



Student and Parent Handbook 2019-2020

Mission Statement

The Idaho Home Learning Academy will provide a rigorous, engaging, and individualized education preparing students for success in the 21st 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

25 E 50 S, Suite A
Malad City, ID 83252
(208) 534-6080

Hours

Monday – Thursday
7:30 am – 4:30 pm

Friday
8:00 am to 12:00 pm

School Board

Kirk Willie
Brandon Ward
Jared Simpson
Tresie Carter
Brent Evanson

Board Chair
Board Vice-Chair
Board Member
Board Member
Board Member

Administration

Superintendent:
Principal:
Business Manager:
Administrative Assistant:
State Reporting:
Program Support:
Technology:
Counselors:

Dr. Rich Moore
Dr. Terri Sorensen
Brandi Warren
Linda Sullivan
Valorie Ward
Brook Williams
Billy Kimberling, Christy Jenkins
Irene Alder, Jodie Barnes

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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,



Terri Sorensen Ph.D.
Principal

Calendar

2019 - 2020 IHLA SCHOOL YEAR

8 Last Day to enroll students in IHLA 19 First Day of School	AUGUST 2019 <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>X</td> <td>31</td> </tr> </tbody> </table>	S	M	T	W	Th	F	S					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	X	31	SEPTEMBER 2019 <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>X</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>X</td> <td>21</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> </tr> <tr> <td>29</td> <td>30</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S	1	X	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	X	21	22	23	24	25	26	27	28	29	30						2 Labor Day 30-2 Labor Day Holiday 20 Teacher Inservice							
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X = No School for Students
 = School Days
 = Important Dates

Overview

The Idaho Home Learning Academy is a K – 8 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 three different virtual education partners. They offer and coordinate curriculum/program options, assist in tracking student learning, serve as the parent/student liaison, and handle recruiting efforts. Partners also manage and/or monitor the educational dollars that may be spent on the curriculum options to support standards and Power Learning Goals. 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 the 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

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:

- **Receive Frequent and focused support from their parent learning coach;** (It is recommended that the parent/learning coaches should be prepared to spend 20 - 30 hours per week working with the student.)
- 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 personal 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

Admission Procedures: All qualified Idaho students can enroll and participate in IHLA. For those students who reside outside of Oneida County, and are interested in enrolling in IHLA, they may do so through the enrollment steps of our IHLA Partners up through August 1st. Applications after that date will be considered on a case-to-case basis. Enrollment in IHLA is initiated through the district educational partners:

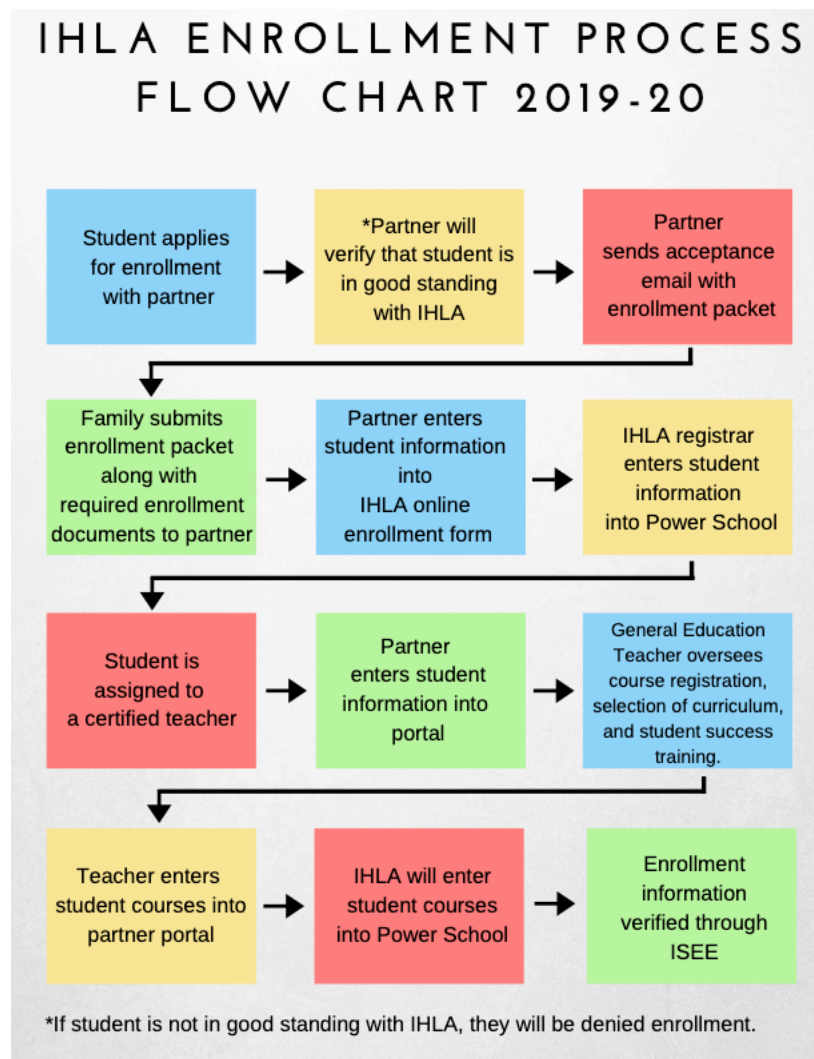
- Harmony Education (<https://harmonyed.com/idaho/>),
- Tech Trep Academy (<https://techtrepacademy.com/>), and
- Overture Learning (<https://www.overturelearning.com/>)

