

Another Choice Virtual Charter School

INSTRUCTION

2000

Goals

Another Choice Virtual Charter School's educational program will seek to provide opportunities for each child to develop to his or her maximum potential. Objectives for educational programs are:

1. To foster self-discovery, self-awareness, and self-discipline;
2. To develop awareness of and appreciation for cultural diversity;
3. To stimulate intellectual curiosity and growth;
4. To provide fundamental career concepts and skills;
5. To help students develop sensitivity to the needs and values of others and respect for individual and group differences;
6. To help each student strive for excellence and instill a desire to reach his or her fullest potential;
7. To develop a base of fundamental skills for lifelong learning; and
8. To be free of any sexual, cultural, ethnic, or religious bias.

Administrative personnel are responsible for appraising the Board on the current and future status of Another Choice Virtual Charter School's educational programs. The Executive Director should prepare periodic reports including:

1. A review and evaluation of the present curriculum;
2. A projection of curriculum and resource needs;
3. An evaluation of and plan to eliminate any sexual, cultural, ethnic, or religious bias that may be present in the curriculum or instructional materials and methods;
4. A plan for new or revised instructional program implementations; and
5. A review of present and future facility needs.

Legal References: I.C. § 33-5210

I.C. § 33-1612

Application of School Law – Accountability –
Exemption from State Rules
Courses of Instruction - Thorough System of
Public Schools

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2100

Curriculum Development and Assessment

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks, new courses, and new remote learning programs; before such changes are made. The Executive Director or designee is responsible for making curriculum recommendations. The curriculum shall be designed to accomplish the learning objectives and goals for excellence consistent with Another Choice Virtual Charter School's educational philosophy, mission statement, objectives, and goals.

Development and Assessment

A written, sequential curriculum shall be developed for each subject area. The curricula shall address learner goals, content and program area performance standards, and Charter School's education goals; and shall be constructed to include such parts of education as content, skills, and thinking. A curriculum review cycle and timelines for curriculum development and evaluations shall be developed as well.

The staff and administration will suggest materials and resources, to include supplies, books, materials, and equipment necessary for development and implementation of the curriculum and assessments that are consistent with the goals of the education program.

In all program areas and at all levels, Another Choice Virtual Charter shall assess student progress toward achieving learner goals and program area performance standards including the content and data, the accomplishment of appropriate skills, the development of critical thinking and reasoning, and attitude.

Another Choice Virtual Charter will use assessment results to improve the educational program and use effective and appropriate tools for assessing such progress. This may include, but is not limited to:

1. Standardized tests;
2. Criterion-referenced tests;
3. Teacher-made tests;
4. Ongoing classroom evaluation;
5. Actual communication assessments such as writing, speaking, and listening assessments;
6. End of course assessments;
7. Samples of student work and/or narrative reports passed from grade to grade;
8. Samples of students' creative and/or performance work; and
9. Surveys of carry-over skills to other program areas and outside of school.

All courses of instruction shall comply with State statutes and the rules of the State Board of Education.

Cross References:	§ 2000 § 2800	Goals Objectives
Legal References:	I.C. § 33-1601, <i>et seq.</i> I.C. § 33-1612 I.C. § 33-5210(4) I.D.A.P.A. 08.02.01	Courses of Instruction Courses of Instruction - Thorough System of Public Schools Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools State Board of Education - Rules Governing Administration

Policy History:

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Reviewed on: 5/12/21

Lesson Plan

To ensure proper planning and continuity of instruction, the Board requires that each teacher prepare syllabus with a pacing guide. To facilitate more effective instruction, the syllabi must be submitted before the start of class. The format for the syllabus will be specified by the Administrative Team and shall be reviewed on a regular basis. The syllabus must be readily available when a substitute teacher is needed.

Careful planning should precede:

1. The opening of the school year;
2. The beginning of a project; and
3. The daily and weekly activities that address the needs of students.

Planning should include as appropriate:

1. Statements of objectives aligned to the State Standards;
2. Procedures and strategies to be used;
3. Organizational materials and instruction;
4. Materials – basic and supplementary; and
5. Evaluation of students.

Planning should be creative, challenging, and continuous. Additionally, planning should be flexible in order to meet the needs and abilities of students.

Policy History:

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Another Choice Virtual Charter School

INSTRUCTION

2120

Program Evaluation and Diagnostic Tests

The Board strives to achieve efficiency and efficacy in all facets of its operations. In order to achieve this goal, the Board shall strive to set forth:

1. A clear statement of expectations and purposes for Another Choice Virtual Charter School's instructional program;
2. A provision for staff, resources, and support to achieve the stated expectations and purposes; and
3. A plan for evaluating instructional programs and services to determine how well expectations and purposes are being met.

Parents who wish to examine any assessment materials may do so by contacting the Executive Director. Parental approval is necessary before administering an individual intelligence test or a diagnostic personality test. No tests or measurement devices containing any questions about a student's or a student's family's personal beliefs and practices in family life, morality, and religion shall be administered unless the parent gives written permission and the Board grants approval for the student to take such a test, questionnaire, or examination.

Legal Reference: 20 U.S.C. § 1232h Protection of Pupil Rights
 I.C. § 33-1601, *et seq.* Courses of Instruction

Policy History:

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Another Choice Virtual Charter School

INSTRUCTION

2130

Research Studies

Another Choice Virtual Charter recognizes the value of participation in educational research. Studies using observation, surveys, and experimentation can aid in the improvement of instructional programs in the school system as well as growth in the profession for individual teachers and researchers.

Simultaneously, Another Choice Virtual Charter recognizes that the amount of time available for student learning is limited and must be handled carefully. It is, therefore, important that only those research studies that are of the greatest value to Another Choice Virtual Charter be allowed to be conducted in the school.

All research proposals from outside sources shall be submitted in prospective form, with the instruments attached, to the Executive Director at least three weeks prior to the date on which the research study is to be conducted. The prospectus must include the researcher's name, address, and phone number, as well as a description of the purpose of the study, the procedures to be used, the treatment of the data, and the distribution of the study. The Executive Director shall approve or disapprove all research studies. Approval shall be based on educational significance, project design, and lack of disruption to the regular school process. The primary criteria in approving research studies will be the value to Another Choice Virtual Charter. A final copy of the study shall be provided free of charge to the School.

No test, questionnaire, survey, or enumeration containing questions about a pupil's or his or her parent's personal beliefs or practices in sex, family life, morality, or religion shall be administered without Board approval and written parental permission.

Policy History:

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Another Choice Virtual Charter School

INSTRUCTION

2140

Student and Family Privacy Rights

Surveys - General

Surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to Another Choice Virtual Charter School's educational objectives as identified in Board policy. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Personally identifiable information from student education records may be disclosed to an educational agency or institution in order to:

1. Develop, validate, or administer predictive tests;
2. Administer student aid programs; or
3. Improve instruction.

In such cases, the school shall enter into a written agreement with the receiving organization. The study must not allow identification of individual parents or students by anyone other than representatives of the organization with legitimate interests in the information and the information must be destroyed when it is no longer needed for study purposes.

Surveys Created by a Third Party

Before Another Choice Virtual Charter administers or distributes a survey created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey upon request and within a reasonable time of their request.

This section applies to every survey:

1. That is created by a person or entity other than a Charter School official, staff member, or student;
2. Regardless of whether the student answering the questions can be identified; and
3. Regardless of the subject matter of the questions.

Surveys Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes ANY survey containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's family;

3. Behavior or attitudes about sex;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey within a reasonable time of the request, and/or
2. Refuse to allow their child to participate in any survey requesting personal information. The school shall not penalize any student whose parent(s)/guardian(s) exercise this option.

Instructional Material

A student's parent(s)/guardian(s) may, within a reasonable time of the request, inspect any instructional material used as part of their child's educational curriculum.

The term "instructional material," for purposes of this policy, means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Collection of Personal Information from Students for Marketing Prohibited

The term "personal information," for purposes of this section only, means individually identifiable information including:

1. A student's or parent's first and last name;
2. A home or other physical address, including street name and the name of the city or town;
3. Telephone number; or
4. A Social Security identification number.

Another Choice Virtual Charter shall not collect, disclose, or use student personal information for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose.

Another Choice Virtual Charter, however, is not prohibited from collecting, disclosing, or using personal information collected from students for the exclusive purpose of developing, evaluating,

or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other post-secondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school-related or education-related activities; and
6. Student recognition programs.

Notification of Rights and Procedures

The Executive Director or designee shall notify students' parents/guardians of:

1. This policy as well as its availability from {{School_Name}} office upon request;
2. How to opt their child out of participation in activities as provided in this policy;
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled;
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually at the beginning of the school year and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years of age or is an emancipated minor.

NOTE: This policy must be adopted in consultation with parents. 20 U.S.C. § 1232h(c)(1). Therefore, ISBA recommends that, at a minimum, Boards specifically note this on their meeting agendas and request public comment prior to adoption.

Cross Reference:	2520	Curricular Materials
	3200	Student Rights and Responsibilities
	3500	Student Health, Physical Screenings, and Examinations
	4175	Required Annual Notices
	4250	Education Research

Legal Reference: 20 U.S.C. § 1232g, *et seq.*

20 U.S.C. § 1232h

34 C.F.R. Part 99

I.C. § 33-5210(3)

Family Education Right to Privacy Act
(FERPA)

Protection of Pupil Rights

Implementing FERPA

Application of School Law - Accountability
-Exemption from State Rules

Policy History:

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Another Choice Virtual Charter School

INSTRUCTION

2140F

Student and Family Privacy Rights – Consent Form

The Protection of Pupil Rights Amendment (PPRA), requires Another Choice Virtual Charter to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include student surveys, analyses, or evaluations that concern one or more of the following eight areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure, or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings (except those permitted under State law without parental notification). The following is a schedule of activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, Another Choice Virtual Charter will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and provide them with an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

[LIST ALL APPLICABLE SURVEYS AND SCREENINGS TO BE GIVEN IN THE UPCOMING YEAR, THE STUDENTS THEY WILL BE ADMINISTERED TO, THE DATE THEY WILL BE GIVEN, A DESCRIPTION OF THE SURVEY OR SCREENING, AND A STATEMENT OF WHETHER THE SURVEY WILL REQUIRE PARENTAL CONSENT OR WHETHER PARENTS MUST ACTIVELY OPT THEIR CHILD OUT IF THEY DO NOT WISH FOR THEM TO PARTICIPATE.]

If you wish to review any survey instrument or instructional material used in connection with any protected information or marketing survey, please submit a request to **[DESIGNATED OFFICIAL, ADDRESS]**. **[THE DESIGNATED OFFICIAL]** will notify you of the time and place where you may review these materials. You have the right to review a survey and/or instructional materials before the survey is administered to a student.

I _____ (parent/guardian’s name) give my consent for _____ (child’s name) to take _____ (survey name) on or about _____ (date).

Parent's signature: _____

Please return this form no later than _____ (date) to the following school official:

[NAME AND MAILING ADDRESS]

Another Choice Virtual Charter School

INSTRUCTION

2150

Copyright

Another Choice Virtual Charter recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized physical or electronic copying or using of audio, visual, or printed materials and computer software, unless the copying or use conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research.

While Another Choice Virtual Charter encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of School staff to abide by Another Choice Virtual Charter School’s copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for Charter School staff to violate copyright requirements in order to perform their duties properly. The School cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with Another Choice Virtual Charter procedures or is permissible under the law should contact the Executive Director. The Executive Director will assist staff in obtaining proper authorization to copy or use protected materials when such authorization is required. The Executive Director or designee is responsible for maintaining copies of permission granted for the use of copyrighted material.

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential to be considered an infringement.

No information or graphics may be posted on any school system official website in violation of any copyright laws. The Executive Director or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school system official website.

Cross Reference: 8700 Computer Software

Legal Reference: 17 U.S.C. § 101, *et seq.* Title 17, United States Code: Copyrights

Policy History:

Adopted on: 9/8/10

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Reviewed on: 5/12/21

Copyright Compliance

Throughout this procedure, “copies” shall refer to electronic as well as physical copies.

Authorized Reproduction and Use of Copyrighted Material in Print

In preparing for instruction, a teacher may make or have made a single copy of a chapter from a book; an article from a newspaper or periodical; a short story, short essay, or short poem; or a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper. A teacher may make multiple copies, not exceeding more than one per pupil for classroom use if the copying meets the tests of brevity, spontaneity, and cumulative effect set by the following guidelines. Each copy must include a notice of copyright.

1. **Brevity:**

- A. A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
- B. Complete articles, stories, or essays of less than 2,500 words or excerpts from prose works less than 1,000 words or 10 percent of the work, whichever is less, may be copied; in any event, the minimum is 500 words. Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph; or
- C. One chart, graph, diagram, drawing, cartoon, or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose, or poetic prose.

2. **Spontaneity:** Should be at the “instance and inspiration” of the individual teacher.

3. **Cumulative Effect:** Teachers are limited to using copied material for only one course in the school in which copies are made. No more than one short poem, article, or story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical issue during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers, and current news sections of other periodicals.

Performances by teachers or students of copyrighted dramatic works without authorization from the copyright owner are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.

The copyright law prohibits using copies to replace or substitute for anthologies, consumable works, compilations, or collective works. “Consumable” works include: workbooks, exercises,

standardized tests, test booklets, and answer sheets. Teachers cannot substitute copies for the purchase of books, publishers' reprints or periodicals, nor can they repeatedly copy the same item from term-to-term. Copying cannot be directed by a "higher authority," and students cannot be charged more than the actual cost of photocopying. Teachers may use copyrighted materials in overhead or opaque projectors for instructional purposes.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy of an unpublished work which is in its collection; and a published work in order to replace it because it is damaged, deteriorated, lost, or stolen, provided the unused replacement cannot be obtained at a fair price.

A library may provide a single copy of copyrighted material to a student or staff member at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright, and the student or staff member shall be notified that the copy is to be used only for private study, scholarship, or research. Any other use may subject the person to liability for copyright infringement.

At the request of a teacher, copies may be made for reserve use. The same limits apply as for single or multiple copies designated in "Authorized Reproduction and Use of Copyrighted Material in Print".

