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BOARD POLICY MANUAL

Idaho Virtual Academy
LEA 452

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SECTION 100

101.0 ARTICLES OF INCORPORATION AND BYLAWS

101.1 ARTICLES OF INCORPORATION

The Idaho Virtual Academy was incorporated within the State of Idaho as a non-profit corporation, on August 15th, 2002, file Number C-144421.

Adopted: July 2005
Amended: September 2012

101.2 BYLAWS OF BOARD OF DIRECTORS

The Bylaws of the Board of Directors of the Idaho Virtual Academy were Adopted: by the Board of Directors of the Corporation on October 27th, 2004 and are incorporated into the Idaho Virtual Academy's charter before the Charter Commission and the State Board of Education. Such Bylaws have been and will continue to be amended as the Board deems necessary from time to time.

Adopted: July 2005
Amended: September 2012

102.0 ORGANIZATION OF THE BOARD OF DIRECTORS

The number of the Board of Directors shall be determined by the Board of Directors, except that if no such determination is made, the number of directors will not be less than three (3) nor more than nine (9) but may never be less than the number otherwise required by law.

Except for the first Board of Directors named in the Articles of Incorporation, the directors shall be elected at the annual meeting of the Board of Directors except as provided in Section 2, Article III of the Articles of Incorporation or to fill any vacancy or position created by expansion of the Board's membership.

- The members of the Board of Directors shall serve for a term of (3) three years.
- The terms of members of the Board of Directors will expire at the annual meeting.
- A Board member selected to serve an unexpired term will serve the remaining time of that position.
- A Board member may seek to serve additional terms of office.

  Position #1 Expiration Date is July 2027, July 2030, July 2033, July 2036 (if position filled)
  Position #2 Expiration Date is July 2027, July 2030, July 2033, July 2036 (if position filled)
  Position #3 Expiration Date is July 2028, July 2031, July 2034, July 2037 (if position filled)
  Position #4 Expiration Date is July 2026; July 2029, July 2032, July 2035 (if position filled)
  Position #5 Expiration Date is July 2026, July 2029, July 2032, July 2035 (if position filled)

Adopted: July 2005
Amended: April 2007

Amended: April 2008
Amended: September 2012
Amended: November 2014
Amended: May 2016
Amended: May 2020
Amended: August 2022
Amended: August 2025

102.1 SELECTION OF BOARD MEMBERS

Vacancies: If vacancies occur in the Board of Directors, or if any new directorships are created, they may be filled by a vote of a majority of the directors then in office, although less than a quorum, or by a sole remaining director.

End of Term Vacancies: Should a vacancy occur at the conclusion of an individual's term, the Board shall elect and appoint a director for a complete three-year term, commencing as of the date of appointment and concluding at the Annual Meeting as scheduled for such Position as identified in Policy 103.0.

Mid-Term Vacancies: Should a vacancy occur during the mid-term of a three-year appointment to a Position as a Director, the Board shall elect and appoint a director to complete the unexpired portion of the Position term at issue. This Director's term shall commence as of the date of appointment or other date as set by the Board and conclude at the Annual Meeting as scheduled for such Position.

Removal: Unless otherwise provided by law or the Articles of Incorporation, any director or directors may be removed for cause, by the affirmative vote of a majority of the Board of Directors then in office. A director may be removed without cause by the affirmative vote of two-thirds of the directors then in office. The resulting vacancy may be filled by the Board of Directors or, if the directors remaining in office constitute less than a quorum of the board, they may fill the vacancy by the affirmative vote of a majority of all directors remaining in office. The successor or successors shall serve the unexpired term for the Position of any removed director or directors.

Any Board action to remove a director shall not be valid unless each director is given at least seven (7) days' written notice that the matter will be voted on at a director's meeting or unless notice is waived pursuant to Idaho Code.

Removal of a director, for cause, may be based upon a director failing to attend three (3) consecutive Regular Meetings of the Board, without explanatory communication to the Board Chairman. The Board, at its discretion, may deem such an action a basis for removal for cause.

Resignation: A director may resign at any time by giving written notice to the Board of Directors and/or the Chairman of the Board. Unless otherwise specified in such written notice or in action taken by the Board, a resignation shall take effect upon delivery thereof to the Board of Directors. It shall not be necessary for a resignation to be accepted before it becomes effective.

Selection Process for New Directors in situations of Vacancy or Conclusion of Term:

Whenever a vacancy occurs on the Board of Directors, whether due to a mid-term vacancy via resignation or removal or the completion of the term of the Director, the following process shall be utilized by the Directors to select a new member of the Board:

1. A Subcommittee shall be established, the membership of which shall be determined by the Board, but at no time shall such subcommittee represent a quorum of the Board. The Board is encouraged to include non-board members in the Membership Subcommittee, although it is not a requirement.
2. The Board Clerk will send out notices to families of students and other interested parties as to the vacancy that is or will be occurring on the Board.
    a. The Notice shall advise interested applicants to provide the Board with a letter of interest in the vacancy or to obtain and complete an application if such is created by the Board Subcommittee.
    b. To the extent possible, the Clerk shall provide information to interested applicants regarding the position and the responsibilities of the position.
3. The Board Membership Subcommittee shall establish a timeline for obtaining applications and reviewing the preliminary data obtained from such applications.
4. The Board Membership Subcommittee shall make a determination as to whether or not any of the applicants shall be interviewed, and if such an interview is to occur, who shall conduct the interview.
5. If an interview is conducted, the Membership Subcommittee shall have the authority to direct the interviewer to record the interview so as to allow other Directors to listen to the interview, should they desire to do such, as part of the decision-making process.The Board Membership Subcommittee shall make a recommendation to the full Board of Directors regarding the various applicants who applied to be considered for the position of Director.
6. The criteria to be considered regarding the applicants for the director position shall include, at minimum:
    a. Whether or not the applicant has a child or children who attend or have attended the school.
    b. Whether or not the applicant has prior volunteer or committee experience associated with the school.
    c. Whether or not the applicant has any experience in fields of education including:
        i. Teaching or Administration
        ii. Higher Education Employment
        iii. Special Education Service Provision
        iv. Alternative Education Programs
    d. Whether or not the applicant has any experience or education in the following vocations:
        i. Finance and/or Accounting
        ii. Public Relations
        iii. Marketing
        iv. Other Non-Profit Corporations
        v. Other non-traditional public school settings
    e. Geographical diversity of the composition of the Board.
7. Ultimately, it is the responsibility of a quorum of the Board to select and elect a new director. The Board is free to agree with and select the recommendation of the Board Membership Subcommittee, direct the Membership Subcommittee to solicit additional applicants, or select a different candidate than that the applicant recommended by the Board Membership Subcommittee.

Adopted: July 2005
Amended: March 2011
Amended: September 2012
Amended: November 2014
Amended: May 2020
Amended: August 2025

103.0 POWERS AND DUTIES OF THE BOARD OF DIRECTORS

The Board of Directors may exercise all powers of the Idaho Virtual Academy and perform all lawful acts and things for and on behalf of the Idaho Virtual Academy.

The Board shall make policy for the operation of the Idaho Virtual Academy consistent with the laws of the State of Idaho and the rules and regulations of the State Board of Education and Idaho Public Charter School Commission. It shall oversee and exercise its best effort to ensure the proper conduct and management of the Idaho Virtual Academy.

Such specific powers shall include but are not necessarily limited to:

1. The establishment of educational policy of the school.
2. The determination of school personnel policies.
3. The selection and employment of highly qualified educational personnel.
4. The establishment of the educational and administrative structure of the school.
5. The employment of necessary professional and classified personnel.
6. The provision for acquisition and maintenance of the physical plant and equipment.
7. The provision for raising, spending and accounting for funds necessary to support the educational system and establishment of a system of controls to protect school resources.
8. The provision of evaluation of the effectiveness and accomplishments of the educational system.
9. The development, maintenance and annual review of a Continuous Improvement Plan for the school that focuses on improving student performance as required pursuant to provisions of the Idaho Code.

Adopted: July 2005
Amended: November 2014
Amended: May 2020

104.0 LIMITATIONS ON AUTHORITY OF THE BOARD OF DIRECTORS

The Board of Directors shall act as a board as a whole and can only exercise its powers and duties in properly called meetings when a quorum is present to transact business.

Individual Board members have no authority to act on behalf of the Idaho Virtual Academy or Board unless authorized by Board action.

The Board shall not be bound in any way by any statement or action on the part of an individual member except when such statement or action is pursuant to specific instruction of the Board.

A Board member shall not:

- Have any pecuniary interest directly or indirectly in a contract or other transaction pertaining to the maintenance or conduct of the Idaho Virtual Academy.
- Accept any compensation for services rendered as a Board member.
- Unless otherwise permitted in Section 33-507, Idaho Code, enter into or execute any contract with the spouse of any member of the Board, the terms of which require or will require the payment or delivery of any school funds, money or property to such spouse.
- Shall not engage in any act of self-interest prohibited under the provisions of the Idaho Code or the school's Charter.
- Engage in any act in violation of the Code of Ethics and Code relating to Nepotism for the Idaho Virtual Academy as identified in Policy 112.0.
- Engage in any act in violation of the Director's Oath of Office established for the Idaho Virtual Academy Directors.

Notwithstanding the above, board members may be fully reimbursed for travel expenses incurred while traveling on the business of the Board.

Adopted: July 2005
Amended: September 2012
Amended: November 2014
Amended: May 2020

105.0 MEETINGS OF THE BOARD OF DIRECTORS

Annual Meeting: The Annual Meeting of the Board of Directors shall be held in the month of July on the date and time designated by the Board of Directors or at such other date and time as shall, from time to time, be designated by the Board of Directors and stated in the notice of the meeting.

Regular Meetings: Regular Meetings shall be held on a monthly basis at the time designated by the Board of Directors and stated in the notice of the meeting. All meetings of the Board, both regular and special, are open to the public.

Special Meetings: Special Meetings may be called at any time. If the time and place of special meetings have not been determined at a meeting of the Board with all members present, the notice of the time and place shall be given to each member not fewer than twenty-four (24) hours before each special meeting is to be convened.

Executive Sessions: The Board is empowered to hold Executive Sessions, as provided by the Idaho Code, at any time, from which the public is excluded.

Quorum: At all meetings of the Board, a majority of the directors then in office shall constitute a quorum for the transaction of business, except that in no events shall a quorum consist of fewer than the greater of one-third (1/3) of the directors in office or two (2) directors. The act of a majority of the Directors present at any meeting at which there is a quorum and voting shall be the act of the Board of Directors, except as may otherwise be specifically provided by law or the Articles of Incorporation.

Meeting Attendance Via Telecommunication: The Board may permit any or all directors to participate in a regular or special meeting by, or may conduct the meetings through, the use of any means of communication by which all directors participating may simultaneously hear each other during the meeting. A Director participating in a meeting by this means is deemed to be present in person at the meeting. Meeting attendance via any form of telecommunications shall be consistent with the requirements of the Idaho Code.

Adopted: July 2005
Amended: September 2012
Amended: November 2014
Amended: March 2019Amended: August 2025

105.1 ROBERT'S RULES OF ORDER

In general, Robert's Rules of Order, current revised edition, shall guide the proceedings of the Board but are not required to be followed, in total. The Chairman is empowered to run all meeting proceedings in the manner best fitting the needs of the Board. The Chairman retains full membership privileges, and may offer and second motions.

Adopted: July 2005
Amended: September 2012
Amended: August 2025

105.2 POSTING NOTICE OF MEETINGS

Regular Meetings: No less than five (5) calendar days' notice shall be given; however, any meeting scheduled at regular intervals of at least once per calendar month scheduled in advance over the course of the year may satisfy this meeting notice by giving meeting notices at least once a year of its regular meeting schedule. A forty-eight (48) hour agenda notice shall be required in advance of each Regular Meeting; however, additional agenda items may be added after completion of the agenda pursuant to the applicable provisions of the Idaho Code. The Agenda cannot be amended during a meeting to include any Action item that requires a vote.

Special Meeting: No Special Meeting shall be held without at least a twenty-four (24) hour meeting and agenda notice, unless an emergency exists as defined by the Idaho Code. An emergency is a situation involving injury or damage to persons or property, or immediate financial loss, when the notice requirements of this section would make such notice impracticable, or increase the likelihood or severity of such injury, damage or loss, and the reason for the emergency is stated at the outset of the meeting. As with a Regular Meeting, the Agenda cannot be amended during a meeting to include any Action item that requires a vote.

The Board Clerk or other designee will maintain a list of the news media requesting notification of meetings and shall make a good faith effort to provide advance notification to them of the time and place of each meeting.

Executive Session: A twenty-four (24) hour meeting notice and agenda will be given according to the notice provisions of a Special Meeting and shall state the reason and the specific provision of law authorizing the Executive Session.

