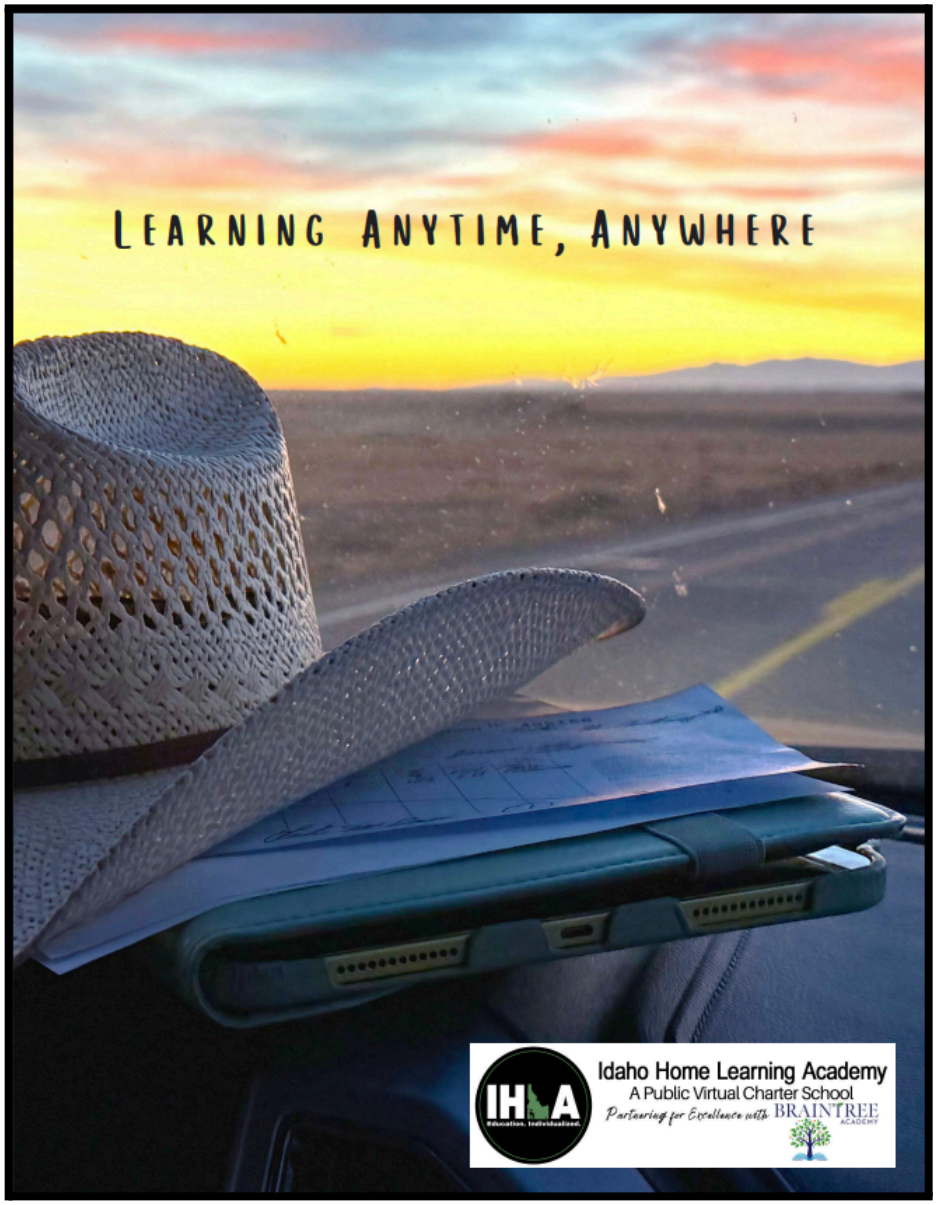
IHLA High School 2026-2027 Student and Parent Handbook



Mission/Vision Statement

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

Purpose Statement

Idaho Home Learning Academy empowers students by delivering a rigorous, innovative, and personalized virtual education, preparing students to lead and thrive in a dynamic world.

week

[Idaho Home Learning Academy High School Website Link]

Idaho Home Learning Academy

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

Hours
Monday – Thursday
7:30 am – 4:30 pm

Idaho Home Learning Academy Charter Board of Directors

Irene Alder	Board Chair
Jill Keetch	Board Vice-Chair
Tresie Carter	Board Member
Teri Capshaw	Board Member
Dallan Rupp	Board Member

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Assistant Principal/CTE Administrator	Collette Haws
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Student Information Manager	Elise Reel
Supplemental Learning Fund Coordinator	Kylee Smith
Technology	Brook Williams
Academic Services & IDLA Coordinator	Nicole Smith
IHLA High School Attendance Coordinator	Elke Carter
Counselors:	Bridget Barrus- Last names A-E
	Amy Fleming- Last names F-M
	Jamie White- Last names N-Z

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Principal Welcome

Dear Parents and Students,

Idaho Home Learning Academy welcomes you to the Idaho Home Learning Academy (IHLA). We are excited to have you participating in our innovative virtual school experience. Our highly qualified Idaho-certified teachers, administrators, and dedicated staff are excited to work with you. 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 to ensure you are familiar with all school policies and requirements.
IHLA has many resources to support students and parents through their educational journey. We also provide IHLA parents, students, and teachers with high-quality content, as well as providing access to support specialists. Our Student Outreach and Support Team (SOS) is available for students who need additional support. We are also 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 that are often 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 of a global society.
IHLA will adhere to the following core values and beliefs:

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

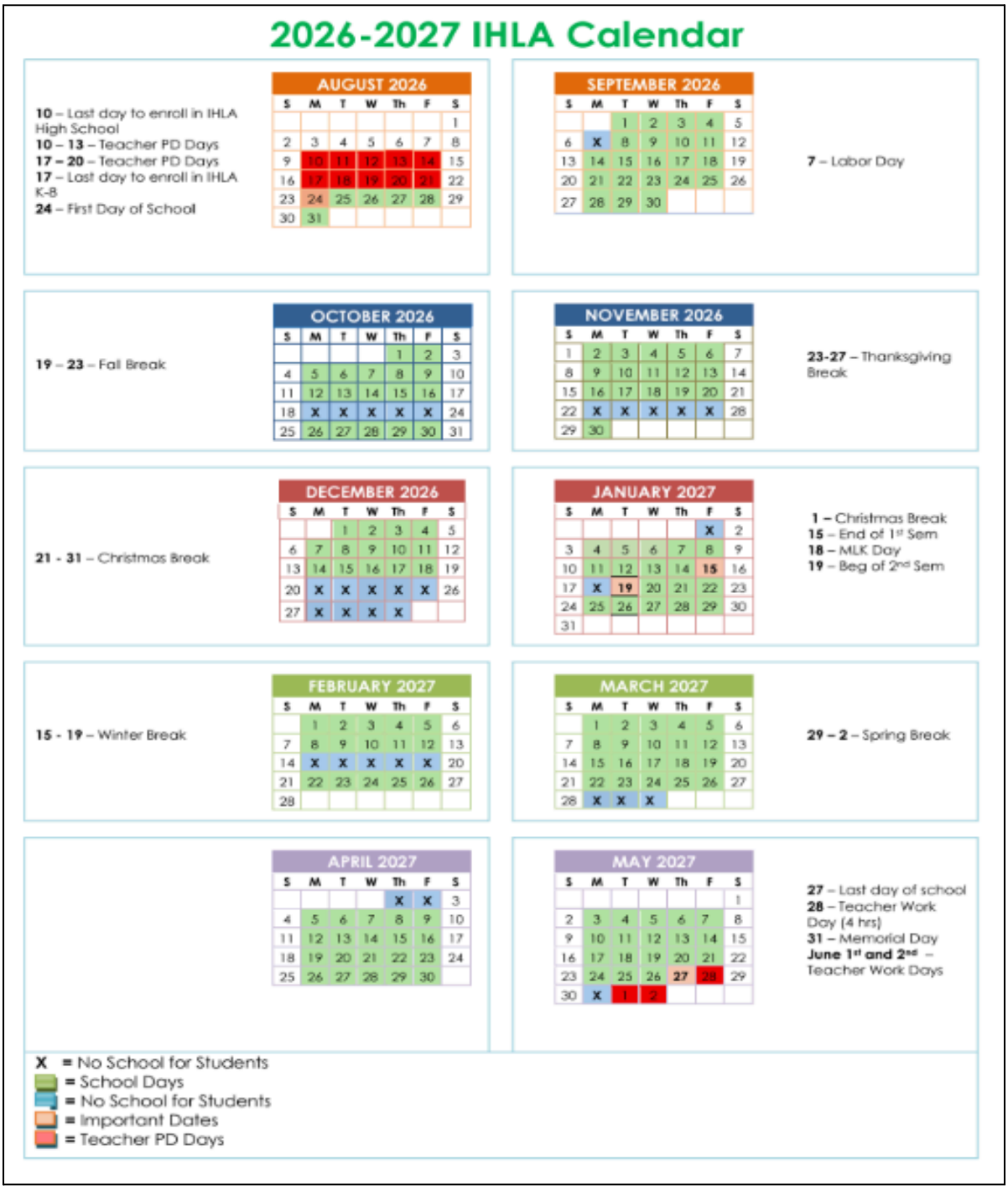
You are encouraged to be involved in the educational process. Please reach out to me at any time with success stories, input for improvement, or questions.

Sincerely,



Rachel Jensen-
IHLA High School Principal

Calendar



[Accessible Calendar Link]

Overview

Idaho Home Learning Academy (IHLA) is a K-12 virtual charter school within the Oneida School District. Idaho Home Learning Academy is a public charter school. It is a virtual school-that serves students through online curriculum and virtual technologies across the State of Idaho. Idaho Home Learning Academy currently contracts with Braintree Educational Services to offer and coordinate curriculum/program options, assist in tracking student learning, act as parent/student liaisons, and handle recruiting efforts. IHLA manages and/or monitors supplement learning funds that may be spent on curriculum options and supplemental learning resources to support and ensure that Idaho State Content Standards are met. Idaho-certified teachers, educational partners, support staff, and parents work together to strengthen student learning.

Goals:

- 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.
- We will strive to provide a safe, positive, and nurturing environment for our students.
- We will endeavor to provide teaching and learning resources necessary for the success of our students.
- 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.
- We will provide a professional, accountable, and highly qualified staff that 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 to focus on student learning presents a great opportunity for success, and together, we see a great future for this model of schooling.

Enrollment Process

Overview

Idaho Home Learning Academy offers a unique approach to education. It allows parents to be deeply involved in the decision-making and support 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 carry out their responsibility to provide an adequate home learning environment with integrity. Failure to do so may result in a loss of students' learning opportunities and frustration for both parents and students. We encourage parents/guardians to review all school choice options and select the program that best matches their circumstances and needs.

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;
- 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 regard to study habits and school attendance;
- Endeavor to comply with all assignment, homework, and testing deadlines
- Recognize when assistance is needed and seek teacher assistance in a timely manner
- Establish a strong communication line with teachers
- Be goal-oriented and have the desire to learn and succeed
- Work independently
- Manage time effectively
- Have the appropriate knowledge and/or willingness to learn how to navigate various software programs on the computer
- Follow all school guidelines regarding digital citizenship and participate in annual digital citizenship training.

Admission Procedures

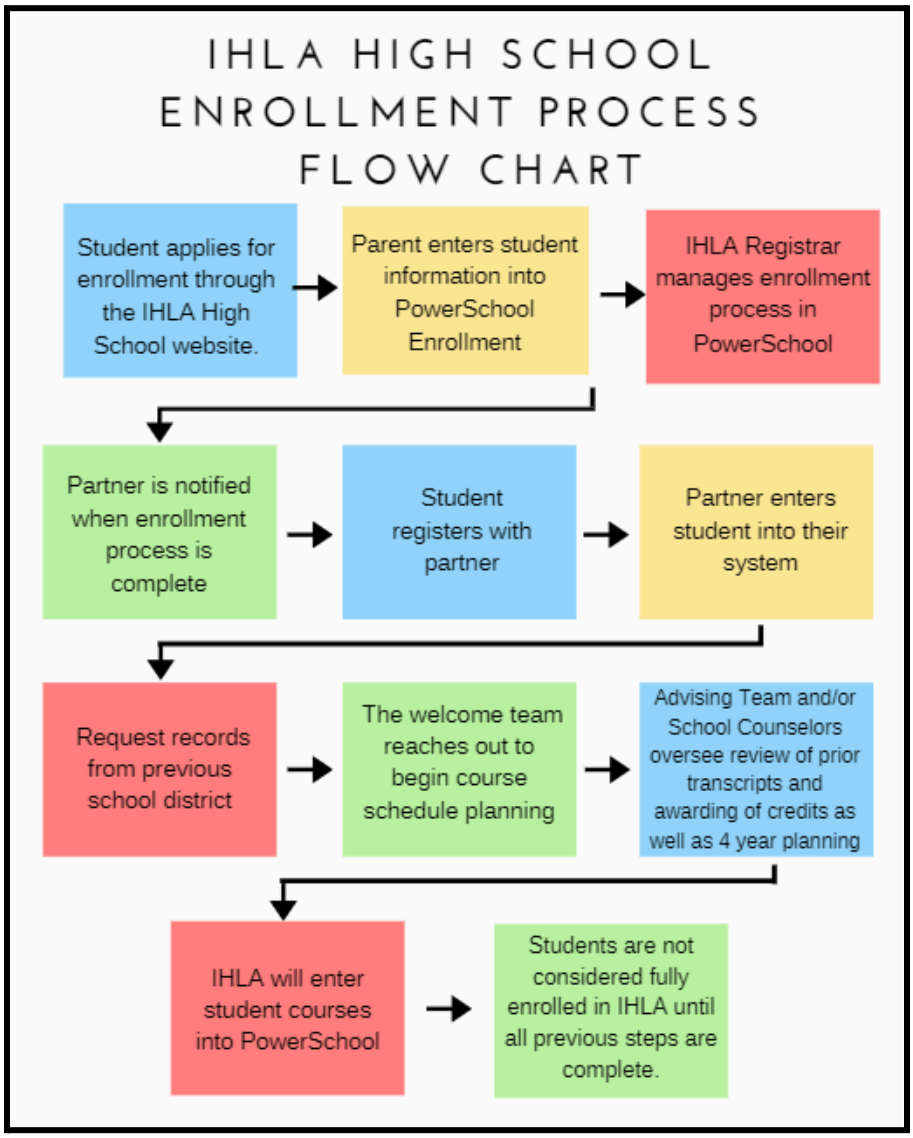
All qualified Idaho students can enroll and participate in IHLA. Students who are interested in enrolling in IHLA may do so through the enrollment steps below. In order for students to have access to their coursework, students must complete PowerSchool Enrollment and class selection. Enrollment in IHLA is initiated through the IHLA High School Website.

