

# **Another Choice Virtual Charter School**

## **ACVS Student Handbook Elementary**

*Handbook Board approved 2018*

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## I. Mission

Another Choice Virtual Charter School seeks to provide a safe, individualized standards based education for Idaho's students, K through 12, with and without disabilities, to enable them to meet their full potential both intellectually and socially. Our focus is to offer an individualized education for all, specializing in individuals with learning differences, to become full and active contributing members of society through a virtual and experiential format.

Another Choice Virtual Charter School is built on

- Academic achievement
- Development of social competence
- Post-secondary preparedness
- The development and advancement of student's technological skills

## II. Vision

Together with technology, rigorous academics, and highly qualified teachers, Another Choice Virtual Charter School strives to be Idaho's model virtual school offering students the utmost in educational quality for an individualized flexible education that prepares Idaho's future citizens for career and/or college readiness.

## III. Educational Philosophy

Another Choice Virtual Charter School meets every student at their current level and seeks to develop their skills based on their individualized learning path. Another Choice Virtual Charter School feels that an educated student is someone who has exceptional character; academic prowess; social competence and independent thinking skills.

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Dear Parents,

Welcome to Another Choice Virtual Charter School! We are so excited to welcome you! This handbook contains important information about our school. It also contains information regarding expectations Another Choice Virtual Charter School (ACVS) has of student behavior.

Our school will:

- Maintain a positive, safe, and orderly teaching and learning environment that will promote student respect for themselves and others.
- Create a positive teaching and learning environment that will stimulate intellectual curiosity and growth with an emphasis on high expectations of performance and behavior.
- Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.
- Teach students a range of effective verbal and nonverbal communication skills.
- Provide a curriculum necessary to enable students to continue their schooling in secondary schools.
- Provide fundamental preliminary career concepts and skills, which will provide students with basic skills that prepare them for future employment.
- Provide students with basic skills in technology that are appropriate to their age.
- Provide students with basic skills that will enable them to be responsible citizens in their home, school, and community.
- Develop the fundamental skills, which will provide a basis for lifelong learning that will foster the love of learning and independence by using self-discovery, self-awareness, and self-discipline.
- Develop an awareness of and appreciation for cultural and learning diversity that is free of any cultural, ethnic, sexual, or religious bias.
- Help our students develop sensitivity and empathy to the needs and values of others and respect for individual and group differences.
- Help each student strive for excellence and instill a desire to reach the limit of his or her potential.

Please READ AND DISCUSS this handbook with your student. It's your guide to school rules and expectations. This handbook will help your student understand the consequences of his or her behavior, both positive and negative.

Please join us in assisting our staff in teaching and encouraging your student to assume responsibility for themselves. The staff at Another Choice Virtual School believes in the fair and consistent treatment of all students. With your strong support, we will provide students with the structure and positive learning environment needed for success at school. We look forward to working with you and your student during the coming school year. All students are responsible to adhere to the student handbook. We are giving you a copy now and it is always available on our web site.

Thanks for your support. This is going to be a wonderful year!

Sincerely,



Laura Sandidge, Ph.D.  
Administrator / Head of School

*August 2018*

## **Uniform Grievance Procedure**

At ACVS we want to resolve any and all complaints quickly, fairly, and at the lowest level, all individuals should use this grievance procedure if they believe that the ACVS Board, its employees or contractors have violated their rights guaranteed by the state or federal constitution, state or federal statute, or Board policy. ACVS will make every effort to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint will not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

### **Level 1: Informal**

An individual with a complaint is encouraged to first discuss it with the teacher, advisor, or administrator involved with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

### **Level 2: Principal / Head of School**

If the complaint is not resolved at the first level, the grievant may file a written grievance stating: 1) the nature of the grievance and 2) the remedy requested. It must be signed and dated by the grievant. The Level 2 written grievance must be filed with the Principal / Head of School within thirty (30) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence. If the complaint alleges a violation of Board policy or procedure, the Principal / Head of School shall investigate and attempt to resolve the complaint. If either party is not satisfied with the Principal / Head of School's decision, the grievance may be advanced to Level 3 by requesting in writing that the Board review the decision. This request must be submitted to the Board within fifteen (15) days of the Principal / Head of School's decision. If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Principal / Head of School shall turn the complaint over to the Special Education/Special Programs Director or their designee, who will also serve as Nondiscrimination Coordinator, who will investigate the complaint. ACVS will appoint Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Board within thirty (30) days after receipt of the written grievance. ACVS may hire an outside investigator if necessary. If the Board agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Board rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator to the Board for a hearing.

### **Level 3: The Board**

Upon receipt of a written appeal of the decision of the Principal / Head of School, and assuming the appeal alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

# **Academics**

## ***Class Schedule***

Daily schedules based on state requirements are provided by the homeroom teacher. These schedules are expected to be followed weekly. Changes to an individual schedule and / or concerns regarding an individual schedule need to be addressed with the homeroom teacher.