All Meeting Notices and Agenda shall be posted in locations as determined by the Board at its Annual Meeting and shall be posted on the school's website.

Adopted: July 2005
Amended: September 2012
Amended: November 2014
Amended: May 2020
Amended: August 2025

105.3 FORMULATION OF BOARD POLICY

The policies of the Board are developed, and are meant to be interpreted, in terms of existing federal and state laws, regulations of the Idaho State Board of Education and Idaho Public Charter School Commission, and other city, county, state, and federal regulations.

Proposals for new policies, or changes in existing policies, may be submitted by any Board member, Executive Director, student, citizen, staff member, employee or a policy committee that may be created and/or maintained by the Board.

When a policy is needed to set new and important directions for the Idaho Virtual Academy, or when a proposed policy would substantially alter a major program or mode of operation, an ad hoc advisory committee may be named to examine policy needs in depth and make recommendations to the Board. Such recommendations are limited to the policy and not to the specific administrative procedure. Such committees may be appointed by the Board and may be composed of persons representative of the administrative staff, instructional and non-instructional staffs, parents, students, and/or general community as appropriate to the policy area under consideration. Such committees, if developed, will be given guidelines as to how and when they will make their reports.

To permit time for study of all new policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments may be presented for multiple readings as the Board deems necessary.

Amendments to the policy at the action stage will not require repetition of the above sequence, unless focus of the policy is changed.

Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the Board voting when such action has been scheduled on the Agenda of a Regular or Special Meeting.

Policies will be effective upon the date set by the Board if other than the date of adoption. The date will ensure the affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

Adopted: July 2005
Amended: September 2012

Amended: November 2014
Amended: May 2020
Amended: August 2025

105.4 DEVELOPMENT, MAINTENANCE AND ANNUAL REVIEW OF SCHOOL CONTINUOUS IMPROVEMENT PLAN

Pursuant to Section 33-320, Idaho Code, the Board of Directors, with the collaboration of the administration, teachers, students, parents and any other stakeholders as appropriate, shall develop a Continuous Improvement Plan for the school. Such plan shall have a focus on improving the performance of the students at the school.

The Continuous Improvement Plan shall be reviewed and updated no later than October 1st of each year.

The Board of Directors shall continuously monitor progress toward the goals of the Continuous Improvement Plan by utilizing relevant data to measure growth.

Progress on the Continuous Improvement Plan shall be noted as a component of the school's administrative evaluations. The plan shall be made available on the school's website.

The Continuous Improvement Plan shall:

1. Be data driven, specifically in student outcomes.
2. Shall include, but not be limited to:
    a. Analysis of demographic data,
    b. Analysis of student achievement,
    c. Analysis of growth data,
    d. Analysis of graduation rates, and
    e. Analysis of college and career readiness.
3. Set clear and measurable targets based on student outcomes.
4. Include a clearly developed and articulated vision and mission.
5. Include key indicators for monitoring performance.
6. Include the statewide student readiness and student improvement metrics.
7. Include a report of progress toward the previous year's improvement goals.

Regardless of the language contained in this policy, the school shall address its Continuous Improvement Plan in a manner that is consistent and meets the statutory obligations of Section 33-320, Idaho Code and/or any successive code section, and any related Administrative Rule of the State Board of Education.

Adopted: November 2014
Amended: May 2020

106.0 POLICY DISSEMINATION

The Executive Director is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted: by the Board. The Executive Director may delegate this responsibility to other administrative personnel within the school's main offices.

Accessibility is to extend to all employees of the Idaho Virtual Academy, to members of the Board, and, insofar as conveniently possible, to all persons involved in the Idaho Virtual Academy. A policy concerning a particular group or groups in the schools will be distributed to those groups prior to the policy's effective date.

The Board's policy manual will be considered a public record and will be open for inspection at the School's main administrative office and on the Idaho Virtual Academy's website.

Adopted: July 2005
Amended: November 2014
Amended: May 2020
Amended: August 2025

106.1 CONTINUOUS IMPROVEMENT PLAN DISSEMINATION

The school's Continuous Improvement Plan shall be available to the public and posted on the school's website. All annual updates and modifications shall be posted upon Board approval.

Adopted: November 2014
Amended: May 2020

107.0 RECRUITMENT AND APPOINTMENT OF THE EXECUTIVE DIRECTOR

The appointment of the Executive Director is a function of the Administrative Services portion of the Service Agreement between the Board and current administrative services vendor.

The Board may express any dissatisfaction or concern about the performance of the Executive Director through the process outlined in the Administrative Services portion of the Service Agreement between the Board and its administrative services vendor.

Adopted: July 2005
Amended: November 2014
Amended: August 2025

108.0 ADMINISTRATION IN THE ABSENCE OF POLICY

The Executive Director has responsibility for carrying out, through supplemental regulations, administrative procedures and directives, the policies and regulations established by the Board. The policies developed by the Board, and the regulations, administrative procedures and directives developed to implement policy, are designed to achieve an effective and efficient school system. All School employees and students are expected to abide by them.

The Board delegates to the Executive Director the function of specifying required actions and designing the detailed arrangements under which the Idaho Virtual Academy will be operated in accordance with Board Policy. These detailed arrangements constitute the regulations governing the Idaho Virtual Academy.

In the absence of Board Policy relating to a specific situation, the Executive Director will use his/her best judgment in arriving at a decision. The decision will be made on what would be a logical and legal interpretation of what the Policy would be if it existed, based upon the spirit and tenor of other existing policy and historical procedure.

The Executive Director will recommend to the Board whether or not a policy should be written to cover similar incidents.

Adopted: July 2005
Amended: September 2012
Amended: May 2020
Amended: August 2025

109.0 POLICY REVIEW AND MAINTENANCE

Procedure:

As Needed Basis: The Board of Directors, Administrative Staff, the Board Clerk and the Board Counsel, as a matter of course, update and amend board policies on an "as needed basis."

Yearly Review of Legislative Action: With the end of the yearly legislative term, the Board Counsel will review any pertinent legislative action that will have an effect on any current or proposed school policies. After that review, the Board Counsel will meet with the Executive Director and the Board Clerk to amend current policies or create proposed policies that will keep the School compliant with the actions of the State Legislature.

Though required of Districts and not charter schools, to the extent applicable, during this annual review based upon legislative action, the Administrative Staff, with assistance of Board Counsel shall review the following policies to assure they are meeting the needs of the school and best practices:

School Climate
Student Health
Possessing Weapons on Campus
Suicide Prevention
Drug Free School Zones
Relationship Abuse and Sexual Assault Prevention and Response
Discipline
Violence Prevention
Substance Abuse
Student Harassment
Building Safety/Evacuation Drills

Quinquennial Review: Every five (5) years, a Board Policy Committee, the Executive Director, the Board Counsel and the Board Clerk will conduct a thorough review of each policy in the Board Policy Manual. This will be done section by section and any changes or amendments or new policies will be presented as a section to the Board of Directors for their approval at one of their regular monthly meetings.

Update & Publication of the Board Policy Manual: The Executive Director with the Assistance of the Board Clerk will assure that all updates to the Board Policy Manual are entered into the Manual within 24-48 hours of any change, once any change has been approved by the Board of Directors. The Board Clerk will maintain a current electronic version of the Board Policy Manual at all times as will the website.

Adopted: July 2005
Amended: September 2012
Amended: March 2017
Amended: August 2025

110.0 CODE OF ETHICS FOR BOARD OF DIRECTORS

Each Director will act in a manner consistent with the following Code of Ethics and Code Relating to Nepotism. Any Director who behaves in a manner inconsistent with the Code of Ethics and Code Relating to Nepotism is subject to reprimand by the Board. At each Annual Meeting, each Board member shall review and sign the Director's Code of Ethics for Board of Directors and Code Relating to Nepotism.

As a member of the Board of Directors of Idaho Virtual Academy, I will strive to improve student achievement in public education, and to that end I will:

- Recognize that the Board can only act as a whole and only exercise its powers and duties in a properly called meeting when a quorum is present to transact business.
- Recognize that I, as an individual board member, have no authority to act on behalf of the Idaho Virtual Academy, unless authorized by Board action.
- Not have any pecuniary interest, either directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the Idaho Virtual Academy.
- Not accept any compensation for services rendered as a Board member.
- Unless otherwise permitted by Section 33-507, Idaho Code, not enter into or execute any contract with the spouse of any member of the Board whereby the terms of which require the payment of public funds.
- Not act in any act of self-interest prohibited by any provision of the Idaho Code, our School's Charter, Bylaws or Articles of Incorporation.
- Remember that my first and greatest concern must be the educational welfare of the students attending the Idaho Virtual Academy.
- Work diligently to build and maintain a relationship of trust and respect with other Board members, the Executive Director, staff, students, parents, and the community.
- Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain.
- Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings.
- Inform myself about current educational issues by individual study and through participation in programs which provide needed information.
- Render all decisions based on the available facts and my independent judgment and refuse to surrender that judgment to individuals or special interest groups.
- Respect the individual Board member's right to differ in opinion and focus on issues rather than personalities.
- Work with other Board members to establish effective Board policies and to respect the responsibilities that are properly delegated to the school administration.
- Communicate to other Board members and Executive Director expressions of public reaction to Board Policies and school programs.
- Refer complaints and concerns regarding staff or programs to the Executive Director or other appropriate staff, acting upon complaints only after failure of an administrative solution.

- Vote to appoint, upon proper recommendation by the appropriate administrative officer, those persons best qualified to serve as school staff and insist upon regular and impartial evaluation of all staff.
- Respect the confidentiality of information that is privileged under applicable laws and take no private action that will compromise the Board or administration and respect the confidentiality of information that is privileged under applicable laws.

Director Signature: _____ Date: _____

Further, I recognize the importance of the image of impropriety and bias in the operation of a virtual public charter school that utilizes the services of a Managed Services Provider. Accordingly, I will further strive to improve the image of such situations as follows and in addition to the provisions of Sections 33-507, 33-5204(a)(1), 33-5204(a)(2); 18-1351 through 18-1362, Idaho Code. I will abide by the additional following conflict of interest provisions:

- Unless otherwise permitted by Section 33-507, Idaho Code, the wife, husband, child or sibling of an IDVA Board Member shall not be employed by IDVA.
- The wife, husband, child or sibling of an IDVA Board Member shall not be employed by the Managed Services Provider of the school unless there has been full disclosure to the Board and an affirmative decision by the Board that such employment is not an actual or perceived conflict of interest.
- No Board Member shall vote on nor attempt to influence the decisions of their fellow Board Members in their individual voting for any matter which is of a personal or private interest to the Board member. If any Board member has a personal or private interest in any matter to be decided before the Board, the Board member shall refrain from participation in the deliberations relating to such matter and shall abstain from voting on the subject matter at issue.
- No Board Member shall act as an agent or solicitor in the sale or supply or goods or services to the school.
- No Board Member shall participate in Board deliberations or discussions regarding the employment of the Board Member's relative or an individual who is related by blood or marriage within the second degree.
- Policies of the school relating to the employment of relatives of employees of the school to assure that no actual conflict of interest occurs, including no direct supervisory or direct reporting responsibilities and no input relating to work responsibilities, salaries, hours, career progress, benefits or other terms or conditions of employment.

Director Signature: _____ Date: _____

Adopted: July 2005
Amended: September 2012
Amended: November 2014
Amended: August 2025

111.0 PUBLIC PARTICIPATION IN BOARD MEETINGS

The Board desires citizens of the Idaho Virtual Academy and the community at large to attend its sessions so that they may become better acquainted with the school and so that the Board may have opportunity to hear the expectations the public has of its schools.

Patrons must realize that a Board meeting is a meeting held in public view, not a public meeting. To permit community members to be heard, and at the same time conduct business properly and efficiently, the Board establishes the following procedures for persons wishing to speak before the Board:

1. The person should inform the Executive Director or Board's Clerk at least five (5) working days before the meeting of his/her desire to be on the Board agenda; the topic to be addressed; and any group he/she represents. The determination as to whether or not the Board will include such requested matter on its agenda as well as amount of time allotted for the presentation, if allowed, will be determined in consultation with the Executive Director consistent with Idaho Code.
2. Individuals who wish to speak to the Board during its public input portion of a Regular Meeting Agenda will be allowed three (3) minutes to make their remarks during the Public Forum section of the Agenda or unless otherwise recognized by the Board's Chair. Extensions of time will be at the sole discretion of the Board Chairman. The Board will not generally respond to remarks made in this manner during the meeting but may issue a written response after the meeting and may direct the patron to communicate with a school administrator or may direct a school administrator to follow up with the patron.
3. Speakers may offer objective criticisms of school operations and programs, but the Board will not hear complaints about individual school personnel, individual students, or other persons at an open public session. Complaints involving school personnel or other persons are provided for by other channels.