- **Transfer Students from Other Accredited Public Schools:** Students transferring from another public school will be accepted through the end of week 12. Students who enroll after week 12 will not earn credit for the semester. Transferring students must have current (within two weeks of the date of enrollment with IHLA) withdraw grades from the prior accredited school.
- **Non-Transfer Students Enrolling After the Second Week of the Semester:** Students who are not transferring from another public school and enroll after the end of second week of the term may only join Flex Classes. Flex courses are designed for students enrolling late and are not available to the mainstream body of students who enroll at the start of the term. Students who are not seeking a diploma from IHLA HS will not be permitted to enroll in Flex courses. Only select courses are available in Flex format, and these courses may reach capacity at any time. Students are not guaranteed enrollment in requested courses when joining after the second week of the term. Students may take up to three Flex Classes at a time, with no limit on the total number completed per term. Non-transfer students must enroll by the end of week 12 and complete all Flex Classes by the end of the term to earn credit for the semester. Flex classes may be taken from either IHLA or Idaho Digital Learning Alliance. Guardians and students are responsible for understanding all graduation requirements and must meet with a school counselor for advising on progress toward graduation.

Families will be provided with 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)
- A signature indicating parents have read, agree with and are willing to comply with the information contained in the IHLA Parent/Student Handbook (All students)
- A signature indicating parents and students have read, agree with and are willing to comply with the IHLA Honesty Policy, including requirements for completion of digital citizenship training. (All students)
- A copy of any current IEP/504 Plans, if applicable (New students)
- Previous Academic Testing (Optional) (New students)



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 accepting students who meet one of the following requirements:
If a student has transferred to IHLA from a public school, the criteria below will be used to determine grade placement:

- An 8th-grade student in a public school district during 2025-2026 (required documentation of a transcript or report card) will be placed in 9th grade.
- A 9th-grade student in a public school during 2025-2026 (required documentation of a transcript or report card) will be placed in 10th grade.
- A 10th-grade student in a public school during 2025-2026 (required documentation of a transcript or report card) will be placed in 11th grade.
- An 11th-grade student in a public school during 2025-2026 (required documentation of a transcript or report card) will be placed in 12th grade.

If a student has never attended a public school, the criteria below will be used to determine grade placement:

1. Students with a birthdate between 9/1/2011 and 8/31/2012 will be enrolled in 9th grade.
2. Students with a birthdate between 9/1/2010 and 8/31/2011 will be enrolled in 10th grade.
3. Students with a birthdate between 9/1/2009 and 8/31/2010 will be enrolled in 11th grade.
4. Students with a birthdate between 9/1/2008 and 8/31/2009 will be enrolled in 12th grade.

For students with special circumstances, the parent must submit a written appeal to IHLA High School to review the student's individual situation. Idaho Home Learning Academy will make the final decision on enrollment for the 9th, 10th, 11th, and 12th grades.

Denial of Enrollment
The Idaho Home Learning Academy Board of Trustees reserves the right to deny enrollment for students not meeting IHLA program expectations and for the reasons specified in District Policy 3010 and 3010P. According to District Policy 3010 and 3010P, the Idaho Home Learning Academy Board of Trustees reserves the right to limit enrollment in any given school, grade level, or class due to the desired mandated size of said school, grade level, or class being reached. Students may also be denied enrollment if they are not actively working toward graduation or are dually enrolled. (See the Dual Enrollment Section Below) Working toward graduation is defined as taking a full schedule of classes assigned by the school or approved by the school counselor that keeps the student on track to graduate with their state-assigned graduation cohort. Notification of denial of enrollment into the program will be given within 30 school days of receipt of the enrollment application. The Office of Civil Rights (OCR) acknowledged that a Board may reject the application of a student, including but not limited to a student with an Individualized Education Program(IEP) or student with a disability, 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 they are on an IEP or disabled in and of itself is unacceptable. (Refer to District Policy 3010 and 3010P)

Dual Enrollment Procedures
Students are able to dual enroll in IHLA High School (a public charter school) and another public high school. Students can dual enroll in charter, private, or homeschool options. Students may also dual enroll in approved post-secondary institutions. If a student is dual enrolling, parents will be asked to indicate this at registration time. Enrollment information is verified through the

state of Idaho's ISEE system. Parents who do not indicate they are dually enrolled and who are identified in the ISEE system may be contacted for confirmation. Only courses taken directly through IHLA, IDLA, or a post secondary institution will be listed on a student's schedule. Students who are dually enrolled in classes from another public high school will not be considered full-time students at IHLA. To be enrolled in IHLA High School, students must be registered in at least one course provided directly through IHLA High School. Dual enrollment may impact eligibility for special education and other school programs. Please refer to Dual Enrollment Policy (Idaho Code 33-203) for more information about individual situations.

Residency Requirement
Idaho Home Learning Academy is a publicly funded charter school. Currently, students who are, or will be, residing in the state of Idaho for the 2026-2027 academic 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 stub, or W2 form with an Idaho home address and a visible 2026 date for first or second semester.
- Copy of a current housing agreement with an Idaho home address and a visible 2026 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.

When there is a change in the primary residence of a student, the guardian must notify IHLA (enrollment@malad.us) in writing to ensure the student has continued access to support and resources. IHLA must be provided with the address of the new residence and updated contact information within 7 days of the change, if applicable. Students who no longer reside in Idaho will be required to withdraw from IHLA.

Curriculum

Curriculum Approval and Adoption Process
Idaho Home Learning Academy policy requires that students are provided with Board approved curriculum aligned to Idaho Content Standards. This curriculum will allow access to free and appropriate education for all students. This process is in place to ensure alignment with the State Core Standards and to optimize learning outcomes.

Curriculum 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 that will maximize the learning potential of every student. Curriculum adoptions must also take into consideration the needs of the virtual student. Curricula need to be engaging, support learner independence, and provide resources that may be accessed for learning extension or remediation support.

Measured Standards
Idaho Home Learning Academy (IHLA) provides students with curriculum aligned to Idaho State Content Standards. All classes offered will be approved by Idaho Home Learning Academy, taught by Idaho-certified teachers, 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 Idaho Home Learning Academy and IDLA. IHLA course options, including course descriptions and associated credits, are made available to parents and students.

Supplemental Materials
The Board 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 categories will be reviewed through the following process:

- Step one: Idaho Home Learning Academy follows the applicable item category requirements established by the Idaho State Board of Education, in accordance with state law.
- Step two: Items that may fall outside of the explicitly listed areas may still be approved through an appeal process. 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 Idaho Home Learning Academy must determine if that is a reasonable request and efficient use of tax dollars.
- Step three: Following the approval by Idaho Home Learning 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. Parents will not be required to expend money to have access to a comprehensive curriculum. Due to the virtual platform of IHLA, families can be reimbursed for internet costs to access their curriculum. If a student withdraws from the program, parents may be asked to return learning equipment, such as laptops, some core textbooks, or other such items. Parents of an IHLA student shall not be responsible for any reimbursement of costs and/or fees imposed or incurred by the Board, Braintree Educational Services or Idaho Home Learning Academy if the parents choose to dis-enroll the student from the IHLA program at any time.

Learning Supports

IHLA is a school of choice. Its educational model delivers support for regular education, special education, and 504 services virtually. Skilled certified professionals provide an array of support services.

Child Find Process
IHLA, in cooperation with parents and nonpublic school agencies, engages in Child Find services throughout the school year. Child Find activities are conducted (1) to create public awareness of special education programs, (2) to advise the public that students who qualify for services have the right to a free appropriate public education and confidentiality protections, and (3) to alert community residents that a process exists for identifying and serving children with disabilities from the age of 5 through the semester in which they turn 21.

If you know of a child who is 5 through 21 years of age who may have individual needs that result from disabilities or developmental delays, and who is not enrolled in a school program, please contact Jill Daniels via jill.daniels@malad.us, or the charter school office at 208-534-6080. These children may have difficulty walking, talking, hearing, or learning, or may exhibit behaviors that differ from those of other children their age.

Consultant & Support Specialists
In this virtual setting, IHLA provides teachers and parents access to specialists when they have a curriculum or teaching questions or concerns. The responsibilities of this support team vary greatly. A few of their duties include:

- Provide guidance to parents or virtual teachers
- Provide instructional coaching to virtual school teachers as warranted.
- Serve as consultants in specific areas such as, but not limited to, behavioral issues, short-term emotional barriers, special education, or specialized content.

Counselors
IHLA provides a comprehensive ASCA (American School Counselor Association) model-based counseling program for all of its students. The ASCA model is used as the driving force of our program. ASCA uses data-driven approaches to create a dynamic curriculum and is designed to address the three realms of student needs - academic achievement, personal/social growth, and college/career preparation. Counselors are available to meet with students to help them reach their goals and provide resources to aid in their success toward high school graduation and postsecondary preparation.

High School counselors work with students toward the end of 8th grade to create a high school (four-year) Personal Learning Plan (PLP). High school counselors monitor progress toward graduation throughout high school enrollment by scheduling yearly meetings to review the PLP. Counselors also provide a college and career readiness curriculum to support students as they transition into post-secondary opportunities or the workforce.
High School Counselor's roles and responsibilities may include but are not limited to:

- Monitoring academic achievement toward the student's graduation goal
- Goal setting and course selection support
- Intervention as needed for student success
- Facilitating communication with teachers
- Helping answer student/parent questions
- Offering specific social skills groups (facilitated through Zoom)
- Advocating for students during SST(student success team) meetings
- Parent/guardian consultation and support.

All students have access to IHLA school counselors. However, if a student needs more than one behavioral/emotional-based session, the parent must provide written consent to the counselor. These sessions with a school counselor are not considered individual clinical psychotherapy sessions. Sessions with a school counselor are intended to boost a student's resilience and maximize educational outcomes by providing short-term interventions, support, and/or referrals to community-based services. When counselors meet with a student, they provide students with a confidential space to discuss areas of concern. Confidentiality is limited and cannot be maintained if a student discloses they are being harmed, they are thinking of harming themselves or someone else, or if they have given permission to share with a trusted adult.

Course Selection/ 4-Year Planning
With the support of a school counselor, students who intend to graduate with a high school diploma will develop a four-year personal learning plan outlining how high school graduation

requirements will be met. 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 the start of each new term. The requirement of completing a four-year plan may be waived if the parent or guardian requests, in writing, that no learning plan be developed. Registration and course selection is conducted online. Four-year plans are used to determine course selection. If students want to play a sport in college, there may also be high school academic eligibility requirements for college athletics that need to be met. Students are encouraged to revise and review four year plans considering graduation requirements, making adjustments for academic performance, personal interests, revised career plans, requirements of college programs, and changes in curriculum offerings. All returning students must have schedules for the following year completed by April 1st of the spring semester, or a default schedule will be entered.

English Learners

We value the linguistic and cultural diversity of our students whose first language is not English. The goal of our English Learner (EL) program is to provide language support to students whose primary language is one other than English and this creates a barrier to academic achievement and success. IHLA students who are identified as EL are provided with academic support specific to their needs. A certified teacher will be available to provide individualized EL support as outlined in the student's Language Instructional Education Program (LIEP). The English Language Proficiency Assessment (ELP) may be given to determine eligibility for the EL program. All students within the EL program will be required to participate in the state ACCESS test annually to determine continued eligibility within the program. Parents/guardians may We value the linguistic and cultural diversity of our students whose first language is not English. The goal of our English Learner (EL) program is to provide language support to students whose primary language is one other than English and this creates a barrier to academic achievement and success. IHLA students who are identified as EL are provided with academic support specific to their needs. A certified teacher will be available to provide individualized EL support as outlined in the student's Language Instructional Education Program (LIEP). The English Language Proficiency Assessment (ELP) may be given to determine eligibility for the EL program. All students within the EL program will be required to participate in the state ACCESS test annually to determine continued eligibility within the program. Parents/guardians may choose to waive offered EL services; however, the student will still be required to participate in the annual ACCESS test. EL students who are not participating in synchronous specialized instruction or services related to their LIEP, and have not waived these services, may be considered truant upon review by the LIEP team. choose to waive offered EL services; however, the student will still be required to participate in the annual ACCESS test. EL students who are not participating in synchronous specialized instruction or services related to their LIEP, and have not waived these services, may be considered truant upon review by the LIEP team.