Authorized Reproduction and Use of Copyrighted Music

A teacher may make a single copy of a song, movement, or short section from a printed musical work that is unavailable except in a larger work, for purposes of preparing for instruction.

A teacher may make multiple copies for classroom use of an excerpt of not more than 10 percent of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song. Printed musical works which have been purchased may be simplified provided that the fundamental character of the work is not distorted and that lyrics are not added or altered.

A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes.

In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed, or are otherwise not available.

Recording of Broadcast Programs

Television programs may be recorded and used for instruction for up to ten days following recording. The recording may be retained for up to 45 days for teacher evaluation purposes. The recording may only be replayed for educational purposes in the classroom or a similar learning environment. No program may be recorded by or for the same teacher more than once and the recording may not be altered. A limited number of copies may be made for legitimate educational purposes. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded. The Executive Director or designee will establish appropriate control procedures to maintain the integrity of these guidelines.

Authorized Reproduction and Use of Copyrighted Materials on Websites

No information or graphics may be posted on any school official website in violation of any copyright laws. The Executive Director or web maintenance designee is responsible for maintaining copies of permission granted for the use of copyrighted material on any school official website.

Teacher Instruction to Students for Reproduction and Use of Copyrighted Material

Teachers will instruct students to respect copyright laws and to request permission when their use of material has the potential of being considered an infringement.

Procedure History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2200

School Year, Calendar, and Instructional Hours

School Fiscal Year

The school fiscal year is from July 1 to June 30.

School Calendar

The Board annually shall establish the dates for opening and closing classes, teacher inservices, the length and dates of vacation, and the days designated as legal school holidays.

Holidays/Commemorative Days

School holidays shall include New Year's Day, Memorial Day, Independence Day, Thanksgiving Day, and Christmas Day and other days as listed on the school calendar approved by the Board of Directors.

For those commemorative days that fall on a school day, the teachers and students shall devote a portion of the day on each such day designated in I.C. § 73-108 to observing the occasion.

Instructional Hours

The Board of Directors shall provide the minimum number of instructional hours for students at each grade level as follows:

<u>Grades</u>	<u>Hours</u>
K	450
1-3	810
4-8	900
9-12	990

PIR Days

Not more than 22 hours may be utilized for inservice teacher activities.

Legal References:	I.D.A.P.A. 08.02.01.250.01	Required Instructional Time
	I.D.A.P.A. 08.02.01.250.03	Day in Session When Counting Pupils in Attendance

Policy History:

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Another Choice Virtual Charter School

INSTRUCTION

2210

School Closure

The Executive Director or designee may order the closure of schools in the event of extreme weather, facility failures, or other emergency, in compliance with established procedures for notifying parents, students and staff.

Policy History:

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Another Choice Virtual Charter School

INSTRUCTION

2210P1

Weather- Related School Closure

All students, parents, and school employees should assume that school will be in session and all labs open as scheduled unless there is official notification from the Head or School/Executive Director to the contrary. Such notice will be given via email **and** via public media. School may operate on a late schedule if emergency conditions are temporary, or, may be dismissed early in the day if emergency conditions develop. The radio stations will be notified of any of these conditions and requested to announce them to the community.

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of the normal routine, the Head of School/Executive Director will make the modification decision prior to 6:00 AM, contact the public radio stations for broadcast to the community, and initiate the emergency fan-out communication procedure to all families and staff.

Work Schedules and Responsibilities for School Closure

Head of School/Executive Director: Only the Head of School/Executive Director shall have the authority to close Another Choice Virtual Charter School. The Head of School/Executive Director will be on duty throughout any existing or potential emergency situation, day or night. All orders that are of doubtful origin should be confirmed with the Head of School/Executive Director.

Non-Teaching “Exempt” Personnel, and Key Support Staff: All non-teaching “exempt” personnel shall report for duty per their normal shifts or as otherwise directed each day during the school closure, together with the custodian and at least one secretary, insofar as is safely possible. The Head of School/Executive Director shall ascertain that the building has been adequately secured and that any child who mistakenly reports to school, in the event that school has been closed, is properly and safely cared for and returned home. The Head of School/Executive Director and this minimal support staff shall notify other staff and/or other support employees of the situation, and shall respond to telephone questions. When the situation has been stabilized, the personnel who reported to work may choose to return home. An administrator or exempt employee who does not work a normal day shall then adjust his or her work year by memorandum to the Head of School/Executive Director by the number of hours not worked on the day or days of school closure.

12-Month Classified Employees: In the event of a school closure, 12 month classified personnel may report for duty or not report for duty, as directed by their immediate supervisor or the Head of School/Executive Director. Building secretaries who are required to be on duty are expected to report for duty. If a 12 month classified employee is unable to or does not report for duty, the employee shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

10- and 11-Month Classified Employees: Ten and 11 month employees may report for duty or not report for duty as directed by their immediate supervisor or the Head of School/Executive Director. If such employees do not report for duty, they shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Aides and Other 9-Month Classified Employees: These employees work only those days when school is in session and are not expected to work when school is not in session. If school has been closed, nine month employees should not report for duty unless otherwise directed by their immediate supervisor or the Head of School/Executive Director. Nine month employees shall complete a leave request form to declare the day as either personal leave, vacation, or leave without pay.

Teacher, and Certified or Professional Staff: If schools are closed for weather or other emergency conditions, teachers are not expected to report for duty unless directed otherwise. Teachers do not need to submit an absence form. In cases of school closures, it is customary for the days to be made up at another time; thus teachers will typically still fulfill their contract days.

Policy History:

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Another Choice Virtual Charter School

INSTRUCTION

2230

Grade Organization

Another Choice Virtual Charter has instructional levels for grades kindergarten through 12. The grouping and housing of instructional levels in school facilities shall be according to plans developed by the Executive Director and approved by the Board.

Instructional programs shall be coordinated between each grade and between levels of schools.

A student will be assigned to an instructional group or a classroom that will best serve the needs of that individual while still considering the rights and needs of other students. Factors to be considered in classroom assignments are:

1. Class size;
2. Peer relations;
3. Student/teacher relations;
4. Instructional style of individual teachers; and
5. Any other variables that will affect the performance of the student.

The criteria for grouping should be based upon the learning goals and objectives being addressed and the student's ability to achieve those purposes.

Policy History:

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Revised on:

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Another Choice Virtual Charter School

INSTRUCTION

2240

Class Size

The Board will strive to achieve ratios consistent with the following state class size ratio goals:

<u>Grade Level</u>	<u>Number of Students</u>
Kindergarten	22
Grades 1, 2, and 3	22
Grades 4, 5, and 6	30
Middle School	40 students per class
High School	40 students per class
Alternative School Grade 7 through 12	25 average daily class load

Per the Another Choice Virtual Charter school Charter a class shall be considered overloaded when it exceeds forty (40) students.

The Board of Directors recognizes that achieving the goal of this policy is dependent upon the financial ability of Another Choice Virtual Charter School. The Executive Director/Head of School or designee shall review overloaded class situations and may place an assistant in the classroom or offer other solutions to relieve overloaded class conditions.

Legal Reference: I.D.A.P.A. 08.02.02.110 Personnel Standards

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Another Choice Virtual Charter School

INSTRUCTION

2300

Guidance and Counseling

The Board recognizes that guidance and counseling are an important part of the total program of instruction and should be provided in accordance with state laws and regulations, Board policies and procedures, and available staff and program support.

The general goal of this program is to help students achieve the greatest personal value from their educational opportunities. Such a program should:

1. Provide staff with meaningful information that can be utilized to improve the educational services offered to individual students;
2. Provide students with planned opportunities to develop future career and educational plans;
3. Refer students with special needs to appropriate specialists and agencies;
4. Aid students in identifying options and making choices about their educational program;
5. Assist teachers and administrators in meeting academic, social, and emotional needs of students;
6. Provide for a follow-up of students who further their education and/or move into the world of work;
7. Solicit feedback from students, staff, and parents for purposes of program improvement; and
8. Assist students in developing a sense of belonging and self-respect.

All staff shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to gender, race, marital status, national origin, or handicapping conditions, including reasonable efforts, and encouraging students to consider and explore "nontraditional" occupations.

Legal References: I.C. § 33-1212 Elementary School Counselors

I.D.A.P.A. 08.02.03.108 Guidance Programs

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Nutrition Services

Rationale

Students must go to school with minds and bodies ready to take advantage of the learning environment schools work so hard to develop. Good nutrition is a prime factor in the student's ability to learn. In addition to families, the school environment typically plays a vital role in shaping students' nutritional health throughout the growing years in the following ways:

1. Classroom teachers provide factual instruction on human health and biology;
2. Peer relationships and adult role models influence eating patterns and provide subtle but strong messages in body image development;
3. Physical education and community sports programs strengthen students' bodies and are often sources of nutrition information; and
4. School staff and classroom teachers provide essential support for students' physical and psychological growth.

Nutrition Services

Nutritional services complement and enhance school health services. Nutrition services may include screening, assessment, counseling/education, and referral and follow-up services. Students who may benefit most from school-based nutrition services include:

1. Children with special health care needs;
2. Adolescents who are obese, underweight, follow a vegetarian diet, or have other diet-related concerns, such as eating disorders;
3. Students living in impoverished conditions with limited access to nutritionally adequate food; and
4. Students who abuse substances such as food, drugs, alcohol, and tobacco.

If needed or appropriate nutrition services would be incorporated on the school premises by a qualified nutrition professional who is recognized as a valued member of the health care team or the school nurse. If applicable, teachers should work collaboratively to successfully integrate nutrition into the school's comprehensive health program.

Nutrition services may be linked to physical education, and health promotion programs in the school and community.

Nutrition-Related Health Problems

Headaches, stomach upsets, and general malaise may be a direct result of poor nutrition. Other nutritional concerns; including restrictive dieting, distorted body images, eating disorders, and

obesity; may have an indirect effect on learning and be significant predictors of a teen's success in school.

If applicable, school staff shall consistently promote healthy eating to students and other staff. These professionals shall be prepared to recognize conditions such as obesity, eating disorders, and other nutrition-related health problems among students and staff and be able to refer them to appropriate services if applicable.

Cross Reference: 8200 Local School Wellness

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Nutrition Education

Quality nutrition education which is presented creatively and is grade appropriate builds knowledge and skills throughout the child's school experience. It addresses factual information and explores the health, social, cultural, and personal issues influencing food choices. Nutrition and nutrition education are recognized as important contributors to overall health.

Comprehensive nutrition education programs extend beyond the classroom into the larger School environment. Physical education programs, community sports, and School health services are appropriate avenues for nutrition education efforts. Students need to explore how:

1. Knowledge has purpose and meaning in their lives; and
2. Curriculum points to the connections within and across disciplines.

Examples of how nutrition can be integrated into classes include discussing ethnic food practices in the context of history and geography; preparation of healthy food in class activities, adult living, or life skills courses; the study of essential nutrients in science and biology classes; applying mathematical and technological skills to conduct dietary analysis; and addressing the wide range of social, cultural, and psychological aspects of food in language and social studies classrooms.

Another Choice Virtual Charter's approach to nutrition in kindergarten through grade 12 is embedded in activities and discussions as appropriate. All instructional staff are encouraged to integrate nutritional themes into daily lessons when appropriate. The health benefits of good nutrition should be emphasized. These nutritional themes include but are not limited to:

1. Knowledge of My Plate;
2. Healthy choices to decrease illness;
3. Sources and variety of foods;
4. Guide to a healthy diet;
5. Diet and disease;
6. Understanding calories and food as energy;
7. Healthy snacks;
8. Healthy breakfast;
9. Healthy diet;
10. Food labels;
11. Major nutrients;
12. Multicultural influences;
13. Serving sizes by age, sex, and activity level;
14. Proper sanitation;
15. Importance of fluid intake and selection; and
16. Identifying and limiting low nutrition food.

The School nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

All nutrition education will be scientifically based, consistent with the most recent Dietary Guidelines for Americans.

Nutrition education will be offered as appropriate to our setting. Teachers can display posters, videos, websites, etc. on nutrition topics and send materials home to involve parents.

Participation in USDA nutrition programs is encouraged as the School conducts nutrition education activities and promotions that involve students, parents, and the community. The School nutrition team responsible for these activities will be composed of advisory staff, student services staff, school nurses, health teachers, and physical education coaches.

School Community

For a truly comprehensive approach to the School-based nutrition programs and services, it is crucial that all members of the School community help to create an environment that supports healthy eating practices. Administrators, teachers, and other personnel; parents; and students need to be involved in this effort. Decisions made in all School programming need to reflect and encourage positive nutrition messages and healthy food choices. This includes coordination of nutrition education and the promotion of healthy food choices in all School events, such as fundraisers.

Local Community

The effectiveness of School-based nutrition programs and services can be enhanced by outreach efforts in the surrounding community. Personnel should be familiar with the health and nutritional resources available through the community and local agencies. Contacts should be made with the health department, community nutrition programs, health centers, local food pantries, and fitness programs. Once contact has been established, collaborative efforts should be made with other community agencies to positively influence the health and nutritional status of school-age children.

As appropriate the School will work with a variety of media to spread the word to the community about a healthy school nutrition environment, such as local newspaper and television stations.

Parent Involvement

The School will support parents' efforts to provide a healthy diet and daily physical activity for their children. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the School's nutrition standards for individual foods and beverages. Celebrations that involve food during the school day shall be limited to no more than one party per class per month. No more than one food or beverage that

does not meet nutrition standards for Smart Snacks in Schools may be served at such parties. If applicable the School will provide parents a list of foods that meet the School's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the School will provide opportunities for parents to share their healthy food practices with others in the School community.

The School will support parents' efforts to provide their children with opportunities to be physically active outside of school. Such support will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials; special events; or physical education homework.

Parents are to be advised that their children are participating in a nutrition education or counseling experience, encouraging their support at home. Parent involvement can be in person or through communication sent to the home.

1. Nutrition education will be provided to parents beginning at the elementary level. The goal will be to continue to educate parents throughout the middle and high school levels;
2. Healthy eating and physical activity will be actively promoted to students, parents, teachers, administrators, and the community at registration, parent meetings, open houses, health fairs, teacher inservices, etc.; and
3. Nutrition education from evidence-based sources (such as USDA's Team Nutrition and My Plate) may be provided in the form of handouts, postings on the School website, or presentations at open houses that focus on nutritional value and healthy lifestyles.