At least one physical location in the state will be open and available for the public to attend meetings of the Board of Directors in a public format. The physical locations of the meetings are noted on the posted Meeting Notice and Agenda.

Additionally, the Board will permit members of the public to utilize the same form of telecommunications devices that the Board is utilizing to attend the meeting, capacity permitting.

1. With the public able to attend meetings via telecommunications devices, the Board will exercise proper control over its meetings, including the rights or denial of rights to engage in communications with the Board during the meeting session, other than in the public comment portion of the Agenda, a specific section of the Agenda where an individual is presenting a report or segment of the meeting where the Board decides to recognize an individual to speak.
2. Should a member of the community seek to attend a Board meeting via telecommunications devices, such individual should communicate with the Executive Director or Board's Clerk to obtain information as to how the meetings are held and the manner in which to access attendance.
3. Should a member of the public seek to speak during the public input segment of the regular meeting agenda, such individual should sign up to speak through communication with the

Executive Director or Board Clerk in order to allow for proper communication access during the appropriate meeting time.

4. Members of the public will be blocked from attending Executive Sessions of the Board's Meetings held via telecommunications devices through the use of the Breakout Room feature or some other methodology to assure the confidentiality and sanctity of the Executive Session.

The Chairman has authority to terminate the remarks of any individual who does not adhere to the above rules, who starts to talk about matters which are matters appropriate for Executive Session or who otherwise verbally accost any individual. Requests may be directed to the Board but no action will be taken on any item not on the published agenda.

Adopted: July 2005
Amended: December 2011
Amended: September 2012
Amended: May 2020
Amended: August 2025

112.0 BOARD OF DIRECTORS / EXECUTIVE DIRECTOR RELATIONSHIP

Delegation by the Board of its executive powers to the Executive Director provides freedom for the Executive Director to manage the Idaho Virtual Academy within the Board's policies and frees the Board to devote its time to policymaking and appraisal functions.

The Board holds the Executive Director responsible for the administration of its policies, the execution of Board decisions, the operation of the internal machinery designed to serve the school program, and for keeping the Board informed about school operations and problems.

The Board will strive to procure, when a vacancy exists, the best professional leader available for the Executive Director post. Once hired, the Board as a whole, and individual members, will:

1. Give the Executive Director full administrative authority for properly discharging all professional duties and hold the Executive Director responsible for acceptable results.
2. Act only upon the recommendation of the Executive Director in matters of employment or dismissal of school personnel.
3. Hold all meetings of the Board in the presence of the Executive Director or designee except when the Executive Director's evaluation is under consideration, any situation where there is a conflict of interest, where the relationship with the vendor employer of the Executive Director is at issue or for any other reason as determined by the Board.
4. Refer all complaints to the Executive Director or other such designated administrative employee for appropriate investigation and action.
5. Adequately support the Executive Director and other staff members to the end that they can discharge their educational functions on a thoroughly professional basis.
6. Present personal criticisms of any employee directly to the Executive Director.

Adopted: July 2005
Amended: September 2012
Amended: May 2020

Amended: August 2025

113.0 BOARD OF DIRECTORS DEVELOPMENT AND SELF-EVALUATION

Board members are encouraged to participate in meetings and activities of area, state, and national school boards associations and charter school organizations and of other educational groups, and to study and share with fellow Directors and examine the materials received from these organizations.

Annually, the Board will make a determination regarding the Board's membership to various organizations associated with public education, charter schools and school boards, budget permitting. If budget parameters permit membership opportunities, the Board shall explore free and low-cost Board training opportunities and shall participate in the reading and review of the provided publications and informational materials.

It shall be the responsibility of the Board's Clerk to advise the Directors of all local and state training and development opportunities provided by the Idaho School Board Association, Charter School Organizations, the State Department of Education, the State Board of Education or any other such similar organization.

To help the members develop understanding of and/or the enhancement of the educational program, the Executive Director shall request members of the professional staff to appear before the Board from time to time to present and discuss new developments in various areas of curriculum and instruction, law, public school finance, and other items that may expand the knowledge base of the Board members.

From time to time during the regular Board meetings when an educational or training opportunity is available, discussion shall take place as to the Board attending such events in order to assist the Board in advancement of their governance responsibilities.

Training or self-evaluation activities of the Board may be conducted via a formal organization or self-directed. The Board shall, at its annual meeting, ascertain if they are going to seek out appropriations from the State Department of Education associated with available Board training dollars provided for in Section 33-320, Idaho Code, and shall commence necessary activities to schedule such training and seek state reimbursement.

If any self-directed session retreat is to occur, it is the intention of the Board that the following items, at minimum, be reviewed, analyzed and discussed:

1. Board Policy Manual Section 1 – Mission and Philosophy of Idaho Virtual Academy
2. Section 100 – The Board of Directors
3. Section 300 – Fiscal Management
4. The Amended Bylaws of the Charter School
5. The Approved Charter between the school and the Idaho Public Charter School Commission
6. The school's Performance Certificate and the Performance Framework of the Idaho Public Charter School Commission.
7. The school's approved Continuous Improvement Plan.
8. Continued improvement of the Board in governance responsibilities

In review of the above documentation, the goal shall be an open discussion of what has been improved upon in the governance of the school as well as what areas and additional opportunities for improvement exist. It shall be the goal of the Directors to engage in a self-directed analysis or training on the above issues on a periodic basis.

Adopted: July 2005
Amended: March 2011
Amended: September 2012
Amended: November 2014
Amended: May 2020
Amended: August 2025

114.0 DUTIES OF THE IDAHO VIRTUAL ACADEMY ATTORNEY

The Board will appoint an attorney to advise and represent the Idaho Virtual Academy as the Board deems necessary.

The School Attorney will be the chief legal advisor for the Idaho Virtual Academy. Without restricting the generality of the foregoing, it is his/her responsibility to:

1. Be present as requested at meetings of the Board and its committees.
2. Advise the Board and its officials when requested to do so on legal matters.
3. Advise the Board and Executive Director on points of law where the rights and liabilities of the Idaho Virtual Academy may be affected.
4. Upon request, prepare and/or approve all contracts, agreements, and legal instruments required in the ordinary course of the Idaho Virtual Academy affairs.
5. Handle legal actions brought by the Board and defend legal actions brought against the Board, the Idaho Virtual Academy, and/or its employees for causes related to their employment.
6. Upon request, investigate and report on accident claims and other claims made against the Idaho Virtual Academy.
7. Serve as advisor to the Board on negotiations, enforcement of existing employee contracts, policy matters and other issues as determined in the Board's discretion.
8. Represent the Board in contract matters affecting the Executive Director.

Adopted: July 2005
Amended: September 2012
Amended: August 2025

115.0 POLICY OF NON-DISCRIMINATION IN THE WORKPLACE

The Board is committed to a policy of non-discrimination in relation to age, race, religion, national origin, gender, creed, color, marital status, disability or any other state and federal recognized protected classification. This policy will prevail in all matters concerning staff, students, the public, educational programs and services, and individuals with whom the Board does business.

In keeping with the requirements of federal and state law, the Idaho Virtual Academy will strive toward non-discrimination in any employment assignment and promotion of personnel, staffing reduction, in

educational opportunities and services offered students, in their discipline, and in educational offerings and materials.

Adopted: July 2005
Amended: September 2012

116.0 POLICY ON EQUAL EDUCATIONAL OPPORTUNITIES

Equal educational opportunities shall be available for all students.

Unlawful discrimination against students on the basis of race, gender, color, national origin, religion, creed, ancestry, ethnicity, marital status, disability, homeless status, socio-economic status, social conditions or any other state or federal recognized protected classification, in educational programs and activities is prohibited.

Inquiries regarding discrimination or intimidation should be directed to the school's Title IX Coordinator, who has been determined by the Board at the annual meeting. An individual with a complaint alleging a violation of this policy shall raise their concerns and complaints to the Title IX Coordinator. Should an individual seek to raise such a complaint, they are directed to visit the school's website where the Discrimination Notice, including the Title IX Coordinator's contact information and process for filing a complaint, can be found.

Adopted: July 2005
Amended: September 2012
Amended: November 2014
Amended: February 2015
Amended: May 2020
Amended: August 2025

117.0 GEOGRAPHICAL DESCRIPTION OF IDAHO VIRTUAL ACADEMY

The Idaho Virtual Academy is a statewide virtual public charter school whose attendance barriers mirror the geographical boundary areas of the state of Idaho.

For students to attend the Idaho Virtual Academy, Idaho Residency must be established.

Adopted: September 2012
Amended: November 2014

SECTION 200 – THE ADMINISTRATION

201.0 ADMINISTRATIVE GOALS

The proper administration of the school is most vital to the success of the educational program. Although the Executive Director shoulders most of the responsibility within the policies set forth by the Board of Directors, neither the Executive Director nor the Board of Directors can make all important decisions within the framework of the school. The Administrative team will actively be involved in ensuring the

compliance with all Board Policies and procedures and compliance with the Idaho Public Charter School Commission and STRIDE/K12 Service Agreement policies and procedures.

The administration and the school staff are in direct, daily contact with students and families. Therefore, they are most directly responsible for educational results. In keeping with this responsibility, administrators must have commensurate authority.

The design of the administrative organization will be such that Idaho Virtual Academy is part of one single system subject to the policies set forth by the Board of Directors and implemented through a single chief administrator, the Executive Director. Within the policies and regulations, administrators will be responsible and accountable for the administration of all programs of the school.

Major goals of the administration of the Idaho Virtual Academy will be:

- To provide effective leadership for the school's various units and programs.
- To provide professional advice and counsel to the Board of Directors and to any advisory groups established by Board of Directors action.
- To implement the management function so as to ensure the best and most effective learning environment through achieving such sub-goals as: (a) providing leadership in keeping abreast of current educational developments, especially as they relate to virtual teaching, learning and best practices; (b) arranging for the staff development necessary to the establishment and operation and management of learning programs that better meet more learner needs; (c) coordinating cooperative efforts at improvement of learning programs, testing facilities, equipment, and curriculum materials; and (d) providing access to the decision-making process for staff, students, parents, and others.
- To develop and maintain close working relationships and open channels of communication within the school and the communities served by the school.
- To facilitate the assessment of educational priorities and the development of annual administrative/Board of Director objectives.
- To encourage a proactive problem-solving approach within the school.
- To maintain positive relationships with the Board of Directors, school administration and all school employees.
- To assure the School's compliance with policies and procedures enacted by the Board of Directors.
- To assure the School's compliance with the authorized Charter and to be responsible for the day to day supervision and evaluation of performance of school's employees.
- To assure the School's compliance with STRIDE/K12 Services Agreement.
- To work toward progress on the School's identified goals in its Performance Certificate as well as any identified charter renewal conditions.
- Communication and compliance with the Charter Commissions rules and regulations.

The basic requirements and basic job descriptions for administrative personnel for the IDVA school program is detailed in the IDVA Charter and is hereby adopted and incorporated into Board policy. The Board does recognize that with the growth of the school, additional administrative positions will become necessary and approved. The Board, in conjunction with the Executive Director and STRIDE/K12, will have a detailed understanding of the responsibilities of each such new position. In addition to each such job

description, the Board may from time-to-time address and identify additional or specific duties to be performed by each member of the administrative team.

Adopted: June 2005
Amended: January 2012
Amended: May 2020
Amended: August 2025

202.0 EXECUTIVE DIRECTOR

The Executive Director is the chief operating officer of the school system and has, under the direction of the Board of Directors, general supervision of all the school and all of the personnel and various personnel departments of the school. The Executive Director is responsible for management of the Board of Directors' policies and is accountable to the Board of Directors.

The Executive Director, at his or her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the Executive Director by these policies. The delegation of power or duty, however, will not relieve the Executive Director of ultimate responsibility for the action taken under such delegation.

Where the Board of Directors has provided no guidelines for administrative action, the administration shall have the power to act; however, such actions may be subject to review by the Board of Directors.

The Executive Director shall be responsible for specifying the duties of all other administrators and holding each accountable by evaluating how well these duties have been performed.

Adopted: June 2005
Amended: August 2025

202.1 EXECUTIVE DIRECTOR'S PERFORMANCE RESPONSIBILITIES

In addition to the responsibilities outlined in the IDVA Charter, the major performance responsibilities for the Executive Director include:

- Act as chief administrative officer and superintendent.
- Act as chief liaison to the school Board of Directors.
- Ultimate responsibility for STRIDE/K12 school-based management team.
- Responsible for implementing school Mission, Vision, Strategic planning.
- Oversee all academic and operational aspects of the school.
- Manage all legal issues which may arise and make appropriate reports of the same to the Board.
- Oversee school marketing, enrollment, and public relations matters.
- Manage all Human Resource and Human Relations issues with IDVA and STRIDE/K12 personnel.
- Organize and oversee staff orientations.
- Ensure that processes and communication between the school and the identified curriculum vendor are in place.