Multi-Tiered System of Support (MTSS)

Idaho Home Learning Academy is committed to student success. As part of the plan to ensure students have the best possible chances of success, IHLA uses the MTSS process. For more information about this process, please reach out to ihlahighschool@malad.us.
HS MTSS Intervention/Parent Referral Special Education Flowchart

Parent-Supported Learning Environment

Significant parental involvement is critical for student success in the virtual program. The parent needs to be actively involved in, supervising, and guiding students with regard to coursework while understanding that the student must complete and submit their own work. Certified teachers are responsible for the structure, organization, time management, and student engagement components of the classroom. Parent involvement is key to ensuring the success

of their student(s). Parents have full access to all of the program's components and can access information regarding student progress, teacher contact information, instructional plans, term schedules, lessons, and grades. Parents and students are encouraged to check their grades regularly.
When a parent chooses to enroll their student in our virtual school program, they are committing to providing frequent and focused support. Successful learning environments:

- Set a routine (time) for learning;
- Set expectations for what happens during learning time;
- Set high learning expectations (don't enable);
- Recognize and celebrate efforts frequently;
- Measure growth against themselves, not others.

Service Providers
IHLA curriculums may be accessed virtually or face-to-face. An Idaho-certified teacher oversees all curricula. 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 IHLA and/or Braintree Educational Services. These educational options may include learning support through private companies and organizations. Full-time IHLA students can use supplemental learning funds to purchase classes from a pre-approved service provider. Supplement learning 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 board, district, state, and federal laws, regulations, and requirements must be adhered to at all times.

Special Education and 504 Services
Virtual public school programs must 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 or 504 Team meeting will be scheduled to determine how IHLA will provide the services and supports outlined in the student's IEP or 504 Plan to best access the virtual IHLA program. At the IEP Team meetings, the team will discuss the student's disabilities, the current IEP or 504 plans, and how the student will access course content. 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 strengths, learning preferences, 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 Braintree Educational Services 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 Board is not or may not be capable of providing adequate special education services or delivering 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. A homeschooled student with a disability, not enrolled as a full-time student in IHLA, may not receive special education services. (Idaho code 33-203). Please refer to the Multi-Tiered System of Support (MTSS) section above for additional information on the SpEd intervention/referral process.

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. Students receiving special education services who are not attending synchronous specialized instructions or related services as defined on the IEP will be considered out of compliance with the IEP, and the situation will be reviewed by the IEP team. Dual enrollment policies pertaining to students with disabilities are laid out in Idaho Code 33-203.professional

Teachers
All IHLA classes, taken by students in grades 9-12, are taught by Idaho-certified teachers through a quality learning management system. The teachers oversee all content, grading, and required assessments. The Idaho-certified teacher will assign the final grade for each class. Teachers are provided 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 the Idaho State Department of Education criteria by Idaho Home Learning Academy.

18 PLUS Program- (Ages 18-21)
The IHLA High School 18 PLUS Program serves senior students with an active IEP who have fully met all Idaho state and IHLA adapted graduation requirements, including credit completion, course requirements, and any other applicable district or state standards. Students must have satisfied all graduation requirements before enrolling in the 18+ PLUS Program; the program is not a path to earning a diploma but rather an extension of support for students who have already earned one. The program is available from age 18 through the completion of the semester in which the student turns 21. Students enrolled in the 18+ PLUS Program are considered full-time IHLA students when taking a full schedule are eligible to potentially receive supplemental learning funds. Students complete classes each semester with a focus on adult-based transition skills including self-advocacy, independent living, community involvement, vocational skills, and postsecondary education and training.

Students who choose to enroll in the 18 PLUS Program may participate in the IHLA graduation ceremony; however, per state law, the school will retain the student's diploma until the student chooses to exit the program. The diploma has already been earned and will not be affected by participation in the program, nor is there any obligation to complete multiple years of the program in order to receive it.

Through the program, students will be connected with their local Vocational Rehabilitation (VR) office for job placement and training support. When applicable, students may also receive assistance applying for SSI benefits, state services, and the Idaho Developmental Disabilities (DD) Waiver program. For more information about the PLUS Program, please contact the IHLA High School Special Education department.

Graduation Requirements

Graduation Requirements (Idaho Home Learning Academy Board Policy 2700)
A total of **46 credits** are required for graduation. If students have met all of the requirements for graduation, students may be permitted to graduate prior to the end of the academic school year. Students will only be permitted to graduate at the end of each IHLA term. Diplomas will not be conferred any earlier than the end of each academic term. Final grades will only be transcribed at the end of each semester. Credits must be earned in the following areas.

Language Arts (8 credits):

- Eight (8) credits:
  Language Arts shall consist of language study, composition, literature, speaking and listening and be aligned to the Idaho English Language Arts Content Standards for the appropriate grade level.

Communication Arts (1 credit):

- One (1) credit:
  Speech course or other communication course consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards

Mathematics (6 credits)

1. Two (2) credits:
   Algebra I, Algebra I level equivalent, Integrated Math, or courses that meet the Algebra Content Standards.
- Two (2) credits:
  Geometry, Integrated Math or courses that meet Geometry Content Standards
- Two (2) credits: Student Choice of Math
  Secondary mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and quantitative reasoning, including mathematics taken through career technical education programs. Engineering and computer science courses aligned to the state standards for grades nine (9) through (12), may be counted as a mathematics credit. Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course. All coursework considered for math credit must be taught by a certified math teacher.

Science (6 credits)

1. Four (4) credits: Four credits are required from at least two of the following content areas: physics, chemistry, earth and space, or life science.
2. Two (2) credits: Two credits may include instruction in applied sciences, physics, chemistry, earth and space sciences, life sciences, engineering or computer science.
   Students who choose to take computer science or engineering courses may not concurrently count such courses as both a mathematics and science credit for the same course.

Social Studies (5 credits)

- Two (2) credits: Government
- Two (2) credits: US History
- One (1) credit: Economics & Financial Literacy
  Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement.

Fine Arts or World Languages (2 credits):

- Two (2) credits: Courses include instruction in visual arts, music, theatre, dance, or world languages aligned to Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world

religions may satisfy the humanities strands if the course is aligned to the Interdisciplinary Humanities Content Standards.

Health/Wellness (1 credit)

- One (1) credit: Health
  The course must be aligned to Idaho Health Content Standards and a student should receive a minimum of one training on psychomotor cardiopulmonary resuscitation (CPR) as outlined in the American Heart Association (AHA) Guidelines for CPR, which should include the proper utilization of an Automatic External Defibrillator (AED) as part of the Health/Wellness course.

Digital Literacy (1 credit)- Required beginning with the class of 2028

1. Digital Literacy- 1 credit
   The course must include instruction that aligns with the Idaho Content Standards associated with leveraging technology, digital citizenship, and computational thinking, that are imbedded in the Information and Communication Technology Content Standards. The course must also include content on leveraging the impacts of computing, algorithms, and programming, which are embedded in the Computer Science Standards. This requirement will apply to any student graduating after January 1, 2028.

Electives (16 credits)

2. An additional 16 elective credits of their own choosing as documented in an approved Career Pathway Plan.

Additional Graduation Requirements

- Civics Standard:
  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. Starting in 2026-27 school year, all secondary students must demonstrate that they have met the state civics and government standard by successfully completing a new revised civics test and participate in a course in United States government and history, or participate in an associated college credit-bearing course or exam. Assessment of standards shall be included as part of the course at the secondary level. Successful completion of this requirement must be reflected on the student's transcript.

  *Students graduating prior to January 1, 2029, who have satisfied the requirement of the civics exam, prior to the 2026-2027 school year are exempt from the new exam.

- Future Readiness Project:
  Projects are required to include a written report and an oral presentation by the end of grade 12, with guidelines set by school administration. Projects are required to include an oral and digital presentation by the end of grade 12. The project must include an experiential component, such as a work-based, service-based, research-based, or portfolio-based component in which a student demonstrates the acquisition of Idaho College and Career Competencies. Experiences, including but not limited to apprenticeships, internships, volunteer work and extracurricular activities related to real-world skills acquisition, will count toward this requirement. The Future Readiness Project is a culminating project that demonstrates a student's application of the Idaho College and Career

Readiness Competencies and exploration of potential post-high school options. Idaho Home Learning Academy will determine how students will demonstrate the acquisition of college and career competencies and may require additional components. Students must log 20 hours of non-coursework activities to meet the Future Readiness Project requirements. Students are required to submit a clearly written essential question as part of their project proposal, along with 3-5 artifacts from their experiential component and a competency reflection and self-evaluation demonstrating growth across the Idaho College and Career Readiness Competency Levels 1-6. All students beginning with the class of **2027** must complete the Future Readiness Project by the end of grade twelve; students prior to this cohort may complete the previous Senior Project requirements.

Diploma Types

Idaho Home Learning Academy High School offers three diploma pathways to recognize the diverse academic achievements and career goals of our students. Students interested in pursuing a CTE or STEM Diploma should connect with their academic advisor early in their high school career to ensure they are on track to meet all requirements. All students who meet standard graduation requirements earn a General Diploma. In addition, IHLA High School is proud to offer two state-sponsored diploma types for students who go above and beyond in specialized areas of study:

- CTE Diploma (Workforce Readiness and Career Technical Education Diploma): Created by the 2021 Idaho State Legislature, this diploma recognizes students who complete a full CTE pathway alongside standard graduation requirements. To earn this diploma, juniors or seniors must complete a capstone course for their CTE pathway, pass both a technical skills assessment and a workplace readiness assessment, and earn all SkillStack microcredentials for their pathway or an approved industry certification. For more information, visit cte.idaho.gov.

- STEM Diploma: Established in 2018 under Idaho Code 33-523, this diploma recognizes graduating seniors who have pursued rigorous STEM coursework beyond standard graduation requirements. To qualify, students must complete 8 credits in math, 8 credits in science, and 5 credits in approved STEM courses. IHLA High School currently has 7 students eligible for this diploma type. For more information, including the approved STEM course list, visit stem.idaho.gov.

Early Graduation

Those seeking early graduation must meet the following requirements:

- Submission of an early graduation plan to the school counselor with the principal's approval at least four months prior to the date of graduation.
- Completion of all additional graduation requirements.
- If the student is a minor (younger than 18), the plan must be signed by their parents.
- Special cases may petition the Board regarding early graduation.

See Idaho Home Learning Academy Board policy 2700. Students in grade 11 who will be graduating early must still complete all ISAT tests, or their diplomas will be held until testing is complete. For additional information, please see the graduation requirements section above.

Graduation Participation

Students must earn a minimum of twelve (12) credits of coursework through IHLA before being eligible to earn a diploma. This includes dual credit courses taken through post-secondary institutions, provided those credits are reflected on the student's IHLA transcript. 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 and Student Policies

Academic Integrity
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 is 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 complete your assignments and tests in courses. Colleges may have specific academic honesty policies that 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:

- Including an exact copy of material from any source (written materials, websites, course lessons, or textbooks) authored by someone else in your assignment without proper quotations or citing your source.
- Turning in another student's work as your own.
- Submitting work that is paraphrased too closely from another person's writings
- Submitting the same work, authored by the student, for more than one course or assignment without permission from both instructors. 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.

The use of AI tools are allowed for the purpose of self-learning, ideation, and inspiration. However, direct plagiarism or copying and pasting of AI-generated work as student-generated work will be treated as plagiarism. Students are expected to use the tool in accordance with academic integrity guidelines and cite any text generated by the tool. False sources, fabricated quotes, or information not found in your listed sources is a form of academic dishonesty and is strictly prohibited.

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 tracked 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:

Reported Warning:

- The instructor notifies the student, parent, and administration 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. In order to redo the assignment and submit it for a grade, the student must meet with their teacher within a week of the incident. No additional work for that course will be graded until the meeting has been held. Refer to the policy for resubmission of work in the student handbook.
- Information on the incident will be logged into the school discipline system as a reported warning.

First Offense:

- The instructor notifies the student, parent, and administration in writing that they have 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. In order to redo the assignment and submit it for a grade, the student must meet with their teacher or finish a student training within a week of the incident. No additional work for that course will be graded until the meeting has been held. Refer to the policy for resubmission of work in the student handbook.
- Information on the incident will be logged into the school discipline system as a first-warning offense.

Second Offense:

- The procedure for the first offense will be followed in addition to the following:
    - Automatic zero for the assignment and no opportunity to resubmit.
    - 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.
- The student and guardian will meet with an administrator over Zoom to ensure the policy is understood and instructional support is given. The student will sign a behavior contract.
- Depending upon the nature, severity, or repeat status of events of academic honesty, the Principal may make a recommendation for additional disciplinary measures, including failure, of course, and possible suspension or expulsion from the school's programs. Additional disciplinary action may be taken, including failure of course.
- Information on the second incident will be logged into the school discipline system as a second offense.

Third Offense:

- Student is referred to IHLA Administration to recommend failure of the course or courses or board policy 3010 and 3010P revocation of open enrollment will be in place.