Cross Reference: 8200 Local School Wellness
 8230 School Nutrition Standards

Legal Reference: Pub. L. 111-296 The Healthy, Hunger-Free Kids Act of 2010
 7 C.F.R. § 210.30 Local School Wellness Policy

Other References: Implementation and Monitoring Plan, Idaho State Department of Education

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12

All students in grades 9-12, including students with disabilities, special healthcare needs, and in alternative educational settings, will receive the opportunity for daily physical education or its equivalent for the entire school year. The Charter School shall strive to provide an amount of PE instruction consistent with the NASPE recommendations, to the extent feasible. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity, such as interscholastic or intramural sports, will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity, at least 60 minutes per day, and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

1. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities such as watching television;
2. Opportunities for physical activity will be incorporated into other subject lessons as possible; and
3. Lab teachers will provide short physical activity breaks between lessons or classes as appropriate.

Daily Activity

All elementary school students attending the lab will have approximately 20 minutes per day of supervised daily activity, preferably outdoors, during which moderate to vigorous physical activity is encouraged verbally and through the provision of space and environment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity, such as running laps or push-ups, as punishment.

Cross Reference: 8200 Local School Wellness

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Health Enhancement Education

Health, family life, and sex education; including information about parts of the body, reproduction, and related topics; shall be included in the instructional program as appropriate to the grade level and course of study. The instructional approach shall be developed after consultation with parents and other community representatives. Parents may ask to review the materials to be used and may request that their child be excluded from sex education class sessions without prejudice.

The Board believes that HIV/AIDS instruction is most effective when integrated into a comprehensive health education program. Instruction shall be developmentally appropriate to the grade level of the students and shall occur in a systematic manner. The Board particularly desires that students receive proper education about HIV before they reach the age when they may adopt behaviors that put them at risk of contracting the disease.

In order for education about HIV to be most effective, the Executive Director or designee shall require that faculty members who present this instruction receive continuing inservice training that includes appropriate teaching strategies and techniques. Other staff members not involved in direct instruction but who have contact with students shall receive basic information about HIV/AIDS and instruction in the use of universal precautions when dealing with body fluids.

In accordance with Board policy, parents shall have an opportunity to review the HIV education program before it is presented to students.

Alcohol, Tobacco, and Drug Education

Students shall receive education regarding the use of alcohol, tobacco, and drugs. The Executive Director or designee shall develop curriculum for use in health education that provides instruction to students in the areas of prevention; education; treatment; rehabilitation; and legal consequences of alcohol, tobacco, and drug use.

Cross Reference: 2315 Physical Activity Opportunities and Physical Education

Legal Reference: I.C. § 33-1608 Family Life and Sex Education – Legislative Policy

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2330

Community and Adult Education

Another Choice Virtual Charter makes its resources available to adults and other non-students within the limits of budget, staff, and facilities, provided there is no interference with or impairment of the regular school program. Community school, adult education, and other offerings may be developed in cooperation with community representatives, subject to approval and authorization by the Board of Directors.

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2335

Digital Citizenship and Safety Education

Technology will be integral to curriculum, instruction, and assessment. Another Choice Virtual Charter School's educational system must lay the foundation for students to participate comfortably in an increasingly technological society. Classroom activities will include instruction using multimedia, distance learning, and other technologies.

The Executive Director/Head of School or their designee will ensure that Charter School students are educated on network etiquette and appropriate online behavior, including cyberbullying awareness, digital citizenship, and online safety. Instruction will be given to students as appropriate to the educational and developmental needs of students.

Another Choice Virtual Charter may make use of the Idaho Attorney General's online safety program, titled Protecteens, which addresses online safety and cyber-bullying, in classroom discussions about digital citizenship, responsible online behavior, and consequences. The School may also make use of other materials on digital citizenship such as those found at CommonSenseMedia.org.

The Executive Director/Head of School or their designee will ensure that teachers and other staff members responsible for supervising students' internet use receive professional development, training, and resources in the following areas:

1. Monitoring of student online activities;
2. Instruction of students in proper network etiquette;
3. Instruction of students in discerning among online information sources and appropriate materials;
4. Bullying and cyber-bullying awareness and response, in accordance with Another Choice Virtual Charter School's bullying policy; and
5. Instruction of students on appropriate interaction on social networking websites and chat rooms.

Another Choice Virtual Charter may use the following methods of providing instruction on appropriate online behavior and cyber-bullying awareness:

1. Incorporation of instruction into course objectives or daily lessons of planned instruction, as appropriate;
2. Class or School presentations;
3. Special technology courses that are required for students at various grade levels;
4. Online tutorial programs required for students to use a Charter School network accounts; and
5. Through specific classes as identified by the Head of School.

The Administrative Team or their designee will also make resources available to parents/guardians on teaching 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.

Cross References:	§ 3270	Charter School Provided Access to Electronic Information, Services, and Networks
	§ 3295P	Hazing, Harassment, Intimidation, Bullying, Cyber Bullying
	§ 5265	Employee Responsibilities regarding Student Harassment, Intimidation, Bullying
and		
Legal References:	Pub. L. 106-554	Children's Internet Protection Act (CIPA)
	Pub. L. 110-385	Broadband Data Services Improvement Act
	20 U.S.C. § 6777	Internet Safety
	47 C.F.R. § 54.520(c)(1)(i)	Implementing CIPA: Certifications required under 47 U.S.C. 254(h) and (l)
	I.C. § 33-5210(3)	Application of School Law - Accountability - Exemption from State Rules
	I.C. § 18-917A	Student Harassment — Intimidation — Bullying

Policy History:

Adopted on: 5/12/21

Revised on:

Reviewed on: 5/12/21

Controversial Issues and Academic Freedom

Another Choice Virtual Charter shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues; to have free access to information; to study under teachers in situations free from prejudice; and to form, hold, and express their own opinions without personal prejudice or discrimination.

The Board recognizes the need for the teacher to have the freedom to discuss and teach subjects and issues which may be controversial. Such subjects and issues may include but are not necessarily limited to:

1. Politics;
2. Science;
3. Health and sex education; and
4. Values and ethics.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of good judgment, and the virtue of respect for conflicting opinions.

The Board of Directors encourages and supports the concept of academic freedom, recognizing it as a necessary condition to aid in maintaining an environment conducive to learning and the free exchange of ideas and information.

The Board also believes that academic freedom carries with it a responsibility that is shaped by the basic ideals, goals, and institutions of the local community. These standards are expressed via the goals and objectives of the adopted curriculum, by the adopted textbooks, by Board policy, and by Another Choice Virtual Charter School's mission statement.

In the study or discussion of controversial issues or materials, however, the Board directs the teaching staff to take into account the following criteria:

1. Relative maturity of students;
2. Charter School philosophy of education;
3. Community standards, morals, and values;
4. The necessity for a balanced presentation; and
5. The necessity to seek prior administrative counsel and guidance in such matters.

As a consequence of its responsibility to guarantee academic freedom to both students and teachers, the Board expects that:

1. All classroom studies will be curriculum-related, objective, and impartial;

2. Teachers will create and maintain an atmosphere of open-mindedness and tolerance, and that no one idea or viewpoint should necessarily prevail;
3. Teachers will not attempt, directly or indirectly, to limit or control students' judgment concerning any issue, but will make certain that full and fair consideration is given to the subject and that facts are carefully examined as to their accuracy and interpretation; and
4. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and to the age and grade level of the students.

To this end:

1. The teacher shall be free to choose supplemental materials to support and enhance the regular classroom curriculum except in sex education instruction as outlined in item 4 of this section. To encourage the free flow of information and enhance student creativity, unplanned issues may be brought up in the classroom and briefly discussed.
2. The school shall provide for parents/guardians to have their child excused from a topic which may be contrary to their religious or moral values. This shall be done in writing by the parent/guardian and include an explanation of the conflict. The student may also request to be excused if the student personally finds the topic to be contrary to their religious or moral values. The student must explain in writing as to the nature of the conflict. The teacher will provide an alternative assignment if the request is approved by the teacher and Executive Director or designee.
3. The teacher shall notify parents/guardians when especially controversial issues may be discussed and that they may have their child excused if family religious or moral values so dictate. The teacher should have the principal view questionable materials, etc.
4. The Board directs that a philosophy of abstinence shall be a part of and the underlying principal in all sex education instruction. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted disease and therefore the Board allows for instruction in sex education including AIDS awareness, sexually transmitted diseases, birth control, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor. This does not preclude giving impartial view points on both sides of issues such as the right to an abortion or on the use of birth control methods.

Any parent/legal guardian may have his or her child excused from any planned sex education instruction upon filing a written request to the Board. The Board shall make a form available for such requests. Alternative educational activities shall be provided for those excused.

5. When speakers are to be used, the Executive Director or designee must always give approval as outlined in the Board policy on "Controversial Speakers".

Cross Reference 2345P

Controversial Speakers Procedure

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Parental Opt-Out Form for Sex Education

I, _____, parent/guardian of _____
,
request that my child be removed from class and/or student activities when planned instruction is
given in the subject of sex education.

I understand a philosophy of abstinence is a part of and the underlying principal in all sex
education instruction. Because this alone may not prevent pregnancies and sexually transmitted
disease, the Board allows for instruction in sex education including AIDS awareness, sexually
transmitted diseases, birth control, and general human sexuality. In all cases the known facts will
be taught, not the opinions or moral judgments of the instructor. This does not preclude giving
impartial view points on both sides of issues such as the right to an abortion or on the use of birth
control methods.

Date

Signature of Parent

Speakers in the Classroom and at School Functions

The Board encourages the use of outside speakers when the speaker's program is educationally sound, consistent with the curriculum, and follows Charter School policies and procedures.

Speakers may only be invited with an Executive Director or designee's approval. If the subject is controversial the Executive Director or designee may also decide to engage speakers for both sides of the issue(s). In no instance shall a speaker who is known to advocate unconstitutional or illegal acts or procedures be permitted to address the students. Parents will be given the option to remove their student from certain discussions, and an alternative assignment will be given if the speaker is to address a classroom.

Controversial Speakers

The Board recognizes that visiting speakers may address controversial topics. If they are prohibited from speaking because of their points of view, academic freedom is endangered. Students need to examine issues upon which there is disagreement and to practice analyzing problems, gathering and organizing facts, discriminating between facts and opinions, discussing differing viewpoints and drawing tentative conclusions. The Board also recognizes that many topics are not suitable for younger or less mature students. When correctly handled, the use of controversial speakers becomes an invaluable component in accomplishing the goals of citizenship education. However, this places a serious responsibility on the professional staff members to correctly structure the learning situation involving a speaker.

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Controversial Speakers Procedure

No overall standard can be established which will automatically separate and exclude as a resource the person whose views or manner of presenting them may actually obstruct the education process or endanger the health and safety of students or staff. The Board, in an effort to uphold the students' freedom to learn while also recognizing obligations which the exercise of this freedom entails, establishes the following rules:

1. Selection of speakers and topics must be appropriate to the age and grade level of the students;
2. Selection of speakers and topics should be congruent with the curriculum of the course or function;
3. The teacher/sponsor and Executive Director or designee shall investigate fully those proposed resource persons the wisdom whose presence the community may question;
4. The teacher, sponsor, or designee must give one week prior notification to the Principal or designee. The Executive Director or designee may waive the one week notification requirement if extenuating circumstances are present;
5. Minimal disruption to the normal flow of school operation is a high priority;
6. An attempt to provide a balance of viewpoints is recommended when dealing with controversial issues or candidates for public office;
7. No person who encourages or advocates breaking the law shall be invited to speak;
8. Teachers should ensure that the presentation and follow up is consistent with Charter School approved programs and policies;
9. The teacher must retain primary responsibility for the instruction and supervision of students when using an outside speaker. The teacher must be present at all times when speakers are in the classroom;
10. Prior to his or her appearance or participation, the proposed speaker shall be given in writing and shall agree to abide by the following regulations:
 - A. Profanity, vulgarity, and lewd comments are prohibited;
 - B. Tobacco use is prohibited; and

- C. The teacher or sponsor responsible for inviting the resource person and any member of the school administration has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the safety of students and staff.
- 11. In the event an outside community speaker is denied access to the classroom, the teacher may request a meeting to be held between the Principal or designee and the teacher or sponsor. The meeting shall be held no later than five working days from the date of the request for the meeting. The Executive Directors shall review with the teacher or sponsor pertinent information concerning the request and render a final decision on the issue.

Policy History:

Promulgated on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2350

Student Religious Activity at School

In keeping with the United States and Idaho Constitutions and judicial decisions, Another Choice Virtual Charter may not support religion or endorse religious activity. At the same time, Another Choice Virtual Charter may not prohibit private religious expression by students. The purpose of this policy is to provide direction to students and staff members about the application of these principles to student religious activity at school.

Student Prayer and Discussion

Students may pray individually or in groups and discuss their religious views with other students, as long as they are not disruptive or coercive. The right to engage in voluntary prayer does not include the right to have a captive audience listen, to harass other students, or to force them to participate. Students may pray quietly in the classroom, except when they are expected to be involved in classroom instruction or activities.

Staff Members

Staff members are representatives of Another Choice Virtual Charter and must “navigate the narrow channel between impairing intellectual inquiry and propagating a religious creed.” They may not encourage, discourage, persuade, dissuade, sponsor, participate in, or discriminate against a religious activity or an activity because of its religious content. They must remain officially neutral toward religious expression.

Graduation Ceremonies

Graduation is an important event for students and their families. In order to assure the appropriateness and dignity of the occasion, Another Choice Virtual Charter sponsors and pays for graduation ceremonies and retains ultimate control over their structure and content.

Charter School officials may not invite or permit members of the clergy to give prayers at graduation. Furthermore, Charter School officials may not organize or agree to requests for prayer by other persons at graduation, including requests from students. Another Choice Virtual Charter may not prefer the beliefs of some students over the beliefs of others, coerce dissenters or nonbelievers, or communicate any endorsement of religion.