The Partners will collect and/or compile the names of student/families wishing to participate in the IHLA program. Each partner works with the District's registrar to provide the appropriate enrollment data needed by the District. Efforts are made by the District to coordinate enrollment between the three education partners to avoid duplication or enrollment of families who have in the past proven not to meet the expectations of the IHLA program as outlined in District Policy 3085.

When enrolling, the parent will need to provide the following documents to the partner:

- Copy of Official Birth Certificate
- Current Immunization Record

- Notice of Rights Under the Family Educational Rights and Privacy Act (FERPA)
- Honesty Policy
- Enrollment Form
- Medical Release Form
- Residency Information Form
- Home Language Survey
- Academic Testing (Optional)
- A copy of any current IEP/504 Plans (If applicable)
- Signature indicating they have read, agree with and are willing to comply with the information contained in the Oneida School District IHLA Parent/Student Handbook



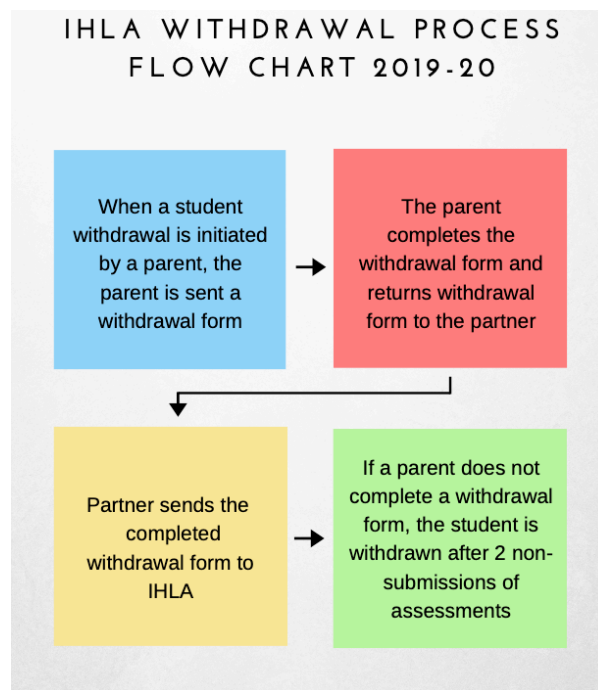
Denial of Enrollment:

The Oneida School District Board of Trustees reserves the right to deny enrollment for students not meeting IHLA program expectations, and of 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 CR acknowledged that a District may reject the application of a student, including but not limited to 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. 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.