- Implement the Board's policies and oversee the writing of its handbooks.
- Make recommendations to the Board regarding implementation and modification of policies and procedures.
- Responsible for ensuring that school compliance and reporting requirements are met in an accurate and timely manner (including school report cards and all state and federal reports).
- Ensure that the school is complying with local, state, and federal laws regarding special education and federal Title programs.
- Prepare and oversee annual budget.
- Understand the state Chart of Financial Accounts.
- Understand all STRIDE/K12 systems.
- Promote the school and its interests with political, education, and civic leaders across the state.
- Develop and maintain relationships with districts, Education Service Centers, and the state.
- Organize and lead student recruitment events across the state.
- Make appropriate recommendations to the Board regarding possible modification to Charter language and ensure operational compliance with provisions of the IDVA Charter, Performance Certificate/Framework and Charter renewal conditions.
- Make appropriate recommendations to the Board regarding employment issues of certificated teaching professionals.
- Supervise the selection, assignment, evaluation, retention, termination, discipline, and transfer of all IDVA classified personnel.

Adopted: June 2005
Amended: June 2005
Amended: May 2020
Amended: August 2025

202.2 EXECUTIVE DIRECTOR'S DELEGATION OF POWERS

The Board of Directors recognizes and appreciates the supervisory and administrative position of the Executive Director. The Executive Director shall act as the authorized representative of the Board whenever such is required unless some other person shall be or has been specifically named by the Board to act as an authorized representative. Therefore, the Board hereby delegates all powers, not specifically otherwise limited elsewhere in Board policy or state statute, to the Executive Director and designee of the Executive Director.

The Board recognizes that the Idaho Code grants the power to the Board to suspend, grant leave of absence, place on probation, or discharge certificated professional personnel for material violations of lawful rules or regulations of the Board or of the State Board of Education or for any conduct which could constitute grounds for revocation of a teaching certificate. The Board recognizes that there are situations which arise concerning certificated employees which may require immediate action, including a suspension or leave of absence. Thus, the Board has determined that if the Executive Director or the designee of the Executive Director determines there exists reasonable articulable suspicion to believe that a certificated employee has engaged in a material violation of any lawful rule or regulation of the Board of Directors or of the State Board of Education, has engaged in conduct which could constitute grounds for revocation of a teaching certificate, or is the subject matter of an investigation where the presence of the certificated employee may unduly influence or undermine a personnel investigation, the Executive

Director or designee of the Executive Director shall have the authority to suspend/place on administrative leave, with pay, the certificated employee pending the next regularly scheduled Board meeting or for twenty-one (21) business/school days, whichever comes first.

Adopted: December 2009
Amended: May 2020
Amended: August 2025

203.0 ADMINISTRATIVE ORGANIZATIONAL PLAN

The administrative organizational plan is outlined in the STRIDE/K12/IDVA Services Agreement.

Adopted: June 2005
Amended: May 2020
Amended: August 2025

203.1 LINE AND STAFF RELATIONS

All personnel will refer matters requiring administrative action to the administrative officer immediately in charge of the area in which the problem arises. Administrative officers will refer such matters to the next higher authority when necessary.

All non-certificated staff personnel employed by IDVA have the right to present a grievance to IDVA in accordance with the provisions of Idaho Code 33-517, as outlined in the applicable policies.

Adopted: June 2005
Amended: May 2020

204.0 ADMINISTRATIVE STAFF

The Executive Director's administrative staff is organized on the premise that the multiple responsibilities of the Executive Director can be better served by establishing a means which will permit the best thinking of all staff members to be brought to bear on school problems. Although the Board of Directors and the Executive Director cannot absolve themselves from legally constituted responsibilities, the team provides for a two-way flow of information and unified action on the part of team members.

The members of the staff also act in an advisory capacity. Their mission is to gather ideas, to present reactions of school personnel, to express opinions, and to interpret school policy to other staff members in light of detailed information they receive through discussions in meetings.

Adopted: June 2005
Amended: May 2020
Amended: August 2025

204.1 ADMINISTRATIVE STAFF AND ADMINISTRATIVE COMMITTEES

The Board of Directors authorizes the Executive Director to establish such permanent or temporary staff and committees as he/she finds necessary and only as budgeted for proper administration of Board of Director policies and for the improvement of the total education program.

All staff and committees created by the Executive Director will be for the purpose of obtaining to a maximum degree the advice and counsel of administrative and supervisory personnel of the school and to aid in communication. Functioning in an advisory capacity, such groups may make recommendations for submission to the Executive Director. The Executive Director may, at their sole discretion, take the committee's recommendation and/or other recommendations to the Board. However, such groups will exercise no inherent authority. Authority for establishing policy remains with the Board of Directors, and authority for implementing policy remains with the Executive Director.

The membership, composition, and responsibilities of administrative staff and committees will be defined by the Executive Director and may be changed at his/her discretion.

Adopted: June 2005
Amended: May 2020
Amended: August 2025

204.2 EXECUTIVE DIRECTOR'S STAFF

The Executive Director shall have sole responsibility for the organization and functioning of the Executive Director's staff. Each member of the staff has been designated with major administrative assignments and is responsible directly to the Executive Director or his/her designee.

Adopted: June 2005
Amended: May 2020
Amended: August 2025

205.0 TEMPORARY ADMINISTRATIVE ARRANGEMENTS

The Executive Director is authorized to appoint an acting Executive Director from the Administrative Staff to serve for specified periods of time during his/her temporary absence from the school.

A temporary absence is defined as a vacation period, attendance at national conventions, Executive Director Summits, and/or any other periods when the Executive Director would be out of immediate contact or presence in the school for over twenty-four (24) hours but no greater than six (6) school days.

When so appointed, the acting Executive Director will assume all duties which are the responsibility of the Executive Director, with particular emphasis on emergency and day-to-day decision making. The acting Executive Director will not be expected to deal with matters requiring long-term planning or preparation unless specifically so assigned by the Executive Director.

The acting Executive Director will take special care to keep the Board of Directors informed as to any departure from normal routine.

In the event of a vacancy in the office of Executive Director, or in the event of incapacitation of the Executive Director, the responsibility for the temporary appointment of an interim Executive Director rests with STRIDE/K12, Inc.

Adopted: June 2005
Amended: May 2020
Amended: August 2025

206.0 ADMINISTRATOR EVALUATION

It shall be the responsibility of the Executive Director or his/her designee, to evaluate all school administrators. Such evaluation shall be based on the appropriate administrative position job description and any appropriate State evaluation requirements, as such may change from time to time. The Executive Director shall report to the Board of Directors and STRIDE/K12, Inc. annually regarding the performance of administrative personnel.

Adopted: June 2005
Amended: May 2020
Amended: August 2025

206.1 EVALUATION OF SCHOOL PRINCIPALS

LEA #452 will conduct an annual evaluation of its school principals as required by Idaho Code and related Idaho Administrative Procedures Act, which may be amended from time to time, and such policy shall at all times be interpreted consistently with such applicable regulations.

Each evaluation of any IDVA school principal will contain proof of proficiency in conducting teacher evaluations using the state of Idaho's adopted model.

All principals must receive an evaluation in which the majority of the evaluation results are based on Professional Practice, with an additional component of the evaluation results based upon multiple objective measures of growth in student achievement as determined by the Board of Directors.

The procedure for conducting evaluations is outlined in the *IDVA Administrator Evaluation and Development Process Calendar*.

Annual training for principals on the evaluation system and tools will be conducted and funded through school professional development funds or the general fund.

Adopted: June 2014
Amended: July 2014
Amended: March 2017
Amended: May 2020

207.0 ADMINISTRATIVE REORGANIZATION, ASSIGNMENT AND SELECTION

Subject to Board of Directors approval, the Executive Director will have freedom to organize, reorganize, and arrange the administrative and supervisory staff, including instructions and business affairs, in a manner which his/her judgment best serves the Idaho Virtual Academy and so long as such is consistent with the terms and intentions of the IDVA Approved Charter and the STRIDE/K12 Services Agreement. The responsibility for selection, placement and transfer of IDVA Board employees shall be vested in the Executive Director, subject to approval by the Board of Directors.

Adopted: June 2005
Amended: May 2020
Amended: August 2025

208.0 ADMINISTRATIVE TRAVEL AUTHORIZATION AND ALLOWANCES

Authorized persons may travel at school expense when approved by the Executive Director. All travel shall be by the most economical and practical means.

Adopted: June 2005
Amended: August 2025

209.0 NEPOTISM POLICY

The IDVA permits the employment of qualified relatives of employees of the employee's household or immediate family as long as such employment does not, in the opinion of the IDVA, create actual conflicts of interest. For purposes of this policy, "immediate family" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation or any member of the employee's household. The IDVA will use sound judgment in the placement of related employees in accordance with the following guidelines:

- Individuals who are related by blood, marriage, or reside in the same household are permitted to work in the same department, provided no direct reporting or supervisor to subordinate relationship exists. That is, no relative's work responsibilities, salary, hours, career progress, benefits or other terms and conditions of employment could be influenced by the other relative.
- Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.
- Employees who marry or become part of the same household while employed are treated in accordance with these guidelines. If, in the opinion of the IDVA, a conflict arises as a result of the relationship, one of the employees may be transferred at the earliest practicable time.
- In circumstances where a supervisor and an employee or independent contractor have a close personal relationship which can reasonably be perceived as potentially compromising the supervisor's and/or employee's/independent contractor's ability to function independently, the relationship and the parties will be subject to the provisions of this policy.

Procedure: To avoid even the appearance of collusion or unfairness, the Administrator of IDVA who wishes to employ or hire the relative must disclose the following to the Board of Directors by memorandum:

- Name and relationship

- How rate of pay was determined and by whom
- How and by whom work will be assigned and evaluated
- Work address of both parties
- Organization chart to be attached, including names and positions.

Adopted: June 2005

210.0 DOCUMENT MANAGEMENT AND RETENTION

The Administration of IDVA will be responsible for assuring the organization and maintenance of all records required for an Idaho Public School as well as those documents required for an Idaho Non-Profit Organization.

Pursuant to the terms of the Charter, IDVA's Administration will also be responsible for assuring provision of all required reports and documents to the Idaho State Department of Education, State Board of Education and the Charter Commission, as may from time to time be required.

Adopted: June 2005

210.1 PUBLIC RECORDS REQUESTS

Administrators of IDVA will assure compliance with all requirements of the Idaho Code relative to requests for Public Records.

Adopted: June 2005

210.2 ACCESS TO CRIMINAL JUSTICE INFORMATION (CJI)

The Federal Bureau of Investigation's Criminal Justice Information Services (CJIS) Security Policy requires that all persons who have access to Criminal Justice Information (CJI) and all appropriate IT Personnel and vendors shall receive CJIS Security and Awareness training on a biennial basis. The initial training should be done within six (6) months of appointment or assignment to any position dealing with CJI. Within the administrative framework of the Idaho Virtual Academy, only the Executive Director and the Human Resources Manager might be in a position to have access to CJI for employees, vendors and other personnel employed by the LEA. Both of those administrators will undergo the biennial CJIS training. Should other administrative personnel, at a future date, be in a position to have access to CJI, the Human Resources Manager will notify the Executive Director of this situation immediately. Then that person(s) will also have to undergo initial training and biennial training as described above.

Adopted: August 2019
Amended: August 2025

SECTION 300 – FISCAL MANAGEMENT

301.0 THE GOAL OF FISCAL MANAGEMENT

One of the primary responsibilities of the Board of Directors is to appropriately manage funds to carry out a quality program of education. The Board of Directors, the Executive Director, and the Finance Manager will work cooperatively in the management and reporting of school funds.

Adopted: September 2005
Amended: March 2012
Amended: May 2020
Amended: August 2025

302.0 ANNUAL BUDGET

The annual school budget is the financial outline of expenditures associated with IDVA's educational program. The annual school budget process is an important function of the IDVA's operations.

IDVA will follow all applicable statutory regulations as to the creation, publication, and adoption of an annual financial budget, as such may change from time to time.

Adopted: September 2005
Amended: March 2012
Amended: May 2020

302.1 FISCAL YEAR

The fiscal year is defined as beginning on the first (1st) day of July and ending on the thirtieth (30th) day of June of each year.

Adopted: September 2005
Amended: March 2012

302.2 BUDGET PLANNING, PREPARATION, AND MANAGEMENT

Initial budget preparation and control shall be through the Finance Manager and Executive Director. Leadership and the solicitation of budget input will be arranged and sought as needed by the Executive Director and Finance Manager. The Finance Manager is responsible for preparing and presenting the annual school budget to the Board for adoption.

