

# Elementary Handbook



**IDAHO**  
VIRTUAL ACADEMY

## Mission

*Building a community of engaged learners.*

## Vision

*Empowering every student to learn at high levels.*

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## Learning Community Commitments

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*In all aspects of our schooling at Idaho Virtual Academy, we are:*

**Respectful**—We treat ourselves, each other, and school property with politeness and care

**Responsible**—We do what is right, expected, and required

**Accountable**—We engage with integrity in the learning process and complete our own work


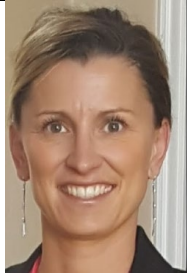



**Persistent**—We keep trying, even when the work is challenging

**Self-Disciplined**—We control and motivate ourselves to engage in our learning


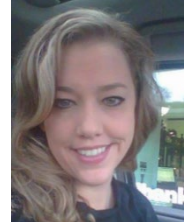




**Kind**—We are friendly, generous, and considerate of ourselves and others















## Administration Contact Information

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## School Programs

<b>Online School (OLS)</b> <a href="http://www.k12.com">www.k12.com</a> 	K12 Virtual Schools LLC (Stride K12) Online School (OLS) is where students and learning coaches will log into school every day. Learning coaches will help their student set up and prepare their materials for each school day. Students will complete all lessons each day on their daily plan and will have online and offline work to complete with each lesson.	<b>Student and parent log in information was set up upon enrollment with IDVA</b>
Interim Assessment & Instructional Support 	The IXL Real-Time Diagnostic helps assess students in kindergarten through 5 <sup>th</sup> grade in grade-level proficiency for both math and English language arts. It will be proctored as the beginning, middle, and end-of-year benchmark assessment for students in grades 3-5. Using insights from the diagnostic, IXL creates a personalized action plan for each student. Allowing students to click directly on their recommended IXL skills to start closing gaps and making progress right away.	<b>Username:</b> student id number  <b>Password:</b> idva2025
	Starting in the 2025-26 school year, Amira and Istation merged, combining the best of both worlds, into the Intelligent Growth Engine. Rooted in brain science, this new advancement develops coherence across the strands of the reading rope. In-the-Moment, Personalized Tutoring: Amira marries speech recognition and artificial intelligence with the Science of Reading to deliver personalized and in-the-moment tutoring to students as they practice.	
	MathFactLab represents each of the basic math facts with a variety of models. This helps students to understand the basic facts in multiple ways and to recognize them as components of math fact families, whether addition facts, subtraction facts, multiplication facts or division facts.	
	This digital formative assessment app enables teachers to create interactive, multimedia-rich lessons and assignments that students can complete on laptops, desktops, or iPads, both in class and at home. It supports auto-grading for multiple choice and fill-in-the-blank questions, real-time monitoring of student progress, and instant feedback.	



# Attendance

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IDVA will track student time spent learning online and progress within the curriculum. Students are also assigned to attend Class Connect classes at specific times. Be sure to attend these learning sessions. Attendance discrepancies (between what is timed by the Online School system and what students may say they are doing) are addressed and may result in chronic absence. Please see the IDVA All School Handbook for all attendance policy information.

## Flex Pathway

Students eligible and enrolled in the Flex Pathway will be optional for Live Classes unless:

- The student has services in special education or English Language Learner classes, these will be required
- The student qualifies for intervention in math and English, these classes will be required.

Learning coaches are required to actively support their student on the Flex Pathway by ensuring their student stays on track and meets all program eligibility requirements.

Students enrolled in the Flex Pathway will have eligibility checks completed regularly and must meet the following eligibility requirements to remain in the Flex Pathway:

- The student is meeting the minimum time expectations for each content course by completing lessons, assignments, and assessments and is following IDVA's attendance policy.
- The student is meeting the requirements of support programs (IXL and Amira Learning).
- The student is completing monthly IXL math and ELA progress checks and is meeting monthly growth expectations and mastering grade level standards.
- The student is participating in all required state testing.
- The student is attending any required Class Connects (math/ELA/reading intervention, special education services, and/or EL service)

# Academic Expectations

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## Academic Integrity

Academic integrity is of the utmost importance at IDVA. Students are required to complete ALL online and offline portions of each lesson on the daily plan.

To ensure your student is engaging appropriately:

- Learning coaches should use the learning coach guide to prepare ahead.
- Learning coaches should be present to guide student learning and address misunderstanding(s).
- Learning coaches should ensure all lesson components are complete before marking off a lesson. This includes all online practice, offline workbook pages, IXL lessons, and Amira Learning lessons.

