfolio of completed work. Families of entering freshmen must provide any and all documentation necessary to establish successful fulfillment of this requirement. Acceptable documentation includes a transcript or complete homeschool portfolio. Families of students who are unable to submit an official transcript or portfolio of work as evidence of 8th grade completion are encouraged to investigate local testing centers in order to take a standardized test that will satisfy the minimum grade level requirement. A student should have met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). If a student has not met the 8th grade math standards before entering 9th grade, remediation may be required. A student will have met the high school content and credit requirement for any required high school course if the course is taught by a properly certified teacher and reaches a set mastery standard for that course. (See Oneida School District policy 2700)

**Concerns and Suggestions:** If a student or parent has suggestions that could improve IHLA, he/she should feel free to offer them. Written suggestions may be presented directly to the teacher or to the school administrator.

**Conduct and Discipline:** IHLA recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, exploration, and student ownership in their learning. This expanded view of school will result in well educated, productive, and socially responsible citizens. We believe the school must provide an environment that ensures the safety and wellbeing of students. For this reason, it is important that the school have clear expectations and guidelines for students.

In order for a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students may not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs.
- Students are prohibited from posting content from or links to suggestive, lewd or otherwise inappropriate websites.

- Students must abide by rules established by the course instructor. Students will follow the requests of school staff; failure to do so is defiance toward school personnel or rules. Defiance is defined as defying instructions of school personnel, the bold resistance of school authority, and/or contemptuous behavior or attitude that is manifested by breaking of school rules.
- Students must comply with usage instructions communicated orally or in writing by the instructor. IHLA administrators, instructors and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.
- Students must maintain regular contact with teachers and respond to teacher phone calls, emails, or other school approved communications. Lack of response to an IHLA teacher or staff would be considered defiant behavior.
- Harassment, cyber harassment, cyber bullying, gang activities, and/or gang intimidation will not be tolerated.
- Student's submitted work must be their own work and not work completed by any other individual on their behalf or plagiarized from any other source.
- Students who have had conduct or discipline infractions will not be eligible for academic recognition programs.

Students who violate the virtual classroom rules of conduct will, at minimum, be warned by the instructor to correct their behavior. If the student does not comply with the instructor's instructions, he/she will be referred to the IHLA Principal. Behavior incidence of any kind will be documented in the school student management system. Depending upon the severity and/or nature of the conduct, consequences will be implemented. Any student with three conduct referrals in a semester, will be referred to the Principal for a parent meeting. After the parent meeting, any student not resolving behavior issues for the rest of the school year will be suspended. This student would not be considered in good standing with IHLA and Oneida School District policy 3085 would be applied.

**Course Add/Drop:** All IHLA High School Students will adhere to the following add/drop deadlines:

- First and second week of a semester: All students are allowed to change classes.
- Third and fourth weeks of a semester: With administrator approval, students can withdraw from a high school class without a "W" being transcribed to their transcript.
- Fifth Week through the Tenth Week: Students requesting to withdraw from a high school class at this point, will have a "W" (withdraw) recorded on transcripts. Enrolling in another class will not be permitted at this point in the term.
- Eleventh Week through the Fourteenth Week: Students withdrawing from courses at this point in the term will receive a WF (withdraw/fail) on their transcript which will impact the student's GPA accordingly.
- Fifteenth Week through the end of the semester, students will receive the grade they earned in the class including zeros for any unfinished work. This will be the final grade transcribed for the class.
- All late requests for course drops or adds must be done using a drop/add appeal form. Students who drop below 6 classes will be considered part-time students.

**Credit Acceptance:** Students transferring from schools outside of IHLA will receive credit toward high school graduation as follows:

1. For those classes taken at the previous accredited schools that have been approved by the Idaho State Department of Education.
2. As a candidate for Cognia accreditation, IHLA shall only accept and classify transfer credits earned or grade placement from schools that are accredited by a recognized national, regional or state accrediting agency (Northwest Accreditation Commission and Western Association of Schools and Colleges) without further validation based on the school's policies and procedures governing such offerings.
3. Transfer students must provide or authorize transfer of transcripts for all previous high school work prior to their first day of course work. Transfer students must comply with the state mandated minimum graduation requirements and mandated testing. These requirements are subject to change from year to year per Board policy and requirements of the State Board of Education.