Academic Probation Policy

It is our desire to give support and encouragement to students who are on academic probation. Our goal is to see each student restored to good academic standing. Student academic progress will be reviewed every two weeks, starting on the fourth week of school. Any student who has two or more F's for a period of four consecutive weeks will be placed on academic

probation, and parents will be contacted. Students on academic probation will be required to meet with a member of the student support team once a week until grades improve. Additional policies may apply to students on academic probation. Students who are on academic probation for two full consecutive semesters are not considered in good standing with IHLA and will not be allowed to re-enroll. (See district policy 3010 and 3010P) Students experiencing difficulty maintaining acceptable grades are strongly encouraged to seek assistance from parents, instructors, and counselors and to take advantage of student support office hours in order to avoid academic probation. Students on an IEP or 504 plan will be addressed on an individual basis.

Advanced Opportunities

The Advanced Opportunities program provides every student attending an Idaho public school an allocation of $4,615 to use towards advanced courses in the 7th through 12th grade. Advanced Opportunities funds can be used for overload courses, dual credit courses, workforce training programs, and exams. Advanced Opportunity funds do not cover the cost of books, additional course fees, repeated courses, or remedial level courses.

- Overload Courses (IHLA Grades 7th through 12th) - An overload course is a high school level course taught by a Idaho certified teacher that is taken in addition to a student's regular school day or during the summer. Six courses per day is a full course load through IHLA. For a course to qualify that course must be 7th course on the students schedule. In the event that a student incurs a cost for such courses, the Advanced Opportunities program may up to $225 for the cost of the overload course. All overload courses that Advanced Opportunities pays for will be transcribed on the student high school transcript.
- Dual Credit - Students earn dual credits by taking courses that are recorded both on the students high school and college transcript. Dual credit courses can be taken online, by virtual conferencing, or in some cases, students can attend class directly on the college/university campus. The Advanced Opportunities program will only pay for regionally accredited college level courses up to the cost of $75 per college credit. Remedial (high school level) and repeated courses (included college level courses) are not eligible for Advanced Opportunities funding.
- Workforce Training - Students can utilize Advanced Opportunities funds to pay for regionally approved workforce training courses/programs through their local college or university. Students will earn 1 credit per every 60 hours they complete in the program (classroom and training hours). Workforce training programs can be listed on a student's schedule one time each semester to count towards supplemental learning funds, and will be transcribed at the end of each semester on the student's IHLA High School transcript. Workforce training courses, such as federally registered apprenticeships, may not exceed five hundred ($500) per course and one thousand dollars ($1,000) per year. Below is the link to Approved Workforce Training Courses through Advanced Opportunities. Middle school students who wish to participate in college level workforce training programs must enroll through their local brick and mortar high school to participate. If a student is currently employed, in conjunction with their workforce training program, they could be eligible to earn additional credits through IHLA by adding School to Work to their high school schedule.
  https://share.google/iD5dQ0me6Vjyd81Kt
- Exam - Students can utilize Advanced Opportunities 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), College Entrance Exams, and Career & Technical Education (CTE) Certifications. Students can use Advanced Opportunities funds for repeat college entrance exams.

These funds can be used to cover the cost of the exam and proctoring fees. Here is the list of Approved Exams and Costs through Advanced Opportunities.

Students who are seeking Advanced Opportunities funding must complete and sign IHLA's Advanced Opportunities Participation Form and submit it to school staff prior to utilizing Advanced Opportunities funds. 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 Advanced Opportunities Coordinator 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. Advanced Opportunities funds cannot be used for classes that are not on the student's high school schedule throughout the term. If a student is unsuccessful in completing a course or exam paid for using Advanced Opportunities funding, the student will be required to pay and successfully earn credit or pay for a course or exam before any further Advanced Opportunities funding reimbursements will be made. Please be aware that if a student fails one course, and registers for three more courses the following term, the student will be required to pay and pass all three courses before their funds will be reinstated. If the student doesn't notify the Advanced Opportunities Coordinator to remove their withdrawn or failed dual credit course before the Advanced Opportunities portal is submitted (per submission date on the Advanced Opportunities website), the Advanced Opportunities Coordinator will move forward with the students portal submission and generate the hold on the students account.

To take advantage of Advanced Opportunities funding through IHLA High School, students must be enrolled in at least one IHLA course during the term in which Advanced Opportunities funds are being requested, with the exception of the summer term. Advanced Opportunities funds will not be issued for classes that are not brought to the attention of the Advanced Opportunities coordinator within the first five weeks of the IHLA HS term, including the summer term. It is the parent's responsibility to inform the IHLA Advanced Opportunities Coordinator that students are registered for classes that need to be paid for with Advanced Opportunities Funds. Any student who wishes to take dual credit courses should ascertain for themself whether the particular postsecondary institution the student desires to attend will accept the transfer of coursework, credits, and/or grades under this program. Advanced Opportunities funds cannot be used to pay for credit recovery, remedial, or repeated college courses, nor can they be used the summer immediately following the senior year according to the assigned 4-Year graduation cohort. Advanced Opportunities funding is available until the end of a student's expected cohort graduation date or until the student's $4,625 allocated amount has been used. If a 12th grade student is enrolled in a course that will end after the students cohort graduation date, the course is not eligible for Advanced Opportunities funding. Advanced Opportunities is available for students in grades 7-12. Any student who extends beyond their state graduation cohort date will not be eligible for Advanced Opportunities funding.

All students who graduate at least a full year early will be eligible for the Early Graduation Scholarship. The scholarship is estimated at $2,400 for every year skipped, and can be used at any Idaho public postsecondary institution. To qualify for the Early Graduation Scholarship, students must be graduating at least one year prior to their cohort graduation, and must apply within two years of graduating through the students Advanced Opportunities portal. Failure to apply will result in ineligibility of funds.

All Advanced Opportunities policies are subject to change depending on state policies at the time. Please see the Idaho Advanced Opportunities Website for more information.

Artificial Intelligence (AI)
The use of AI tools, such as Canva, Google Gemini and Notebook LM, are allowed for the purpose of self-learning, ideation, and inspiration. However, direct plagiarism or copying and pasting of AI-generated work as student-generated work will be treated as plagiarism. Students are expected to use the tool in accordance with academic integrity guidelines and cite any text generated by the tool. Students will be provided with training on appropriate use of AI annually. Please see the conduct and discipline section of this handbook for additional information regarding school-related student privacy violations. All students at IHLA High School will be provided with access to AI tools. Parents/guardians who wish to opt out of AI access for their student may email school administrators.

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 IHLA Board policies 3010 and 3010P if a student is chronically absent. Chronically absent is defined as receiving truancy #3 in 50% or more (rounded up) of their courses. Students who are chronically absent will be unenrolled and may not be able to reapply to the program.

Attendance will be taken on Monday morning for the previous week. Teachers will begin reporting attendance in the second week of school. Attendance will be taken as follows:

- **Asynchronous Anchor Courses:**
    - Attendance is taken by work submitted and course progress. Students must submit work to their teacher every week. Failure to show course progress (not submitting weekly assignment) will result in an absence. Student attendance is calculated and reported each week per class.

- **Required Synchronous Instruction:**
    - Students with synchronous classes as part of their educational programming are expected to attend 90% of their required live meetings.
    - In order to be counted as present, students must attend their live synchronous instruction via Zoom with their cameras on for the duration of the instruction. Cameras are required to be on during live instruction as directed by the state, in order for IHLA to fulfill its obligation to provide a Free and Appropriate Public Education (FAPE). If a student cannot be seen, IHLA cannot confirm their presence or ensure they are receiving instruction. Failure to attend the live instruction will result in an absence. Students may have their camera off for no more than 20% of any given live session and still be counted as present. Camera off time exceeding this threshold will result in an absence for that session.
    - If students join the required synchronous instruction and do not turn on their cameras, they may be removed from the required synchronous instruction and may receive an absence.

Absence and Truancy Policy
Students who receive an absence will be subject to the following procedure:

1. **1st absence** - The student and the student's parents will receive a notification letter via email notifying them of the absence. The letter will also reference the handbook attendance policy and will contain an invitation to attend student support hours and to schedule a meeting with their teacher.

2. **2nd absence** - The student and the student's parents will receive a notification letter via email notifying them of the absence. The letter will also reference the handbook attendance policy and will contain an invitation to attend student support hours and to schedule a meeting with their teacher.

3. **3rd absence (truancy #1)** - The student and the student's parents will receive a truancy #1 letter via email notifying them of the absence. The letter will also reference the handbook attendance policy and will contain an invitation to attend student support hours and to schedule a meeting with their teacher. The student and parent will be required to attend a truancy meeting with an administrator in the same week of receiving the truancy #1 letter. Students will only attend one truancy #1 meeting per semester. Students will not be required to attend another truancy #1 meeting in the event that they reach this point in an additional course.

   Failure to attend this meeting may result in a third truancy letter or withdrawal from the course or program. This meeting would be considered a part of the Child Find process. If a student already has an IEP or 504 plan, a team meeting will be held to determine if disabilities are the cause of the absences.

4. **4th absence (truancy #2)** - The student and the student's parents will receive a truancy #2 letter via email notifying them of the absence. The letter will also reference the handbook attendance policy and will contain an invitation to attend student support hours and to schedule a meeting with their teacher. If a student already has an IEP or 504 plan, a manifestation determination meeting will be scheduled.

5. **5th absence (truancy #3)** - The student and the student's parents will receive a truancy #3 letter via email notifying them of the absence and the withdrawal process. There are two possibilities when a student reaches truancy #3:
   - **a.** The student will be withdrawn from the course in which they reached truancy #3. The course will appear on the student transcript as a "WF."
     - i. The student may have the ability to make up this course in summer school or during the next semester/school year.
     - ii. Students who are withdrawn from a course due to truancy are advised to reach out to their school counselor to help determine the best course of action to make up the course.
   - b. If the student has reached truancy #3 in 50% or more (rounded up) of their courses during a semester, the student may be withdrawn from IHLA. Parents will receive the withdrawal paperwork via email. IHLA will consider the student not in good standing and apply IHLA Board policies 3010 and 3010P. Students who are chronically absent will be unenrolled and may not have the option to reapply to the program.

Attendance is taken by work submitted and course progress. Students must submit work to their teacher every week. Failure to show course progress will result in an absence. Student attendance is calculated and reported each week per class.

IHLA is a mastery-based school with a limited number of assignments that can be excused. Students who are absent for an extended amount of time may be advised to withdraw from courses to limit the impact on the student record. Students with extenuating circumstances are encouraged to work with counselors, IEP, or 504 teams as needed.

Students who have an Individualized Education Program (IEP) who are not attending synchronous specialized instructions or related services, as defined on the IEP, will be considered out of compliance with the IEP, and the situation will be reviewed by the IEP team. After the third “unexcused absence” during a semester, the team will convene to determine the best educational options for students with an IEP or a 504 plan.

EL students who are not participating in synchronous specialized instruction or services related to their LIEP may be considered truant upon review by the LIEP team.

BYU Independent Study Classes and Content
Students are offered two ways to receive credit for BYU IS classes/content. Some classes are offered directly by IHLA through our Buzz system and taught by IHLA teachers. Students who are enrolled in BYU Independent Study classes through the IHLA Buzz system must finish each course within the semester and must follow all IHLA policies regarding grading, pacing, attendance, and all other student expectations. BYU Independent Study policies for high school level classes do not apply to the BYU courses provided in conjunction with IHLA teachers offered through the IHLA learning management system. Advanced Opportunity funds cannot be used to pay for the BYU Independent Study content classes offered in Buzz directly by IHLA. All BYU Independent Study courses offered through the IHLA Buzz system will still require a proctored final exam.

The second option allows students to enroll directly in BYU Independent Study classes on their own, but they will not be added to their IHLA schedule and won’t count toward full-time status. Some classes may be paid for by submitting the receipt with the transcript to be paid for by Advanced Opportunity Funding. All AO policies will apply to these classes, and AO funds cannot be requested until the class has been completed. Students who take BYU courses through this option must take a proctored final exam. Final exams will be proctored through Zoom. Students must have video and audio on throughout the duration of the exam. Students are encouraged to start arranging testing dates and times well in advance (three weeks) to ensure the most convenient availability. Students who do not take the final or refuse to take the final will fail the course regardless of their grade prior to the final. Students who refuse to take any BYU final will be considered as not in good standing with IHLA and will not be allowed to re-enroll.

Cellular Devices
IHLA’s cell phone policy is designed to create the most optimal learning environment for all students by minimizing distractions and maintaining focus during online learning sessions. During all instructional time, cell phones must remain completely out of sight, turned off or on silent mode, with usage strictly prohibited including texting, calling, browsing social media, or recording class sessions.

Students are prohibited from using cell phones during live instructional periods, joining virtual classes through a cell phone, participating in class via cell phone while traveling in a vehicle, or recording Zoom meetings. Due to technical requirements, students may not access coursework solely from a cellular device as these do not provide adequate opportunity to view documents, complete assignments, or participate effectively.

While taking assessments in person or joining in-person activities, the following policies apply:

- Picture taking or recording by students is strictly forbidden in school or school activity private areas, such as locker rooms, counseling sessions, washrooms, and dressing areas.