## ***Field Trips***

Field trips to community agencies, businesses, or other locations can provide valuable information that coincides with a teacher's curricular goals. Teachers will inform the parent of upcoming events as it pertains to their education. No student will be permitted to participate in a field trip without written consent from parent and/or adult supervision. ACVS does not provide transportation. Field trips are optional.

## ***Lost/Stolen Property***

Valuable items should not be brought to school activities. ACVS is not responsible for lost or stolen articles. Reports of stolen property will be referred to the homeroom teacher first then to the Administrator and/or designee.

## ***Grading Policy***

Our goal at ACVS is to focus on each student and develop a learning path that meets his/her individual needs. We base each learning path on a student's current academic level and rate of progress. We grade each student individually at his/her level based on a growth model. Students' grades are based on making gains and progress, in addition to adequate time spent in the curriculum. That doesn't necessarily mean that a student has earned an A at grade level, but an A on the academic level where each student is currently working.

Every activity or lesson we assign students at ACVS incorporates state standards. Many of the standards overlap between grade levels but become more complex as you advance each year. Therefore, every student is meeting the state standards according to his/her academic level.

Students will receive a weekly grade in each program based on his/her progress. Students will also receive a participation grade for spending the proper amount of time in our curriculum each quarter. Please refer to 'Class Schedules' under 'Resources' in Schoology to clarify time spent in each subject area. Students will receive a quarterly participation grade for his/her weekly schedule.

Idaho Law requires students to be in school for a minimum amount of time which is found on grade level and/or individual schedules. Students that are on an IEP or 504 may have their own individual schedules.

Since ACVS focuses on individualized instruction, we are constantly changing and adapting assignments as needed. We work hard to ensure that your child doesn't hit a point where they shut down or get discouraged. Working together, we can help your child achieve greatness and feel success. Continue to give your input regarding assignments and lessons in our various programs. We appreciate your insight and are open to suggestions.

## ***Plagiarism Policy***

Students must use research conventions to cite and clearly mark other people's ideas and words; otherwise it is considered academic dishonesty. Academic dishonesty will have consequences that could include a failing grade for the assignment up to expulsion from ACVS if it is determined the problem is repetitive. The following are academically unethical and unacceptable:

- To reproduce, submit, or take work written in whole or in part by any other person and to submit that work as if it were your own without acknowledging the actual source.

- To cheat on tests or quizzes. The teacher will state if submissions can use books.

### ***Report Cards and Progress Reports***

ACVS uses PowerSchool therefore parents can log onto the Parent Portal and monitor grades at any time. Teachers update grades often and minimally twice per week, Wednesday and Monday. Report cards will be compiled at the end of each grading period (quarterly). Every semester has two quarters which count for 50% of your student's semester grade. Report cards will be mailed to parent's quarterly or handed out at Open House events as applicable. If a parent does not receive this information in the mail at the time specified, please contact your student's homeroom teacher.

### ***Schoolwork Make-Up Policy***

Only through continuous communication can students be successful in a virtual environment. Each homeroom teacher will outline the expectations for work submission for their class. ACVS allows flexibility in the completion of assigned course-work but students are held accountable to the schedules that are set forth. Students are held to a weekly time requirement schedule unless accommodations have been made previously.

All work as assigned is required to be submitted in the time frame set by the teacher. Zeroes will be given if the assignment is not completed in this time frame.

When due dates are announced prior to absences, all work and assignments are still subject to original assigned dates. Assessments not completed in a timely manner will be scored as a zero. Any type of pre-planned absence requires that the student make arrangements prior to the absence to complete the work. Assignments are subject to the same due dates as if the student would be in a traditional brick and mortar school.

### ***Lab Policy***

ACVS has three labs, one in Nampa, Boise, and Caldwell. Students are welcome and encouraged to come to the labs to attend groups, clubs, and a variety of activities. The Nampa lab is the only lab that specifically has a section for elementary students, however elementary students are welcome at every lab. All other labs do not have a separate section for secondary and elementary students.

Please be advised that the lab is an "open" lab. That means that we will do our very best to ensure your child is attending and participating in their schoolwork. Therefore, please keep in mind that elementary students are not developmentally prepared to stay on task with their academics for more than a few hours at a time. We are aware that elementary students require more oversight and encouragement to stay on task and we are prepared for that; however, since we are an open lab your child is experiencing a level of independence for which they may not be developmentally prepared. When you are dropping off your child you are accepting the consequences of the open lab. All students must review the safety procedures for the lab prior to attending any lab annually.

### ***Testing Policy***

ACVS participates in progress monitor testing twice a year. Students who are attending ACVS must participate in these tests for the purpose of growth measurement for all students, these tests are within the first and last thirty days of entrance and exit. Additionally, ACVS adheres to state testing requirements. Students who are attending ACVS must comply with state standards on testing. We test all our students as outline by the state unless there would be a medical reason to restrict state testing.