Withdrawal Process: Students attending IHLA may, if they choose to do so, may withdraw from the school during the school year, using the process noted below:



Learning equipment such as laptops, some core textbooks or other such items, may be collected back by the partners if a student withdraws from the program, but other educational funding will not be paid back from parents to partners. Parents of an IHLA student shall not be responsible for any reimbursement of cost and/or fees imposed or incurred by the district or its Partners if the parents choose to dis-enroll or withdraw the student from the IHLA program at any time.

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.

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 that there are many supplemental, enrichment, and support materials that are not necessary to go Board approval. Those items that fall into the supplemental, enrichment, and support category, will be reviewed through this following process:

- Step one: Each partner has a list of preapproved items. These might include things such as paper, math manipulative, pencils, textbooks, reading books, classes, lessons, educational magazine subscriptions, educational games, an elective class, toner, ink, printer, basic school supplies. These may be obtained without additional approval.
- Step two: Items that fall outside of these areas, require teacher/partner approval. The standard guide for approval is as follows: How does that item support the core schedule your child is currently taking which will help them become more successful. If that is determined to be “yes”, then the teacher/partner must determine if that is a reasonable request and an efficient use of tax dollars.
- Step three: Following the approval of the teacher/partner for the supplemental, enrichment, and support, 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 and will receive a free and appropriate education. IHLA Partners will purchase and provide a comprehensive curriculum to cover all required courses for grades K through 8. Parents will not be required to expend money to have access to the 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 IHLA Partners for these support items. Given the virtual platform of IHLA, Partners have the option of providing parents twice yearly stipends for the purpose of internet access to their

curriculum. Learning equipment such as laptops, some core textbooks or other such items, may be returned to the partners 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 its Partners 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. This is done through the curriculum selection process and the use of Power Learning Goals (PLGs). Parents, in consultation with the certified teacher, select core curriculum appropriate for the child's ability level and aligned to Idaho State Content Standards. PLGs are standards in core subjects that parallel the Idaho State Content Standards. They are used to guide student learning and monitor growth.

1. Every two weeks, general education teachers, in collaboration with parents, create a student learning plan for each class. This learning plan outlines PLG's, lesson content, learning goals, and authentic or formative assessment requirements in each subject area. The learning plan will be documented in the learning management system.
2. At the end of the two-week period, students submit an authentic or formative assessment on the learning management system to show mastery of the PLG. The general education teacher will use a standards-based grading rubric to determine mastery of standards. A summative electronic portfolio will be created using assessment artifacts. Authentic or formative assessments will:
 - a. Ask students to demonstrate understanding by performing a task representative of more meaningful application;
 - b. Demonstrate proficiency by doing something;
 - c. Allow student choice and construction in determining what is presented as evidence of proficiency,
 - d. Offer direct evidence of application and construction of knowledge.
 - e. Help identify student strengths and weaknesses and target areas that need work.
3. General education teachers will be available to students and parents during weekly office hours to provide assistance, answer questions, and collaborate on learning plans.
4. Student learning is tracked through authentic or formative assessments which demonstrate mastery of standards using a standards-based grading system. Students not submitting authentic or formative assessments in a timely manner or submitting authentic or formative assessments not at standard, receive additional support from their Idaho Certified general education teacher or are referred for intervention support from the IHLA Student Support Team (SST). If the problem continues, students are placed on academic probation (see page 18).

Course Requirements: IHLA students are enrolled in the required courses as set forth in the Idaho Rules Governing Thoroughness (08.02.03.04). All courses use curriculum aligned to Idaho

Content Standards. Parents and students have an opportunity to select courses from a variety of vendors which allows for differentiation, individualized student interests, and advanced opportunities.

Parent Involvement: IHLA students are made up primarily of students who have been traditionally schooled at home. These are families who have opted not to attend a traditional brick and mortar school for a variety of reasons. Parents have an important role in supporting and directing the learning of the student. The assigned general education teacher and the parents work collaboratively to provide the student appropriate education and to closely monitor the progress of the IHLA student.

Advanced Opportunities: Idaho's Fast Forward program provides students attending an Idaho public school an allocation of funds which may be used towards Advanced Opportunities in grades 7-12. IHLA 7th and 8th grade students can use the funds for overload courses. An overload course is a high school level course taken in excess of the student's regular school day. Overload courses must be above and beyond the full course load offered by the student's local school.