- Students bring electronic devices on school property or to school activities at their own risk. The school is not responsible for lost, stolen or damaged electronic equipment.
- Students are strictly responsible for their own electronic devices. If devices are borrowed or taken and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s).
- Students and parents should be informed and understand that confiscated electronic devices may be subject to search by school officials.
- A student's penalties for violation(s) of an electronic device policy provision may vary depending upon the intentional nature of the violation, other disciplinary actions the student may have received and specific circumstances of the violation.

Devices may be subject to search by school officials or turned over to law enforcement. Violations may result in warnings, device confiscation, or other disciplinary actions depending on the intentional nature, previous disciplinary history, and specific circumstances of the violation. Students with IEP, 504 or ELL plans may have specific accommodations outlined in their individual plans.

Completion of 8th Grade

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, enrollment in IHLA High School may be denied, or 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 Idaho Home Learning 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 regarding school policy are welcome and should be directed to school administration.

Conduct and Discipline

IHLA recognizes and strives to meet the individual needs of each student through programs that 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 well-being of students. For this reason, it is important that the school have clear expectations and guidelines for students. School administration may discipline students for online misbehaviors if the actions may harm the school's learning environment.

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, violent, 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 photographs.
- Students are prohibited from posting content from or links to suggestive, lewd, violent, 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 of 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 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 could be considered defiant behavior.
- Harassment, cyberharassment, cyberbullying, gang activities, and/or gang intimidation will not be tolerated.
- Students submitted work must be their own work and not work completed by any other individual on their behalf or plagiarized from any other source. For further information, please see the full academic honesty policy.
- Students who have had conduct or discipline infractions will not be eligible for academic recognition.
- The inappropriate usage of AI tools
- Students on an IEP or 504 plan will be addressed on an individual basis.

Behavior incidents of any kind will be documented in the school student management system, and may include, but are not limited to, truancy, plagiarism, and the inappropriate use of AI tools. Depending on the severity of the offense, the situation could be reported to law enforcement. IHLA administration will use the following consequences for behavior offenses but may use their discretion to make decisions appropriate for each circumstance. Students facing disciplinary measures of any kind may be required to meet with school administration and their guardians to discuss possible consequences for any behavior violations. In these instances, these conversations will be facilitated through Zoom or other similar platforms. Cameras must be on throughout the meeting to ensure thorough communication and the identity of those in the meeting.

- 1st Offense: The teacher will inform the administration of the incident. Parents will be contacted and informed of the infraction. A mandatory virtual conference will be scheduled with the student and parents to discuss the behavior, identify a plan of improvement, and work through a solution together. The student may be required to complete a learning module or lesson that reminds the student of their expectations in the virtual classroom. Additionally, the student may be asked to complete a reflective assignment on why the behavior was inappropriate. All teachers who have the student in courses will be informed of the behavior infraction.
- 2nd Offense: The teacher will inform the administration of the incident. A mandatory virtual conference will be scheduled with the student and parents to discuss the behavior, identify a plan of improvement, and work through a solution together. The student may be removed from specific courses and/or from all opportunities to interact with peers for the remainder of the school year. All teachers who have the student in courses will be informed of the behavior infraction.
- 3rd Offense: The student would not be considered in good standing with IHLA, and IHLA Board policy 3010 and 3010P would be applied to remove him/her from the program.
- Students on an IEP or 504 plan will be addressed on an individual basis.

Conduct at In-Person Events

While IHLA High School is a fully virtual program, students may have the opportunity or requirement to participate in in-person events including state testing, required assessments of any kind, field trips, service projects, school-sponsored activities, and graduation ceremonies. Parents or guardians are responsible for informing IHLA/BrainTree staff members, prior to attending, of all accommodations that need supports. All students are expected to conduct themselves in accordance with IHLA's standard code of conduct at any in-person event or

testing environment, regardless of the setting. IHLA staff or Braintree Educational Services staff will serve as the primary supervisory adults at most in-person events and testing sessions, when parents are not in attendance.

Any physical violence, threatening behavior, or serious misconduct occurring at an in-person event or during any required testing or assessment will be addressed immediately. The supervising staff member will remove the student from the situation, notify parents, and contact law enforcement if necessary. The incident will be documented and handled in accordance with IHLA's standard conduct and discipline policy, up to and including application of Board Policy 3010 and 3010P. Students who are removed from a required testing session due to a behavior incident may not be permitted to retest and may receive a score of zero for that assessment.

Students with active IEPs or 504 plans who exhibit behaviors at in-person events or during testing that may be related to their disability will be addressed on an individual basis and in accordance with federal and state special education law, including IDEA or the Rehabilitation Act. Disciplinary action for these students will take into account whether the behavior was a manifestation of the student's disability, as determined through the appropriate manifestation determination review process. Students whose IEPs include a Behavior Intervention Plan (BIP) requiring the presence of a behavior interventionist must have that support arranged prior to attending. Students who cannot be safely supervised without a behavior interventionist present may be required to have a parent or guardian accompany them until appropriate supports can be arranged.

Course Add/Drop
All IHLA High School Students will adhere to the following add/drop deadlines: All late requests for course drops or adds must be done using a drop/add appeal form which can be found on the high school website. Students who drop below six (6) classes will be considered part-time students. This policy applies to all regular High School classes, including IDLA. All Dual Credit class deadlines from Colleges, Advanced Opportunities, or IDLA will apply, even if different than the IHLA High School policy. IDLA credit recovery classes, which only last nine (9) weeks, must be dropped within the first four weeks of the course. After the fourth week, the student will receive a WF for the dropped course. Students who are entering IHLA High School after the first week of the term will follow the drop/add schedule below. All students first entering IHLA High School after the start of the 10th week of the semester will have ten (10) school days to withdraw from classes with a W transcribed, after which a WF will be transcribed. Students are encouraged to contact their school counselor for more information about credit recovery deadlines. Please refer to the Dual Credit section of this handbook for additional information about dropping dual credit classes. Unless transferring from another public school, students are required to complete all classwork regardless of the length of time they have been enrolled in the course. Course changes do not result in the excusal of work due to being enrolled for a shortened amount of time. Students who join IHLA High School after the start of the term will be given two weeks to make any necessary schedule changes, including students enrolled in Flex classes.

Term Timelines	**Course Change Options**
First through fourth week of the semester	All students are allowed to change classes upon approval. Schedule changes will not be allowed after the fourth week of the term.

Fifth week through the tenth week of the semester	Students requesting to withdraw from a high school class at this point will have a “W” (withdraw) recorded on their transcripts. Enrolling in another class will not be permitted at this point in the term.
Eleventh week through the thirteenth week of the semester	Students withdrawing from courses at this point in the term will receive a WF (withdraw/fail) on their transcript, impacting the student’s GPA accordingly.
Fourteenth week through the end of the semester	Students cannot drop classes starting at the fourteenth week of the semester.

Course Retakes
Retaking a course refers to the process of repeating a course for credit. This means that the student takes the course for a second time. All grades and classes will be listed on a student’s transcript with a CR or RE denoting classes that are taken through credit retakes (RE) or credit recovery (CR). Classes taken as grade replacement classes are not eligible to be paid for using Advanced Opportunity Funds. Students who have any grades that have been replaced through retake or recovery do not qualify for Salutatorian and Valedictorian awards. If retaking a class, students will be required to meet with a counselor or advisor to review their four-year plan and get approval to retake a course. Transfer transcripts from other accredited institutions may or may not be subject to this policy. Further questions can be addressed to the school administration.

Students who fail a course three times will be required to earn the course credit at another school before enrolling in succeeding courses. Students who are not seeking to earn a diploma from IHLA, will not be allowed to retake a course from IHLA more than one time.

- **Credit Recovery:** Students may recover credits from any failed courses (those classes receiving an F or below 60%) through a credit recovery program or by repeating the class. Students who recover a failed credit will have the original F excluded from GPA calculations, but the letter grade will remain on the transcript. Transcripts will show all course attempts and letter grades. If multiple recovery attempts have been made and transcribed, the GPA will only be adjusted for one failed attempt. Credits lost due to academic infractions or other disciplinary actions might not be eligible for grade replacement. Please see the complete credit recovery policy in this handbook. Students repeating a class for credit recovery purposes cannot submit the same work they submitted for the original course. Students who fail a dual credit college course are not eligible to take a high school level credit recovery course.
- **Class retakes when credit was earned:** Students who earn a final grade below 73.4% may appeal to retake a class and have the newer grade replace the original grade. The class being retaken must be the same course. Transcripts will show all historical grades and classes. Only the higher grade will be used to calculate the GPA, and only one credit will be awarded and counted toward the required credits needed for graduation. If retaking the class when credit was earned the first time, the second attempt must be taken as a summer course and will not count toward full-time status. Only one attempt will be allowed for grade replacement. Students who earned a final grade of 73.4% or less due to academic infractions or other disciplinary actions may not be eligible for course retakes. To request a grade replacement, you need to submit the grade replacement request form within the first two weeks of the term in which you're retaking

the course. You can find the form on the student resources page of the IHLA High School Website.

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

- Credit will be awarded for those classes taken at previous accredited schools that have been approved by the Idaho State Department of Education.
- As a public charter school accredited through Cognia, IHLA shall only accept and classify transfer credits or grade placement from public 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. Accredited private school transcripts will be evaluated and may require further validation.
- Transfer students should provide transcripts or authorize the transfer of transcripts for all previous high school work prior to their first day of coursework when possible. 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 the State Board of Education requirements.

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 a pass/fail for an academic course. The Principal will be the final authority in accepting and approving such petitions.

Credit for Prior Learning
Students may earn up to one-third of their total credits (46 credits) required for graduation in a combination of alternate methods. Official documentation must be submitted before credit will be recorded on the high school transcript. An approved personal learning plan indicating rigorous future coursework must be attached. Below are alternate means for students to receive high school credits:

- Scores on the ACT (or equivalent on SAT) may earn high school credit with the submission of proper forms, 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 four (4) high school English credits recorded on the high school transcript as a Pass (P).
- 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).
- 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).
- 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 through the use of a pre-established assessment. The assessment will address the content standards for each approved course. Students shall communicate with the school's administrative or counseling personnel regarding what test-out options they are interested in attempting during each given school year. Mastery of a course via the above-mentioned testing options will be determined solely on the basis of the student's performance 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's 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).
- Students who successfully test out of science courses will not be awarded lab credit for the purposes of high school graduation requirements.
- Students who successfully test out of any government course will still be required to complete the civics test separately.

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 that 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 than 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 the application to IHLA graduation requirements. This option is not available for dual-enrolled homeschool students.

Credit Recovery

Credit Recovery is a program to help students recover credits they have lost in specific core classes. Students may recover credits from any failed courses (those classes receiving an F or below 60%) through a credit recovery program or repeating a class. Credit recovery classes will most often be scheduled in addition to 6 classes a semester or during the summer. 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 recovery course within the same semester that they registered for the course. All subsequent attempts at taking a credit recovery course or retaking a course to recover credit might affect a student's full-time status. Students requesting to take more than two credit recovery classes at the same time may be denied. All credit recovery attempts will be listed on student schedules. Students repeating a class for credit recovery purposes cannot submit the same work they submitted for the original course.

Students who recover a failed credit through credit recovery or by retaking the class will have the original F grade excluded from GPA calculations. However, the initial letter grade will stay on the transcript. Transcripts will show all class attempts/grades. If multiple attempts have been made and transcribed, only one F may be replaced. Students will only be allowed to register for credit recovery courses one at a 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 by completing and submitting a portfolio of student work. Credit earned through portfolio submissions must be approved by a team consisting of a school administrator, a certified teacher in the subject area, a student, a parent, and a Mastery Portfolio Coordinator. Pre-established rubrics or grading criteria will be used 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 in another class or 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. Students will be allowed to submit revisions identified by the teacher to their original submission two additional times (three submissions total). If students wish to have further opportunities to improve their final portfolio grades, they will need to take the course. This option is not available for dual-enrolled homeschool students.

College Entrance Exam
IHLA High School will provide students the opportunity to take either the ACT or SAT exam before graduation.

Digital Citizenship and Internet Safety
Technology will be integral to curriculum, instruction, and assessment in IHLA, according to IHLA Board Policy 2335. Internet Safety Coordinator, School Counselors, and Braintree Educational Services 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. Students have no expectation of confidentiality or privacy, except those specifically provided by law, with respect to any usage of their Google account or other school-provided programs or technology, regardless of whether that use is for school-related or personal purposes. The school will, without prior notice or consent, log, supervise, access, view, and monitor the use of Google accounts at any time and for any reason. By using a Google account provided through IHLA, students agree to such access, and monitoring of their use. Inappropriate use of school-provided technology will result in disciplinary action.

Digital Library
All IHLA High School students will be given access to a digital library resource for educational enrichment. Parents who do not want their student(s) to have access to the digital library must

contact the main office of Idaho Home Learning Academy to request that their student not be given access. It is the responsibility of parents to monitor the literature available to their student(s).

Dual Credit

Dual credit courses refer to courses taken through a postsecondary institution. The credit earned through 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, behavior, withdrawal policies, and the academic calendar of dual credit classes are dictated by the college providing the credit in addition to being subject to high school policy. Students who are being forced by the postsecondary institution to drop a dual credit class will no longer have the class on the high school schedule. If a student is force withdrawn from a course by the college, they will still have to pay for the course and will have a WF transcribed on their high school transcript, if the course is listed on their high school schedule. Grades from dual credit classes will be recorded on both college and high school transcripts and will be used when determining the GPAs of both institutions. Grades earned through dual credit classes have the potential to affect financial aid eligibility, scholarship awards, and college admissions.