The Board will adopt the annual fiscal budget, annually, in a timeframe and manner which is prescribed by Idaho Law, as such may change from time to time.

Budget planning shall be an integral part of curriculum program planning so that the budget may effectively express and implement all approved programs and activities of the school system.

Adopted: September 2005
Amended: March 2012
Amended: December 2014
Amended: August 2025

302.2A GENERAL FUND CONTINGENCY

Consistent with Idaho Code Section 33-801(A), it is the intent and goal of the Board to establish and maintain a General Fund contingency of three to five percent (3-5%) of current expenditures. Any variance outside these parameters must be approved by the Board.

The Board's contract with STRIDE/K12 insures the school from having any deficit at year end and diminishes the need to keep a contingency fund.

Adopted: September 2005
Amended: March 2012 (format only)
Amended: May 2020
Amended: August 2025

302.3 SOURCES OF FUNDING

Funds legitimately available and useful to the public schools through state support and federal programs will be sought in accordance with the provisions of the law that controls the distribution of such funds.

Dedicated funds are provided through the State Department of Education/State Board of Education to support programs for students with special needs. These sources and the requirements for eligibility will be under constant review to ensure full IDVA participation in the use of these funds.

It is the intent of the Board, and it so directs the administration, to study federal legislation and recommend to the Board those particular parts of the legislation which may potentially help the Board provide better educational opportunities, a better educational environment, and better physical and mental growth for each pupil. The Board will seek and utilize all available federal, state and foundation grants which are consistent with the advancement of the educational program of IDVA and consistent with the policies of the Board. The preparation of proposals will be consistent with the budgetary practices of IDVA.

From time to time, philanthropic individuals or groups and/or other educational programs, organizations or entities may offer to make funds available to IDVA. These funds will, when accepted, be used to promote the educational activities of IDVA. Where necessary, the Board will review the terms and conditions of the grants or gifts to ensure they are in line with the school's policy and goals and do not require the expenditure of additional, unbudgeted funds by the school.

Adopted: September 2005
Amended: March 2012
Amended: May 2020

302.3A TITLE I FUNDING AND REPORTING

Idaho Virtual Academy is a Schoolwide Title I school, and its general education teachers who teacher Math and/or English Language Arts (ELA) fulfilling Title I job duties will have a percentage of their salaries and benefits charged to Title I funds. The IDVA Finance Manager will review the amount of Title I funds that are budgeted for salaries and benefits and compare them against total salaries and benefits for the

general education teachers. After the payroll is processed each month, a percentage of the teacher salaries and benefits will allocated to the Title fund.

Idaho Virtual Academy will maintain a separate financial statement for Title I funds, as it does for all other Title funded programs.

The IDVA financial statements run from July 1 through June 30, but the tracking of Title funds will correspond with the Federal budget timeline that runs from October 1 through September 30.

Adopted: October 2009
Amended: December 2014
Amended: May 2020
Amended: August 2025

302.4 INVESTMENT OF SCHOOL FUNDS

The Board authorizes investment of such school moneys as are determined not immediately needed for the operation of the school.

Investments may be made only in those instruments approved by, and in a method conforming to, state law and consistent with the non-profit organizational status of the school.

Adopted: September 2005
Amended: March 2012

302.5 BORROWING AUTHORITY/LIMITATIONS

The Board is permitted, by law, to borrow money in anticipation of their annual apportionment of State funds for the purpose of securing funds for school operations or for the payment of previous loans.

Board action, via resolution, must be taken prior to the school's borrowing of any funds in anticipation of receipt of apportionment of state funding. Upon approval of such action, the Board shall develop a plan for the repayment of the borrowed funds.

Adopted: September 2005
Amended: March 2012

302.6 BUDGET PUBLICATION, REVIEW HEARINGS

Publication: The tentative budget document as approved by the Board shall be published and made available to all interested parties. Publication outlets shall be determined by the Board of Directors at the Annual Meeting.

Public Hearings: At least one (1) public hearing on the proposed budget shall be held prior to the adoption of the budget. A notice stating the location, date, and hour of the public hearing shall be placed in the identified newspapers determined annually ten (10) days prior to the date of the public hearing. Public

notices shall also be displayed in not less than three (3) places within the school's geographical boundaries.

Budget Amendments: Fund transfers between major sections of the budget may be made only upon approval of the Board of Directors. Minor adjustments within specific categories to accommodate changes in curriculum or other minor operational problems may be made upon approval of the Executive Director and Finance Manager, with notice provided to the Directors at the next regularly scheduled meeting.

Updates and Revisions: The budgeted revenues and expenditures of the IDVA will be reviewed formally by the Board of Directors no less often than once each year after formal adoption. Actual revisions will be made according to Idaho Code when anticipated expenditures will exceed their projected levels.

After the budget has been adopted by the Board, a copy will be forwarded to the State Department of Education, the State Board of Education, and the Idaho Public Charter Commission, and any other entity as is required under law.

Adopted: September 2005
Amended: March 2012
Amended: May 2020
Amended: August 2025

302.7 BUDGET ADOPTION

Following consideration of the budget proposal presented by the Administration, the Board will approve a proposed budget and so notify the public.

The approved budget will be available for inspection in the Main Administrative Building of the IDVA, as such may change from time to time. The Board approved budget will also be posted on the school's website as is required by provisions of the Idaho Code.

Adopted: September 2005
Amended: March 2012

303.0 BUDGET IMPLEMENTATION

The IDVA budget serves as the control to direct and limit expenditures. Overall responsibility for this control is vested with the Finance Manager who will establish the procedures for budget control and reporting.

The total amounts which may be expended during the fiscal year for the operation of the school system are set forth in the Board approved budget. The total amount budgeted as the expenditure for each program is the maximum amount which may be expended for that classification of expenditures during the school year, except as a transfer of funds, is authorized by policy 302.6.

The Executive Director and Administrative staff are authorized to make commitments in accordance with the approved budget, policies of the Board, and administrative plans approved by the Board.

Adopted: September 2005

Amended: August 2025

304.0 ACCOUNTING AND REPORTING SYSTEM

304.1 ACCOUNTING SYSTEM

To ensure reliable and valid management information, a uniform system of accounting will be used. Where practical, this system of accounting will embrace the principles, practices, and concepts embodied within an accrued encumbered method of accounting.

The following purposes must be satisfied by the accounting system:

- Administrative Control: The financial records must be adequate to guide the making or deferring of purchases, the expanding or curtailing of programs, and the controlling of expenses. Current data should be immediately available and in such form that periodic summaries may be readily made from the data.
- Budget Preparation: The financial records must be adequate to serve as a guide to budget estimates of subsequent years and to hold expenditures to the amounts appropriated. Accounts are to be kept for each item for which separate budget estimates must be made.
- Accounting for Stewardship: The financial records of the IDVA must be adequate to show that those responsible have handled funds within the framework of law and in accordance with Board Policy.

The IDVA's financial records will provide the following information:

- For each account in the IDVA's budget: The appropriation and revenues, transfers, current and accumulative expenditures, unencumbered balances, and unreceipted revenues.
- For each purchase order: The name of vendor, the date, description of the item involved, the amounts, the record of Board approval if the amount is over $5,000, the call for bids if required, and an abstract of the bids received. Purchase order sets will be numbered and each set accounted for.
- For each purchase: The purchase order information above, plus the record of receipt and condition of goods, the invoice and the record of payment.

Adopted: September 2005

304.2 SYSTEM DESIGN

The system shall be multidimensional in nature and be able to cross reference data to curriculum program elements, business functions and departments, and such other features as are necessary in the effective and efficient management of IDVA's business. Federal and state regulations must be accommodated in this design.

This system of accounts shall be used for all business transactions and budget documentation to establish uniformity of systems and procedures.

A complete and current chart of accounts will be maintained and distributed to all divisions and departments. Updating this document and the training of personnel will be the responsibility of the Business Manager, in cooperation with Administrative personnel responsible for each department.

The annual fiscal audit of all books and accounts of the school and student activities will be conducted by an independent certified public accountant. Such audit shall be prepared consistent with generally accepted principles of accounting and will satisfy any and all legal requirements for the same.

The financial audit shall be completed and all reports compiled and presented to the Board and administrative staff. Copies of the audit will be filed in the IDVA office and state agencies in accordance with the Idaho Code. Such audit must be forwarded to the State Board of Education Charter Commission and any other required entity or individual upon approval of the audit by the Board.

In addition to the quantitative audit, a separate management report shall be prepared for purposes of providing a qualitative review of IDVA financial operations and provided to the Board at each regular monthly meeting.

Adopted: September 2005
Amended: May 2020
Amended: August 2025

304.3 SCHOOL ACCOUNTS

Special accounts for student activities, faculty groups, special projects, or other funds as established by the Board or school's administration shall be maintained by the IDVA and the management pursuant to the Board's directives as to financial institution. Accounting and auditing of such funds will be controlled through established procedures set by the Finance Manager, consistent with applicable law and generally accepted accounting principles.

Adopted: September 2005
Amended: March 2012
Amended: May 2020
Amended: August 2025

304.4 FINANCIAL REPORTING

A list of all IDVA Expenditures shall be prepared no less often than once each month. This summary shall be presented to the Board of Directors at the regularly scheduled meeting of the Board or at any specially scheduled meeting of the Board.

Reports showing the financial condition of the IDVA budget versus actual revenues and expenditures shall also be provided to the Board of Directors as requested.

The Board shall comply with all website school expenditure postings required the Idaho Code, as such may change from time to time.

Adopted: September 2005
Amended: March 2012

Amended: August 2025

305.0 INVENTORIES

A continuing inventory will be kept of the IDVA owned capital equipment. The IDVA is encouraged to maintain a video inventory record in addition to their written inventory. A record containing the inventory will be maintained by the Executive Director. A copy of the capital equipment inventory shall be maintained electronically.

Supplies, small tools, and consumable materials (not qualifying as capital equipment) will be inventoried at the request of the Executive Director. A copy of such inventory shall be maintained electronically.

The Finance Manager is assigned the responsibility for developing procedures for maintaining the IDVA inventory. A copy of the complete inventory will be on file in the IDVA Main Administrative Office.

Each teacher is responsible for maintaining an inventory of equipment, materials, and supplies. Such record shall be updated no less than once per year during the last month of school. The teachers shall provide this equipment inventory to the Finance Manager in a manner directed by the IDVA Business Manager.

Adopted: September 2005
Amended: March 2012
Amended: February 2016
Amended: May 2020
Amended: August 2025

306.0 PURCHASING

The function of purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. The Board declares its intention to purchase competitively, without prejudice, and to seek maximum educational value for every dollar expended. The acquisition of supplies, equipment, and services will be centralized and supervised by the Executive Director.

The Executive Director has responsibility for the quality and quantity of purchases made. The prime guidelines governing this responsibility are that all purchases fall within the framework of budgetary limitations and that they be consistent with the approved educational goals and programs of IDVA.

All goods, services, equipment, and supplies for IDVA will be purchased in accordance with the provisions of the Idaho Code and good purchasing practices.

To the extent applicable the school will follow bidding processes and procedures required by applicable statute.

Adopted: September 2005
Amended: May 2020
Amended: August 2025

306.1 FISCAL CONTROLS POLICY

Approval and Payment of Monthly Expenditure

To ensure proper and timely payment of school obligations the Idaho Virtual Academy will review a list of vendors to be paid. All payments will be accompanied with supporting documentation, such as an approved invoice, purchase order, or receipts which identify the purpose of the payment. All payments will be approved by a the Board Treasurer, prior to the check being mailed.

In order to avoid late charges or take discount opportunities the Finance Manager is authorized on occasion to issue payment prior to the regular meeting. In such cases those advance payments will be clearly identified at the regular board meeting and will not exceed $10,000.00, as pre-approved or budgeted, to any one vendor in the month unless approved by the board chairman or her/his representative.

All employee expense reimbursement requests are reviewed and approved by the Human Resources Manager and Executive Director.

The Idaho Virtual Academy has entered into an Educational, Administrative and Technology Services Agreement with STRIDE/K12, Inc. to provide educational services. Payments to STRIDE/K12 will be paid in a timely manner in accordance with said agreement provided those payments have been approved for payment by a vote of the board. STRIDE/K12 invoices will be presented to the board for approval only after a detailed review by the IDVA Board Treasurer and a review by an Idaho Virtual Academy employee for correctness.

Payroll is processed through a payroll processing company. This policy gives the Finance Manager authority to issue an electronic signature which will be used by the payroll company to pay approved Idaho Virtual Academy monthly payroll expenses. The Academy also authorizes advance payment for Public Employee Retirement and health coverage. Those payments will be marked as paid and submitted for approval at the next regularly scheduled board meeting.