# Attendance and Truancy Policy

Attendance is defined as either:

- 1.) Actual hours of attendance in ACVS determined on a flexible schedule as determined by the school calendar, and/or
- 2.) The percentage of coursework completed,

Under either definition, the student's time computation must include the actual time the student is engaged in school based activities as outlined by the ACVS teacher/s. This may include supplemental hours in music, art and Physical Education as determined and approved by the ACVS teacher/s.

- 3.) In either case the student or parent is required to make a weekly contact with the homeroom teacher.

Idaho Code #33-512 requires that each school district adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction:

K	450 hours
Grades 1 -3	810 hours
Grades 4-8	900 hours

Idaho Code #33-202 establishes that school attendance is compulsory for students between the ages of seven (7) and sixteen (16), unless the student is comparably instructed.

ACVS recognizes the need for students to attend school on a regular and consistent basis to ensure their academic success even when in a virtual environment. Attendance at ACVS focuses primarily on coursework and activities that are correlated to the Idaho state thoroughness standards. It is additionally required that students meet the required number of hours to progress through their school year. It is our recommendation that you log into your courses each school day.

## ***Absences***

Examples of excused absences include student illness, hospitalization, bereavement, family emergency, natural disaster, etc. Please notify your teacher by email or phone as soon as possible so that the absence can be documented. Additionally, the parent would need to provide documentation of an illness that is longer than two days to the homeroom teacher. A doctor's note is acceptable documentation of illness. We do understand that at times there may be unique circumstances that impact attendance. Please keep in close contact and communicate with your homeroom teacher when these circumstances arise. Our monitoring of your child's attendance is to ensure success and to see how we can best serve your family.



### ***Academic Probation***

- **Yellow Level Probation:** If a student is failing 50% or more of their classes the student's homeroom teacher will place the student on Academic Probation Level Yellow by sending the parent the yellow level academic probation letter. Students have 10 calendar days to show improvement (our goal is to be passing 50% or more). This is considered your first official level of warning that is why we call it the yellow letter.
- **Orange Level Probation:** If the student was not successful on yellow level probation, the student's homeroom teacher will place the student on Academic Probation Level Orange by sending the parent the orange letter. Students have 10 calendar days to show improvement (our goal is to be passing 50% or more classes). Students on Lab Agreements, IEPs or 504s are required to meet with their homeroom teacher or student support services at this level.
- **Red Level Probation:** If a student was not successful on orange level probation, the student's homeroom teacher will place the student on Academic Probation Level Red by sending the parent the red letter. Students have 15 calendar days to show improvement (our goal is for the student to be passing one or two more classes than they were until they are fully successful). If the student is successful at the end of the probation period they will move back down to orange level for 10 calendar days and then yellow level for 10 calendar days and then will be fully off of probation.
- If a student was not successful on red level probation the student is dropped from our school and the Student has 10 days to return their materials.
- If the student chooses to re-enroll they will be placed at the bottom of the waiting list and will be able to re-enroll when there is an opening, however they will be required to have a lab agreement specifying the requirements needed to be successful in this environment.

### ***Lab Rules***

As you are aware, Another Choice Virtual Charter School is an online school that provides students with a computer lab. The purpose of the computer lab is to offer students an outlet where they can have a change of scene to do their schoolwork or receive help in their classes from a teacher. If you choose to have your child in the lab we want you to be aware of the limitations and expectations of the computer lab.

Use of the Computer Lab is for currently enrolled students of Another Choice Virtual Charter School. Unauthorized individuals (those without a student number) are not allowed in the student areas of the lab without prior authorization.

#### **Rules and Policies of the ACVS Computer Lab:**

- Teachers will not monitor cell phone use in the lab. Please know your child before you send a cell phone to the lab.
- Food is not allowed in the lab area; all beverages must have tight lids.
- School computers are for school use only. Downloading of unauthorized programs is not permitted.
- Headphones, timer, expo marker, laptop computer & his or her daily schedule are required in the computer lab. The school does not provide headphones, timers & expo markers.
- Elementary students will comply with their teacher / parent developed schedule while in the lab.
- Students who violate these rules may be asked to leave and may be excluded from future access to the ACVS Computer Lab.
- Parents / guardians are required to sign the student in and out of the lab each day.

The ACVS Computer Lab is open for elementary students Monday – Thursday from 8:00 am – 4:00 pm. Students are welcome at any time throughout the day, but due to the varying ages and maturity of our students ACVS has put together time recommendations for students at ACVS:

Kindergarten - 2nd Grade: 2 - 3 hours a day, 10-minute breaks are encouraged every hour  
3rd - 4th Grade: 3 – 4 hours a day, 10-minute breaks are encouraged every hour  
5th - 6th Grade: 4 – 5 hours a day; 10-minute breaks are encouraged every hour

**\*\*\*The Maximum time for any elementary student in the lab on any day is 5 hours (including clubs). If you feel your student needs to be in the lab for a longer duration of time, then a Lab Agreement must be completed between the school administration and your child that will have strict guidelines for in-lab behavior that must be complied with.**

Elementary educational partner information: If your child works with an educational partner, those are the hours your child is allowed to be in the lab, depending on independence level. If your child has an educational partner, your student's teacher can verify your child's lab hours. Additionally, if your child does not have an educational partner, your child's teacher can help you develop a lab schedule appropriate for them.