In order for dual credit classes to count toward full-time status, students are responsible for providing enrollment verification to IHLA High School along with a syllabus from the institution. Parents and students are responsible for communicating with the postsecondary institution as well as with IHLA about all dual credit course registrations and withdrawals. IHLA must be notified within one week when a dual credit course of any length is dropped, otherwise a WF may be added to the high school transcript. IHLA has been approved to receive grade reports from BYU Idaho, CEI, CSI, CWI, ISU, LCSC, NIC, and UOI. If your student is attending one of the colleges previously listed, they will not be required to send an official transcript at the end of each semester. If your student is attending a college not listed above, it is the responsibility of parents and students to provide an official transcript from the college/university the student is attending to IHLA, reflecting their final grade and credits earned. Any college-level class that is used toward full-time status will have the final grade of an "I" recorded at the end of the term unless official documentation is provided to IHLA reflecting the grade and credit earned. If an official transcript is not provided to IHLA by the end of the academic school year, showing the official grade given for a dual credit course, a final grade of an "F" will be transcribed. 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 high school 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 that students consult with their school counselor to get assistance in proper course placement and to ensure 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 or more college credits will generate two high school credits. Dual credit classes awarding less than three credits will be awarded one high school credit.
- Courses must provide college-level content 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. Advanced Opportunities funds cannot be used to pay for remedial college courses.

- IHLA has the right to classify which high school graduation requirements college courses meet, if any, after review of the syllabus. There is no guarantee that core college courses will meet high school standards or meet IHLA's high school graduation requirements. If a core college course does not meet IHLA's high school graduation requirement, it will be transcribed as an elective credit through IHLA high school.

Students who are planning to retake any dual credit course previously transcribed by IHLA should be aware of the following limitations. Repeat dual credit courses will not be placed on student schedules nor count toward full-time enrollment status. These restrictions apply unless Advanced Opportunities is funding the retake, in which case the course may be listed on the student's schedule and will count toward full-time status. If a student intends to retake a dual credit course for a higher grade, a grade replacement form must be submitted prior to enrolling in the course. If the grade replacement request is approved, both final grades will still be visible on the transcript; however, the first letter grade will not be given a weighted GPA nor be awarded additional high school credits. Appeals to this rule can be submitted to school administration. Please see the Advanced Opportunities section above for additional information regarding registration and payment of classes using state funds.

If a student withdraws from a dual credit course within the college withdrawal deadline but after IHLA's withdrawal deadline, IHLA will transcribe a W on the student high school transcript instead of a WF to match the college transcript. If a student drops a dual credit course within the college deadline, but after IHLA drop deadline, a W will be added to the student high school transcript. At this point of the semester, the student's dual credit course has been reported to the state showing enrollment. A W on a student's transcript is a placeholder showing that the student was enrolled in the course, but does not count towards the student's overall GPA. Please be aware of college drop, withdrawal, and financial obligations.

Dual Credit BYU Independent Study Year-long College Courses:
BYU Independent Study year-long college classes that are 3 credits or more will only be added to student schedules once per semester and will be transcribed as 1 credit per semester (totallying 2 high school credits transcribed for 3 to 5 college credits earned). If this course is listed on the students schedule, they must complete this course within the school year the student registered for the course. Student Advanced Opportunities funding must be requested within the first semester the student is enrolled in their course. If the student withdraws from their course at semester, and official documentation is not provided of the student's overall progressive grade, the student grade will be transcribed as a "WF". If Advanced Opportunities pays for a course that the student doesn't complete, a hold will be placed on the student's Advanced Opportunities funding, and the student will be required to pay and pass all Advanced Opportunities qualified courses the following semester out of pocket.

Dual Enrolled Homeschool Students
Students enrolling in Idaho Home Learning Academy as a part-time homeschool and part-time Idaho Home Learning Academy students are eligible for Advanced Opportunities funding and may have access to services for needs regarding 504 plans, interventions, or counseling services. However, part-time homeschool and part-time Idaho Home Learning Academy students are not eligible to receive special education services. Idaho dual enrollment statute does not establish an entitlement to FAPE (Free Appropriate Public Education) for a student with a disability. Additionally, dual-enrolled homeschool students must sign the homeschool declaration form by the end of the first semester in 11th grade and will not be permitted to register for a full load of classes.

Extended Learning Opportunities
The Board encourages students to pursue extended learning opportunities (ELO) as an option to gain knowledge and skills outside the traditional classroom. The Board shall allow students to receive credit for ELOs. All ELOs shall comply with applicable laws and regulations, including child labor laws and regulations governing occupational safety. Any ELO shall be the financial responsibility of the student's parent/guardian. The student or their parent/guardian will be responsible for providing transportation to and from the off-campus site. The organization supervising any ELOs shall be responsible for the student's personal safety and well-being. A signed agreement between the school, the student, the student's parent/guardian, and a designated agent of the supervising organization may be required before any ELO will be approved by the Board. The agreement should specify the roles and responsibilities of each party. Credits that are made available through involvement in activities with other schools or institutions must be awarded and transcribed by those institutions.

There are several learning options that fall under the umbrella of extended learning opportunities. Each option is unique and offers different benefits to the student. Students are not allowed to earn credit in multiple ELO opportunities for the same experience. The definition of these opportunities is below, with the benefits and parameters of each option.

- Apprenticeship Programs- These are formal learning programs that are offered through colleges or employers across the state. Apprenticeship programs offer elective credit only. Apprenticeship programs offered through colleges may be eligible for Advanced Opportunities. Students will be issued an "I" Incomplete until they can provide a certificate of completion from the institution providing official documentation on the number of hours completed. Students can only count apprenticeship programs as two scheduled classes per semester unless special permission has been given. Apprenticeship programs are offered primarily to students who are in their senior year and on track for graduation. One hundred (100) work hours are required in order to earn one high school credit. Apprenticeship programs offer pass/fail elective credit unless the program provides documentation on percentages earned and letter grades awarded.
- Certification Programs- Certification programs are offered through private businesses. These opportunities are primarily offered by large companies looking to develop a highly skilled workforce. Through participating in certification programs, students have the opportunity to earn elective credit while working toward becoming certified in a highly specialized trade. This option is not available for dual-enrolled homeschool students. In order to earn high school credit through this route, students must have earned at least 36 semester credits, and the student must be on track to graduate. Students in certification programs can only earn pass/fail elective credit and can only count certification programs on schedules two times per semester. Students must provide a monthly time log to their school counselor. One hundred (100) work hours are required in order to earn one high school credit.
- Course Direct from College- Students are allowed to earn high school credit for the completion of courses that are provided directly by a college. These are often referred to as Dual Credit classes. Please see the "Dual Credit" section of this handbook for details about earning credit for college-level courses. The type of credit awarded through this opportunity varies. Parents and students are responsible for inquiring into what type of credit is awarded from IHLA prior to enrolling in college courses.
- Credit for Prior Learning- Students are allowed to earn credit for prior learning experiences that have prepared them to take exams showing mastery of content. Please see the "Credit for Prior Learning" section of this handbook for details about earning credit through exams or prior learning experiences.
- School to Work- This option is not available for dual-enrolled homeschool students. The school-to-work program is offered primarily to students in their senior year who are on

track for graduation. Students who are enrolled in this program must meet with their counselor once a month to verify the number of hours worked, as well as to submit a work log reflecting the hours and income earned. One hundred (100) work hours are required in order to earn one high school credit. The school may be in communication with employers to verify employment and to sign a release of liability form. Students will not be allowed to work for individual family members to earn school-to-work credit. Working for a family business with an official payroll may be approved. Students must be employed within the first three weeks of the term in order to remain in the course. Students who are not employed in the first three weeks of the start of the term will be removed from the course and be allowed to choose another elective. School-to-work programs offer pass/fail elective credit only. Students will only be allowed to earn four (4) total credits through participating in school-to-work programs.

Students will only be allowed to earn eight (8) credits through apprenticeship and certification options. Students will only be allowed to earn four (4) total credits through participating in school-to-work programs. For apprenticeship, certification, and school-to-work programs, 100 documented hours of time will award one (1) elective credit. Students may be asked to provide documentation each semester showing they are enrolled. Courses will be added to student schedules listing the college associated with the program in the title of the course. Apprenticeships, certifications, and courses taken directly from a college will be added to student schedules by the scheduling team. Students will be issued an “I” Incomplete until they can provide a certificate of completion from the institution providing official documentation on the number of hours completed. If official documentation is not provided to IHLA by the end of the academic school year, a final grade of an “F” will be transcribed. Credit for prior learning and school-to-work will not be scheduled opportunities. (See Idaho Home Learning Academy Board Policy 2460.)

Extensions
IHLA recognizes that students can face unusual circumstances that do not allow them 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. Incomplete grades are typically reserved for students experiencing a documented medical emergency or similarly serious circumstance. Students who have struggled with course completion, low motivation, or poor time management do not qualify. 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 a 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 student’s grades on a regular basis. IHLA is responsible for advising the parent if their child is failing the course. Parents are responsible for reading emails on a regular basis and notifying IHLA of a change in

email address preference. 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 Grades & Appeals
Final grades will only be transcribed at the end of each semester. 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:

- Submission of a written request for a detailed copy of the student's grades from the course instructor.
- Identify any assignments that they would like reevaluated in writing.
- A written explanation of why the student believes the grade on each of the identified assignments should be revised.
- Grade appeal communications must also include 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 earns six (6) high school credits per term, whereas the standard full course load is six (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. Students with five or more transcribed grades at the end of the semester will be eligible for academic honors, awards, or recognition programs. Students must be enrolled in at least one course provided directly through IHLA High School to be considered an IHLA student. IDLA credit recovery classes cannot be counted as the "one course" provided directly through IHLA High School. The maximum number of courses a student can enroll in at any given time is eight (8). Students must appeal to the school administration to take more than eight (8) classes at the same time. Full-time students must be enrolled in one or more classes, indicating progress toward a diploma. Students may not be allowed to enroll in a full schedule of elective courses.

Students who are partially enrolled, and not planning on earning a diploma from IHLA High School will be allowed to enroll in a maximum number of five (5) courses each term. If student earns additional credits from other accredited institutions they may request to have those transcribed at the end of a semester. Discretion will be up to school administration.

Gifted and Talented Students
IHLA High School provides many advanced opportunities for students. Students should work with school counselors to choose courses that will provide an appropriate challenge. Students may choose to earn credits from the following challenging options: Advanced Placement (AP), concurrent enrollment (DC), CLEP, honors level, IDLA, SAT/ACT test score credit. Although additional testing criteria will be used at the board level to determine gifted and talented status, IHLA High School will use the following criteria as the first step of the identification process.

IHLA High School Gifted & Talented Tier 1 Cut-Off Scores

	Overall ACT Score	Overall SAT Score
9th Grade	28	1400
10th Grade	30	1450
11th Grade	32	1500
12th Grade	34	1550

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. Only Advanced Placement, Honors, and Dual Credit classes will reflect a weighted grade. Students who are enrolled in dual credit courses must be aware that postsecondary institutions may have grading scales that do not match IHLA High Schools. IHLA High School transcripts will always follow the IHLA High School handbook grading policy. It is possible that IHLA high school transcripts might not match the transcripts issued by a postsecondary institution. If final grade documentation is provided form a college, with both a letter grade and a percentage earned, IHLA High School’s grading scale percentage range will be used to determine the overall grade. See the weighted grading scale below.

Standard Grading Scale:

Letter Grade	Grade Percentage Ranges	Grade Points
A	93.5 - 100	4
A-	89.5 - 93	3.7
B+	86.5 - 89	3.3
B	83.5 - 86	3
B-	79.5 - 83	2.7
C+	76.5 - 79	2.3
C	73.5 - 76	2
C-	69.5 - 73	1.7
D+	66.5 - 69	1.3
D	63.5 - 66	1
D-	59.5 - 63	0.7
F	59 percent and below	0
NC	0	0
I	0	0
W	0	0
WF	0	0

Weighted Grading Scale

Letter Grade	Cut-off Percentage Ranges	Grade Points
A	93.5 - 100	5
A-	89.5 - 93	4.7
B+	86.5 - 89	4.3
B	83.5 - 86	4
B-	79.5 - 83	3.7
C+	76.5 - 79	3.3
C	73.5 - 76	3
C-	69.5 - 73	2.7

D+	66.5 - 69	2.3
D	63.5 - 66	2
D-	59.5 - 63	1.7
F	59 percent and below	0
NC	0	0
I	0	0
W	0	0
WF	0	0

Pass/Fail Grading Scale

Letter Grade	Grade Percentage Ranges	Counts in GPA
P	59.5 and above	No
F	59 percent and below	Yes
W	0	No
WF	0	Yes

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

- 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.
- 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.
- The minimal passing mark is D (1.0).
- 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 identified and excluded from the calculation of the grade point average.
- Courses marked as Withdrawals ("W") will be posted on transcripts but will not be included in GPA calculations.
- Courses marked as Withdraw/Fail will be posted to transcripts and will be included in GPA calculations.

Grievances

If a student or parent believes he/she has been treated unfairly, the student or parent may file a grievance with the building administration.