The following are unacceptable practices:

- Marking daily lessons complete without finishing all online and offline components
- Marking IXL and Amira Learning lessons complete without engaging in the programs
- Turning in assignments that have been completed by someone other than the student
- Giving too much assistance to a student while completing independent work
- Marking multiple lessons as complete without engaging in the lesson
- Signing into a Class Connect session and walking away or not participating

For more information, please refer to the All-School Handbook.

## Digital Citizenship

In accordance with the Idaho Administrative Code and the Rules Governing Thoroughness, IDVA will deliver instruction in digital literacy for all students. Digital literacy is taught in grade-level Online Learning courses, where students learn how to be good digital citizens, form good online school habits, and learn about internet safety.

## Alternate Reading Assignments

At IDVA, we value our partnership with our students, parents, and learning coaches. In each course, students will be expected to read books and articles. As a partner in education, we ask that you work closely with your teachers to review all required reading expectations in each course to make sure what is being assigned is best for your student. If you have reservations about any requirements, please discuss them with your student's homeroom teacher and school administration.

Any student, parent, or learning coach requesting an alternate assignment will submit a proposal to their homeroom teacher that outlines the alternate assignment and how it allows the student to demonstrate an understanding of a subject area and mastery of content standards. The proposal will be reviewed by the homeroom teacher and administration to ensure the alternate assignment demonstrates understanding of the content area and content standards. Please see Idaho Virtual Academy Board Policy 902.0 Credit Proficiency and Idaho Code 33-6404 for more information.

## Class Connect (Live Classes)

Virtual instruction, or *Class Connect*, will be conducted in an online collaboration platform with video conferencing. Please refer to the All-School Handbook for guidelines and expectations for the online collaboration platform.

### Class Connect for K5 Students:

**Daily Class Connect** – Students are required to attend daily classes with their homeroom teacher Monday through Friday for math and ELA instruction. In addition, intervention/enrichment will be provided for all students through ability-based grouping.

All students will be **assigned and required** to participate in daily Class Connect sessions. Failure to participate in online classes is a violation of Idaho Virtual Academy Board Policy #902.5A and may lead to chronic absence procedures.

**Supplemental Programs:** Students will be assigned to work in supplemental programs (IXL, Amira Learning, etc.). Students are required to complete all supplemental program engagement requirements.

**Classroom Video** - Video conferencing is used during small group, classroom, and/or homeroom Class Connect sessions, teachers and students are expected to utilize webcams (Exceptions may be made based on individual student accommodations.)

***Class Connect sessions will be recorded for learning purposes. Learning purposes include lesson reviews for students who are absent, students who want to review for a test, etc., and will be distributed for learning purposes.***

**Location of Camera Usage in the Home for Students:**

- Students should attend Class Connect in a quiet area without distractions. This is considered their best learning environment.
- Other people in your work environment should not be visible during Class Connect.
- If the student needs an adult with them during class, the adult or student should ensure the webcam is placed to minimize distraction.

Please see the IDVA All School Handbook for the Class Connect dress code & grooming policy information.

## K5 Assessment Calendar SY 25-26

Date	Assessment	Grade Level	Maximum Length of Testing Sessions	Assessment Results
September	Amira Learning	K-5	45 minutes	Emailed in October
	IXL Diagnostic Math and ELA Interim Assessment	3-5	30-60 minutes per assessment	Emailed in October
January/ February	Amira Learning	K-5	45 minutes	Emailed in February
	IXL Diagnostic Math and ELA Interim Assessment	3-5	20 minutes per assessment	Emailed upon Request
April/May	Amira Learning	K-5	45 minutes	Emailed in June
	ISAT Comprehensive Math and ELA Summative Assessment	3-5	90 minutes per assessment	Emailed in June
	ISAT Comprehensive Science Summative Assessment	5	90 minutes	Emailed in June
	IXL Diagnostic Math and ELA Interim Assessment	3-5	20 minutes per assessment	Emailed in June

Enrollment with Idaho Virtual Academy includes the agreement to participate in all required school and state testing. This chart has been created to help your family eliminate calendar conflicts.

### Idaho Virtual Academy Instructional Assessment Plan

The Instructional Assessment Plan strategically uses interim assessments, benchmark assessments, and state testing data over a school year to ensure students are provided with a growth measure and

systematic exposure to state standards. The data generated makes data-driven instruction possible. The Idaho Virtual Academy Instructional Assessment Plan enables us to accomplish the following goals:

- provide every student with an individualized learning plan
- continuously improve student learning using data
- ensure all students are exposed to and become proficient in grade-level state standards

### What is Tier II Intervention?

Idaho Virtual Academy is a schoolwide Title I school. If your child needs extra help in math and/or English Language Arts (ELA), we will provide additional instruction through Tier II Intervention. Idaho Virtual Academy teachers have been trained to identify and remediate specific areas of academic need in students. If you have concerns about a specific academic area for your student, please discuss this with your Idaho Virtual Academy teacher.