**Credit for Courses:** Credit for coursework completed at IHLA can be earned through percentage/letter grade or pass/fail. The grading method will be established prior to the start of the course. Unless a course is specifically designated as a pass/fail, credit is assigned by percentage/letter grade. To earn percentage/letter grade credit for a course at IHLA, students must earn at least 60% of the total points possible in the course. Students with extenuating circumstances may petition the Principal to receive pass/fail for an academic course. The Principal will be the final authority in accepting such petitions.

**Credit Recovery Attempts:** Credit Recovery is a program to help students recover credits they have lost in specific core classes. A limited number of courses are available for students who have previously failed a core class. Once a student is enrolled in a credit recovery course, they must complete the course within the semester that they have been enrolled. All subsequent attempts at taking a credit recovery course, or retaking a course to recover credit, cannot be counted toward a student's full time status in IHLA. All subsequent credit recovery attempts will still be scheduled but these classes will not count toward full time status.

Credit recovery courses are only available to students who have previously failed a core class earning between a 45% and 59.4%. Students who have failed with less than a 45% will not be eligible for credit recovery courses and must retake the class. Credit recovery classes will most often be scheduled in addition to 6 classes a semester, or during the summer. When a student pursues a credit recovery class, the "F" from the original class stays on the student's official IHLA transcript but the final grade of the credit recovery class is also transcribed and used to calculate the student's term and overall GPA. Credit recovery classes will be designated with a "CR" in the course name on student transcripts. Students will only be allowed to register for specific credit recovery courses one time, students who don't pass the credit recovery course within the semester must retake the original class.

**Credit through Mastery Portfolio:** IHLA shall allow an enrolled student to demonstrate mastery of a subject's content standards through completing and submitting a portfolio of student work. Only full-time high school students are eligible to receive credit through a mastery portfolio option. Credit earned through portfolio submissions must be approved by a team

consisting of a school administrator, certified teacher in the subject area, student, parent and a credit appeal coordinator. Pre-established rubrics or grading criteria will be used in order to determine letter grades. Portfolio submissions must demonstrate rigor and clearly meet all Idaho Standards and objectives for that course. This option will only be available for core classes. Students will not be allowed to submit work in a portfolio that has already been submitted for credit for another class, from another school in which high school graduation credit has already been awarded or is currently being earned. Portfolio work will be run through plagiarism identification software.

Transcribed credits earned via this policy will be sent to any transferring school as would be any other earned credit. It is at the discretion of the transferring school as to whether or not such credits will be utilized by the new school toward graduation requirements. Should a student transfer to IHLA from another school who utilizes the mastery credits authority, IHLA will apply such earned credits to the student's necessary credits for graduation so long as the standards for earning credits are equal to or greater to such standards as established in this policy. Should the standards for earning such credits be less than that established in this policy, the situation will be individually reviewed by the school's administration for consideration of application to IHLA graduation requirements.

**Digital Citizenship and Internet Safety:** Technology will be integral to curriculum, instruction, and assessment in IHLA (See Oneida School District policy 2335) <http://www.oneidaschooldistrict.org/policy-manual.html>. District Internet Safety Coordinator, school counselors, and Tech Trep will make resources available to parents and students about acceptable internet use, appropriate online behavior, network etiquette, cyber-bullying awareness and response, and appropriate use of social networking websites and chat rooms.

**Dual Credit:** Dual credit courses refer to courses taken through a postsecondary institution. The credit earned with these classes is applied to both the postsecondary institution and to IHLA's high school graduation requirements. Students and parents must be aware that grading, attendance, withdrawal policies and the academic calendar of these classes are dictated by the college providing the credit in addition to regular high school policy. Grades from dual credit classes will be recorded on both college and high school transcripts and used when determining GPA's of both institutions. Dual credit grades have the potential to affect financial aid eligibility.

In order for these classes to count towards full time status students are responsible for providing enrollment verification along with a syllabus from the institution. Parents and students are responsible for communicating with the college/university as well as IHLA about all course registrations and withdrawals. It is the responsibility of parents and students to provide an official transcript to IHLA from the college/university, reflecting the final grade and credits earned. Any college level class that is used toward full time status will have the final grade of an "F" recorded at the end of the term unless official documentation is provided to IHLA reflecting the grade and credit earned. All college level courses counting toward full time status will be added to student schedules and monitored.