IDLA: Idaho Digital Learning 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.

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 (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded.
- Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam.

These tests are administered using state required security measures and protocols. Assessment results are distributed to parents and used by teachers through PLC processes to provide interventions as needed. Student Engagement and Satisfaction and Parent Engagement and Satisfaction surveys are also administered to all IHLA students and parents in accordance with state accountability requirements.

Supplies & Equipment: IHLA offers students an opportunity to have a choice 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 online learning partner(s) and parents may be asked to return these items if they withdraw from IHLA.
- In any use of educational dollars, IHLA and the online learning partners 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 its Partners 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 the Partners.

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.

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, supervise and guiding their students with regard to their coursework. 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, mentor, lessons, and grades. Parents and students are encouraged to check grades regularly.

Teachers: All IHLA students are assigned an Idaho certified teacher to support their learning process. General education teachers work with families to select District adopted curriculum, develop learning plans, grade authentic or formative assessments to determine mastery of standards, communicate regularly on academic needs, and provide additional educational resources.

Teachers are provided extensive professional development prior to having students assigned to them and throughout the school year. Faculty meetings, Professional Learning Communities (PLC's) 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.

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.)**

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. Consultant and Support Specialists are listed on our District website and partners notify parents of their availability. The Consultant and Support Specialists roles and responsibilities vary greatly. Their duties are, but not limited to the following:

- Provide guidance to parents or virtual teachers with scope and sequence questions, methodology, or direction in curriculum issues.
- Provide instructional coaching to virtual school teachers 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

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 which 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 the 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 its Partners 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.

Counselors: Students have Idaho certified school counselors available to provide the students with career and/or personal counseling needs. For more significant behavioral or emotional disabilities, individual sessions can be made available. Counselors will also be available for parent consultations and training. School counselors work with 8th graders to create a high school transition plan.

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.

Academic Policies

Academic Integrity: Students must comply with IHLA’s Academic Integrity Policy or Honesty Policy. Academic Integrity means that students are completing and submitting their own work and that the papers, assessments, and completed authentic or formative assessments represent their own efforts and abilities. Violation of the Academic Integrity Policy, have significant and serious consequences. If a student violates the Academic Integrity Policy, that student may be subjected to a range of consequences, which may include, but is not limited to receiving a zero on an assignment to possibly failing the course. Examples and definitions of these actions follow.

Cheating

Cheating means that a student has broken the rules for an assignment. As an example, a student would be cheating if he or she gets the answers for an assignment from someone, or looks up the answers on the internet instead of figuring out the correct answer on his or her own. Other types/examples of cheating include copying from an answer key or plagiarism.

Plagiarism

Plagiarism is defined by Dictionary.com as the “unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work”. Simply changing some of the words in a document does not make the work your own and could still be a form of plagiarism. Some examples that demonstrate a lack of Academic Integrity and could be considered plagiarism include:

- 1) Improper or lack of citations in written assignments (no footnotes, bibliography)
- 2) Copying and pasting written work or resources from the internet to pass it off as original work
- 3) Recopying written work of another author
- 4) Students submitting other students’ assignments or work as their own

Attendance: Students enrolled in IHLA will be considered as being in attendance if they are successfully completing work and progressing academically in their coursework. Regular attendance at school is vitally important to each student as it directly affects his/her progress academically and his/her development of attitudes and habits for later life. Studies of student progress in school show a high correlation between attendance and success or absence and failure. Since the IHLA is a virtual school, the student’s attendance is based upon his or her completion of assignments or assessments. The failure of a student to complete assignments or assessments in a timely manner, may also result in a determination that the student’s attendance is lacking. While keeping records of student attendance is a school function, the primary responsibility for ensuring regular attendance at school rests with the parent and the student. At the same time, the school continually tries to teach students the value and importance of regular attendance. Through the cooperative efforts of parents and the school, it is hoped that each student will develop attendance habits and attitudes, which will be helpful to his/her future endeavors.