Tier II Intervention is targeted instruction designed to give students a boost through timely and additional teacher-directed instruction either one-on-one or in small groups. We know some students can struggle with key concepts in math, English Language Arts, and reading. IDVA teachers turn these challenges into learning opportunities by working with students using research-based strategies.

### Tier II Intervention Learning Coach Assistance

It is the Learning Coaches responsibility to ensure your student attends Class Connect sessions daily. Teachers may ask you to attend class with your student. You will also ensure your student's daily progress continues in their Online School courses. In some cases, your teacher may ask you to help with the intervention itself. For example, if the teacher is working with a student who is struggling with fluency, she may administer a cold read passage and ask you to administer that same passage as a warm read 2-3 more times during the week and share the results. Extra practice is essential to closing the learning gap for our students.

We know students want to do their very best by engaging in the content they should be learning. For some students, this comes easier than for others. It is our job to meet the needs of all learners, helping them reach their full potential. Tier II Intervention is an intentional and targeted way to intervene in a timely manner before small struggles turn into bigger ones. Our teachers strive to celebrate all successes and offer an environment safe to practice and learn.

## Progress Reports

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One of the many features offered by the Online School (OLS) is up-to-date data, including course progress and student grades. A parent/learning coach may log into the system anytime and view this information. Online School grades represent student achievement in each Online School course.

Kindergarten through 5<sup>th</sup> grade OLS student grades consist of:

- Online School lesson completion
- Online School lesson assessments
- Teacher-graded assignments, as applicable
- Teacher-created assignments, as applicable

Grade Key

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

## K-5 Report Cards

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### Standards-Based Report Cards

Students in Kindergarten through 5<sup>th</sup> grade will receive a report card at the end of the first semester and at the end of the school year. The K5 report card is designed to provide a clear and comprehensive picture of your child's growth and development during their school year. It reflects progress in key areas of learning and development, aligned with state and district standards.

### Supporting Your Child at Home:

The report card is a tool for communication between school and home. Use it to celebrate your child's successes and to partner with teachers in supporting areas of growth. Teachers may also include comments to provide context or suggest activities you can do at home.

All report cards and transcripts will be filed in the student cumulative file.

## Promotions

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### 1st Grade Placement

Per Idaho Code, any child the age of five (5) years who has completed a private or public out-of-state kindergarten for the required four hundred fifty (450) hours but has not reached the "school age" requirement in Idaho shall be allowed to enter the first grade. IDVA requires documentation to validate the successful completion of 450 hours for kindergarten.

### In School Year Course Promotion

Academic achievement through content mastery is the cornerstone of the Idaho Virtual Academy elementary program. Our program requires students to follow the daily plan in the Online School. All math, English Language Arts (ELA), science, and social studies lesson assignments will have due dates. Elementary students may be considered for advancement to the next course level within the school year if they have successfully met these guidelines:

- mastery of the current course content
- proficient or advanced assessment scores
- sufficient progress in all other assigned courses
- meets attendance requirement at any assigned Class Connect classes
- proctored final semester assessment or other assessment determined by the administration

## Promotion Standards for K-5 Students Working in Courses below Age-Appropriate Grade Level in Math and Language Arts/English

In our effort to provide opportunities and means for each student to achieve academic success and reach proficiency at his/her age-appropriate grade level (AAG), Idaho Virtual Academy has developed alternate “in-year” promotion guidelines for students working in Math and/or English Language Arts courses below their age-appropriate grade.

Percentages will be taken from the “all lessons” view of the OLS.

Math 80%

Language Arts 80%

Promotions are submitted by your student’s teacher following the promotion process and are to be included in the notes that the student is working below their age-appropriate grade.

School administrators may approve promotions at a lower percentage of completion at their discretion.

## Promotion Standards for K-5 Students Enrolling after First Day of School

Idaho Virtual Academy has an open enrollment policy. Students enrolling after the first day of the school year will be placed in the appropriate unit of each course according to their start date. All previous units in the course will be skipped. Students who are in good academic standing and have an enrollment date prior to January will have the opportunity to participate in elective courses for SY 25-26. Elective courses, such as health and fitness, foreign language, music, and art must be completed to 100% before those courses will be eligible for promotion.

## Summer Course Work

Students who show academic need may continue working in their OLS lesson through the summer for learning purposes with administrative approval. Courses will be promoted to the next grade level in August; however, course grades will be final on the last day of the school year.

# Advanced Learner Program (ALP)

Idaho Virtual Academy offers gifted and talented services called the Advanced Learner Program (ALP). The ALP program is available for all elementary students who qualify in kindergarten through 5<sup>th</sup> grade. IDVA accepts referrals and conducts universal screening.