For a dual credit course to be transcribed as meeting the requirements of a core subject, as identified in administrative rule, the course must meet the approved content standards for the applicable subject and grade level. Before enrolling in any dual credit course it is strongly

recommended students consult with their school counselor to assist in proper course placement and assist in ensuring credit transferability to their future college of choice. One resource available to students and parents to help with this is the <http://coursetransfer.idaho.gov/> website.

- Dual credit classes, one semester in length, that award three (3) credits will generate two high school credits.
- Any college classes taken to count as specific high school classes must be written into an approved learning plan.
- College courses earning less or more than 3 credits may be recognized for high school credit as approved by high school administration.
- Courses must provide college level content in order to be awarded additional high school credits. Remedial, pre-college or college prep classes taught through a college or university will not be considered college level and will not receive additional high school credits nor will they be given weighted GPA points.

**Early Graduation:** Those seeking to graduate early must meet the following requirements: A cumulative 3.5 grade point average. Submission of an early graduation plan to school administration one year prior to graduation. Completion of all additional graduation requirements. See Oneida School District policy 2700 <http://www.oneidaschooldistrict.org/policy-manual.html>

**Extensions:** IHLA recognizes a student could possibly face unusual circumstances which do not allow him/her to complete a course in the required amount of time. With administrator approval, the teacher has the ability to assign an incomplete "I" grade if extenuating circumstances exist and allow a maximum of a two week extension. All extensions must be requested and approved one (1) week prior to the end of the term. The student will have two weeks to complete the coursework. At the end of two weeks, the final grade is submitted and becomes the student's permanent grade for the course. After two weeks, if the work is not made up, the grade will automatically be changed to an "F" or if the student receiving an incomplete has completed the minimum work requirements to receive a passing grade, that grade will be recorded. The student must submit work every two (2) days at minimum during the extension, if not, the extension immediately ends. Students enrolled in a dual credit course, for high school credit, are not eligible for academic extensions in that course. No extensions will be granted beyond the end of the school year.

**Extracurricular Activities:** IHLA does not sponsor any Idaho High School Activities Association (IHSAA) events.

**Failing Grade Notifications:** Parents of IHLA high school students have 24/7 access to student grade information on the Learning Management System and are strongly encouraged to view their students' grades on a regular basis. Tech Trep Academy is responsible for advising the parent if their child is failing the course. It is a goal that this communication occurs within two weeks (14) days of the student's grade dropping below a passing level. Tech Trep Academy will make every effort to communicate with students' parents either by email or phone. Parents have a responsibility to read email on a regular basis and notify Tech Trep Academy of a change in email addresses. Failing slips will be sent during the middle of each nine week period or any other time that the teacher feels the parent should be notified.

**Final Grade Appeals:** Students wishing to appeal a final grade in a course must follow the complete appeals process within three (3) days of the final grade being posted, including:

- Submit a written request for a detailed copy of the student’s grades from the course instructor.
- Identify in writing any assignments that he/she would like reevaluated.
- Explain in writing why the student believes the grade on each of the identified assignments should be revised.
- Submit identifications and explanations to the course instructor.

The course instructor has three (3) weekdays after all appeal process steps have been completed to notify the student of the appeals process outcome. Courses will only receive a final withdrawal (“W”) grade, outside the defined drop add criteria, with approval from the Principal when an extenuating circumstance exists and the “W” will not be included in GPA calculations.

**Full Time Student Status:** A full-time student is one who is earning 6 high school credits per term where the standard full course load is 6 high school credits. Full time status is calculated per semester not per school year. Credits cannot be earned in one semester and applied to another. Courses taken at other local high schools or from other credit awarding institutions do not count toward full time status, with the exception of approved college courses that are on student schedules. Release time does not count toward full time student status. Part-time students are not eligible for academic honors, awards or recognition programs.