We do realize that family's schedules vary and that time spent at the lab will differ but please remember that the structure of the computer lab is for independent work. **Teachers are there to support students, but students are expected to monitor themselves. Know your child's limits and go over lab expectations before they are left unattended.** Failure to comply with Computer Lab Rules will result in the following:

- Level 1 – Warning and parents/guardians notified.
- Level 2 – Student will be asked to move to a more secluded location away from his/her peer and parents will be notified.
- Level 3 – Student will lose in-lab privileges for the remainder of the day and guardian will be called to pick up the student.
- Level 4 – Student will lose in-lab privileges for three days and parents/guardians will be notified.
- Level 5 – Student will lose in-lab privileges until an individual Lab Agreement can be developed by the administration.

Each quarter levels are cleared. We appreciate your attention to this matter. If you have any questions, please feel free to contact the school.

# Computer Requirements

Students must have a working email address, access to the internet and the required software in order to successfully submit assignments. **Computer problems are not a valid excuse for incomplete work.** Please contact the ACVS IT department to remedy any computer problems. ACVS teachers will monitor student progress weekly and will counsel students that are behind in their coursework.

ACVS provides computers to full time students with a signed laptop agreement. ACVS does not reimburse for Internet. Students and families are responsible for damages to the computer.

## *Unacceptable Uses of Network and Devices*

The following are considered unacceptable uses and constitute a violation of this policy:

- a. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by ACVS's student discipline policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
- b. Uses that cause harm to others or damage to their property, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating, or otherwise using his/her access to the network or the Internet; uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information.
- c. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet.
- d. Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers.
- e. Students may be prohibited from using outside email and chat systems (except ACVS email / chats accessed through a web browser). If necessary, outside email access may be given to students on a case-by-case basis (e.g., foreign exchange students keeping in contact with home). Students are prohibited from joining chat rooms, unless it is a teacher-sponsored activity.

## *Computer Performance Recommendations:*

ACVS provides students with Computers. However, you can opt to use your own personal computer in that case it is recommended that you use a PC with 500 MHz or higher processor.

## *General Rules of Netiquette*

1. Always use a computer in a way that shows consideration and respect. You should not use obscene, profane, lewd, vulgar, rude, threatening, or disrespectful language. These actions not only violate the school's policy, but also may violate penal laws in the United States.

2. Always give credit to others whose work you use. In other words, don't cut, copy, or plagiarize Internet content without appropriately acknowledging the source of materials in accordance with the Plagiarism Policy and without appropriate consent.
3. When using the Internet, you will abide by the terms and conditions of the websites you access. You will not violate any intellectual property rights of others, including, for example, the copyrights and trademarks of others. Never transmit or publish any information, software, or content that violates or infringes on the rights of others. Security on any computer system is a high priority, especially when the system involves many users.
4. Think about the social consequences of any program you write. Never create harmful computer viruses and never transmit or publish any information, software, or content that is or that you suspect will be harmful. These actions not only violate the school policy, but also may violate penal laws in the United States.
5. It is never wise to give out personal information including your full name, home phone number, home address, or other data, anywhere on the Internet, including your email.
6. Ask for help if you're having problems. Write down any error messages that appear when you try to do something. The IT Help Desk number is on your computer.
7. Email is not private. Never say anything via email that you wouldn't mind seeing on the school bulletin board, or in the local newspaper. Parents will be notified of students using inappropriate email messages.
8. Be cautious about email messages from anyone, particularly adults asking you for personal information, attempting to arrange meetings, or engaging in personal contact. Disclose to your teacher or other school employee any message you receive that is inappropriate or that makes you feel uncomfortable.
9. Protect your password. Users are subject to all local, state, and federal laws and agree to abide by all such laws. School administrators will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through Internet access.

### ***Internet Use and Safety***

Internet access is required for students. Internet access offers valuable, diverse, and unique resources to both students and teachers. Access must be used in a responsible, safe, efficient, ethical, and legal manner. With access to computers and people from around the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. Families should be warned that some material available on the Internet may contain items that are potentially illegal, defamatory, inaccurate, or offensive. On a global network it is impossible to control all materials, and an industrious user may discover controversial information, either by accident or deliberately. ANOTHER CHOICE VIRTUAL CHARTER SCHOOL DOES NOT WARRANT, AND SPECIFICALLY DISCLAIMS, ALL WARRANTIES OF ANY KIND, EITHER EXPRESSED OR IMPLIED, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT, RELATING TO THE USE OF, AND/OR MATERIALS OBTAINED VIA, THE INTERNET. The disclaimer includes direct, incidental, consequential, indirect, or punitive damages arising out of the use of the Internet. However, ACVS firmly believes that the benefits to students from access to the Internet, when used consistent with school's goals and objectives, far outweigh the possibility that users may procure material that is not consistent with our educational goals. Access to the Internet is a privilege, not a right. That access entails responsibility. The smooth operation of the school network depends upon the

proper conduct of the students and faculty, who must adhere to strict guidelines. These guidelines are provided here so that students are aware of the responsibilities they are about to acquire.