Baccalaureate Ceremonies

Students and their families may organize baccalaureate services, at which attendance must be entirely voluntary. Organizers of baccalaureate services may rent and have access to school facilities on the same basis as other private groups but may not receive preferential treatment.

Another Choice Virtual Charter may not be identified as sponsoring or endorsing baccalaureate services. Charter School funds, including paid staff time, may not be used directly or indirectly to support or subsidize any religious services.

Assemblies and Extracurricular and Athletic Events

Charter School officials may not invite or permit members of the clergy, staff members, or outsiders to give prayers at school-sponsored assemblies or extracurricular or athletic events. School officials also may not organize or agree to student requests for prayer at assemblies and other school-sponsored events. Furthermore, prayer may not be broadcast over the school public address system, even if the prayer is nonsectarian, nonproselytizing, and initiated by students.

Student Religious Expression and Assignments

Students may express their individual religious beliefs in reports, tests, homework, and projects. Staff members should judge their work by ordinary academic standards, including substance, relevance, appearance, composition, and grammar. Student religious expression should neither be favored nor penalized.

Religion in the Curriculum

Staff members may teach students about religion in history, art, music, literature, and other subjects in which religious influence has been and continues to be felt. However, staff members may not teach religion or advocate religious doctrine or practice. The prohibition against teaching religion extends to curricular decisions that promote religion or religious beliefs.

School programs, performances, and celebrations must serve an educational purpose. The inclusion of religious music, symbols, art, or writings is permitted if the religious content has an historical and/or independent educational purpose that contributes to the objectives of the approved curriculum. School programs, performances, and celebrations cannot promote, encourage, discourage, persuade, dissuade, or discriminate against a religion or religious activity and cannot be religious or religious-holiday oriented.

Student Religious Clubs

Students may organize clubs to discuss or promote religion, subject to the same constitutionally acceptable restrictions that Another Choice Virtual Charter imposes on other student-organized clubs.

Distribution of Religious Literature

Students may distribute religious literature to their classmates, subject to the same constitutionally acceptable restrictions that Another Choice Virtual Charter imposes on the distribution of other non-school literature. Outsiders may not distribute religious or other literature to students on school property, consistent with and pursuant to the School's policy on solicitations

Religious Holidays

Staff members may teach objectively about religious holidays and about the religious symbols, music, art, literature, and drama that accompany the holidays. They may celebrate the historical aspects of the holidays, but may not observe them as religious events.

Cross-Reference: § 3250

Distribution and Posting of Materials

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2355

Release Time

For students in grades K through 12 Another Choice Virtual Charter will not typically allow release time since as a virtual school individuals can typically arrange personal time as needed.

Upon application, students in grades K-12 may be excused from school provided that no student will be excused in excess of nine full school days in any given school year.

The Board of Directors shall, in its sole discretion, determine release time(s).

No student will be permitted to attend release time programs except upon written request from a parent/guardian filed with the Administrative team or designee.

Release time shall not interfere with the scheduling of classes, activities, and programs of Another Choice Virtual Charter. No credit shall be given for completion of courses during release time for religious purposes. Credit may be granted for other purposes, at the discretion of the Board. Registration for release time programs shall not occur on School property.

Another Choice Virtual Charter is not responsible for the health, safety, and welfare of a student participating in a release time program nor will the School be liable for acts, injuries, or events occurring while:

1. A student is being transported to and from release time programs; or
2. While a student participates in release time programs.

Legal Reference:	Id. Const. art. IX, § 6	Religious Test and Teaching in School Prohibited
	I.C. § 33-519	Release for Religious Instruction
	I.C. § 33-1603	Sectarian Instruction Forbidden IDAPA
	I.D.A.P.A. 08.02.02.220	Release Time Program for Elementary and Secondary Schools

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Interscholastic Activities

The program of interscholastic activities shall include all activities relating to competitive sport or intellectual contests, games, events, or exhibitions involving individual students or teams of students of this Charter School when such events occur at this School and another school.

Although Another Choice Virtual Charter recognizes that there is some value in offering programs of interscholastic activities, interscholastic activities shall not be considered to be a property, liberty, or contract right of any student; any and all interscholastic activities offered by the School shall not be deemed a “right” but rather is considered to be a “privilege.”

All facilities and equipment utilized in the interscholastic activity program, whether or not the property of Another Choice Virtual Charter, shall be inspected on a regular basis. Participants will be issued equipment that has been properly maintained and fitted.

An activity coach must be properly trained and qualified for an assignment as described in the coach's job description. A syllabus which outlines the skills, techniques, and safety measures associated with a coaching assignment will be distributed to each coach.

The Board recognizes that certain risks are associated with participation in interscholastic activities. While Another Choice Virtual Charter will strive to prevent injuries and accidents to students, each parent/guardian will be required to sign an “assumption of risk” statement that indicates that the parents assume all risks for injuries resulting from such participation. Each participant shall be required to furnish evidence of physical fitness prior to becoming a member of an interscholastic team. A participant shall be free of injury and shall have fully recovered from illness before participating in any event.

Coaches and/or trainers may not issue medicine of any type to students. This provision does not preclude the coach and/or trainer from using approved first aid items.

Cross Reference: 3510 Student Medicines

Legal Reference: I.C. § 33-512(12) Governance of Schools – Governance of Schools –
Board of Trustees Authorized to Supervise and
Regulate Certain Extracurricular Activities

Policy History:

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Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2370

Homebound, Hospital, and Home Instruction

A student absent from school for more than ten consecutive days because of health or physical impairment will still be able to access the curriculum online. If the student is in a place where work cannot be done online, workbooks or paper copies of curriculum will be provided. Appropriate educational services may begin as soon as eligibility has been established with a written statement from a licensed medical examiner and a written parental/guardian request.

Such students shall be included in calculating the average daily attendance.

Legal References:	I.C. § 33-1001	Foundation Program — State Aid —
	I.C. § 33-1003A	Apportionment - Definitions
		Calculation of Average Daily Attendance

Policy History:

Adopted on: 9/8/10

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Reviewed on: 5/12/21

Service Animals in School

Another Choice Virtual Charter acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its school buildings, in classrooms, and at School functions, as required by the American with Disabilities Act.

“Service animal” refers to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of someone with a disability. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purpose of this definition.

Use of service animals shall be subject to the following requirements:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed in writing to the Executive Director. This written request must be delivered to the Executive Director’s office at least ten business days prior to bringing the service animal to school or a school function. Any such request by a student shall be advanced to the proper administrative personnel for consideration of a Section 504 analysis and possible program.
2. The animal must be required for the individual with a disability.
3. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a service animal.
4. Requests to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions will be handled on a case by-case basis, considering:
 - A. The type, size, and weight of the miniature horse, and whether the facility can accommodate these features;
 - B. Whether the handler has sufficient control of the miniature horse;
 - C. Whether the miniature horse is housebroken; and
 - D. Whether the miniature horse’s presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
5. Owners of service animals must provide proof of current vaccinations to the Executive Director or designee with their request to be accompanied by a service animal.
6. All service dogs must be spayed or neutered.

7. All service animals must be kept clean and groomed to avoid shedding and dander, and must be treated for, and kept free of fleas and ticks
8. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
9. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control, such as by voice control, hand signals, or other effective means.
10. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
 - A. Another Choice Virtual Charter is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
 - B. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal.
 - C. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis at the discretion of the Executive Director.
 - D. Requests for service animal-related accommodations will be reviewed based on the specific circumstances particular to the student in question and may be addressed in conjunction with a student's Section 504 Plan or Individual Education Plan.
12. The Executive Director may ask an individual with a disability or his or her parents to remove a service animal from a school building, a classroom, or from a school function if any of the following circumstances occur:
 - A. The animal is out of control and the animal's handler does not take effective action to control it.
 - B. The animal is not housebroken.
 - C. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
 - D. The animal presents a direct threat to students, staff, or other individuals.

Legal Reference: 28 C.F.R. Part 35

Nondiscrimination on the Basis of Disability in
State and Local Government Services
(Implementing the ADA)

Policy History:

Adopted on: 2/17/16

Revised on: 5/12/21

Reviewed on: 5/12/21

English Learners Program

In accordance with the Board's philosophy to provide a quality educational program to all students, Another Choice Virtual Charter shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purposes of the program are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers) and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), other school leaders, state educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Accordingly, the Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction.

The Executive Director or designee shall implement and supervise an English Learners program which ensures appropriate English Learners instruction and complies with applicable laws and regulations.

The Executive Director or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the English Learners program, including:

1. Program goals;
2. Student enrollment procedures;
3. Assessment procedures for program entrance, measurement of progress, and program exit;

4. Classroom accommodations;
5. Grading policies; and
6. A list of resources, including support agencies and interpreters.

Another Choice Virtual Charter shall establish procedures for identifying students whose dominant language is not English. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.

Students whose dominant language is not English should be enrolled in Another Choice Virtual Charter upon proof of residency and other legal requirements. Students shall have access to, and be encouraged to participate in, all academic and extracurricular activities of the charter.

Students participating in English Learners programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

The English Learners program shall be designed to provide instruction which meets each student's individual needs based on the assessment of English proficiency in listening, speaking, reading, and writing. Adequate content-area support shall be provided while the student is learning English to assure achievement of academic standards.

The English Learners program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

A student may be excluded from requirements to participate in Idaho's direct writing assessment and in Idaho's direct mathematics assessment, if either test is required to be given, if the following requirements are met:

1. The student has not been enrolled for two full school years in an elementary school or secondary school in the United States;
2. The student scores less than a level four on the State assessment used to determine English language proficiency; and
3. If the parent/guardian of the student and the student's teacher agree that such an assessment exclusion is educationally appropriate for the student.

At the beginning of each school year Another Choice Virtual Charter shall notify parents of students qualifying for English Learners programs about the instructional program and parental options, as required by law. Parents/guardians will be regularly apprised of their student's progress. Whenever possible, communications with parents/guardians shall be in the language understood by the parents/guardians.

Another Choice Virtual Charter shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Reporting

At the conclusion of every second fiscal year during which grant funds are received, the Executive Director or designee shall provide the Idaho Department of Education with a report, in a form prescribed by the Department, describing {{School_Name}}'s English Learner program and activities and providing the School's applicable demographic data.

Cross Reference:	§ 4160	Parents Right-to-Know Notices
Legal Reference:	20 U.S.C. §§ 1701-58	Equal Educational Opportunities Act of 1974
	20 U.S.C. § 6811, <i>et seq.</i>	English Language Acquisition, Language Enhancement, and Academic Achievement Act
	42 U.S.C. § 2000(e), <i>et seq.</i>	Title VII of the Civil Rights Act of 1964
	I.C. § 33-1618	Assessment Exception

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Education of Migratory Children

Purpose

In accordance with the Board's philosophy to provide a quality educational program to all students, Another Choice Virtual Charter shall provide an appropriate planned instructional program for all students who qualify as Migratory Children under applicable provisions of state and federal law and/or this Policy. The purposes of the program are:

1. To implement a high-quality and comprehensive educational program and to provide educational services during the school year and, as applicable, during summer or intersession periods, that addresses the unique educational needs of migratory children.
2. To ensure that migratory children who move around the United States are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
3. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibits their ability to succeed in school.

Eligibility

Children are eligible to receive Charter School services if they fall within the definitions below:

1. Migratory child: The term "migratory child" means a child or youth who made a qualifying move in the preceding 36 months:
 - A. As a migratory agricultural worker or a migratory fisher; or
 - B. With, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.
2. Migratory fisher: The term "migratory fisher" means an individual who made a qualifying move in the preceding 36 months and, after doing so, engaged in new temporary or seasonal employment or personal subsistence in fishing. If the individual did not engage in such new employment soon after the move, then the individual may be considered a migratory fisher if the individual actively sought such new employment and has a recent history of moves for temporary or seasonal fishing employment.

3. Qualifying move: The term “qualifying move” means a move due to economic necessity:
- A. From one residence to another residence; and
 - B. From one school district to another school district, except:
 - i. In the case of a state that is comprised of a single school district, wherein a qualifying move is from one administrative area to another within such district; or
 - ii. In the case of a school district of more than 15,000 square miles, wherein a qualifying move is a distance of 20 miles or more to a temporary residence.
 - C. The term “in order to obtain”, when used to describe why a worker moved, means that one of the purposes of the move is to seek or obtain qualifying temporary employment or seasonal employment in agricultural work or fishing work.
 - D. If a worker states that a purpose of the move was to seek any type of employment, i.e., the worker moved with no specific intent to find work in a particular job, the worker is deemed to have moved with a purpose of obtaining qualifying work if the worker obtains qualifying work soon after the move.
 - E. Notwithstanding item D above, a worker who did not obtain qualifying work soon after a move may be considered to have moved in order to obtain qualifying work only if the worker states that at least one purpose of the move was specifically to seek the qualifying work, and:
 - i. The worker is found to have a prior history of moves to obtain qualifying work; or
 - ii. There is other credible evidence that the worker actively sought qualifying work soon after the move but, for reasons beyond the worker's control, the work was not available.

Plan Requirements

Another Choice Virtual Charter School's Plan shall, at a minimum, shall include provisions to accomplish the following goals and directives:

1. *Performance targets.* The plan must specify:
 - A. Performance targets that the State has adopted for all children in reading and mathematics achievement, high school graduation, and the number of school dropouts, as well as the State's performance targets, if any, for school readiness; and

- B. Any other performance targets that the State or Charter School has identified for migratory children.
- 2. *Needs assessment.* The plan must include an identification and assessment of:
 - A. The unique educational needs of migratory children that result from the children's migratory lifestyle; and
 - B. Other needs of migratory students that must be met in order for migratory children to participate effectively in school.
- 3. *Measurable program outcomes.* The plan must include the measurable program outcomes (i.e., objectives) that a State's migrant education program will produce to meet the identified unique needs of migratory children and help migratory children achieve the State's performance targets identified in paragraph (1)(A) of this section.
- 4. *Service delivery.* The plan must describe the strategies that the State Board will pursue on a statewide basis to achieve the measurable program outcomes in paragraph (3)(A) of this section by addressing:
 - A. The unique educational needs of migratory children; and
 - B. Other needs of migratory children.
- 5. *Evaluation.* The plan must describe how Another Choice Virtual Charter will evaluate the effectiveness of its program.