**Grading Scale and Grade Point Averages:** High school courses graded as “pass/fail” count for elective credit if passed but do not count into the student’s GPA

Standard Grading Scale:

Letter Grade	Cut-off Percentage	Grade Points
A+	96.5	4
A	93.5	4
A-	89.5	3.7
B+	86.5	3.3
B	83.5	3
B-	79.5	2.7
C+	76.5	2.3
C	73.5	2
C-	69.5	1.7
D+	66.5	1.3
D	63.5	1
D-	59.5	0.7
F	0	0
NC	0	0
I	0	0
W	0	0
WF	0	0

### Weighted Grading Scale

Letter Grade	Cut-off Percentage	Grade Points
A+	96.5	5
A	93.5	5
A-	89.5	4.7
B+	86.5	4.3
B	83.5	4
B-	79.5	3.7
C+	76.5	3.3
C	73.5	3
C-	69.5	2.7
D+	66.5	2.3
D	63.5	2
D-	59.5	1.7
F	0	0
NC	0	0
I	0	0
W	0	0
WF	0	0

Only Advanced Placement, Honors, and Dual Credit classes will reflect a weighted grade. The following grading scale will be used by IHLA to determine High Honors and Honors students:

High Honors – 3.5 to 5.0

Honors – 3.0 to 3.49

The grade point average for IHLA students are calculated as follows:

1. Each student's grade point average is the sum of the point values of all the grades received for all of the courses attempted divided by the sum of the credits for all courses attempted.
2. The grade point value is calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.
3. The minimal passing mark is D (1.0).
4. Pass/Fail and Credit/No Credit marks may be used as agreed upon by the instructor and school administrator. These non-numbered marks will be clearly identified and excluded from the calculation of grade point average.
5. Courses marked as Withdrawals ("W") will be posted on transcripts but will not be included in GPA calculations.
6. Courses marked as Withdraw/Fail will be posted to transcripts and will be included in GPA calculations.

**Graduation:** *Additional information about graduation requirements can be found on page 16.* Students must earn a minimum of twelve credits of coursework through IHLA before being eligible to earn a diploma. In order to be recognized in the IHLA graduation ceremony, students must have met all credit, district and state graduation requirements. All school fines/fees must be

paid in full. In addition, students currently under suspension may or may not be allowed to participate.

**Grievances:** In the event that a student or parent believes he/she has been treated unfairly, the student or parent may file a grievance in accordance with the District's policy (Policy 2160).

**IDLA:** Idaho Digital Learning Alliance (IDLA) was created to provide access, equity, and flexibility for students in the state of Idaho. IHLA students have the opportunity to utilize IDLA courses as part of their curriculum. These courses provide options for differentiation, acceleration, and advanced opportunities. Idaho Digital Learning Alliance is a supplemental course provider and does not transcribe grades. Rather, grade reports are submitted to the local school where the course is added to the student's transcript according to local Policy. All IDLA tests requiring a proctor will be proctored virtually, when possible, by an IHLA site coordinator or representative. Some IDLA courses, particularly college level IDLA courses, could require tests to be proctored in person. Parents are responsible for the transportation and all costs associated with the transportation of their student to in person testing locations when virtual proctoring of tests is not possible.

When a student opts to take an IDLA course, IHLA may allow a two-week extension under extenuating circumstances if the student follows appropriate steps for extension approval through IDLA. All courses, even those which might be failed due to inactivity, will be transcribed on an IHLA permanent transcript. Any student enrolled in an IDLA class may drop a class with all IHLA course drop policies and deadlines applying.

**Mandatory Reporting:** Certain individuals, including teachers, school counselors, school psychologists and administrators, are mandated by law to report suspicions of child abuse or neglect. Failure to do so can result in legal liability for school staff. Teachers at IHLA are trained to report suspicions of child abuse or neglect to the student's local Department of Health and Welfare. It is important to note that, in certain situations, truancy can be considered a form of neglect.

**Nondiscrimination Policy:** IHLA does not discriminate on the basis of gender, race, color, religious creed, national origin, ancestry, creed, pregnancy, marital status, parental status, genetic information, gender identity, age, sexual orientation, and/or physical, mental, emotional or learning disability, handicap, or any other protected class in its educational programs or activities. Handicapped students (as provided for in Section 504 of the Rehabilitation Act of 1973) are identified, evaluated and provided with appropriate educational services.

**Reassessment and Late Work:** Each course will have a clearly defined late work policy, approved by administration. This will be defined in the course syllabus which will be made available at the start of each course. The late work policy may differ from course to course and teacher to teacher.

**Report Cards:** Report cards will be generated and emailed at the end of each semester. Final grades for each semester will also be available in the student's learning management system two weeks after the semester ends.

### **State Testing and Accountability Requirements:**

IHLA students must participate in all required state standardized tests. Idaho does not have an “opt out” clause that allows parents to opt their children out of testing.