***Emergency Virtual Operations Plan***

All class content is continually backed up on servers as a matter of protocol. If a long-term outage occurs on the Internet, the homeroom teacher would individually contact each of their students to develop an appropriate plan of study until the Internet situation could be resolved.

If the computer lab is closed for any reason communications will be sent out via email or appropriate communication system.

# **Health and Safety Policies and Procedures**

## ***Child Find and Accommodations***

Individuals may be eligible for special education and/or accommodations for a variety of reasons. If your student requires special education and/or an accommodation, please report this to your teacher immediately. The ACVS Special Education team will review and address the situation as mandated by State and Federal law.

## ***Birth Certificates or Proof of Identity***

Pursuant to Idaho Code, Section 18-4511, the person enrolling the student must provide either a certified copy of the student's birth certificate or other reliable proof of the student's identity and birth date, which proof shall be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate. Other reliable proof of the student's identity and birth date may include a passport, visa or other governmental documentation of the child's identity. ACVS is required to contact the State Department of Health and Welfare and local law enforcement when this law is violated.

## ***Child Abuse/Neglect Reporting***

Idaho Law (IDAPA 16.16.01) requires that any person having reason to believe a student has been abused, abandoned, or neglected report the allegations to either the Idaho Department of Health and Welfare or a law enforcement agency. School personnel do not conduct any investigations into said allegations. The legal requirement is limited to reporting only.

## ***Student Body Crisis Plan***

In the case of a crisis within the student body, such as a student or faculty death which could include natural causes and or suicide, notification will be sent to all students and teachers with instructions on how they could access additional counseling if required. The principal, teachers, and homeroom teachers would be instructed on how to appropriately deal with the situation. If needed additional counselors that are well versed in the particular situation would be contracted to assist our student body to cope with the situation.

## ***Facility Safety***

In order to ensure safety for our students, fire drills will be completed monthly at random times. Documentation of date and location of those drills will be provided upon request. Any suspected unsafe equipment and/or locations should be reported to the teacher immediately in order to ensure the situation is remedied. Additionally, our school makes every effort to provide a school "lock down" drill in every lab twice a year at random times.

## ***First Aid and Medication Policy***

Minor First Aid will be administered as needed to students. To ensure that communication is clear and concise concerning First Aid a release form will be signed by the parent/legal guardian at the beginning of student enrollment and will be retained on file. This form will not be updated annually as a matter of course. Please update your teacher if parent/guardian situations change. However, under no circumstances can medications be administered to a child without annual written permission. If a student needs to receive medication during the school day, or a school based activity, report this to your teacher as soon as possible. Medications must remain under lock and key with strict documentation requirements. Additionally, only select individuals can administer medications. Therefore, discuss this with your teacher if applicable for you.

If a student has any diagnosed medical condition, please report this immediately to your teacher. Our nurse will work with the student and legal guardian to develop a medical protocol for everyone's safety.

# Discipline Processes

## *Due Process*

When school begins in the fall of each year, or when your student joins our school they will receive a hard copy of the student handbook for their grade level. This will constitute the basis for informing students of policies and procedures, and should they fail to adhere to them, the disciplinary actions listed below may occur. The Student Handbook will be posted on ACVS's website.

## *Consequences*

1. Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:
  - a. Student conference with the homeroom teacher and/or School Administrator.
  - b. Email or phone calls to parent.
  - c. Loss of privileges to the computer lab or any school location.
  - d. Student and parent/guardian conference with the homeroom teacher and/or School Administrator.
  - e. In-lab Behavioral Plan or Lab Agreement with parent/ guardian and student (if applicable).
  - f. In-School Suspension or Out-of-school suspension (if applicable).
2. Recommendation to Board for expulsion.

The Principal / Head of School determines appropriate consequences for infractions.

## *Suspensions and Expulsions*

### *In-school Suspension*

In-school suspension can be for one (1) period to five (5) days. The student is assigned to a personal study regimen during the suspension and not allowed within the virtual community or on any school related activities. The missed period(s) or days do not count as absences and the student is allowed to complete all work for full credit.

### *Suspensions:*

The Principal or designee may temporarily suspend any pupil for disciplinary reasons or for other conduct disruptive of good order or of the instructional effectiveness of the school. A Principal or designee may temporarily suspend a student for up to five (5) school days. Principal or designee may extend this suspension for an additional ten (10) school days.