**Transfer Students** - Students transferring from another gifted and talented program can provide documents of GT testing and program participation from other schools or districts for consideration in IDVA’s ALP program.

**New or Current Students** - New or current students can be referred by any staff member or family member for screening and consideration.

**ALP Services** - Many services are offered for students with gifts and talents. An ALP teacher can meet with learning coaches to determine which services would benefit your student the best.

- Course acceleration
- Grade acceleration

- Dual Enrollment
- Modification of course content

## Standardized Testing

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### Standardized Testing

As a public charter school, all Idaho Virtual Academy students are **required** to participate in the appropriate standardized testing detailed below:

- Idaho Reading Indicator (IRI): K-3<sup>rd</sup> Grade Students in the fall and spring
  - Students will complete the IRI in a 1-on-1, remotely proctored Class Connect with the microphone and camera enabled.
- Idaho Standards Achievement Test (ISAT): 3<sup>rd</sup>-5<sup>th</sup> Grade Students in the spring
  - Students will be required to test either remotely or face to face. Idaho Virtual Academy works with Idaho State Department of Education to determine if a remote or face to face testing location will be offered.
  - Each Idaho Virtual Academy student will receive an email detailing the testing dates and location prior to the administration of the test.
  - It is the responsibility of the parent/guardian to transport the student to the testing location at the appropriate date and time, if applicable

Standardized tests will be administered by Idaho Virtual Academy teachers and staff. If you need to reschedule your testing appointment, please contact your student's teacher.

These tests will provide useful information to parents and teachers regarding student achievement. Teachers and parents will work together to pinpoint areas of academic strength and weakness, set academic goals, and work toward improvement. Student academic success is our main goal at Idaho Virtual Academy!

## Assessment Attempts

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### Idaho Virtual Academy Online School Assessment Attempts Information

Idaho Virtual Academy utilizes a mastery-based curriculum. Students have three opportunities to master assessments (achieve 80% or better) in the Online School (OLS). Students **will not** receive the same assessment. Each assessment attempt will provide the student with new assessment questions.

If assessments are not mastered (the score is below 80%), the procedure below should be followed:

All Idaho Virtual Academy students must complete all lessons prior to completing assessments. Students will have 3 attempts to successfully master assessments. If a 4<sup>th</sup> attempt is needed, students will contact their homeroom teacher. To avoid 3 assessment attempts, students are encouraged to study and prepare in advance. The Learning Coach and student should review each not mastered assessment before an additional attempt. If a student continues to not master an assessment, he or she may be required to attend a class connect help sessions with a teacher.

# Parent/Guardian and Student Agreement

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Idaho Virtual Academy will partner with you to ensure a successful learning experience for your child. As the school year starts, your teacher will be right by your side, guiding you and your student. To make this partnership work as well as possible, you and your student's agreement to the following items is essential:

- ☐ We agree to attend and complete all required state and school testing, whether at home or face-to-face, and we understand the importance of accurate results and testing with integrity.
- ☐ We agree to follow the daily/weekly plan and/or weekly work schedule as outlined and comply with the school attendance policy (please refer to the All-School Handbook).
- ☐ We agree to attend all Class Connect classes as scheduled utilizing the computer webcam in IDVA's approved learning platform.
- ☐ We agree to have continuous access to internet and a working computer designated for school every day. We have an alternate plan in place should our computer and/or internet stop working.
- ☐ We agree to read and to be responsible for school information sent to us via email.
- ☐ We agree to communicate regularly with Idaho Virtual Academy teachers and staff.
- ☐ We understand that the virtual school platform and face-to-face events provide an opportunity for students to engage with their peers. Although both virtual and Class Connect settings are monitored by staff, it must be noted that school staff may not be able to limit student-to-student exchange of contact information, such as personal emails and/or cell phone numbers. Parents/Guardians are encouraged to discuss family rules with their student regarding exchanging information. For more resources on digital awareness for parents, go to <https://www.stopbullying.gov/cyberbullying/digital-awareness-for-parents/index.html>
- ☐ We understand the Idaho Virtual Academy orientation tasks are important to my student's academic success and these tasks need to be completed prior to my student's enrollment in Idaho Virtual Academy. I understand I will have support from Idaho Virtual Academy staff to accomplish these tasks, and I will ask for additional assistance if needed.
- ☐ We have read and agree to uphold the guidelines and policies contained within the IDVA K-5 and All-School Handbooks, which require students to use all aspects of IDVA's academic program, including computers, internet, software, curriculum activities, applications, face-to-face events, and Class Connect events in ways that support learning in our school community, as directed by course teachers and school staff.

## Acknowledgment

Please use the following link to acknowledge our partnership and an understanding of school expectations. [Parent/Guardian and Student Agreement SY 2025-26](#)