- Idaho Code 08.02.03.04 - Testing Population. All students in Idaho public schools, grades kindergarten through twelve (9-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. Any student refusing to test would not be considered in good standing with IHLA and Oneida School District policy 3085 would be applied.
- Content. The comprehensive assessment program will consist of multiple assessments including the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam.
  - ISAT in ELA and mathematics will be administered to all students in grades 9 – 12 with the exception that ISAT testing will be optional for students in 9th grade per Idaho state code (IDAPA 08.02.03 111.06.j)
  - ISAT in Science will be administered to all students in 11th grade
  - Students will take the ACT or SAT in 11th grade through the statewide testing option or privately (IDAPA 08.02.03 105.03)
  - Students in 12th grade will take the ACT/SAT if not taken in 11th grade (IDAPA 08.02.03 105.03)
  - The Civics test will be offered to students in grades 11 and 12, but does not need to be passed until 12th grade
  - All other required tests will be offered to students that meet the specific criteria

These tests are administered using state required security measures and protocols. Some tests are proctored online when allowed and for other tests students must travel to local testing centers to take the proctored exams. The extent of participation and or allowed accommodation/adaptation in this testing program by students with disabilities will be determined by each student’s IEP, 504, or Response-to-intervention (RTI) Team. In no event will a student be denied the right to participate in testing. It is the responsibility of the parent/guardian to transport the student to the testing location at the appropriate date and time.

Assessment results are distributed to parents and used by teachers through Professional Learning Community (PLC) processes to provide interventions and differentiate instruction as needed for individual students.

The general purpose of the statewide testing program is stated as follows:

1. Providing comparative local and state data regarding the achievement of Idaho students in essential skill areas.
2. Identifying performance trends in student achievement across grade levels tested over time.
3. Providing supplemental information to school districts and parents that may be useful in evaluating curriculum needs and instructional practice.

Student Engagement & Satisfaction and Parent Engagement & Satisfaction surveys are also administered to all IHLA students and parents in accordance with state accountability requirements. Completion of the surveys are required to remain in good standing with IHLA.

**Structure:** The IHLA High School year is structured as follows:

- 163 school days per year

- Two semesters per year
- Six 65-minute periods per day (1059.5 hours)

**Student Attire:** Anytime a student is visible to an IHLA employee or other students, the student's attire shall not be a disruption to the educational environment, be obscene, threatening, lewd, or vulgar.

**Student Records:** Cumulative Records Folder (Guidelines in accordance with the Family Educational Rights and Privacy Act [FERPA]): All cumulative records are kept in the main office. Cumulative folders are stored electronically on a secure server. One cumulative folder is maintained for each child. All information pertinent to a child's progress should be included in each folder. In addition, no special education reports are to be placed in the student's cumulative folder. Information regarding students is confidential and should never be discussed with anyone other than appropriate school personnel, parents, or legal guardians of students. Parents/Guardians wishing to access their students' files may do so upon request and at a mutually agreeable time with IHLA staff onsite in the Oneida School District office. Records required by law may not be removed from the file. Parents/Guardians may request copies of anything they find within the file.

When a student transfers to IHLA from another public school district, IHLA shall request the student's education records from the transferring district if the student education records have not already been forwarded to the receiving school. IHLA student education records, including disciplinary records, may be transferred without consent to officials of another school, school system, or postsecondary institution that has requested the student education records and in which the student seeks or intends to enroll.

School personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including protecting public safety and the safety of the student. School personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Education Rights and Privacy Act of 1974 ("FERPA").

A parent or eligible student may ask the district to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the school Principal clearly identifying the part of the student education record they want changed and specifying why it is inaccurate, misleading or otherwise violates the privacy rights of the student. If the school Principal, after consulting with any other person having relevant information, decides not to amend the student education record as requested by the parent or eligible student, the Principal shall notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.

Additional information on student records can be found in Oneida School District policy 3570P and 3650. <http://www.oneidaschooldistrict.org/policy-manual.html>

**Supplies & Equipment:** IHLA offers students a variety of curriculum choices, all of which have been approved by the District. In using these public funds, we are obligated to use these

resources in a responsible and reasonable fashion. To ensure that we are being appropriately accountable, the following guidelines have been established:

- Many learning support items are consumable in nature or become obsolete after a period of time or use. These items are viewed to be essential to accommodate learning and are not required to be returned.
- Some learning support items are viewed as equipment. These items are generally more permanent in nature or not consumed during use. These items are the property of Tech Trep Academy and parents may be asked to return these items if they withdraw from IHLA.
- In any use of educational dollars, IHLA and Tech Trep Academy reserve the right to approve or deny any purchase of products, supplies, or support items.
- If a student dis-enrolls from the program, the District or Tech Trep Academy may ask the student or parents to return equipment or supplies. However, the parent will not be responsible for any reimbursement of costs and/or fees imposed or incurred by the District or Tech Trep Academy.