The Board may extend this suspension an additional five (5) days upon a finding by the Board that an immediate return to school by the pupil would be detrimental to other pupils' health, welfare or safety. The Principal or designee who suspended the student may readmit a pupil who has been suspended to the school upon such reasonable conditions as said Principal or designee may prescribe. The period of suspension may be "suspended" or "deferred" to allow the student to continue with education, and the student may be required to participate in work and attendance as determined by the Principal or designee. If a student is suspended for inadequate attendance, they will be provided with information regarding options to transfer to other public school programs.

A. Written Referral: Violations shall be presented in written form (email acceptable if documentation of receipt is possible) and should be specific as to the misbehavior or breach of the Code of Student Conduct.

B. Student Notification: The student will be placed on notice of the alleged violation by the Principal or designee.

C. Initial Conference: An initial conference (in person or by telephone or video conference) shall be conducted by the Principal or designee.

a. Charges and Evidence: The Principal or designee shall confer with the student, explain the charges and evidence against the student, and allow the student an opportunity to present his or her side of the story prior to taking disciplinary action.

b. Parental Assistance: The Principal or designee shall make a good faith effort to employ parental assistance or other alternative measures prior to suspension. The Principal or designee may suspend the student immediately. The Principal or designee will take into consideration the seriousness of the breach of conduct; whether the conduct is disruptive enough to require immediate suspension and/or if an emergency situation exists.

D. Parental/Guardian Notification:

a. By Telephone or Email: The Principal or designee shall make a good faith effort to notify the parent/guardian by telephone or email of the student's misconduct and the proposed disciplinary action.

b. By Written Notice: Regardless of whether there has been communication with the student's parent/guardian by telephone, the Principal or designee shall, within twenty-four (24) hours of taking disciplinary action, send written notice to the parent/guardian describing the disciplinary action imposed and the reason for the action taken.

E. Board Notification: The Board of Directors shall be notified of any temporary suspensions, the reasons therefore, and the response, if any.

F. Appeal or Challenge: If the student and/or parent(s)/guardian(s) wish to appeal or challenge the suspension, the Principal or designee will schedule an informal meeting to discuss the charges, any evidence substantiating the charge, the sanctions imposed and the reason for such sanctions. After this informal meeting, the student and or parent(s)/guardian(s) may request a formal hearing before the board if they are still unsatisfied with the decision of the Principal or designee. This formal hearing will follow the same pattern as those required for expulsions. This hearing should take place within thirty (30) days unless the student and/or parent(s)/guardian(s) request more time.

G. Violations: A list of possible violations, which may lead to a short-term suspension, can be found within the ACVS charter. This list is not all encompassing but is illustrative of the types of activity that could lead to a suspension. A student may be suspended for inadequate attendance.

Expulsions and Denial of Attendance:

Pursuant to Idaho Code § 33-205, the Board of Directors may deny enrollment or expel a student who is:

1.) A habitual truant;

2.) Incurable;

3.) In any violation of the Code of Student Conduct, or for any conduct which in the judgment of the board, is considered to be continuously disruptive of school discipline, or of the instructional effectiveness of the school; or



4.) By presence in a public school detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.

A. Notice: The written notice by certified mail shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent(s)/guardian(s) may appear to contest the action of the Board to deny school attendance. The notice will state the rights of the pupil to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her. If the notice to the parent by certified mail is returned as unclaimed, the parent will be deemed to have been provided notice pursuant to Idaho Code § 33-205 and have waived the right to a due process hearing.

B. Hearing: The Board of Directors shall have a full and fair formal hearing on the allegations set forth in the written notice. This hearing shall occur within a reasonable period of time. The student and/or parent(s)/guardian(s) may request a delay in order to be prepared for the hearing. The hearing shall be held within 30 days of the notice of intent to expel, unless there are extenuating circumstances or a request for an extension of time has been granted to the student/family. During this hearing the Student shall have the right to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her.

C. Procedure: After proper notice as set forth above, the following procedure shall be used.

a. Opening Statements: Both sides shall have the opportunity for opening remarks or statements.

b. Burden of Proof: ACVS has the burden of establishing grounds for the expulsion of the student based on the allegations set forth in the written notice.

c. Cross examination: The student or their counsel may cross examine adult witnesses.

d. Student's Case: The student or their counsel has an opportunity to present evidence and/or witnesses.

e. Closing Remarks: Both sides have the opportunity to provide closing remarks.

f. Decision: At the close of the hearing, the Board of Directors will retire to deliberate the case and upon reaching a decision will issue findings of fact and conclusion supporting their decision. Upon a motion made in open meeting, the Board will issue the approved findings, conclusions and decision. A copy of which shall be delivered to the student/parent(s)/guardian(s).

D. Violations: A list of possible violations, which may lead to expulsion, can be found within the ACVS charter. This list is not all encompassing but is illustrative of the types of activity that could lead to a suspension. Multiple suspensions may lead to expulsion.

E. Truancy: Any student who is suspended on more than one occasion in a six (6) month period for inadequate attendance; or whose attendance is of a sporadic and inadequate nature without justification or extraordinary circumstances may be determined by the Board of Directors to be a habitual truant and may be expelled after notice and a hearing as set forth above.