Adopted: July 2004
Amended: March 2012
Amended: December 2014
Amended: May 2020
Amended: August 2025

306.2 ANNUAL PURCHASES

Where possible, it will be the practice of IDVA to group like materials, equipment, and supplies and bid them on a bulk basis.

Adopted: September 2005

306.3 BIDS AND QUOTATIONS

The school will follow the formal and informal bidding requirements as required by Idaho Code, as such may change from time to time.

Adopted: September 2005
Amended: March 2012
Amended: December 2014
Amended: May 2020
Amended: August 2025

306.4 QUALITY CONTROL AND STANDARDIZATION

All purchases, whether by competitive bid or quotation, shall consider the quality of the articles to be supplied and their conformity to predetermined specifications. Items commonly used shall be standardized whenever possible, consistent with educational goals and in the interest of efficiency and/or economy.

Where specific products and/or services have historically proven favorable on a quality rather than a price basis, and where long run economic justification exists, purchases of such items will be made when the individual order does not exceed the statutory amount of $50,000. The school will follow the provisions of Idaho Code, as such may change from time to time, regarding bidding thresholds for informal and formal bidding processes and procedures and, where required by law, will utilize the lowest qualifying bid received.

Adopted: September 2005
Amended: May 2020
Amended: August 2025

306.5 RESERVATION OF THE BOARD

The Board of Directors reserves the right to reject any or all bids and to accept the bid or quotation which appears to be in the best interest of the IDVA. Furthermore, the Board also reserves the right to waive any informalities in any bid, or to reject and/or accept any part of any bid. Any bid may be withdrawn prior to the scheduled time for bid opening. Bids received after the time and date specified shall not be considered.

Adopted: September 2005

306.6 CREDIT CARD AND CONTRACTS

Credit card purchases are limited to items where the cost of issuing a purchase order is greater than the value of the item, where expenses cannot be reasonably anticipated, or for vendors who do not accept Purchase Orders.

Procurement cards can be used for supply orders when authorized by the immediate supervisor and the Business Office. Procurements cards can also be used for authorized travel arrangements.

Properly executed purchased orders shall be used when procurement cards are not authorized. These purchase orders must be properly executed and approved by the Executive Director, Finance Manager, or their designee.

Employees are also allowed to submit reimbursement for preauthorized travel or purchases.

Adopted: September 2005
Amended: March 2012
Amended: May 2020
Amended: August 2025

306.7 VENDOR LISTS

Opportunity shall be provided to all responsible product suppliers to do business with the IDVA. To this end, the Finance Manager shall develop and maintain lists of potential bidders for the various types of materials, equipment, and/or supplies. Such bidders' lists shall be used in the development of a mailing list for distribution of specifications and/or invitations to bid. Any supplier may be included in the list upon request, provided a public works license is procured by the vendor for any labor or service requirement as per Idaho Code.

The IDVA will seek business and bids from all eligible vendors, regardless of any recognized protected classification.

Adopted: September 2005
Amended: March 2012
Amended: August 2025

306.8 SELECTION OF PROFESSIONAL SERVICES

Professional services such as legal, architectural, insurance, consulting, and accounting services frequently may exceed $50,000. However, these services are classified as professional, and the Idaho bidding laws do not apply to them. The selection of persons to perform these services will be made by the Board after full consideration of the IDVA needs and of what prospective contractors can offer.

Adopted: September 2005
Amended: May 2020

307.0 PAYMENT CLAIMS

Payment of claims shall be presented to the Board of Directors for approval using the following procedures:

- The Finance Manager will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.
- All invoices or other requests for payment from IDVA funds will be reviewed and approved by the Finance Manager before payments are released. Payment will be authorized against

invoices properly supported by approved purchase orders, with properly submitted vouchers, or in accordance with salaries and salary schedules approved by the Board.

- All invoices submitted to the IDVA Board by STRIDE/K12 will be reviewed and approved by the Finance Manager, Executive Director and the Board Treasurer to assure accuracy and to assure that all services and/or products identified on the STRIDE/K12 invoice have been provided/received.
- All payments proposed by the Executive Director in excess of $5,000, except for payroll, Public Employee Retirement and health and other benefit premium payments, which are pre-authorized under Section 306 Purchasing, will be submitted to the IDVA Board at regularly scheduled board meetings for approval before payments are released.
- At each regular board meeting, the Board will receive a detailed listing of payments made by IDVA for products or services provided to IDVA and/or for other legal obligations of IDVA.
- If Directors have questions regarding a payment or proposed payment they may contact the Finance Manager for clarification. Invoices, statements, and vouchers will be available for inspection by the Directors upon request.
- Should Directors wish to discuss a proposed payment during a Board Meeting, prior to the approval of the proposed payment, they will so advise the Board Chair or designee.
- When notified (as stated above), the Chair will invite questions and comments regarding the claim.
- Where expenditures are inevitably going to exceed the budget, the Business Manager will advise the Executive Director and the Board of Directors as to the nature of such expenditures.

Adopted: September 2005
Amended: December 2006
Amended: July 2014
Amended: May 2020
Amended: August 2025

307.1 INTERNET SERVICE PROVIDER SUBSIDY

INTENT: It is the intent of IDVA to provide assistance to families with internet subsidy needs so they may participate in IDVA curriculum and learning opportunities. This policy specifies the terms and conditions.

All families enrolled in IDVA will be eligible to receive the ISP Subsidy. Each family must submit an application each semester in order to receive the subsidy.

The ISP Subsidy will be distributed to families who submit an application AND who comply with IDVA attendance requirements as outlined in IDVA Policy 902.1 and the applicable IDVA student handbook for the period of attendance for which payment is being sought. Compliance will be verified.

IDVA will pay a flat amount of $40 per month per family. Payments will be made via mail semiannually at the end of the first semester (paid on December 20 for applications received by December 5) and at the end of the second semester (paid on June 20 for applications received by June 5).
The ISP subsidy will be issued to one parent or legal guardian per family. The parent or legal guardian submitting the ISP Subsidy Survey certifies that they are authorized to receive the subsidy on behalf of the family. If multiple surveys are submitted for the same family, IDVA will issue payment to the parent or legal guardian identified as the student's primary residential guardian in school records. IDVA will not

mediate disputes regarding the distribution of subsidy funds between parents or legal guardians. Any disagreement concerning entitlement to, receipt of, or distribution of the subsidy is a private matter between the parents or legal guardians and must be resolved by them independently.

At the discretion of the Executive Director payments may be made for applications received after the deadlines.

Requests for re-issued ISP Subsidy checks may be considered within 60 days of the check date on a case-by-case basis, and a fee may be charged associated with the cancellation of the initial payment and operational costs. The Executive Director must approve all reissued checks.

IDVA staff members who receive an internet device or internet service reimbursement under board policy 309.1 are not eligible for the policy 307.1 student internet service provider subsidy.

Appeals process:

In all cases, the Executive Director shall have authority to make decisions about the subsidy based on special circumstances of our families that may not be covered in this policy so long as s/he stays within the intent of the policy.

If deemed necessary by both parties, the family and the Executive Director may approach the IDVA Board of Directors for further clarification, interpretation, and ruling.

Internet Subsidy for Habitually Truant Students

In the event that a student is withdrawn from IDVA for habitual truancy, to the extent the family qualifies for possible internet subsidy, the family shall only be eligible for the portion of internet subsidy corresponding to their period of enrollment at the school. The internet subsidy will be prorated to subsidize only for the days the student was actively enrolled at the school.

Adopted: April 2007
Amended: April 2009
Amended: May 2010
Amended: March 2012
Amended: October 2013
Amended: March 2015
Amended: June 2016
Amended: May 2020
Amended: June 2021
Amended: March 2022
Amended: August 2025
Amended: October 2026

308.0 PAYROLL

The IDVA shall contract the services of professional teaching staff and administrative staff where applicable, by virtue of use of written contracts in a form approved by the State Superintendent of Public

Instruction and shall cause payments for those services to be prorated over a period of twelve (12) months.

Full-time and part-time classified personnel shall be paid for services by virtue of proper documentation and supervisory sign-off (timecards, etc.).

All salaries and supplements paid regular staff members, substitute or part-time personnel, and student workers will be paid through the business office. Compensation records kept by the business office will reflect an accurate history of the compensation and related benefits accorded each employee.

Adopted: September 2005
Amended: March 2012

308.1 PAYROLL PROCEDURES

Proper payroll procedures are dependent on staff attendance accounting and on the signing-in and signing-out of part-time and hourly workers. The necessary procedures for this will be established and carried out by the administrative personnel.

Failure of a non-certificated employee to properly document payroll related activities, including falsification of payroll issues, will result in personnel discipline up to and including possible termination.

Adopted: September 2005
Amended: March 2012
Amended: August 2025

308.2 PAYROLL SCHEDULES

Unless otherwise established, payroll payments will be made monthly. Personnel reporting services on timecards (hourly) will use a payroll cutoff calendar as reference for cutoff dates. Such payroll cutoff calendar shall be annually developed by the school's the administrative personnel.

Adopted: September 2005
Amended: March 2012
Amended: August 2025

308.3 PAYROLL DEDUCTIONS

The following deductions are permitted by the Board:

- Deductions for employee contributions to the IDVA's group hospitalization, dental, voluntary supplemental insurance or savings accounts, and life insurance programs;
- PERSI;
- Credit Union payments for loan retirement or shares deposit;
- Charitable organizations approved by the Board of Directors;
- Court ordered deductions.

Adopted: September 2005
Amended: March 2012
Amended: May 2020
Amended: August 2025

309.0 EXPENSE REIMBURSEMENTS

309.1 EMPLOYEE AND BOARD DIRECTOR EXPENSES

Idaho Virtual Academy teachers, administrators, and Board members must travel in the course of conducting business for the Academy. The Board of the Idaho Virtual Academy recognizes this and will reimburse reasonable and necessary business-related expense as follows:

Process for employee reimbursement: Eligible employees will submit their expenses, along with any pertinent receipts and mileage maps/routes (MapQuest/Google Maps) through the NetSuite system. The Human Resources Manager will provide NetSuite system instructions to staff.

Process for Board Director reimbursement: Directors will submit their expenses, along with pertinent receipts and mileage maps/routes to the Board Clerk.

Employees and board members are cautioned to ensure they are asking for reimbursement only for those items deemed reimbursable. See further in this policy. When in doubt, it is always wise and advisable to check with the Human Resource Manager prior to making any purchase to see if that item is reimbursable.

Mileage is reimbursed at the Stride/STRIDE/K12 rate as determined by the IRS. You may use a private vehicle only if the owner is insured under a liability insurance policy that complies with Section 33-5204, Idaho Code. The school may arrange vehicle rental for employees when appropriate.

The LEA requires that employees traveling to and from school-sponsored events or professional development meetings carpool with other employees from their region to said events if a reasonable carpool is available.

If an employee cannot or chooses not to carpool to school-sponsored events or professional development meetings when a reasonable carpool option is available, then s/he may travel in his/her own vehicle to the event or professional development but will not receive mileage reimbursement for said travel. Any exception to this rule must have the approval of the Executive Director or his/her designee.

From time to time, flight arrangements will be made for those employees who must travel to a school-sponsored event or a professional development meeting. If an employee chooses not to travel by airplane to said events, s/he must inform his or her supervisor prior to the flight arrangements being made. In this type of instance, the employee will be reimbursed the cost of mileage that is equal to the cost of the airline ticket or the actual mileage amount, whichever is the least amount.

Flight change requests made by the employee/board members, which are not caused by an IDVA scheduling change, will be at the expense of the employee/board member.

Employees assigned to work at the physical office are required to commute at their own expense.

Mileage one way to destination (outings, airport, etc.) must exceed 20 miles in order to be reimbursed.

Miscellaneous expenses (parking, taxis, subway, etc.) will be reimbursed. Receipts are required. Tips are the responsibility of the employee.

Meals will be reimbursed when travel requires more than 200 miles of travel in one day, or when travel requires an overnight stay, or when the employee is required to travel prior to 7:00 a.m. or after 7:00 p.m. Employees may request per diem for meals as follows:

Up to $11.00 for Breakfast
Up to $12.00 for Lunch
Up to $19.00 for Dinner

You may be reimbursed for meal gratuities. Gratuities count toward the applicable maximum meal rate.

RECEIPTS are required for all meal reimbursement not requested per diem. Reimbursements must be kept current. Receipts 60 days or older may require board approval before payment. This usually requires a 30-day turnaround.

Per diem will NOT be reimbursed for any meals that are included as part of a conference fee.

There is no reimbursement for entertainment or alcoholic beverages.