Record Keeping

Charter School records for migratory children should include the following:

- 1. Immunization records and other health information;
- 2. Elementary and secondary academic history (including partial credit), credit accrual, and results from State assessments;
- 3. Other academic information essential to ensuring that migratory children achieve to the challenging State academic standards; and
- 4. Eligibility for services under the Individuals with Disabilities Education Act.

Another Choice Virtual Charter is required to keep financial records to demonstrate:

- 1. The amount of funds under the grant or sub-grant;
- 2. How Another Choice Virtual Charter uses the funds;
- 3. The total cost of the program;
- 4. The share of the cost provided from other sources; and
- 5. Other records as needed to facilitate an effective audit.

Another Choice Virtual Charter must maintain migrant child records for three years after the date Another Choice Virtual Charter submits its last expenditure for the time period. If any litigation,

claim, negotiation, audit, or other action involving the migrant child records is taken, the records must be retained until the completion of the action and resolution of all issues or until the end of the regular three year period, whichever is later.

For an employee who has both migrant child and non- migrant child responsibilities, Another Choice Virtual Charter must maintain appropriate time distribution records. Actual costs charged to each program must be based on the employee's time distribution records. For instructional staff, including teachers and instructional aides, class schedules that specify the time that such staff members devote to migrant child activities may be used to demonstrate compliance with the requirement for time distribution records so long as there is corroborating evidence that the staff members actually carried out the schedules.

Legal References: 20 U.S.C. § 6391, *et seq.* Education of Migratory Children
 34 C.F.R. §§ 76.730-31 Records (EDGAR)
 34 C.F.R. § 80.42(b)(c) Retention and access requirements for records
 (EDGAR)
 34 C.F.R. Subpart C Migrant Education Program

Policy History:

Adopted on: 5/12/21

Revised on:

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2395

Idaho Digital Learning Academy Classes

The Idaho Digital Learning Academy (IDLA) is a legislatively created virtual school created to provide Idaho students with greater access to an assortment of courses while working in collaboration with public schools. IDLA offers educational opportunities that meet students' changing needs and grant the student flexibility of learning anytime, anyplace, and at a pace that meets their individual learning styles.

Another Choice Virtual Charter will use IDLA classes to supplement its curriculum and to provide remedial academic support.

Site Coordinator

Another Choice Virtual Charter will provide an individual, employed by the School, as a site coordinator. The site coordinator is to regularly motivate and monitor the progress of students. The role of the site coordinator is to:

1. Advise students on appropriate courses for registration;
2. Ensure that students are completing work on a timely basis, including checking grades online every three weeks;
3. Proctor the final exams; and
4. Facilitate communications with the students' parents/guardians regarding course progress and the IDLA instructors.

Additionally, the site coordinator is a contact for the IDLA instructor and IDLA staff. A site coordinator shall be assigned to Another Choice Virtual Charter. Anyone selected as a School site coordinator shall successfully complete the IDLA online Site Coordinator Course. The cost of the IDLA online Site Coordinator Course shall be paid by Another Choice Virtual Charter.

Student and Course Selection

Charter School administrators, counselors, and teachers will identify those students who will benefit from IDLA classes.

At the discretion of the Executive Director or designee, students may be selected to take IDLA courses if they:

1. Need to make up credits in order to graduate on schedule;
2. Are eligible for hospital or homebound programs;
3. Are interested in advanced placement or dual credit courses;
4. Want to supplement their curriculum by taking course(s) not offered at their school;
5. Have scheduling conflicts;

6. Want to accelerate their academic program by taking additional courses to facilitate early graduation;
7. Are excused from being physically present on the campus of their school of record for an extended period of time.

Students may be denied the privilege of IDLA enrollment if their academic and behavioral record does not indicate the academic ability and self-discipline needed to succeed in online classes.

The parent, student, and Executive Director or designee must confer and agree that course(s) selected is/are academically and developmentally appropriate for the student and that all prerequisites as determined by the student's school of record have been completed before registration in an IDLA course.

Ethical Conduct

Any student attending classes through IDLA shall adhere to Another Choice Virtual Charter School's Acceptable Use policies and procedures (3270 and 3270P) and any acceptable use policy implemented by IDLA. Additionally, the student and the student's parent/guardian shall agree to abide by the Acceptable Use form 3270F prior to IDLA classes beginning.

In the event of a violation of the acceptable use policy, plagiarism, or other disciplinary issues, IDLA will notify Another Choice Virtual Charter. Another Choice Virtual Charter shall take any disciplinary measures necessary as provided in Charter School policy.

Tuition/Fees

Another Choice Virtual Charter shall abide by the IDLA Fees Policy Statement provided by IDLA. Another Choice Virtual Charter shall pay the IDLA cost associated with students who take IDLA classes as part of their normal school day. Another Choice Virtual Charter will pay the tuition and registration fees for eligible students.

If the student is enrolled in six or more credits or sufficient classes to qualify as full time in the home high school, the student is responsible for all tuition and registration fees to be paid to IDLA.

Grading

IDLA provides a percentage grade to the school. The school transcribes the credit. The grade received from any IDLA class will be averaged into the student's GPA. The student will be granted high school credit when earned through the IDLA. Grade percentages in courses shall be based on such criteria as mastery of the subject, demonstrated competency, and meeting the standards set for each course.

For all other requirements regarding IDLA, please refer to the Idaho Digital Learning Academy current year Fees Policy Statement.

Policy Note: Some information to develop this policy was provided by the Idaho Digital Learning Academy.

Legal References:	I.C. § 33-1612	Courses of Instruction - Thorough System of Public Schools
	I.C. § 33-5502	Idaho Digital Learning Academy - Creation—Legislative Findings—Goal
	I.C. § 33-5505	Idaho Digital Learning Academy - Definitions
	I.C. § 33-5210(4)	Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools

Paulson v. Minidoka School District No. 331, 463 P.2d 935 (Idaho, 1970).

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2410

Section 504 of the Rehabilitation Act of 1973

It is the intent of Another Choice Virtual Charter to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. For those students who need or are believed to need special instruction and/or related services under Section 504 of the Rehabilitation Act of 1973, Another Choice Virtual Charter shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include:

1. Notice;
2. An opportunity for the student's parent or legal guardian to examine relevant records;
3. An impartial hearing with opportunity for participation by the student's parent or legal guardian; and
4. A review procedure.

The Board directs the Executive Director or designee to fulfill the following responsibilities:

1. To coordinate 504 compliance efforts;
2. To adopt and publish grievance procedures that incorporate appropriate due process standards and that provide for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504; and
3. To notify students and others that Another Choice Virtual Charter does not discriminate on the basis of disability.

Cross Reference: 4120

Uniform Grievance Procedure

Legal References: 29 U.S.C. § 794

Section 504 of the Rehabilitation Act of 1973 -
Nondiscrimination under Federal Grants and
Programs

34 C.F.R. § 104.36

Preschool, Elementary, and Secondary
Education - Procedural Safeguards

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2410P

Section 504 of the Rehabilitation Act of 1973 ("Section 504")

1. **Impartial Due Process Hearing:** If the parent or legal guardian of a student who qualifies under Section 504 for special instruction or related services disagrees with a decision of Another Choice Virtual Charter with respect to:

- A. The identification of the child as qualifying for Section 504;
- B. Another Choice Virtual Charter School's evaluation of the child, and/or
- C. The educational placement of the child,

the parents of the student are entitled to certain procedural safeguards. The student shall remain in his or her current placement until the matter has been resolved through the process set forth herein.

- A. Another Choice Virtual Charter shall provide written notice to the parent/guardian of a Section 504 student prior to initiating an evaluation of the child and/or determining the appropriate educational placement of the child, including special instruction and/or related services;
- B. Upon request, the parent/guardian of the student shall be allowed to examine all relevant records relating to the child's education and the school's identification, evaluation, and/or placement decision;
- C. The parent/guardian of the student may make a request in writing for an impartial due process hearing. The written request for an impartial due process hearing shall identify with specificity the areas in which the parent or legal guardian are in disagreement with Another Choice Virtual Charter;
- D. Upon receipt of a written request for an impartial due process hearing, a copy of the written request shall be forwarded to all interested parties within three business days of receipt of the same;
- E. Within ten days of receipt of a written request for an impartial due process hearing, Another Choice Virtual Charter shall select and appoint an impartial hearing officer that has no professional or personal interest in the matter. In that regard, Another Choice Virtual Charter may select a hearing officer from the list of special education hearing examiners available at the Office of Public Instruction, the county superintendent, or any other person that would conduct the hearing in an impartial and fair manner;

- F. Once Another Choice Virtual Charter has selected an impartial hearing officer, Another Choice Virtual Charter shall provide the parent/guardian and all other interested parties with notice of the person selected;
 - G. Within five days of Another Choice Virtual Charter School's selection of a hearing officer, a pre-hearing conference shall be scheduled to set a date and time for a hearing, identify the issues to be heard, and stipulate to undisputed facts to narrow the contested factual issues;
 - H. The hearing officer shall in writing notify all parties of the date, time, and location of the due process hearing;
 - I. At anytime prior to the hearing, the parties may mutually agree to submit the matter to mediation. A mediator may be selected from the Office of Public Instruction's list of trained mediators.
 - J. At the hearing, Another Choice Virtual Charter and the parent/guardian may be represented by counsel;
 - K. The hearing shall be conducted in an informal but orderly manner. Either party may request that the hearing be recorded. Should either party request that the hearing be recorded, it shall be recorded using either appropriately equipment or a court-reporter. Another Choice Virtual Charter shall be allowed to present its case first. Thereafter the parent/guardian shall be allowed to present his or her case. Witnesses may be called to testify and documentary evidence may be admitted, however, witnesses will not be subject to cross-examination and the Idaho Rules of Evidence will not apply. The hearing officer shall make all decisions relating the relevancy of all evidence intended to be presented by the parties. Once all evidence has been received the hearing officer shall close the hearing. The hearing officer may request that both parties submit proposed findings of fact, conclusions, and decision;
 - L. Within 20 days of the hearing, the hearing examiner should issue a written report of his or her decision to the parties; and
 - M. Appeals may be taken as provided by law. The parent/guardian may contact the Seattle Office, Office of Civil Rights, U.S. Department of Education, 915 Second Avenue Room 3310, Seattle, WA 98174-1099, (206)607-1600.
2. **Uniform Grievance Procedure:** If a parent/guardian of the student alleges that Another Choice Virtual Charter and/or any employee of Another Choice Virtual Charter has engaged in discrimination or harassment of the student, the parent/guardian will be required to proceed through Another Choice Virtual Charter School's Uniform Grievance Procedure.

Procedure History:

Promulgated on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2420

Parent and Family Engagement

NOTE: Schools receiving federal Title I funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be Another Choice Virtual Charter School's policy without some parental involvement in its development at the local level.

Another Choice Virtual Charter may receive Title I funds only if it conducts outreach consistent with federal law to all parents and family members and implements programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I. Such programs, activities, and procedures shall be planned and implemented following meaningful consultation with the parents of participating children.

The School shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy will establish Another Choice Virtual Charter School's expectations and objectives for meaningful parent and family involvement, and specifically describe how the School will:

1. **Demonstrate Joint Development of Engagement Plan:** Another Choice Virtual Charter shall involve parents and family members in jointly developing the School's Plan; and
2. **Coordinate Assistance and Support:** Another Choice Virtual Charter shall provide the coordination, technical assistance, and other support necessary to assist in implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education; and
3. **Coordinate with Other Programs:** Another Choice Virtual Charter shall coordinate and integrate its parent and family engagement strategies to the extent feasible and appropriate, with the School's other relevant federal, state, and local programs; and
4. **Conduct Annual Program Evaluation:** Another Choice Virtual Charter shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its parent and family engagement policy in improving the academic quality of all its schools receiving Title I funds, including identification of:
 - A. The barriers to greater participation by parents in improvement plan activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);

- B. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - C. The strategies that will be implemented to support successful school and family interactions.
5. **Implement Evaluation Findings:** Another Choice Virtual Charter shall use the findings of the evaluation performed pursuant to Paragraph 4, above, to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the School's parent and family engagement policy described herein; and
 6. **Establish a Parent Advisory Board:** Another Choice Virtual Charter shall involve parents in the activities of the schools receiving Title I funds, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by Another Choice Virtual Charter to adequately represent the needs of the population served by the School for the purpose of developing, revising, and reviewing Another Choice Virtual Charter School's Parent and Family Engagement Policy.

Policy Development

Another Choice Virtual Charter shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of paragraphs 1 through 4 below. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and Another Choice Virtual Charter.

1. **Parental Involvement:** All Charter Schools receiving Title I funds shall:
 - A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's programs, to explain the requirements of this policy, and the right of the parents to be involved; and
 - B. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with reserved Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
 - C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Another Choice Virtual Charter School's available programs, including the planning, review, and improvement of the school's parent and family engagement policy and the joint development of the schoolwide program plan, except that if a school has in place a process or procedure for involving parents in the joint planning and design of the school's programs, the

school may use that process or procedure, if such existing process or procedure already includes an adequate representation of parents of Title I qualifying children; and

D. Provide parents of participating children:

- I. Timely information about qualifying programs;
- II. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
- III. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

2. **School-Parent Compact to Achieve High Student Academic Achievement:** As a component of the parent and family engagement policy developed under this policy, Another Choice Virtual Charter shall jointly develop with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards. Such compact shall:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time;
- B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - I. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - II. Frequent reports to parents on their children's progress;
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

IV. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

3. **Empowering Parents:** To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Another Choice Virtual Charter:
- A. Shall provide assistance to parents of children served by the School, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of this policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 - B. Shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
 - C. Shall educate teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents, in the value and utility of parental participation, and in how to reach out to, communicate with, and work with parents as equal partners, to implement and coordinate parent programs, and to build ties between parents and the schools;
 - D. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement in programs and activities with other available federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
 - E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
 - F. May involve parents in the development of training for teachers, and other educators to improve the effectiveness of such training;
 - G. May provide necessary literacy training for parents from Title I funds in the event Another Choice Virtual Charter has exhausted all other reasonably available sources of funding for such training;
 - H. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
 - I. May train parents to enhance the involvement of other parents;

- J. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators who work directly with participating children and parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
 - K. May adopt and implement model approaches to improving parental involvement;
 - L. May establish a parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I;
 - M. May develop appropriate roles for community-based organizations and businesses in parent involvement activities;
 - N. Shall provide such other reasonable support for parental involvement activities under this section as parents may request; and
 - O. Shall inform parents and organizations of the existence of the program.
4. **Accessibility of Information for Parents:** In carrying out the parent and family engagement requirements of this policy, Another Choice Virtual Charter, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Cross Reference:	§ 4160	Parents Right to Know Notices
Legal References:	20 U.S.C. § 6311	Basic Program Requirements - State Plans
20 U.S.C. § 6312	Basic Program Requirements - Local Educational Agency Plans	
	20 U.S.C. § 6318	Basic Program Requirements - Parent and Family Engagement

Policy History:

Adopted on: 9/8/10

Revised on: 10/12/11; 5/24/12; 8/17/17

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2420P

Parent and Family Engagement Guidelines

In order to achieve the level of parent and family engagement outlined in Charter School Policy 2420 these procedures guide the development of the school's annual parental involvement plan designed to foster a cooperative effort among parents, school, and community.