F. Special Education Students: Students enrolled in special education will not be suspended or expelled without consideration by a manifestation determination as outlined in the Special Education Manual adopted by the State of Idaho to assure the provisions of FAPE are consistent with the requirements of the IDEA.

G. Reenrollment: Any student who has been expelled from ACVS may appeal to be reenrolled in the school, after the terms/time limit of the expulsion has been completed by the student, pursuant to the procedures outlined in Idaho Code §33-502. Approval must be granted by the Principal and the Board of Directors. The Principal will notify the parent(s)/guardian(s) of the student in question, in writing by certified mail of the date and time of the reinstatement hearing. The hearing will be a face-to-face meeting before the Board of Directors (if a quorum can be obtained) or a telephone conference with a quorum of the Board of Directors in attendance.

H. Withdrawal: The parent and student may determine that ACVS is not the better alternative for the education of the student. This decision should be discussed with the School. If the decision is made that the student should withdraw and transfer to another school within the student's residential district. Information regarding said transfer will be provided to parents/guardians by the school consistent with the policies of the residential (homeschooling) and chartering entity.

### ***Drug Abuse Policy***

In accordance with Federal law, the Board hereby establishes a "Drug-Free School Zone" that extends 1,000 feet from the boundary of any school sanctioned activity.

This policy includes the following three sections:

1. Random/Voluntary Drug, Alcohol, and Tobacco-Use Policy
2. Drug Abuse Policy for Students Involved in School Activities
3. Reasonable Suspicion Drug Policy

Random/Voluntary Drug, Alcohol, and Tobacco-Use Policy Philosophy: Parents/guardians should be involved in all aspects of their student's education, including drug, alcohol, and tobacco prevention programs and counseling.

### **Definitions**

*Controlled Substances:* Include, but are not limited to opiates, opium derivatives, hallucinogenic substances, including cocaine, and cannabis and synthetic equivalents of the substances contained in the plant, any material, compound, mixture or preparation with substances having a depressant effect on the central nervous system, and stimulants.

*Drug:* Any alcohol or malt beverage, any inhalant, any tobacco product, any controlled substance, any illegal substance, any abused substance, any look-alike or counterfeit drug, any medication not approved and registered by the school authorities and/or any substance whose use is intended to alter mood.

*Reasonable Suspicion:* An act of judgment by intervention trained school personnel, which leads to a reasonable and prudent belief that a student is in violation of use or "under the influence" of drugs and/or controlled substances. The fact that a student has previously disclosed use of a controlled substance will not be deemed a factor in determining reasonable suspicion at a later date. Reasonable suspicion does not include intentional harassment of a difficult student.

It is a violation of ACVS policy for a student to possess, use, buy, sell, or give away drug paraphernalia, controlled substances, or drugs on any school premises or at any school-sponsored activities, regardless of location, or to have such substances on his/her person, vehicle, school bus, or other property. Students reasonably suspected by personnel of the faculty will be identified, examined, and reported in accordance with the law. The student's parent will be contacted as soon as

possible. A urinary analysis (UA) drug screening can be an automatic part of the referral process, done at the discretion of the Principal or designee. When there is "reasonable suspicion" that a student is under the influence of drugs, he/she will be given a UA, which screens for amphetamines, cocaine, morphine, PCP, and THC, and which provides immediate results. A positive UA will be sufficient to justify the need for assessment as well as result in parent notification and referral to law enforcement personnel, as allowed by Idaho Code 33-210. Referrals, records, assessments, and UA results are classified as confidential. Students of suspicion or who have a substantiated controlled substance or drug problem will be offered assistance. Any student who voluntarily discloses using or being under the influence of any drug or controlled substance while under school supervision and before he/she is reasonably suspected to be in violation of the law and this policy will be provided anonymity to the extent that: Disclosure is held confidential on a faculty "need-to-know" basis;

1. Notification is provided to parents/guardians; and
2. Available counseling is offered at the school level.

Once a student is reasonably suspected to be in violation of the law and this policy, regardless of any previous voluntary disclosure, the Principal/designee will immediately notify the local law enforcement agency and will seek a law enforcement evaluation of the student. The evaluation may seek transfer of school custodial responsibility to the appropriate law enforcement agency. Voluntary disclosure of use or being under the influence of any drug or controlled substance to school personnel while the student was off school grounds and not under the supervision of the school, may not be reported unless in the best interest of the student or required by school district policy, or State Code.

#### Discipline Concerning Drug Policy Violation

Discipline for students who possess, use, buy, or give away drug paraphernalia, controlled substances or drugs, on any school premises or at any school-sponsored activity, regardless of location will involve suspension and possible expulsion.

#### Process

The following process applies to first and second/subsequent offenses at school-sponsored activities, regardless of location:

1. A student's person and/or personal effects, including, but not limited to purse, book bag, etc., may be searched whenever a school official has reasonable suspicion that the student is in possession of materials which violate ACVS policy or law.
2. The virtual community is considered school property and is at all times under the control of the school. Periodic general inspection may be conducted by authorized school officials for any reason, at any time, without notice, without consent, and without a search warrant.