Lodging will be reimbursed for employees and board members traveling on school business. Every effort should be made to find the most economical lodging when traveling on Academy business.

RECEIPTS are required for lodging reimbursement.

CONFERENCE AND/OR TRAINING TRAVEL

Conference/Training Lodging at a conference site (or training site), or at a hotel identified in a conference registration as one of the conference hotels, is reimbursable at actual cost.

Conference/Training Meals that are an integral part of the conference/training are reimbursable at actual cost. To be an integral part of the conference/training, meals must be provided at the conference/training site as an organized activity for all participants.

OFFICE/HOME EXPENSES

IDVA will provide work softphone service to staff members who work from a home office. IDVA will provide staff members who work from a home office with either an internet service device or an internet service provider reimbursement of up to $40 per month of the contract or work agreement. Unless the staff member works for the school in the month of July, no reimbursement will be provided for that month and internet devices will not be active during non-contract/non-work agreement timeframes. Receipts for internet service provider payment must be submitted to the school if an employee chooses the internet reimbursement option. Reimbursement payments will be made via mail semiannually at the end of the first semester (paid on December 20 for receipts received by December 5) and at the end of the second semester (paid on June 20 for receipts received by June 5). If a staff member missed the first semester

December 5 deadline, receipts for first semester may be submitted for the second semester June 20 payment. No payments will be made after the close of the fiscal year. Staff members receiving an internet device or reimbursement under this policy who have one or more students enrolled with IDVA or ISID are not eligible for the board policy 307.1 student internet service provider subsidy.

Postage expenses will be reimbursed for one "social" mailing (e.g., birthday card) to students per year and for all reasonable business-related mailings. Any postage/shipping charges for returning items to STRIDE/K12 or IDVA will be reimbursed with no limit with prior approval from Executive Directors or Finance Manager. The employee must submit detailed receipts and/or invoices for reimbursement of postage expenses.

Field trip expenses will be reimbursed for the teacher only. Eligible expenses include any entrance fees for the teacher or the nominal cost ($25 or less without prior approval) of renting a facility.

Maximum yearly reimbursement: Each employee or administrator has a maximum yearly budget as determined by the administrative office for expenses including office supplies, inkjet cartridges, related postage, home office expenses, and incidentals. Items such as desks, chairs, wastepaper baskets, file cabinets, standing desks, or any item that would fall under the general category of "furniture" is not reimbursable under this policy. Administrators and IDVA employees should submit expenses in a timely manner.
Idaho Virtual Academy is sales tax exempt and employees will be furnished with the tax-exempt number. When purchasing school-related items, all employees are encouraged to use the school's tax-exempt status wherever possible.

***NOTE: Student gifts are not reimbursable using public funds.

Adopted: September 2005
Amended: July 2008
Amended: March 2012
Amended: March 2014
Amended: December 2014
Amended: February 2018
Amended: June 2019
Amended: July 2021
Amended: March 2022
Amended: August 2022
Amended: August 2025

309.2 MILEAGE REIMBURSEMENT FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS

The parents of Idaho Virtual Academy students who have Individualized Education Plans (IEPs) are eligible for mileage reimbursement when transporting their student(s) with a disability to necessary services as identified on the (IEP). The parent will be notified of the mileage reimbursement opportunity. Mileage requests must be submitted for approval in a timely manner to the Special Education Teacher on a form approved by IDVA. The Special Education Teacher will, in turn, submit it to the Finance Manager for payment. Mileage must be submitted within ninety (90) days of travel to be considered for

reimbursement. Reimbursement will be at the Internal Revenue Service's approved standard mileage rate for miles driven for medical purposes.

Adopted: May 2006
Amended: December 2014
Amended: February 2015
Amended: August 2025

310.0 RENTAL FEES AND SERVICE CHARGES

310.1 IDVA EQUIPMENT

It is the policy of the Board to keep its equipment secured and maintained for the educational purposes for which it was purchased. IDVA equipment will be used for the essential purpose of teaching children and will not be loaned or rented to third parties. The educational use of IDVA equipment by patrons participating in IDVA programs is permissible. Patrons participating in IDVA programs shall not use IDVA equipment for any private or personal business purpose.

Employees of IDVA are expressly forbidden from giving or loaning school equipment to others without prior approval of the Executive Director. This prohibition also extends to the loaning of an employee's assigned keys or access codes to others, including family members, for the purpose of gaining access to buildings and equipment.

IDVA-owned equipment shall be maintained and supported by authorized IDVA employees or vendors authorized by IDVA employees responsible for maintenance of such equipment, including but not limited to STRIDE/K12 personnel. Any other person performing maintenance of IDVA equipment will be held liable for damages to the equipment and/or lost time required to restore equipment to its original state.

Adopted: September 2005
Amended: March 2012
Amended: August 2025

311.0 FUND SECURITY

311.1 LOCAL DEPOSITORIES

All funds belonging to the IDVA shall be deposited in local banks as annually delineated by the Board and distributed as nearly as practical in accordance with the State Depository Statute.

Adopted: September 2005
Amended: March 2012

311.2 CASH

All cash and checks will be deposited by the by the administrative office in a timely manner.

The Board delegates to its Finance Manager the discretion and authority to determine proper procedures and processes for the safe deposit and recording of such cash deposits.

Adopted: September 2005
Amended: March 2012
Amended: August 2025

312.0 SCHOOL PROPERTIES DISPOSAL PROCEDURE

When IDVA owned equipment, books, and materials become worn out, obsolete, surplus, or otherwise unusable in the schools, the Executive Director/designee may authorize their disposal in a manner to the IDVA's best advantage, consistent with the provisions of Idaho Code and provided that the unit value of the item/items is not more than $500. If values are in excess of those amounts, formal authorization for negotiated sale, or for putting the items to bid will be obtained from the Board.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the IDVA, the Executive Director is authorized to dispose of them in some other way that would be acceptable to good management practices.

Disposals of a value in excess of $500 will be reported to the Board during a Regular or Special Board Meeting.

Adopted: September 2005
Amended: March 2012
Amended: August 2025

313.0 PAYMENT OF FEES OR RETURNING OF PROPERTY

Pursuant to Idaho Code 33-603, the Board of Directors of the Idaho Virtual Academy require that all indebtedness incurred by the person when he was a student be satisfied, or that all books or other instructional material, advances on loans, or other personal property of the school borrowed by the person when he was a student of the school be returned prior to participating in graduation, as a condition of issuance of a diploma or certificate, or as a condition for issuance of a transcript.

The Board of Directors, Executive Director or designated employees may excuse the requirements of this section upon an adequate showing of financial need or other exigency. This policy shall not delay transfer of school records to another school district or enrollment of the student in any other school and shall not deny the delivery of one (1) copy of the student's transcript

Amended: May 2020
Amended: August 2025

SECTION 400 – TECHNOLOGIES

401.0 VIRUS PROTECTION POLICY

It is the responsibility of everyone who uses Idaho Virtual Academy's computer network to take reasonable measures to protect that network from virus infections.

Amended: October 2004
Amended: October 2012
Amended: February 2015

402.0 SOFTWARE PURCHASE/INSTALLATION APPROVAL FORM

All departmental and individual software must meet IT approval prior to procurement and installation.

Amended: October 2004
Amended:October 2012
Amended: February 2015

403.0 IDVA ACCEPTABLE USE POLICY

Idaho Virtual Academy owns and operates various computer systems, which are provided for use by employees in support of business activities. All users are responsible for seeing that all technology equipment is used in an effective, ethical and lawful manner as outlined in the Technology Manual.

All users of the company's computing systems must read, understand and comply with the school's Technology Manual and policies established in this document as well as additional guidelines established by administrators of each system.

Amended: October 2004
Amended: October 2012
Amended: February 2015
Amended: August 2025

404.0 INTERNET SAFETY POLICY

Introduction:
It is the policy of Idaho Virtual Academy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions:
Key terms are as defined in the Children's Internet Protection Act.*

Access to Inappropriate Material:
To the extent practicable, technology protection measures shall be used to block Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Technology protection measures consist of automatic filtering and blocking software resident on the student's computer that disallows the viewing of material deemed obscene or harmful to minors as defined in the Children's Internet Protection Act.

Inappropriate Network Usage:
To the extent practicable, steps shall be taken to promote the safety and security of users of the Idaho Virtual Academy online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring:
It shall be the responsibility of all members of the Idaho Virtual Academy staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

Procedures for the disabling of or otherwise modifying any technology protection measures shall be the responsibility of the school Regional Technology Manager or designated representatives.

*Full text of the Children's Internet Protection Act can be read at:
https://www.fcc.gov/consumers/guides/childrens-internet-protection-act

Adopted: August 2005
Amended: August 2005
Amended: October 2012

405.0 STUDENT COMPUTER EQUIPMENT PROVISION, REPLACEMENT AND UPGRADE POLICY

Student technology will be provided, replaced and upgraded consistent with the language contained in the school's approved Charter as well as the contractual provisions established between IDVA and its Service Provider.

Should a student/family have an issue with the technology provided to them, they are directed to communicate this concern with STRIDE/K12 Customer Support. In all cases, hardware that is determined to be defective will be replaced or repaired to minimize disruption of the student's school-related activities.

Should a student/family have an issue with software provided to them, they are directed to communicate this concern with STRIDE/K12 Customer Support.

It is strongly recommended that when a student/family receives notice of a software update or upgrade that they take timely necessary steps directed to install the update or upgrade for the effective use of the system.

Families are responsible for taking proper care of and returning IDVA or STRIDE/K12 provided equipment in the condition received. While the school recognizes that routine wear and tear may occur from use, neglect and abuse of equipment is unacceptable. If equipment provided by IDVA or STRIDE/K12 is lost, stolen, or damaged, the family may be responsible for the cost of the device.

In the event IDVA or STRIDE/K12 equipment is stolen, the student/family must file a police report. The school is to be provided a copy of the police report prior to issuing the substitute equipment.

Adopted: September 2005
Amended: October 2012
Amended: February 2015
Amended: January 2017
Amended: July 2017
Amended: August 2025

406.0 SCHOOL EMAIL POLICY

The purpose of this policy is to ensure the proper use of Idaho Virtual Academy's email system and to identify what Idaho Virtual Academy deems as acceptable and unacceptable use of its email system.

Legal Risks:
Email is an important educational and business communication tool. Users are obliged to use the school's email system in a responsible, effective and lawful manner. Although by its nature email seems to be less formal than other written communication, the same laws apply. Email utilizing the school's hardware, software, servers or internet systems is something that is subject to the Idaho Public Writings Act and may be subject to disclosure upon request. The school may be able to limit disclosure of these public writings with regard to limitations such as the Family Education Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA) and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014. However, in drafting and sending an email, the sender has to exercise caution as to content.

The following rules are required by law and are to be strictly adhered to:

- It is strictly prohibited to send or forward emails containing libelous, defamatory, offensive, racist or obscene remarks. If you receive an e-mail of this nature, you must promptly notify your supervisor.
- It is strictly prohibited to send or forwarded emails containing harassing, bullying or cyberbullying content or remarks. If you receive an email of this nature, you must promptly notify your supervisor.

- It is strictly prohibited to send or forward emails containing content that is discriminatory or sexually harassing. If you receive an email of this nature, you must promptly notify your supervisor.
- Do not send a message with confidential student or personnel information to any unknown recipient or unauthorized recipient qualified to receive the information at issue.
- Do not forward a message without acquiring permission from the sender or supervisor first.
- Do not send unsolicited email messages.
- Do not forge or attempt to forge email messages.
- Do not send email messages using another person's email account.
- Do not copy a message or attachment belonging to another user without permission of the originator.
- Do not disguise or attempt to disguise your identity when sending mail.
- Do not send an email that endorses a political figure/candidate, party, ballot measure or issue.

Personal Use:
Although Idaho Virtual Academy's email system is meant for school use, we allow the limited reasonable use of email for personal use if certain guidelines are adhered to:

- Personal use of email should not interfere with work.
- Personal email must also adhere to the guidelines in this policy.
- The forwarding of chain letters, junk mail, and executables is strictly forbidden.
- Do not send mass mailings.
- All messages distributed via the school's email system, even personal emails, are Idaho Virtual Academy's property.
- School email addresses may not be used as a contact email for any commercial, business, or personal contact.

Confidential Information:
Avoid sending confidential information by email. If you do, you must secure the information by including it in a Microsoft Word, PowerPoint, or Excel file and protecting that file with a password. Provide the recipient with the password in a separate communication.

Disclaimer:
The following disclaimer or similar will be added to each outgoing email:

This document may contain personal information from a student's educational records. It is protected by FERPA and may not be re-released without the consent of the parent or eligible student. This email message, including attachments, is for the sole use of the intended recipient(s) and may contain confidential or privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender immediately by reply email and destroy this message and attachments.