**Technical Requirements:** Families will work with Tech Trep Academy to ensure students have adequate technology equipment, bandwidth, and applications to be successful in the virtual school setting. Partners and teachers will be a resource to assist parents and students with needed technology acquisition and training. Not logging in to submit assignments or gain access to classes due to not having an internet connection can result in unexcused absences and truancy.

**Transcribing High School Credits While in Middle School:** Middle School students who are taking high school level classes are expected to meet all registration deadlines and follow all high school policies and procedures for those classes. Middle School students must demonstrate high school level ability through taking a placement exam or through other measures. The grade and number of credit hours assigned to a course will be transferred to a student's high school transcript when the following conditions are met:

- The course meets high school standards,
- The course is taught by a high school level, content certified teacher, and
- The school providing the course is accredited.

If a student retakes a high school level class, both classes will remain on the transcript but only the highest grade will count toward a student's grade point average. Transcripts requested by students will be forwarded to colleges, educational institutions and/or employers to which students are applying, provided the student is in good standing with IHLA.

### **Transcripts**

The following information will be included on the student's official and unofficial transcripts:

- Student's full legal name
- Student's birth date
- Student's School Identification Number / Student's State Identification Number
- School name/address/phone number
- School district name
- Report date / Graduation date
- IHLA coursework and credit earned
- Cumulative GPA (4.0 scale)

- Weighted GPA (5.0 scale)
- Total credits earned
- Credits granted for non-IHLA coursework (identified by institution)
- Signature, Title, Date (official transcript only)
- State Standardized Test Scores
- College Entrance Exam Scores

The following credit codes will be used on official and unofficial transcripts for assigning credit for coursework completed at IHLA or transferred to IHLA: Letter Grade (A, B, C, D); credit earned for course; I (Incomplete); NC (No Credit); P (Pass); W (Withdrawal within specified timeline with administrator approval), WF (Withdraw/Fail, within specified timeline, after drop period); F (Fail).

**Transportation:** IHLA families/students are responsible for transportation to/from formal and informal events including but not limited to state testing, field trips, project-based learning experiences, etc. Students under the age of 18 must not be the driver if any non-related students will be in the vehicle.

**Valedictorian/Salutatorian:** For the purposes of determining class rank and Valedictorian/Salutatorian recognition, IHLA uses a 5-point scale. Courses designated as AP, Concurrent Enrollment or Dual Credit, are valued at a maximum of 5.0 points/credit. All other courses are valued at 4.0 points/credit. No pass/fail classes will be used in computing honorary awards or used to calculate academic recognition.

**Withdrawal Process:** Learning equipment such as laptops, some core textbooks or other such items, may be collected back by Tech Trep Academy if a student withdraws from the program, but other educational funding will not be paid back from parents. Parents of an IHLA student shall not be responsible for any reimbursement of cost and/or fees imposed or incurred by the district or Tech Trep Academy if the parents choose to dis-enroll or withdraw the student from the IHLA program at any time. Students wishing to withdraw from a dual credit course are responsible for withdrawing from the course with both the college and Tech Trep Academy. The parents would still be liable for any fees incurred by the college and course withdrawal dates for those institutions still apply. Students attending IHLA may withdraw from Tech Trep Academy during the school year, using the process noted below:

1. Withdrawal is initiated by a parent or guardian with Tech Trep Academy.
2. The parent completes the official withdrawal form including information about where the student will be attending school next.
3. Tech Trep Academy sends the completed withdrawal form to IHLA.
4. Each teacher the high school student was taking a class from will be sent a withdrawal form to sign off on. Teachers will be asked to provide the letter grade and percentage that the student earned the day the student withdrew.
5. The school counselor will transcribe any necessary credits earned.
6. The IHLA administration team will sign off on the withdrawal.
7. A copy of the withdrawal form will be sent to the parent reflecting grades as of the day the student withdrew from school.