Guidelines

Parent involvement activities will include opportunities for:

1. Volunteering;
2. Parent education;
3. Home support for the child's education; and
4. Parent participation in school decision making.

Another Choice Virtual Charter will provide opportunities for professional development and resources for staff, parents, and the community regarding effective parent involvement practices. Another Choice Virtual Charter also encourages the inclusion of family literacy when a substantial number of students have parents who do not have a secondary school diploma or its recognized equivalent or have low levels of literacy.

Roles and Responsibilities

It is the responsibility of the student to:

1. Cooperate with school personnel and be responsible for their behavior;
2. Complete all homework assignments on time;
3. Participate to the best of their ability in all classes;
4. Read independently or with family on a regular basis;
5. Let teachers, school counselors, and family know when they need help.

It is the responsibility of the parent to:

1. Actively communicate with school staff;
2. Be aware of rules and regulations of school;
3. Take an active role in the child's education by reinforcing at home the skills and knowledge the student has learned in school;
4. Take an active role in assuring that the child is prepared to attend school each day;
5. Utilize opportunities for participation in school activities.

It is the responsibility of staff to:

1. Work with parents to develop and implement a school plan for parent involvement;
2. Promote and encourage parent involvement activities;
3. Effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement; and
4. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

Community members who volunteer in the schools have the responsibility to:

1. Be aware of rules and regulations of the school; and
2. Utilize opportunities for participation in school activities.

It is the responsibility of the administration to:

1. Provide coordination, technical assistance, and other support necessary to plan and implement effective parent and family involvement activities to foster improved student academic achievement and school performance;
2. Provide training and space for parent involvement activities;
3. Provide resources to support successful parent involvement practices;
4. Provide in-service education to staff regarding the value and use of contributions of parents and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
5. Send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand;
6. Develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy; and
7. Coordinate and integrate its Title I parent and family engagement strategies with the parent and family engagement strategies of {{School_Name}}’s other relevant programs;
8. Create and support a Parent Advisory Board comprised of a sufficient number and representative group of parents or family members served by {{School_Name}} to adequately represent the needs of the population served by the School for the purpose of developing, revising, and reviewing the School’s Parent and Family Engagement Policy;
9. Ensure that each school comprising Charter School jointly develops with the parents of Title I children a school-parent compact that describes how parents, the entire school staff, and students will share the responsibility for improved student academic

achievement and identify the means by which the school and parents will build and develop a partnership to help children achieve the challenging state academic standards and includes the requirements of Charter School Policy 2420.

Procedure History:

Promulgated on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2440

Online Courses and Alternative Credit Options

In addition to regular classroom-based instruction, students may earn credit through the means described below.

Virtual/Online Courses

The Head of School/Executive Director or designee is authorized to create a process for students enrolled in secondary grades to register for enrollment in online courses provided by accredited organizations other than Another Choice Virtual Charter. At a minimum, such a process for registration for online courses shall be accommodated through Another Choice Virtual Charter School's normal registration process. Any such registration requests shall be made no later than 30 days prior to the end of the term preceding the term in which online enrollment is sought.

Online courses may be counted as credit toward graduation.

Correspondence Courses

Another Choice Virtual Charter will permit a student to enroll in an approved correspondence course from an institution approved by the State Department of Education, in order that such a student may include a greater variety of learning experiences within the student's educational program.

High school students may earn, through correspondence, a maximum of 3 units of academic credit to be applied toward graduation requirements. Only 3 units may be earned during any one school year.

Only courses offered by institutions recognized by the Board will be accepted. The express approval of the Head of School/Executive director or designee shall be obtained before the course is taken.

Credit for correspondence courses may be granted provided the following requirements are met:

1. Prior permission has been granted by the Head of School/Executive Director; and
2. The program fits the education plan submitted by the regularly enrolled student;

An official record of the final grade must be received by the School before a diploma may be issued to the student.

Cross References: §§ 2700 - 2700P
§ 3030

High School Graduation Requirements
Dual Enrollment

Legal References:	§ 3050	Attendance
	I.C. § 33-1612	Courses of Instruction - Thorough System of Public Schools
	I.C. § 33-5210(4)	Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools
	I.C. § 33-5501, <i>et seq.</i>	Idaho Digital Learning Academy

Policy History:
Adopted on: 9/8/10
Revised on: 5/12/21
Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2450

Contracted Student Services

The Board of Directors hereby delegates to the Executive Director the authority to enter into agreements for student services but requires Board approval of such contracts. The reason for Board approval is that Charter School administration has no control over excess spending if contracts are signed without the Board's approval.

Special Education

It is the intent of Another Choice Virtual Charter to provide services required by students' Individualized Educational Programs (IEPs) and develop resources within Another Choice Virtual Charter to eliminate the need for outside sources for special education services.

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2500

Library Materials

The school library is the principal location for students to inquire, to study and evaluate, and to gain new maturity and understanding. Another Choice Virtual Charter is granted discretion to regulate education and has the authority to determine the initial selection of the library collection. However, the Board of Directors also recognizes students' First Amendment constitutional rights.

The Board has the duty and responsibility to equip and maintain a suitable library and to exclude therefrom all books, tracts, papers, and catechisms of a sectarian nature. School library and classroom library books are provided primarily for use by Charter School students and staff. Library books may be checked out by either students or staff. Individuals who check out books are responsible for the care and timely return of those materials. The Executive Director or designee may assess fines for damaged or unreturned books.

Attendance area residents or parents/guardians of non-resident students attending Another Choice Virtual Charter may be allowed use of library books at the discretion of the Executive Director or designee. However, such access shall not interfere with regular school use of those books. Use of the library books outside of Another Choice Virtual Charter is prohibited except for interlibrary loan agreements with other libraries.

Any individual may challenge the selection of materials for the library or media center. The Uniform Grievance Procedure shall be utilized to determine if the challenged material is properly located in the library.

Cross References: § 2530
 § 4120

Learning Materials Review
Uniform Grievance Procedure

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2510

Selection of Library Materials

Another Choice Virtual Charter has a library with the primary objective of implementing and supporting the educational program in the school. It is the objective of this library to provide a wide range of materials on all appropriate levels of difficulty, with diversity of appeal and the presentation of different points of view.

The provision of a wide variety of library materials at all reading levels supports Another Choice Virtual Charter School's basic principle that the school in a free society assists all students to develop their talents fully so that they become capable of contributing to the further good of that society.

In support of these objectives, the Board reaffirms the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights, endorsed by the American Association of School Librarians in 1969.

Ultimate responsibility for the selection of library materials rests with the Board of Directors. The Board delegates the authority for the selection of library materials to the Executive Director of Another Choice Virtual Charter. The Executive Director further delegates that authority to the librarian in the school.

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2510P

Selection of Library Materials

The selection of library materials is a professional task conducted by the library staff. In selecting library materials, the librarian will evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids.

Weeding

When materials no longer meet the criteria for selection, they shall be weeded. Weeding is a necessary aspect of selection, since every library will contain works which may have answered a need at the time of acquisition, but which, with the passage of time, have become obsolete, dated, unappealing, or worn out.

Discarded materials will be clearly stamped:

“WITHDRAWAL FROM ANOTHER CHOICE VIRTUAL CHARTER SCHOOL LIBRARY”

Materials may be disposed of in the most cost-effective and expedient manner by an employee with such authority consistent with the Articles and Bylaws.

Gifts

Gift materials may be accepted with the understanding that they must meet criteria set for book selection.

Procedure History:

Promulgated on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2520

Curricular Materials

The term “curricular materials” is defined as “textbook, instructional media, including software, audio/visual media, and internet resources.”

The Board of Directors is legally responsible for approving and for providing the necessary curricular materials used in Another Choice Virtual Charter. Textbooks and instructional materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic value, and ethical standards;
3. Provide background information to enable students to make intelligent judgments;
4. Present opposing sides of controversial issues;
5. Be representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage; and
6. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The Board may appoint a curricular materials adoption committee for the purpose of advising the Board on selection of curricular materials for use within the School that are not covered by the state curriculum materials committee. Each committee shall have two or more Directors. The creation of committees and appointment of members must be in accordance with Charter School Policy 1250. All meetings of the committee shall be held in open session and be duly noticed.

Curricular materials may be made available for loan to students when the best interest of Another Choice Virtual Charter and student will be served by such a decision. Students will not be charged for normal wear. They will be charged replacement cost, however, as well as for excessive wear, unreasonable damage, or lost materials. The professional staff will maintain records necessary for the proper accounting of all curricular materials.

Curricular materials provided for dual credit courses offered by an institution of higher education are selected by the provider and not the Charter School. The Charter School has no control over the selection, adoption and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

Any person may submit oral or written objections to any curricular materials under consideration.

Cross References: § 1250
 § 2530

Committees
Learning Materials Review

Policy History:
Adopted on: 9/8/10
Revised on: 5/12/21
Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2530

Learning Materials Review

Citizens objecting to specific materials used in Another Choice Virtual Charter are encouraged to submit a complaint in writing and discuss the complaint with the Executive Director prior to pursuing a formal complaint pursuant to the Uniform Grievance Procedure.

Learning materials, for the purposes of this policy, shall be considered to be any material used in classroom instruction, library materials, or any materials to which a teacher might refer a student to as part of the course of instruction.

Cross Reference: § 4120

Uniform Grievance Procedure

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2540

Selection, Adoption, and Removal of Curricular Materials

Curriculum committees will generally be responsible for recommending textbooks and major instructional materials for consideration by the Board as curricular materials that are consistent with the Charter, Performance Certificate, and Charter School goals and objectives.

Recommendations will be made to the Executive Director, with a final decision being made by the Board.

For dual credit courses offered through institutions of higher education, the selection, adoption, and removal of curricular materials is handled by the provider. The Charter School has no control over the selection, adoption, and removal of curricular materials and it is the responsibility of the student's parent to have knowledge of and/or review such prior to student enrollment.

Selection and Adoption

The curricular materials adoption committee should develop, prior to selection, a set of selection criteria against which curricular materials will be evaluated. The criteria should include the following along with other appropriate criteria. Curricular materials shall:

1. Be congruent with identified instructional objectives;
2. Present more than one viewpoint on controversial issues;
3. Present members of minority groups realistically;
4. Present non-stereotypic models;
5. Facilitate the sharing of cultural differences; and
6. Be priced appropriately.

Removal

Curricular materials may be removed when they no longer meet the criteria for initial selection, when they are worn out, or when they have been judged inappropriate through the learning materials review process.

Legal References:	I.C. § 33-1612	Courses of Instruction - Thorough System of Public Schools
	I.C. § 33-5210(4)	Application of School Law – Accountability – Exemption from State Rules - Public Charter Schools

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Field Trips, Excursions, and Outdoor Education

The Board of Directors recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom. The Board also recognizes that field trips may result in lost learning opportunities through missed classes. Therefore, the Board endorses the use of field trips when the educational objectives achieved by the trip clearly outweigh any lost in-class learning opportunities.

Field trips which take students out of the state must be approved in advance by the Board. The principal has the authority to approve all other field trips.

The principal shall develop procedures for the operation of a field trip. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness.

No staff member may solicit students during instructional time for any privately arranged field trip or excursion without Board permission.

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2560

Contests for Students

Contests may be made available to students by outside organizations through Another Choice Virtual Charter, subject to certain limitations. The Executive Director or designee shall determine that the contest is not in conflict with nor will it diminish the primary educational aims of the School and that it meets the needs and interests of students.

Another Choice Virtual Charter shall confine participation to those national contests which are currently placed on the approved list published annually by the Committee on National Contests and activities of the National Association of Secondary School Principals.

A state or local contest in which students participate shall be:

1. One that supplements and does not interfere with the regular school program;
2. One that is beneficial to youth in education, civic, social, or ethical development;
3. One that makes it possible for individual students to work out contributions by their own efforts and does not invite dishonest collaboration;
4. One whose subject is not commercial, controversial, sectarian, or concerned with propaganda. It must emphasize high moral standards, good citizenship, and intellectual competence;
5. One from which no contestant shall be excluded because of race, color, creed, sex, gender identity or expression, sexual orientation, or payment of entry fee;
6. One which does not place an undue burden on students, teachers, or the school, nor requires frequent or lengthy absence of participants from the school; and
7. One sponsored by an organization engaged in a creditable or acceptable enterprise regardless of kind or amount of prizes offered. The contest or activity must not be used as a “front” for advertising a company name or product.

Contests will not be allowed unless they further the educational goals of Another Choice Virtual Charter.

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Use of Commercially Produced Video Recordings

Purpose

The Board believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is the Board's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Policy

It is Board policy to establish course curriculum and work in partnership with parents to promote an appropriate learning environment that reflects community values. Therefore, the following guidelines represent Board policy regarding how and when movies and videos may be used as an instructional strategy to supplement approved course curriculum.

Educational Relevance

The showing of movies and videos must be limited to a specific educational purpose. General selection criteria should include quality of the overall work; fair and accurate representation of the facts; the reputation and significance of the writer, director, and performer(s); and critical acclaim of the work itself.