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

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

FERPA: The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age ("eligible students") certain rights regarding the student's education records. One of those rights is the right to consent to disclosures of personally identifiable information contained in the student's education records. IHLA and its designated service providers have found that to best serve our students' educational needs, it is necessary to disclose a student's name and address to its partners, as well as the following classes of vendors that provide important services related to your student's education. In all cases, these vendors will have agreed to ensure the confidentiality of the student's name and address and to not use the information for purposes other than that contracted for the student's education needs.

- Suppliers of computers and other educational materials for purposes of shipping to and from the student's home
- Customer care providers who handle support calls for Student Information Systems (SIS) or Learning Management Systems (LMS)
- Companies that enter the student information into a computer database for use by school officials
- Speakers or presenters presenting or participating in synchronous web-conferencing sessions
- Other contractors and subcontractors that IHLA identifies as necessary to providing education services.

Grading: IHLA provides students district adopted curriculum aligned to Idaho State Content Standards. Power Learning Goals (PLGs) are standards that parallel the Idaho Content Standards. PLG's are used to guide student learning through collaborative learning plans and monitor growth. Standards-based grading is done by the student's certified teacher. **Authentic or formative assessments showing mastery of specific PLGs are received and graded by the certified teacher assigned to the student every two weeks, or as may be determined by the teacher.** Authentic or formative assessments are used as primary evidence of student growth and learning. When authentic or formative assessments are not at standard, teachers intervene to see what can be done to assist in the learning challenge. If the learning difficulties are beyond their skill set, the student is referred to a Student Success Team for a more detailed diagnosis of the problem.

Grading Scale Grades K through 6:

P - 70% to 100%

F - Below 70%

Grading Scale Grades 7 & 8:

A – 90 to 100

B – 80 to 89

C – 70 to 79

D – 60 to 69

F – 0 to 59

If a student receives two “F”s on assessment submissions in a semester for non-submission or inappropriate assessment of learning, they will receive a warning letter and be put on academic probation. The following academic probation policy will be adhered to:

Letter 1: Warning (after two “F”s on assessment submission in a semester)

Letter 2: Meeting with Parent and Partner, Signed Plan of Improvement (after third “F” on an assessment submission in a semester)

Letter 3: Dismissal from program (after fourth “F” on an assessment submission in a semester)

For Special Education and 504 students after the third “F” on assessment submissions during a semester, the IEP team will convene to determine best educational options.

Grade retention/acceleration: There is overwhelming consensus in educational research that retention of elementary and middle school students often produces negative results in academic achievement. It is the educational philosophy of the Idaho Home Learning Academy that retention is counterproductive in almost every situation. Parents are encouraged to keep learners in the chronologically appropriate grade level. There are several resources available to assist struggling learners. Diagnostic assessments, which are available, may be a first step to identify the needs or gaps. The diagnostic tool will help determine the appropriate curriculum level of difficulty for the struggling learner. The Student Support Team is another resource for parents to access to assist in providing intervention ideas or offer direct tutoring assistance. If these steps have been taken and there are still concerns with the academic progression of the student, with the recommendation of your online teacher, the matter can be referred to the IHLA administrator.

To accommodate individual learning styles and ability levels, IHLA encourages the practice of differentiated instruction. Teachers and learning coaches tailor their teaching approach to match their students’ learning styles. Although focused on the same learning goal, the teaching approach varies depending on how students prefer to learn. This method of instruction can benefit a wide range of students, from those with learning disabilities to those with high abilities. Acceleration of student learning will be accomplished through differentiation of instruction not grade level acceleration. Students will be allowed to take advantage of

accelerated courses through a variety of avenues. Students will take all state assessments at their assigned grade level, not curricular level.

Incomplete “I” grade: The teacher has the ability to assign an incomplete “I” grade if extenuating circumstances exist. 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.

Late-work Policy: The teacher will accept late-work for up to five school days after the authentic or formative assessment is due. A 10% reduction in the grade will be applied for each day the assessment is late for up to five school days. After five school days the grade will be submitted as a zero.

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.

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.

Technical Requirements: Families will work with the IHLA partner 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.