#### First Offense

1. The student's parents/guardians and law enforcement personnel will be notified as soon as possible; AND
2. The student will be subject to a ten (10) day suspension by Principal/designee; AND
3. The Principal/designee may reduce the suspension to three days when:

a. The student and parents/guardians show evidence of attendance at a local substance abuse meeting (AA, ALA Teen); agree to a drug and alcohol assessment provided at a State-approved alcohol/drug agency in the area; conducted by a Certified Alcoholism/Drug Abuse Counselor at the family's expense and follow the recommendations of the agency.

b. The student submits a copy of the recommendation prior to re-admittance. Reduction in length of suspension or extracurricular ineligibility will be immediately revoked by the Principal or designee whenever a student fails to follow through with the evaluation recommendation.

Second/Subsequent Offense:

1. The student's parent(s)/guardian(s) and law enforcement personnel shall be notified as soon as possible;  
AND

2. The student will be subject to a ten (10) day suspension at the discretion of the Principal and/or designee;  
AND

3. The student and parent/guardian will attend a hearing with the Board or Board Approved Intervention Team.

\*\* Students and or parents/guardian who have signed a behavioral contract between the school and the family will adhere to the procedures set forth in that contract with the exception of breaking state law. In that situation the State of Idaho supersedes all behavioral contracts.

## **ACVS Commitment to Our Students**

- a. Provide a learning environment which may include facilities that are inspected as required and adopt policies that meet all required city, county, state, and federal health, accessibility, safety, fire, as well as building codes to ensure the safety of students and staff.
  
- b. Establish, publish, and enforce policies that define acceptable and unacceptable behavior in all environments, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
  
- c. Create an environment that encourages parents/guardians and other adults to participate fully in their child's education and to participate in the school's activities. There will be advertised opportunities.
  
- d. Develop a staff/student handbook to provide rules and guidelines for online and physical safety. These guidelines will include, and not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school locations if applicable, notification of parents'/guardians' rights, and staff monitoring responsibilities.

# Another Choice Virtual Charter Elementary School Home and School Compact

Student Name: \_\_\_\_\_

An educationally rich environment must be a relationship between parents/guardians, students, and teachers working together. This partnership can (will) make your student successful at ACVS.

As a Parent/Guardian, I want my child to succeed. Therefore, I will be responsible for the following:

- I acknowledge that my child is attending an online school. Therefore, I agree to provide the internet at home for my student's success.
- I agree to check PowerSchool weekly and adjust my child's schedule as necessary, so he or she actively completes all the required time in the programs.
- I will make sure my child attends school every day. Attending means, I agree to monitor my child at home and make sure he/she follows his/her daily schedule. I understand the consequences of academic probation and the possibility of my child losing his/her seat in the school if he or she fails to complete the required time in the programs.
- I agree to make every effort possible to attend school activities such as conferences, field trips, and orientations.
- I will support the ACVS lab rules and discipline policy (including making sure my child comes to the lab prepared with headphones, his or her daily schedule, laptop computer, expo marker, and timer. I understand, if my child does not have these items he/she will not be allowed to stay in the lab). I also agree to follow the lab attendance policy and support the teacher and/or adult supervising.
- I will be responsible for picking up my child from the lab if he/she is experiencing behavior issues (ex: disruptive to other students, disrespecting authority, lack of focus on assignments, etc.) or if your child has been at the lab for more than the recommended time. Elementary students cannot maintain focus for longer than 5 hours a day, maximum, which is the recommended limit.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As a Student, I want to succeed. Therefore, I will be responsible for the following:

- I believe I can and will learn. Therefore, I will follow my daily schedule that my teacher prepares for me.
- I will actively complete all class work on time and to the best of my ability. Completion includes following my daily schedule, completing all my time in the programs every day, and attending synchronous and/or asynchronous groups that my teacher provides.
- I agree to follow all lab policies and procedures. Failure to do so may result in loss of lab privileges or academic probation.
- If I come into the lab, I agree to come prepared with school supplies, be responsible for my behavior, ask for help when needed, and be respectful to all teachers and adults supervising.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As a Teacher, I want all students to be successful. Therefore, I agree to be responsible for the following:

*August 2018*

- I agree to be a responsible role model and provide a safe learning environment in the computer lab or online.
- I agree to be aware of your child's needs and communicate regularly about your child's progress. I also agree to update grades in PowerSchool twice a week. You can expect to see those updated grades every Wednesday by 5pm and Monday by 9am.
- I will use student data to set goals, monitor progress, and support student growth.
- I will help motivate and encourage your child to be successful.
- I will provide an orientation schedule, hold parent/guardian-teacher conferences, and participate in school activities and functions.
- I will provide high-quality curriculum and instruction and adjust as needed.

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

As a School Principal and Building Administrator, I agree to support and encourage this student, parent/guardian, and teacher compact.

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_