Age Appropriate Movies

Elementary Level: Only G-rated movies may be shown without parental permission. However, parents must be notified that the movie will be shown in class. Any PG-rated movie to be shown at the elementary level requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

Junior High Level/Middle School: Only G-rated movies may be shown without parental permission. Any movie with a PG-rating to be shown at the junior high/middle school requires parent/guardian notification. Any movie with a PG-13 rating to be shown at the junior/middle school requires a signed, written consent from a parent/guardian that must be kept on file before the student may view the video.

High School: Only G, PG, and PG-13 rated movies may be shown without parental permission. Only certain segments having a valid educational purpose of any R-rated movie may be shown.

Any segment of an R-rated movie to be shown at the high school requires a signed written consent from a parent/guardian that must be kept on file before the student may view the video.

The Board discourages the showing of R-rated movies in school. However, the Board also recognizes that some segments of certain R-rated movies may have a valid educational purpose. Therefore, R-rated movies are not to be shown in their entirety, and segments may be shown only if no other means of instruction can present the information. Signed, written permission must be granted by a parent/guardian before the student may view the excerpt.

Administrator's Authorization

At least five days prior to the showing, the instructor or teacher shall submit to the Executive Director, in writing, the following information on the particular film:

1. Title and brief description;
2. Purpose for showing the movie or video;
3. Course objectives the movie or video will help meet;
4. Proposed date(s) of viewing;
5. When and how parents will be notified and how, if necessary, consent will be obtained;
and
6. Audience rating (G, PG, PG-13).

Copyright

All Charter School employees must comply with federal copyright laws as well as publisher licensing agreements. The legal requirements apply regardless of:

1. Whether an admission fee is charged;
2. Whether the institute or organization is commercial or non-profit; and
3. Whether a federal, State, or local agency is involved.

An educational exemption, also called the face-to-face teaching exemption, is a precise activity which allows the legal use of movies in certain types of teaching. In order for a movie showing to be considered an educational exemption, all of the following criteria must be met:

1. A teacher or instructor is present, and the movie/video is shown in the course of face-to-face teaching activities;
2. The showing takes place in a classroom setting with only the enrolled students attending;
3. The movie is used as an essential part of the core, current curriculum being taught;
4. The showing of the movie or video is directly related and of material assistance to the curriculum and lesson objectives;
5. The movie being used is a legitimate copy, not taped from a legitimate copy or taped from television;
6. Recorded Programs from Network and Cable Television: Teachers may only show programs recorded off-air from network and cable television channels, according to the following guidelines:

- A. Educators desiring to show television programs for instructional purposes should request the school library/media specialist record the program at school with school recording facilities;
- B. A television program that is recorded off-air may be retained for 45 consecutive calendar days after the date of the recording. At the conclusion of this 45 day retention period, the recording must be destroyed or erased;
- C. During the first ten consecutive school days of the 45 day period the recording may be used once by individual teachers in classrooms or similar places devoted to instruction, in the course of relevant teaching activities. The teacher may show the program again only once within this ten school day period when instructional reinforcement is necessary;
- D. Teachers and other school officials who show television programs for entertainment purposes violate this policy as well as federal copyright law;
- E. After the first ten consecutive days, off-air recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes, such as to determine whether or not to include a broadcast program in the teaching curriculum, and may not be shown in the schools to students or for other non-evaluation purposes;
- F. Copies may be made from an off-air recording as necessary to meet the legitimate needs of teachers. However, all copies are subject to the provisions of this policy and must include the copyright notice on the broadcast program as recorded; and
- G. Off-air recordings need not be used in their entirety, but recorded programs may not be altered from their original content nor may they be physically or electronically merged to constitute teaching anthologies.

Other Organizations Using School Facilities

In the event any outside organizations use a school facility and wish to show movies, videos, or other audiovisual materials, it is only legally permitted if {{School_Name}} itself has a Public Performance Site License from Movie Licensing USA. Charter Schools without such a license can be held liable if an outside organization involves them in copyright infringement by permitting movies, videos, or audiovisual materials to be used in a School facility. Once licensed, the School may exhibit movies copyrighted by the studios so long as they are secured from a legal source such as a video rental store, school library, or a personal collection.

Legal Reference: 17 U.S.C. § 110 Limitations on Exclusive Rights: Exemption of Certain Performances and Displays

Policy History:

Adopted on: 9/8/10
Revised on: 5/12/21
Reviewed on: 5/12/21

Parental Movie Opt-Out/Consent Form

The Another Choice Virtual Charter Board of Directors believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, the Board believes that the use of movies and videos should be limited so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, the Another Choice Virtual Charter Policy 2570 Use of Commercially Produced Video Recordings promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Parental Opt-Out Form for Movies, Videos, etc.

I, _____, parent/guardian of _____,
request that my child be removed from class and/or student activities when the following
movie(s) or videotape(s) is/are shown:

I have had the opportunity to review the materials mentioned above and have explained to my
child why I do not wish to have him or her view it/them.

Date

Signature of Parent/Guardian

Parental Consent Form for Movies, Videos, etc.

I, _____, parent/guardian of _____,
allow my child to view the following movie(s) or videotape(s) when it/they are shown in class:

_____ Rating: _____

_____ Rating: _____

_____ Rating: _____

I have had the opportunity to review the materials mentioned above and understand the ratings of said movies and videotapes as designated above.

Date

Signature of Parent/Guardian

Another Choice Virtual Charter School

INSTRUCTION

2580F

Student Permission for Exposure to Animals(s)

To be used when animal(s) are brought into the classroom or learning center for educational purposes.

Student: _____ Grade/Teacher: _____

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, Charter School guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On (insert date) , the following animal(s) will visit my classroom for educational purposes:

- | | | |
|-------------------------------------|-----------------------------------------------|--------------------------------------|
| <input type="checkbox"/> Cat | <input type="checkbox"/> Bird | <input type="checkbox"/> Ferret |
| <input type="checkbox"/> Guinea Pig | <input type="checkbox"/> Dog | <input type="checkbox"/> Rabbit |
| <input type="checkbox"/> Hamster | <input type="checkbox"/> Reptile or amphibian | <input type="checkbox"/> Rat |
| <input type="checkbox"/> Mouse | <input type="checkbox"/> Gerbil | <input type="checkbox"/> Other _____ |

The following animals are prohibited in schools:

1. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians);
2. Wild or exotic animals;
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes);
4. Non-human primates;
5. Stray animals;
6. Aggressive or unpredictable animals;
7. Any animal in the Idaho Invasive Species List; and
8. Any animal considered inherently dangerous.

The Head of School/Executive Director or designee will ensure that Another Choice Virtual Charter School's policies and procedures for the use of animals in education programs are followed. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and will appropriately dispose of animal waste. **Under no circumstances are students allowed to clean cages or handle animal waste.**

Please complete and return this form to me by _____ (*insert date*). If you have any questions or concerns, please feel free to contact me at _____ (*insert contact information*)

To Be Completed by Parent/Guardian:

- ☐ I **do** permit my student, identified above, to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless Another Choice Virtual Charter School and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student's exposure to the animal(s) listed above.
- ☐ I **do not** permit my student, identified above, to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

Parent/Guardian Name (*please print*)

Parent/Guardian Signature

Date

Note: If only one parent/guardian signs this form, please certify the following:

I, _____ (parent/guardian), have full authority to sign and consent to this Permission Form and Release as an agent of any and all other parent(s) and/or legal guardian(s).

Another Choice Virtual Charter School

INSTRUCTION

2600

Promotion/Retention

The Board of Directors recognizes that students of the same age are at many intellectual and developmental levels and that these differences are a normal part of human development. Because of these differences, the administration and teaching staff are directed to make every effort to develop curricula and programs which meet the individual and unique needs of all students and allow them to remain with their age cohorts.

It is the philosophy of Another Choice Virtual Charter that students thrive best when placed or promoted to grade levels with other students who have compatible age, physical, social, and emotional statuses. It is our philosophy to promote students who demonstrate effort within those compatibilities. It is equally our philosophy and practice to retain students who do not make a reasonable effort to meet grade level expectations, as long as those expectations are commensurate with the individual student's ability and rate of learning.

If a parent insists on the child being retained or promoted, a notice will be placed in the child's file that the retention or promotion was a parent decision and not recommended by the school.

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2610

Advancement Requirements (9-12)

Another Choice Virtual Charter has established a set of advancement requirements for 9th through 12th grade students which will act as a guide in helping students move methodically and purposefully on a course that will eventually lead to high school graduation. Therefore, the following advancement requirements are required in the School:

1. A student who successfully completes any required high school course with a grade of C or higher prior to entering the 9th grade shall have that grade and the number of credit hours assigned to the course transferred to the student's high school transcript. The course must be taught by a certified teacher who meets the federal definition of highly qualified and must meet the same standards as those required in high school. Courses taken in middle school appearing on the student's high school transcript shall count for the purpose of high school graduation. However, the student must complete the number of credits required by state law and administrative rules for each high school core subject.
2. To advance to the 10th grade, students must earn at least 12 credits in 9th grade.
3. Failure to pass a 9th grade English, math, or science class shall necessitate the failed course being retaken in the 9th grade even though the student may have earned enough credit to advance to the 10th grade.
4. Students who have failed one or more 9th grade courses may get credit for that course by retaking it during the summer.
5. A student who is retained in the 9th grade would normally have to repeat all classes. However, the Head of School/Executive Director may allow the student to take one or more advanced courses.
6. Students may be retained at each grade level if the following year requirements are not met by August 30:

A minimum of 12 credits is required for advancement into the 10th grade.

A minimum of 24 credits is required for advancement into the 11th grade.

A minimum of 34-36 credits is required for advancement into the 12th grade.

Cross Reference: § 2700P

High School Graduation Requirements

Legal Reference: I.C. § 33-512C

District Trustees - Encouragement of Gifted Students

I.D.A.P.A. 08.02.03.105 High School Graduation Requirements
I.D.A.P.A. 08.02.03.107 Middle Level Credit System

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Grading and Progress Reports

The Board of Directors believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parent.

The Board directs the Executive Director to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility. Staff members, parents, and teachers shall be involved.

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Parent-Teacher Conferences

Parent-teacher conferences have been adopted by {{School_Name}} as a means of reporting student progress to parents/guardians in grades K through 12. These conferences are to serve as a two-way method of face-to-face communication for the benefit of the child. They should not necessarily be confined to reporting, but may be planned for any occasion that will be helpful to the teacher, the child, and the parent/guardian. They should afford an opportunity for sharing information and views designed to promote the welfare of the child.

The schedule of conferences, the number of conferences, and general details shall be worked out to meet the needs of the parents/guardians, teachers, and students.

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Homework

Homework is a constructive tool in the teaching/learning process when geared to the needs and abilities of students. Purposeful assignments not only enhance student achievement, but also develop self-discipline and associated good working habits. As an extension of the classroom, homework must be planned and organized, must be viewed as purposeful for the students, and should be evaluated and returned to students in a timely manner.

Teachers may give homework to students to aid in the student's educational development. Homework should be an application or adaptation of a classroom experience, and should not be assigned for disciplinary purposes.

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2700

High School Graduation Requirements

The Board of Directors shall award a regular high school diploma to every student enrolled in Another Choice Virtual Charter who meets the requirements of graduation established by the School. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the State Board of Public Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Executive Director.

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the individualized education program ("IEP"). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Cross Reference:	§ 2700P	High School Graduation Requirements
Legal References:	I.C. § 33-4601	Advanced Opportunities - Definitions
	I.D.A.P.A. 08.02.01.250.02	Required Attendance
	I.D.A.P.A. 08.02.01.350	Early Graduation
	I.D.A.P.A. 08.02.03.105	High School Graduation Requirements

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2700P

High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements included in the student handbook.

Credits

Students shall be expected to earn a total of 46 semester credits (**Note: A minimum of forty-six semester credits (1 semester equaling ½ year) is required**) in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is **twenty-nine semester credits**:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	
Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	
Secondary Mathematics of the student's choice	2 credits	

*(2 credits must be taken in the last year of high school in which the student intends to graduate unless the student has:

1. Earned 8 or more high school credits of mathematics that include Algebra II or higher level of mathematics before their senior year; and
2. Has completed 6 or more high school math credits prior to the fall of their last year of high school, including 2 semesters of an Advanced Placement or dual credit Calculus or higher level course

For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.)

Dual credit engineering and computer science courses aligned to the state standards for grades 9 through 12, including AP Computer Science and dual credit computer Science courses may be counted as a mathematics credit if the student has completed Algebra II (or equivalent integrated mathematics) standards.

**Students who choose to take Computer Science and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit*

Science

Secondary Science 6 credits*
 *(4 credits shall be laboratory sciences)

Social Studies

Government 2 credits
 US History 2 credits
 Economics 1 credit

** Starting in the 2020.2021 school year students in 9th and 10th grades will have 7 credits in Social Studies by adding on a second US History course and taking away 2 elective credits.

Arts and Humanities

Interdisciplinary humanities, visual, and performing arts, or
 Foreign language 2 credits

Health/Wellness

1 credit*
 *(For students who enter 9th grade in Fall 2015 or later, each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, Students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the Charter School, or 18 weeks of a sport recognized by the Charter School may choose to substitute participation up to one credit of physical education.)

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school, unless the student is a participant in the 8 in 6 Program.

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's 11th grade year: ACCUPLACER, ACT, or SAT.

A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests;
2. Enrolled in a Limited English Proficient program for 3 academic years or fewer;
3. Enrolled for the first time in grade 12 at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's 11th grade year may instead take the examination during his or her 12th grade year if the student:

1. Transferred to an Idaho public school during his or her 11th grade year;
2. Was homeschooled during his or her 11th grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

For the 2020/2021 school year, the Senior Project is not required. Thereafter, a student shall complete a senior project that includes a research paper and oral presentation by the end of grade 12. Senior projects may be multi-year projects, group or individual projects, or approved pre-internship or school to work internship programs at the discretion of the School. The project must include elements of research, development of a thesis using experiential learning or integrated project based learning experiences, and a presentation of the outcome. **Additional requirements for the senior project are the discretion of the School.**

Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to satisfy this requirement.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will take the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules.