Harassment and Bullying

It is the policy of Idaho Home Learning Academy 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. Bullying involves harm. It is characterized as someone who gets hurt physically, socially or emotionally; an unfair match, the target does not have the physical, verbal, or social skills to effectively resist; and there is repetition over a period of time. Occasionally, harm and unfair match may be present, but not repetition. However, the presence of harm and unfair match may be enough to establish policy involving student conduct has been violated. See Idaho Home Learning Academy Policy 3295

Honors Courses

Students are encouraged to strive toward academic excellence by taking honors classes. Honors courses are designated on transcripts with the word "Honors" in the course name. Honors courses are stored using the weighted GPA point system. Students must earn at least a B (79.5%) to earn honors status for the course. Students who earn a final letter grade of a C+

(69.5%) or below will not be given honors credit nor a weighted GPA. Please see the grading scale section of this handbook for the breakdown of the honors grade scale.

Honor Roll
For the purposes of recognizing academic excellence, IHLA High School calculates an honor roll and a high honor roll list. Cumulative GPAs are not used to calculate honor roll status. Only semester GPAs are used in Honor Roll and High Honor Roll calculations. Students must be enrolled in at least five (5) courses and have no D's or F's as a final grade in any class to remain eligible for honor roll and high honor roll recognition. Students who have behavior infractions of any kind may be excluded from honor roll recognition, this includes but is not limited to, truancy, plagiarism, and the inappropriate use of AI tools. Please note that courses taken at outside institutions and transferred to an IHLA transcript are not factored into honor roll or high honor roll calculations.

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. Starting summer of 2026, IDLA's course fee has increased to $445 per course with a maximum enrollment of two courses per student. This course fee doesn't qualify to be covered by Advanced Opportunities. If your student enrolls in a IDLA dual credit course, this fee is in addition to the cost of tuition at the college. 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. All IDLA courses will be run through the Buzz program starting Fall of 2026. IDLA FX Courses required two proctored exams (Unit 4 and Unit 8). IDLA FX students will be encouraged to have their unit 4 proctored exam completed before their last week of class. Only unit 8 exams will be proctored during that time. If your student wishes to complete an IDLA FX challenge exam to test out of content, please reach out to the IDLA Coordinator to schedule their exam. Students can not use a Chromebook for their proctored exam. Based on approval, if a middle school student is enrolled in a middle school course, exam passwords can be shared with a guardian to enter the student's passcode if using a Chromebook. This will not be an option for high school or dual credit courses. Some IDLA courses, particularly college-level IDLA courses, may require tests to be proctored in person. Parents are responsible for the transportation and all costs associated with the transportation of their students to in-person testing locations when virtual proctoring of tests is not possible. All IDLA Dual Credit courses require students to provide a student or government-issued ID before testing. If the student and/or guardian are not responsive when efforts are being made to schedule final exams, and the required testing window passes without a final being taken, a final grade of 10% will be issued for the course.

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 (IDLA Dual Credit courses do not qualify for extensions). All courses, even those which might have been 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. IDLA credit recovery classes that only last nine (9) weeks must be dropped within the first four (4) weeks of class. After the fourth week, it will be transcribed as a WF.

IDLA Summer Courses

IHLA students are welcome to enroll in a summer IDLA course. Cohort, Flex, Dual Credit, and Credit Recovery courses are offered during the ~~in~~ summer term ~~sessions.~~ The IDLA Site Coordinator will be available during the summer based on summer hours. Students can drop their course within the first two weeks of starting the course and receive a full refund. If withdrawing within week 2 to week 7, students will receive a W on their high school transcript and will not receive a refund for their course. If the student withdraws from their course after week 7, the student will then receive a WF on their transcript. This will have the same impact as an F on the student's overall GPA. It is not recommended for a student to take more than 3 IDLA courses during the summer term. All summer IDLA grades will be transcribed on the student's high school transcript. In order to take summer IDLA courses, students must be enrolled for the upcoming fall semester.

Live Class Participation
In a virtual school, students are expected to join with their cameras on and their faces visible during live/synchronous meetings in order to provide quality direct instruction. Students are also expected to have the ability to communicate with a fully functioning audio system. Additionally, students should participate in a school-appropriate learning space. Students are expected to work from a stationary location where they can interact with their teacher and peers. Students should not join through a cell phone or while traveling in a vehicle, as these options do not provide adequate opportunity to view documents, complete assignments, or participate in class. Students should join classes in a location free from the visual or auditory distractions of television, pets, or the conversations of other family members. All Zoom backgrounds must be neutral, not promoting personal, political, or religious views that may be overly distracting or offensive to others. Students who are choosing to use controversial or distracting backgrounds or Zoom filters may be asked to change their background to a more neutral image or discontinue the use of the filter. Cell phone use is prohibited while participating in class, and students are prohibited from recording Zoom meetings. Lastly, students are expected to dress appropriately while participating in Zoom meetings. Family members who might be visible in the background must also be appropriately clothed to ensure an appropriate learning environment for all. To ensure safety and security, students who are not following these guidelines may be removed from the meeting.

Mandatory Reporting
All employees of Idaho Home Learning Academy are mandated by law to report all suspicions of child abuse or neglect. Failure to do so can result in legal liability for school staff. Employees 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 based on 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.

Nonparticipation/No Contact
If a student receives ten (10) consecutive school days of unexcused absences in all classes or has had no contact with teachers or school personnel, or there is other significant evidence of a violation of the school's attendance policies, the student's attendance will be reviewed by the administration, with a possible application of IHLA Board policy 3010 and 3010P. If the student

has never actually started attendance at the school and logs no attendance the first ten (10) consecutive days of school, or the student has never completed the enrollment process, the student will be removed from the school's student roster.

Orientation
Students will be given access to school orientation prior to the start of school. Students will be given until the end of the second week of school to complete orientation. Students who do not complete orientation within this timeframe will not be considered in good standing with IHLA, and Idaho Home Learning Academy policy 3010 and 3010P would be applied. According to Board policy, students who are not in good standing with the school may be withdrawn.

Parent/Guardian Access to Learning Systems
Parents who wish to have a parent login for the school learning management system (Buzz) or for the school student information system (PowerSchool) may contact IHLA for login information.

Parent/Guardian Communication
The primary communication method used by IHLA High School is email. It is the responsibility of parents to read email communication in a timely manner and respond as required. If a parent or guardian needs school communication to be sent in another language, please contact the main IHLA office.

Parent/Guardian Contact Information
It is the responsibility of parents to keep Idaho Home Learning Academy and Braintree Educational Services informed of any custody changes that impact parental rights regarding the sharing of educational information. If parental access to educational records has been removed, court documentation must be provided.

Photo/Video of Students
IHLA may use photos and videos of our students in the following manner:

- For use in school activities
- Included as a requirement in submitted assignments or for verification of student work
- For educational or training purposes for the development of skills for IHLA staff or service providers.

Post-Secondary Pathways/ Localized Pathways
Post-secondary pathways are a framework of school-provided offerings that identify core and elective credits, assessments, and other opportunities aligned to various postsecondary outcomes. LEAs will determine the frameworks available and students may select offerings aligned with post-secondary pathways. Completing a post-secondary pathway is not required for graduation. Please visit the IHLA High School website for additional information on pathways that may support planning toward: earning an associate degree, NCAA participation, military readiness and other offerings. IHLA Graduation Pathways

Resubmission of Work
Students are allowed a maximum of three submissions per assignment while the units are open. If a student desires to submit or resubmit work a fourth time, either inside or outside of the published unit lock dates, the student must meet with the teacher to request the opportunity to resubmit, with one submission or resubmission allowed. Students may be allowed to resubmit one time after the lock date with teacher permission and following end of semester deadlines. Teachers may offer more flexibility than this policy outlines.

- Dual credit course note: Late work and assignment redo policies are subject to college or university policies that may not allow for late submissions or assignment resubmissions.

Reassessment and Late Work
Each course will have a clearly defined late work policy approved by the administration. This will be defined and posted in each course at the start of each semester. The late work policy may differ from course to course and teacher to teacher.

Report Cards
Report cards will be generated after the teacher grading window closes and emailed after the end of each semester.

Self-Directed Learning Designation and Program
Idaho Home Learning Academy (IHLA) offers a Self-Directed Learner (SDL) program designed for students who demonstrate the ability to manage their learning independently while achieving academic success. This program provides eligible students with the flexibility to engage in portfolio-style classes tailored to their interests and career goals. These classes focus on mastery-based learning, allowing students to earn credits by demonstrating proficiency through work samples and artifacts assessed by subject-certified teachers. Students in the program are required to participate in a bi-weekly check-in with an assigned advisor to monitor their progress, update goals, and receive necessary guidance. The SDL designation aligns with Idaho Code 33-512D and supports self-motivated learners in achieving personal and academic growth.

To apply for the SDL designation, students must meet the following criteria:

- Earn a score of 3 or higher on the ISAT (ELA & Math) or demonstrate proficiency in grade-level standards (ELA & Math) through a school-provided proctored assessment;
- Have an updated four-year plan completed in collaboration with a school counselor that outlines academic and postsecondary goals;
- Be enrolled as a full-time student with IHLA and
- The LEA will hold annual meetings with all required stakeholders, including parents, guardians, students, teachers, and administrators. The parent and student must attend a yearly meeting to review their SDL criteria and continued eligibility for the program.

Students seeking self-directed learner designation should be self-motivated, have a strong mastery of content knowledge, demonstrate academic growth, have a history of timely completion of assignments, and demonstrate achievement of age-appropriate learning outcomes. Students must maintain their SDL status by adhering to program expectations. The school reserves the right to rescind the designation if the student fails to meet the academic or program requirements outlined in their application. All assessments from IHLA high school staff related to SDL program qualification will be proctored assessments.

State Testing and Accountability Requirements
IHLA students must participate in all required state standardized tests in addition to any other mandated testing required by the state or board. Idaho does not have an “opt-out” clause that allows parents to opt their children out of testing.

1. 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 IHLA Board policy 3010 and 3010P would be applied.

2. 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.
3. ISAT testing in ELA, Mathematics, and Science will be administered to all students in grade 11 (IDAPA 08.02.03 111.06.j)
    a. Students will be provided with the opportunity to take the ACT or SAT in 11th grade through the statewide testing option or privately (IDAPA 08.02.03 105.03)
    b. Students will meet the Civics test graduation requirement (see page 12).

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 regional testing centers to take the proctored exams and test within the window open for that regional testing center. Each student will follow guidelines detailed in the Idaho State Department of Education Assessment Integrity Guide. 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 Student Success 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:

- Providing comparative local and state data regarding the achievement of Idaho students in essential skill areas.
- Identifying performance trends in student achievement across grade levels tested over time.
- 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 all state-required testing and engagement surveys is required to remain in good standing with IHLA.

Structure of School Year
The IHLA High School year is structured as follows:

- 165 school days per year
- Two (2) semesters per year
- Six (6) 65-minute periods per day (1059.5 hours)

Student Attire
Student attire shall always be school-appropriate when visible to IHLA employees or other students. Student attire shall not be a disruption to the educational environment or be obscene, threatening, violent, lewd, or vulgar. All screen settings and backgrounds must also be school-appropriate.

Student Clubs & 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 to participate in school-sponsored clubs or organizations by Braintree Educational Services.

When participating in school activities, students are expected to follow all expectations in the conduct and discipline section of this handbook at all times. Students who do not choose to participate in school activities respectfully are at risk of being removed from the student organization or activity.

Student Email Accounts

Emailing teachers is an effective and important form of communication that will help students succeed. Please visit the IHLA High School website for all staff members' email addresses. We encourage regular email communication between parents/students and staff members.
Each student is responsible for his/her actions and activities involving school-provided email accounts and for all account passwords. These rules provide general guidance concerning the prohibited uses of school email accounts. The rules do not attempt to describe every possible prohibited activity by students. Students, parents, and school staff who have questions about whether a particular activity is prohibited are encouraged to contact the principal or assistant principal. Students cannot opt out of being issued a school email account. Student email accounts are required in order to participate in coursework.

1. **Consequences for Violation of Student E-mail Policy and Rules**: Student access to email services is a privilege, not a right. Compliance with policies and rules concerning appropriate email use is mandatory. Students who violate these policies and rules may have their email privileges limited, suspended, or revoked. Such violations may also result in disciplinary action, referral to law enforcement, and/or legal action. The principal or assistant principal shall have the final authority to decide whether a student's privileges will be limited, suspended, or revoked based on the circumstances of the particular case, the student's prior disciplinary record, and any other pertinent factors.

- **Acceptable Use:** Student email accounts are provided for educational purposes consistent with IHLA's educational mission, curriculum, and instructional goals. All policies, school rules, and expectations concerning student conduct and communications apply. Students are also expected to comply with all specific instructions from teachers and other school staff when making school communications.
- **Prohibited Uses:** Examples of unacceptable uses of student email accounts that are expressly prohibited include, but are not limited to, the following:
    - Posting or Sending Inappropriate Materials - Submitting, sending, publishing, forwarding, or displaying defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, and/or illegal materials.
    - Illegal Activities - Using school email accounts for any illegal activity or in violation of any policy or school rules. IHLA High School assumes no responsibility for the illegal activities of students while using school email accounts.
    - Violating Copyrights – Copying, downloading, or sharing any type of copyrighted materials (including music or films) without the owner's permission. IHLA High School assumes no responsibility for copyright violations by students.
    - Copying Software - Unauthorized copying of software is illegal and may subject the copier to substantial civil and criminal penalties. IHLA High School assumes no responsibility for illegal software copying by students.