Civics Test

Beginning with the class of 2017, all secondary students must successfully pass the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the

United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

The Charter School will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The Charter School will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the Head of School/Executive Director may approve minor deviation from the graduation requirements.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, university courses, correspondence courses, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by the Charter School.

All classes attempted at Another Choice Virtual Charter School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average and class rank. Credit shall be awarded only once regardless of repetition of the course.

Honor Roll

A student must have a minimum grade-point average of 3.5 to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Class Rank (Grade Point Average)

Class Rank is compiled from semester grades. Courses not eligible for GPA are designated with an asterisk on the report card.

Early Graduation

A student who completes all of the graduation requirements set forth by the Charter School and the State Department of Education prior to the completion of eight semesters of school attendance in grades 9-12 may petition the Head of School/Executive Director and Board for

early graduation by submitting such a petition to the Head of School/Executive Director. The Head of School/Executive Director shall submit the petition to the Board for endorsement and approval at the end of the quarter preceding the requested graduation date.

The Head of School/Executive Director is authorized to create any procedures necessary to assist students to achieve early graduation as well create incentives for participation in any early graduation program. Existing programs providing incentives to complete coursework early are described in Policy 2435 Advanced Opportunities.

Cross Reference: 2435 Advanced Opportunities

Legal Reference: I.C. § 33-4601, *et seq.* Advanced Opportunities
IDAPA 08.02.01.350 Early Graduation
IDAPA 08.02.03.105 High School Graduation Requirements
IDAPA 08.02.03.107 Middle Level Credit System

Procedure History:

Promulgated on: 9/8/10

Revised on: 9/20/17, 4/15/20, 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2701P

Middle School Promotion Requirements

Publication of Promotion Requirements

Prior to registering for middle school, each student will be provided with a copy of the current promotion requirements. Promotion requirements shall also be included in the student handbook.

Credits

One (1) unit of credit shall be granted for successful course work completion for each semester. One (1) semester equals one-half (1/2) of the year.

Credit Requirements

Each 7th and 8th grade student will earn 26 overall semester credits in the required class areas, or the equivalent in quarter credits. Students are required to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level.

To be eligible for promotion to the high school grade level, each 7th and 8th grade student would complete the following yearlong classes.

Required Classes

English: 4 credits

Math: 4 credits

*Pre-Algebra or a plan for this class will be within the 4 credits.

Social Studies: 4 credits

*Courses that align with the state content standards will be within the 4 credits.

Science: 4 credits

Reading/Literature: 4 credits

Other Required: 6 credits

Wheel One:

2 Credits Possible: (PE / Keyboarding) / (Life Skills / Careers)

Wheel Two:

2 Credits Possible: (Careers / Art) / (PE / Geography)

1 Credit of Health / 1 Credit Other elective (Advisory & Study Skills qualify)

- The 6 credits may be single credits options if they meet state requirements.

Credit Recovery

7th and 8th grade students who do not meet the minimum credit requirements will be given the

opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to the next grade level. Credit recovery options include, but are not limited to, lab classes, scheduled intervention, summer school, online courses, correspondence courses, and after school intervention.

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content, then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school, unless the student is a participant in the Fast Forward program.

High School Course of Study Requirement

Students in 8th grade must develop a parent-approved student learning plan for their high school and post-high school options. The learning plan shall be developed by students with the assistance of parents or guardians, and with advice and recommendation from school personnel. This can be developed within their course work or independently. It shall be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the school district's or LEA's graduation standards. The school district or LEA will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. That request will be maintained in the student's cumulative record.

Alternative Mechanism

7th and 8th grade students may demonstrate proficiency of required content standards through an alternative mechanism to determine eligibility for grade level promotion. The alternative mechanism will include, but is not limited to: improved attendance; academic growth; improved grades; ISAT scores; and end of course assessments. The alternate mechanism will be determined on an individual basis and will assess current levels of performance. Students may petition for reconsideration and must show data to support the petition. A school review board comprised of school representatives will review each petition to determine if a student has demonstrated proficiency of the appropriate content standards. The decision of the school review board may be

appealed to the school's board of trustees. The decision of the board of trustee's is final. If the determination by the middle school team is attendance at summer school all school records for the student will be maintained at the middle school. If the student fails summer school, the home school team will reconvene to determine retention or an alternate mechanism. The decision of the school team will be sent to the next school along with the records.

Honor Roll

A student must have a minimum grade-point average of 3.5 to be placed on the honor roll. Specific information regarding honors at graduation is included in the student handbook.

Cross Reference: Department of Education

Legal Reference: IDAPA 08.02.03.107 Middle School Promotion Requirements
IDAPA 08.02.03.107 Middle Level Credit System

Procedure History:

Promulgated on: 10/20/17

Revised on: 2/20/18

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2705

Military Compact Waiver

The State of Idaho is one of numerous states across the country that is a member of the Interstate Compact on Educational Opportunity for Military Children. As a Charter School within the State of Idaho and subject to the laws of the State of Idaho, the School shall follow the requirements of the Compact for students for whom the Compact applies who enroll at the School.

Purpose

The purpose of the Interstate Compact on Educational Opportunity for Military Children is to remove barriers to educational success for children of military families due to frequent relocation and deployment of their parents. The Compact facilitates educational success by addressing:

1. Timely student enrollment;
2. Student placement;
3. Qualification and eligibility for curricular, co-curricular, and extra-curricular programs;
4. Timely graduation; and
5. The facilitation of cooperation and communication between various member states' schools.

Applicability

This Compact applies only to children of:

1. Active duty members of the uniformed services, including members of the National Guard and reserve on active duty orders. For application of this section the parent must be on full time duty status in the Army, Navy, Air Force, Marine Corps, Coast Guard, or the commissioned corps of the National Oceanic and Atmospheric Administration and public health services;
2. Veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Educational Records and Enrollment

1. **Hand Carried/Unofficial Educational Records:** In the event that official educational records cannot be released to a parent for the purpose of school transfer, the custodian of records from the sending school shall prepare and furnish to the parent a complete set of

unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial educational records, Another Choice Virtual Charter shall enroll and appropriately place the student based upon the information the school receives in the unofficial educational records, pending validation by the official records, as soon as possible.

2. **Official Educational Records/Transcripts:** At the time of enrollment and conditional placement of a qualifying student at Another Choice Virtual Charter, Another Choice Virtual Charter shall request the student's official educational records from their last school of attendance.

A school receiving such a request shall process the official educational records request and furnish such within a period of ten days, or within the timeline determined to be reasonable by the Interstate Commission.

3. **Immunizations:** Another Choice Virtual Charter shall provide a period of thirty days from the date of enrollment, or such other time frame as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by the School. Where the School's requirements include a series of immunizations, initial vaccinations must be obtained within 30 days, or within the timeline determined to be reasonable by the Interstate Commission.
4. **Kindergarten and First Grade Entrance Age:** Students shall be allowed to continue their enrollment at grade level at Another Choice Virtual Charter, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code Section 33-201 regarding attaining the age of five on or before the first day of September for enrollment in Kindergarten, and attaining the age of six on or before the first day of September or having attained the age of five and having completed a private or public out of state kindergarten for the required 450 hours for enrollment in first grade, shall continue to apply.

A student who has satisfactorily completed the prerequisite grade level in the sending school shall be eligible for enrollment in the next highest grade level in Another Choice Virtual Charter, at the receiving school, regardless of age.

A student who is transferring into Another Choice Virtual Charter after the start of the school year shall enter the School on the student's validated grade level from an accredited school in the sending state.

Placement and Attendance

1. **Course Placement:** Upon transfer of a qualifying student, the receiving School shall place the student in courses consistent with the student's courses in the sending school and/or the school's educational assessments.

Course placement includes, but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses.

Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This requirement does not preclude Another Choice Virtual Charter from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

2. Another Choice Virtual Charter shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or participation/placement in similar programs at the sending school.

Educational program placement includes, but is not limited to, gifted and talented programs and English as a second language (ESL). This requirement does not preclude Another Choice Virtual Charter from performing subsequent evaluations to ensure appropriate placement of the student.

3. **Special Education Services:** In compliance with the federal requirements of the Individuals with Disabilities Education Act (IDEA), Another Choice Virtual Charter, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current Individual Education Plan (IEP).

In compliance with Section 504 of the Rehabilitation Act and with Title II of the Americans with Disabilities Act (ADA), Another Choice Virtual Charter, as the receiving school, shall make reasonable accommodations and modifications to address the needs of incoming students with disabilities consistent with his or her existing 504 or Title II Plan.

This does not preclude Another Choice Virtual Charter, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

4. **Placement Flexibility:** Another Choice Virtual Charter's Executive Director shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by the receiving School.
5. **Absences Relating to Deployment Activities:** A student whose parent/legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment in a combat zone or combat support position, shall be granted additional excused absences at the discretion of Another Choice Virtual Charter's Executive Director to visit with his or her parent/guardian relative to such leave or deployment of the parent/guardian.

Eligibility

1. **Eligibility for Enrollment:** A Special Power of Attorney pertaining to the guardianship of a student of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

The receiving Charter School shall not charge tuition to a transitioning military student placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent.

A transitioning military student, placed in the care of a noncustodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which he or she was enrolled when residing with the custodial parent.

2. **Eligibility for Extracurricular Activity Participation:** Another Choice Virtual Charter shall facilitate the opportunity to transitioning military student's inclusion in extracurricular activities, regardless of application deadlines, to the extent the student is otherwise qualified.

Graduation

In order to facilitate the on-time graduation of a child of military families, the receiving Charter School shall incorporate the following procedure:

1. **Graduation Course Requirements – Waiver:** The receiving Charter School's Executive Director or designee shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

If {Another Choice Virtual Charter does not waive the specific course requirement for graduation, the School shall provide a reasonable justification for the denial. This justification shall be provided to the parent/legal guardian in writing.

If the receiving Charter School does not waive the specific course requirement for graduation and the student would have otherwise qualified to graduate from the sending school, the receiving Charter School shall provide an alternative means of acquiring required coursework to ensure that the student's graduation will occur on time.

2. **Exit Exams:** In lieu of testing requirements required for graduation at the receiving Charter School, the School and the State of Idaho shall accept any or all of the following:
 - A. Exit exams or end-of-course exams required for graduation from the sending school;
 - B. National norm-referenced achievement tests; or
 - C. Alternative testing.

In the event the above alternatives cannot be accommodated by the receiving Charter School for a student transferring during his or her senior year, subsection 3, below, shall apply.

3. **Transfer During Senior Year of High School:** Should a military student transferring at the beginning of or during the senior year be ineligible to graduate from the receiving Charter School after all alternatives have been considered, the sending school and the receiving Charter School shall ensure the receipt of a diploma from the sending school if the student meets the graduation requirements of the sending school.

In the event that one of the states in question is not a member of this Compact, the member state shall use best efforts to facilitate the on-time graduation of the student.

Conflicts

All state laws and Charter School policies that conflict with this policy and/or are in conflict with the Compact are superseded to the extent of the conflict.

Cooperation

The receiving Charter School, through its administrative agents, shall timely cooperate with all state agency inquiries and other district or charter school inquiries relating to a student who is covered by the Compact.

Cross References:	2700P	High School Graduation Requirements
Legal References:	I.C. § 33-5701	Interstate Compact on Educational Opportunity for Military Children
	I.D.A.P.A. 08.02.03.105	High School Graduation Requirements

Policy History:

Adopted on: 6/13/20

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2720

Participation in Commencement Exercises

Statement of Policy

A student's participation in the commencement exercises of {{School_Name}}'s graduating class is a privilege. As such, participation in this ceremony is reserved for those members of the graduating class who have completed all of the state and local requirements for graduation before the date of the ceremony. Students who complete their requirements after the date of commencement exercises will receive their diploma at that time.

Organization and Content of Commencement Exercises

The school administration shall exercise plenary control over all aspects of any graduation ceremony held within {{School_Name}}. The Executive Director may invite graduating students to participate in high school graduation exercises according to academic class standing or class officer status. Any student who, because of academic class standing, is requested to participate may choose to decline the invitation.

Students selected to participate may choose to deliver an address, poem, reading, song, musical presentation, or any other pronouncement of their choosing. The principal shall review and approve the student's address, poem, reading, song, musical presentation, or any other pronouncement of their choosing prior to its presentation to the audience attending the graduation ceremony to ensure that there is no conflict with the Establishment Clause found in the First Amendment to the United States Constitution, The Idaho Constitution or the laws of the State of Idaho.

Legal References:	U.S. Const. amend. I, § 1, cl. 1	Free Exercise and Establishment Clauses of the First Amendment
	U.S. Const. amend. I, § 1, cl. 2	No law abridging Free Speech and Freedom of the Press
	Id. Const. art. IX, § 6	Religious Test and Teaching in School Prohibited
	I.C. § 33-1603 I.C. § 67-5909	Sectarian Instruction Forbidden Commission on Human Rights - Acts Prohibited

Policy History:

Adopted on: 9/8/10

Revised on: 5/12/21

Reviewed on: 5/12/21

Another Choice Virtual Charter School

INSTRUCTION

2800

Objectives

Accreditation Standards

The Board of Directors will comply with all accreditation standards established by the State Board of Education. Another Choice Virtual Charter uses Cognia (previously known as Advanced Ed and Northwest Accreditation Standards) for secondary education serving grades 9-12, as required by law.

Another Choice Virtual Charter will timely submit an annual accreditation report to the State Board of Education.

Continuous Progress Education

The Board acknowledges its responsibility for developing and implementing a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

The Head of School/Executive Director or designee is directed to develop instructional programs that will enable each student to learn at the student's best rate. The instructional program shall strive to provide for:

1. Placement of a student at the student's functional level;
2. Learning materials and methods of instruction considered to be most appropriate to the student's learning style; and
3. Evaluation to determine if the desired student outcomes have been achieved.

Each year, the Head of School/Executive Director or designee shall determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually and/or discussed continuously shall provide the Board with the necessary information to make future program improvement decisions.

Legal References: I.C. § 33-119

Accreditation of Secondary Schools – Standards
for Elementary Schools

I.D.A.P.A. 08.02.02.140 Accreditation

Policy History:

Adopted on: 9/8/10

Revised on: 4/15/20

Reviewed on: 5/12/21