    - Plagiarism - Representing as one's own work any materials obtained on the Internet (such as term papers, articles, music, etc.). When Internet sources are used in student work, the author, publisher, and website must be identified.
    - Non-School-Related Uses - Using school-provided email accounts and services for non-school-related purposes such as private financial gain, commercial, advertising, or solicitation purposes, or any other personal use not connected with the educational program or assignments.
    - Misuse of Passwords/Unauthorized Access - Sharing passwords, using other users' passwords, and accessing or using other users' accounts.
    - Malicious Use/Vandalism - Any malicious use, disruption, or harm to Idaho Home Learning Academy networks and/or Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.
- **No Expectation of Privacy:** School Google accounts remain under the control, custody, and supervision of Idaho Home Learning Academy at all times. Students have no expectation of privacy in their use of school e-mail accounts or programs, including stored files.
- **Compensation for Losses, Costs, and/or Damages:** The student and his/her parents are responsible for compensating Idaho Home Learning Academy for any losses, costs, or damages incurred by the school for violations of policies and school rules while using school email accounts or other school systems, including the cost of investigating such violations. Idaho Home Learning Academy assumes no responsibility for any unauthorized charges or costs incurred by a student through the use of school email accounts.
- **Student Security:** Students should never agree to meet people they have contacted through the Internet without parental permission. Students should inform their learning coach if they access information or messages that are dangerous, inappropriate, or make them uncomfortable in any way.
- **System Security:** The security of Idaho Home Learning Academy email accounts is a high priority. Any user who attempts to breach system security, causes a breach of system security, or fails to report a system security problem shall be subject to disciplinary and/or legal action in addition to having their email or other electronic use privileges limited, suspended, or revoked.

Student Handbook
The IHLA High School Student Handbook will be reviewed annually by school administration and other stakeholders. The handbook will outline school processes, requirements, and school expectations. Specific efforts will be made to ensure practices regarding equity, culture, and student support systems are reflective of fairness and inclusion. The Idaho Home Learning Academy Charter Board will approve the handbook annually before distribution. A link to the student handbook will be provided to parents at the time of registration. It will also be available for review on the IHLA High School website.

Student Records
Cumulative Records Folder (Guidelines in accordance with the Family Educational Rights and Privacy Act [FERPA]): 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. 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 records 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/charter program, IHLA shall request the student's education records from the transferring district/charter program. 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/charter program to which a student may be transferred, 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 Board 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 to have 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 Idaho Home Learning Academy Policies 3570P.

Supplies & Equipment

IHLA offers students a variety of curriculum choices, all of which have been approved by the Board. When using public funds, IHLA is obligated to use these resources in a responsible and reasonable fashion. To ensure that IHLA is being appropriately accountable, the following guidelines have been established:

- Many learning support items are consumable in nature or become obsolete after a period or after 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 Idaho Home Learning Academy, and parents may be asked to return these items if they withdraw from IHLA.
- In any use of educational dollars, IHLA and Braintree Educational Services reserve the right to approve or deny any purchase of products, supplies, or support items.
- If a student withdraws from the program, Idaho Home Learning 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 IHLA or Braintree Educational Services.
- Supplemental learning funds must first be used to secure essential technology, including technology used to access curriculum, state testing tools, and approved learning supports. Once these core technology needs are met, remaining funds may be used for supplemental curriculum, elective course content and enriching supplemental materials.

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.

Technical Requirements
Families will work with Braintree Educational Services to ensure students have adequate technology equipment, bandwidth, and computer applications to be successful in the virtual school setting. Students will need access to a webcam for video and audio recording. Some classes require that the student be visible in still photos or videos. 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 view coursework due to not having access to a device or an internet connection can result in unexcused absences and truancy. Students must have daily access to a computer or work with their educational service provider to obtain one. For the success of students, and due to the technical requirements of many courses, students are not allowed to access coursework solely from a cellular device.

Testing
Students who take BYU and IDLA classes may be required to take a proctored final exam. Students who are seeking to test out for credit may also be required to take proctored exams. Final exams will be proctored through Zoom. Students must have video and audio on throughout the duration of the exam. Students are asked to start arranging testing dates and times well in advance (at least three weeks) to ensure the most convenient availability. Students may be asked to provide a photo ID virtually prior to beginning exams.

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 by taking a placement exam or through other measures. Middle school students will not be permitted to enroll in a full schedule of exclusively high school elective courses. The final letter grade credits awarded by completion of 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 middle school student retakes a high school-level class, both classes will remain on the transcript.

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/Charter School 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 through other accredited institutions (identified by the 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 the 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). Coursework and grades that are transcribed cannot be removed from transcripts.

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

Valedictorian/Salutatorian
For the purposes of determining honors recognition, and valedictorian/salutatorian recognition, IHLA uses a 5-point weighted GPA scale. Courses designated as AP, Concurrent Enrollment, Dual Credit, or honors are valued at a maximum of 5.0 GPA points. All other courses are valued at 4.0 GPA points. No pass/fail classes will be used to compute honorary awards or calculate academic recognition. Student GPAs will be rounded to the nearest tenth of a percent. Students with the highest rounded GPA will be awarded valedictorian recognition. Students with the second highest-rounded GPA will be recognized as Salutatorians. All students with GPAs of 4.0 or above will be given honors recognition at graduation. Students must have earned at least 39 high school credits (twelve of those being from IHLA during their senior year) in order to be considered for Val/Sal.

- Exclusions: Students who have had behavior infractions may be excluded from valedictorian or salutatorian recognition. Students who are graduating early, who are not full-time students, or who are not seeking a high school diploma will not be included in valedictorian/salutatorian calculations.

Withdrawal Process
Learning equipment, such as laptops, some core textbooks, or other such items, may be collected back by Idaho Home Learning 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 costs and/or fees imposed or incurred by IHLA or Braintree Educational Services if the parents choose to withdraw the student from the IHLA program at any time. Students who withdraw after March 15th may not be allowed to re-enroll in future years. Students wishing to withdraw from a dual credit course are responsible for withdrawing from the course with both the college and IHLA. 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 during the school year using the process noted below:

- Withdrawal is initiated by a parent or guardian with IHLA.
- The parent completes the official withdrawal form, including information about where the student will be attending school next.
- 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.
- IHLA will transcribe any necessary credits earned.
- The IHLA administration team will sign off on the withdrawal.

- A copy of the withdrawal form will be sent to the parent and the next school of record reflecting grades as of the day the student withdrew from school.
- Any student withdrawing from IHLA High School after April 1st may not be allowed to reenroll in future years.
- Students who withdraw from IHLA High School after May 1st will receive a failing grade for all enrolled courses, as the academic calendar does not allow sufficient time to process incomplete or in-progress grades. These grades will be reflected on the student's official transcript. This excludes students who are transferring to another public school.

Supplemental Learning Funds

Internet Reimbursement

In accordance with Idaho House Bill 624, virtual schools may provide reimbursements for internet access only. IHLA families may request reimbursement for eligible internet expenses during the school year months of August through May, based on the student's active enrollment. Internet reimbursement requests will be deducted from the student's allotted supplemental learning funds, NOT in addition to supplemental learning funds.

Eligibility and Limits:

- Families may request internet reimbursement only for months during the school year in which the student is enrolled.
- Households with multiple IHLA students are eligible for one internet reimbursement per month per household. The reimbursement may be deducted from either one student's supplemental learning funds or split between all eligible students in the same household.

Request Timeline:

To be eligible for internet reimbursement during a semester, families must submit the Internet Reimbursement Request Form:

- within the first two weeks of the start of the semester, or
- within two (2) weeks of enrolling at IHLA, if enrolling after the start of the semester.

Requests submitted after this deadline may result in ineligibility for reimbursement for previous months.

Reimbursement Steps:

Internet will be reimbursed monthly. The internet reimbursement request must be completed one time per school year per family. When completing the request form, parents/guardians must complete the following steps:

- Submit an internet bill/receipt for reimbursement. To qualify, the receipt must:
    - be uploaded when completing the internet reimbursement form
    - show the family's home address, and
    - clearly indicate the monthly cost for the internet-only service.

Families may update or change their reimbursement selection at the start of each new semester.

To qualify for reimbursement for a specific month, the student must be fully enrolled, and the form must be submitted by the 15th day of that month.

Supplemental Learning Funds:

Students enrolled in Idaho Home Learning Academy have access to supplemental learning funds that may be spent on curriculum options and supplemental learning resources to support and enhance learning and ensure compliance with the Idaho State Content Standards.

Supplemental learning fund amounts are based on full-time enrollment, enrollment date, and meeting and completing program requirements.

For the 2026-2027 school year, full-time enrolled students who remain enrolled for the entire year will be eligible for $1,900 in supplemental funds. A full-time student is a student enrolled in six courses and not enrolled in another public school. In accordance with Idaho House Bill 624, all supplemental funds must be direct-buy-only, except for internet reimbursement. IHLA will oversee funds through an online supplemental learning fund portal. Upon full enrollment, families will be able to “claim” their student’s wallet and access funds to make direct purchases of IHLA-approved items within funding windows.

For questions, support, or special request reviews involving supplemental learning funds, please contact ihlafunding@malad.us.

Enrollment and Supplemental Learning Fund Allocation:

Supplemental learning funds for part-time or dual-enrolled K–12 students are based on:

- the number of IHLA courses the student is enrolled in,
- the number of courses the student is enrolled in at another Idaho public school or public charter school, and
- the student’s enrollment date.

Part-Time Students who are Not enrolled in another public school:

If a student is enrolled only with IHLA and is taking fewer than six (6) total classes:

- Each IHLA course is funded at $150 if the student enrolls before Week 4 of the semester.
- If the student enrolls after Week 4, the supplemental learning funds will be prorated based on the enrollment date and the number of IHLA courses taken (see proration chart below).

Dual-Enrolled Students who are enrolled in IHLA and another public school:

Six (6) courses are considered full-time enrollment at IHLA. For students who are enrolled in both IHLA and another public school or charter school:

- The number of courses taken at the other public school will be subtracted from 6.
- The remaining number of courses determines how many IHLA courses are eligible for supplemental learning funds.

Example:

If a student is taking 3 courses at their local public school, they may receive funding for up to 3 IHLA courses (6 – 3 = 3), based on enrollment date and proration rules.

Late Enrollment by Semester

Full-time K-12 student with six courses.

Week of Semester	Supplemental Learning Fund Award Per Semester
Week 1 - 3	$950
Week 4	$850
Week 5	$750
Week 6	$650

Week 7	$550
Week 8	$450
Week 9	$350
Week 10	$250
Week 11	$150
Week 12	$50

Students who are not in good standing with Idaho Home Learning Academy for academics, participation, or completing program requirements may have their funding “frozen” until the student is in compliance and in good standing.

Qualifying Supplemental Learning Fund Categories, Special Requests, and Limits:

Supplemental learning funds are approved for items in the following categories, as designated in Idaho HB 624:

(m)(i) No public charter school, virtual school, or educational services provider with which they contract shall furnish any payment of state funds directly to parents or legal guardians of enrolled students. Any state funds determined by the virtual school to be used as supplemental learning funds shall be used only for eligible education expenses as provided in this paragraph. "Supplemental learning funds" means state funds that are determined by a public charter school, or a public school district, to enhance educational services or resources and to cover educational costs for students learning outside traditional classrooms and learning at home. Eligible education expenses shall be available for all courses, including elective courses. Such funds shall be expended through direct order by the virtual school only, except as otherwise provided in this paragraph. (ii) Eligible educational expenses, for the purposes of this section, includes:

1. Computer hardware, internet access, or other technological devices or services that are primarily used to meet a student's educational needs, provided that expenses for internet access shall be eligible for reimbursement;
2. Textbooks, curricula, or other instructional materials, including educational software and applications;
3. Fees for national standardized assessments, advanced placement examinations, examinations related to college or university admissions, or industry-recognized certification examinations;
4. Therapies, including but not limited to occupational, behavioral, physical, speech-language, and audiology therapies, or other services or therapies specifically approved by the state board of education; and
5. Other educational expenses and services as approved by the state board of education.”

Individual items over $600 will need to be approved by the IHLA funding team to determine eligibility. Individual PE equipment items costing more than $150 will need to be approved by the IHLA funding team to determine eligibility. Families may request items marked as unapproved through the wallet platform to be reviewed by the IHLA funding team for eligibility determination.

Withdrawal

When a student is withdrawn from the **Idaho Home Learning Academy (IHLA),** their access to supplemental learning funds is immediately revoked.

- **Account Lock:** Funds are locked at the time of withdrawal and cannot be utilized for any reason thereafter.
- **Return of Property:** IHLA may request the return of specific equipment or supplies provided during enrollment. However, parents are not responsible for reimbursing IHLA for any costs or fees incurred during the student's enrollment.
- **Semester Completion**: If a student completes the entire semester before withdrawing from IHLA, no request for the return of specific equipment or supplies will be made.

Re-enrollment

- **Re-enrollment during the same semester:** If a student re-enrolls at a later date in the same semester of the same school year, funds will be reinstated at an adjusted amount determined by the new enrollment date and previously expended supplemental learning funds from that semester.
- **Re-enrollment from first to second semester:** If a student withdraws in the first semester after having spent 50% or more of their semester supplemental learning funds and re-enrolls in the second semester, no second semester supplemental learning funds will be allocated.