System Monitoring:
As email is using the School's email system, server and equipment, employees have no expectation of privacy in anything they create, store, send or receive on an Idaho Virtual Academy computer system or network. This non-privacy status includes any private or personal email or information retained on the school's systems. Employees' email can be monitored without prior notification from Idaho Virtual

Academy. If there is evidence that an employee is not adhering to the guidelines set out in this policy, Idaho Virtual Academy reserves the right to take disciplinary action, including termination and/or legal action.

Employees should understand that email, sent and/or received, may have to be produced subject to a public records request. Accordingly, employees should not use the school's email system and/or should not use language in email communications that they would not want the public to have full access to view. Consideration should be given by employees to limit the use of email to only when necessary and appropriate.

Email Accounts:
All email accounts maintained on our email systems are property of Idaho Virtual Academy. Passwords should not be given to other people and should be changed on a regular basis. Passwords shall be provided to the school's administrative personnel upon request.

Questions:
If you have any questions or comments about this Email Policy, please contact the Academic Administrator or Regional Technology Manager. If you do not have any questions Idaho Virtual Academy presumes that you understand and are aware of the rules and guidelines in this Email Policy and will adhere to them.

All digital communications with students must occur on approved district devices and platforms and on a school-based account, consistent with the Idaho Code of Ethics for Professional Educators.

Violation of this policy may subject an employee to disciplinary action up to and including possible termination.

Adopted: May 2006
Amended: October 2012
Amended: February 2015
Amended: September 2017
Amended: May 2020
Amended: August 2025
Amended: September 2026

SECTION 500 – SCHOOL-COMMUNITY RELATIONS

501.0 SCHOOL-COMMUNITY RELATIONS

A goal of school public relations is to improve the quality of education for all children and to keep the community apprised of school-related events. In order to achieve this goal, the Board identifies itself with the following objectives:

- To help families and other citizens recognize their responsibility for the quality of education provided to IDVA students;
- To foster public understanding of the unique educational program of IDVA and the need for constructive continual program evaluation and to solicit public advice on how we can achieve our educational goals;

- To involve citizens in the work of the schools and the solving of educational problems, including general education, state mandates, and various applicable federal programs;
- To earn the good will, respect, and confidence of the public with regard to school staff and services;
- To promote a spirit of cooperation between the school and the community;
- To develop public understanding of the IDVA; to ascertain public attitudes towards issues in Virtual education and Charter School education; and to discover the public's aspirations for the education of their children in an increasingly Virtual world ;
- To secure adequate financial support for a sound educational program.

Adopted: September 2005
Amended: May 2020

501.1 PARENTAL RIGHTS

The Board of Directors encourages parents/guardians to be involved in their student's school activities and academic progress. As required by IC 33-6001, the Charter reinforces the rights and responsibilities of parents as primary stakeholders to make decisions regarding the upbringing and control of their child. The school and its personnel shall follow the mandates of the Parental Rights Act as such is amended from time to time.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is ". . . the duty of the Legislature of Idaho to maintain a general, uniform and thorough system of public, free common schools."

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the Charter has established its practices, policies, and procedures as well as the approved curriculum and assessment program. Failure to follow the school's practices, policies, and procedures as well as the school's curriculum and assessment program amounts to the Charter's violation of State and/or federal laws, rules, and regulations by the Charter, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the School's operations and funding in jeopardy.

Parents/guardians and students are expected to abide by the Charter, policies, and procedures governing the operation of the schools which are required by various state and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact School staff and resources, including employee working conditions, safety, and supervision on school premises for school activities, and the efficient allocation of expenditures. The Charter will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, teachers' workloads, and the assurance of the safe and efficient operations of the school.

If a parent/guardian has an objection to the Charter's implementation of various mandates through the school's practices, policies, and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the school's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Directors in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the Charter's adopted curriculum and/or the school's implementation of practices, policies, and procedures in accordance with educational mandates on the basis that it harms the child or impairs the parent/guardian's firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. Except in the case of sex education curriculum, a parent/guardian who chooses to not have their child participate in the provided educational activity shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the Charter. The final decision as to the placement of such alternative educational activity shall be at the discretion of the Charter, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in the classroom of their student's classroom. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

Student Wellbeing

If a member of the Charter's staff becomes aware of a change in the student's mental, emotional, or physical health or well-being, the staff member shall report this change to their supervisor/administrator so the administrator can take action to notify the student's parent/guardian as described in this policy.

Addressing Parent/Guardian Concerns

A parent/guardian who feels the Charter has violated their rights, as described in this policy and otherwise provided in IC 33-6001, may file a grievance as described in Board Policy 505.0 Uniform Grievance Procedure.

Notice

The Charter shall annually provide parents/guardians with notice of their rights as specified in this policy.

Legal References	**Description**
I.C. § 32-1012	Parental Right to Direct the Education of Children
I.C. § 32-1213	Interference with Fundamental Parental Rights Restricted
I.D.A.P.A. 08, Titles .03	I.D.A.P.A. 08, Titles .03
I.D.A.P.A. 08, Titles .04	I.D.A.P.A. 08, Titles .04
I.C. § 32-1010	Intent of the Legislature – Parental Rights

Legal References	Description
I.C. § 33-6002	Annual Notice of Parental Rights
I.D.A.P.A. 08, Titles .02	I.D.A.P.A. 08, Titles .02
IDAPA 08.02.01.801	Planning and Training
Title IX, Education Amendment of 1972	Title IX, Education Amendment of 1972

Adopted: April 2024
Amended: August 2025

501.2 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, consistent with the standards established by the State Board of Education and the requirements of the Idaho Code.

Sex Education

The Board directs that sex education instruction shall include instruction on abstinence. However, it is recognized that this alone may not prevent pregnancies and sexually transmitted infections (STIs). Therefore, the Board allows for instruction in sex education including STIs, birth control, adoption, and general human sexuality. In all cases the known facts will be taught, not the opinions or moral judgment of the instructor.

Any sex education instruction shall include instruction on:

1. Available adoption resources and current adoption practices in the United States as a means of providing for the well-being of a child;
2. The Idaho Safe Haven Act, IC 39-8201 et seq.; and
3. Where to find resources and support in the State of Idaho.

The Board believes that instruction on STIs 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 STIs before they reach the age when they may adopt behaviors that increase their risk of contracting an STI.

No sex education materials or instruction may be provided by any individual or organization that is an abortion provider.

Alcohol, Tobacco, Vaping, 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, vaping, and drug use.

Legal References	Description
IC § 18-8707	Abortion-Related Activities Prohibited in School-Based Health Clinics and Sex Education Curricula
IC § 33-1608, et seq.	Family Life and Sex Education – Legislative Policy
IC § 33-142	Adoption Education
IC § 39-8201 et. seq.	Idaho Safe Haven Act

Cross References	Description
2315	Physical Activity Opportunities and Physical Education
2340	Controversial Issues and Academic Freedom

Adopted: August 2024
Amended: August 2025

501.3 Live Class and Live School Event Parent-Guardian Observation Limitations

Idaho code 33-6001(8), states, "Observations of individual classrooms during instructional time shall be permitted with the principal's and teacher's pre-approval. Visits shall not be permitted if their occurrence, duration, frequency, or conduct on campus interferes with the delivery of instruction or disrupts the normal school environment." A parent/legal guardian wishing to attend their child's online class or event must be present in the physical room with their child during said class or event. School administration has discretion to grant exceptions.

Certain activities cannot be observed, including such matters as state-mandated testing and security measures.

As allowed under Idaho Code 18-8329(4), Idaho Virtual Academy has adopted additional safety and security requirements designed to protect students. Registered sexual offenders are prohibited from attending or observing any portion of online classes, online events, and/or any school online activities where children other than their own might be present.

Adopted: January 2025
Amended: August 2025

502.0 PUBLIC INFORMATION PROGRAM

The Board will keep all staff and patrons informed of the affairs of the IDVA. To achieve its goals for good school/community relations and maintenance of open two-way channels of communication with the public, as appropriate, the Board authorizes the Executive Director or his/her designee to:

- Assist the Board with the design of a plan for public relations. The Board assigns to the Executive Director the responsibility for implementing the particulars of the plan to the Academic Administrator. The Executive Director may seek out assistance and delegate projects to various school personnel.

- Prepare or guide the preparation of informational materials including websites, newsletters, articles for periodicals, newspapers, television and radio releases, special pamphlets, and other assigned material and to maintain close liaison with mass media and publicity organizations.
- Prepare or assist in the preparation of a school website which will keep staff members, students, families, and the community informed of school activities.
    - Preparation of a website shall include the preparation and maintenance of a segment of the school's website dedicated to an Internet Based Expenditure Website pursuant to Section 33-357, Idaho Code.
    - Preparation of a website shall include the preparation and maintenance of a segment of the school's website dedicated to providing information and posting of the school's Continuous Improvement Plan pursuant to Section 33-320, Idaho Code.
    - Preparation of a website shall include the preparation and maintenance of a segment of the school's website dedicated to providing information and posting of the school's Model Policy governing data collection, access, security, and use.
    - Preparation of a website shall include any and all other disclosures as required by state and/or federal law of a public school.
    - Preparation of a website shall include the school's Agenda for Regular, Special and Annual Meetings of the Board.
- Organize or assist in development of speakers' bureaus and speaking engagements with civic and other groups.
- Assist in coordinating work with civic and other groups which contribute to school system values.
- Serve as community relations counselor to the Board and other staff members.
- Create an email link for the Board of Directors, as an entity, to which the public can forward emails of concern, comment or suggestion.
- Organize stakeholder input as necessitated for development and operation of various school programs and school documents.

In performance of these duties, the Executive Director is to keep the Board apprised of activities relating to school/community relations and communications.

Adopted: September 2005
Amended: November 2011
Amended: February 2015
Amended: May 2020
Amended: August 2025

502.1 IDVA POLICY GUIDELINES: PUBLIC RELATIONS AND GOVERNMENT AFFAIRS

PUBLIC RELATIONS

The preferred IDVA spokesperson for media relations is the Board Chairman. The Board Chairman and/or the Board of Directors as a whole may designate another individual to serve as the media contact for IDVA.

In certain instances, and relating to certain inquiries, media relations may be best directed to IDVA's Executive Director. This decision should be made on an individual case-by-case basis at the discretion of the Board Chairman or individual who has been designated by the Board to serve as IDVA's media contact.

PUBLIC PRESENTATIONS BY THE BOARD

IDVA is sometimes requested to make presentations to various governmental organizations. The preferred spokesperson for IDVA at any such presentation is the Chairman of the Board or the Executive Director. The Board Chairman and/or the Board of Directors as a whole may designate another individual to serve as chief presenter for IDVA.

All Board Members will be advised of presentations that are going to be made, or have been made, since the last Board meeting, on behalf of IDVA to a governmental organization. All efforts will be made to assure that timely notice of these presentations is given.

If a written or technological presentation is going to be made on behalf of IDVA, all efforts will be made to share such written presentation materials with all IDVA Board Members and Administration prior to the presentation.

The vast majority of all presentations sought by IDVA are relating to factual information regarding the school. Should the Board be requested to make a presentation as to the school's position on an issue, all efforts will be made to address such inquiry with Directors for input.

DOCUMENTATION OF INQUIRIES

An employee of IDVA will be designated by the Board to log and record all communications received from media outlets and/or governmental agencies. The purpose of such recording will be to assure that inquiries are responded to in a timely and appropriate manner. To the extent possible, such logging shall also include the outcome of the received communication, who handled such and on what date.

LEGISLATIVE MATTERS

During the legislative session, regular meetings of the Board may include an agenda topic addressing the status of various legislative proposals which impact upon public schools and charter schools.

Adopted: September 2005
Amended: February 2015
Amended: May 2020
Amended: August 2025

503.0 PUBLIC'S RIGHT TO KNOW/IDAHO PUBLIC WRITINGS ACT

The minutes, policies, accounts, and other non-confidential and non-privileged records of the Board are public documents subject to potential public records requests.

The Executive Director and the Board's Clerk are designated by the Board as the Records Custodians of the school's records. Such personnel shall assure compliance with all requirements of the Idaho Code relative to requests for public writings.

WRITTEN REQUESTS FOR PUBLIC RECORDS

Any member of the public has a right to examine and/or obtain a copy of any non-confidential and non-privileged public record of the school as defined by Idaho and Federal Law.

The school requires that any individual seeking to obtain or request public records submit such request in writing. This submission may be done by email. This written request shall include:

1. Requester's name
2. Requester's mailing address/email address
3. Requester's telephone number.

While the Records Custodian will not and shall not make inquiry as to the purpose of the request, the Records Custodian may provide the requester with information to aid the requester in narrowing the scope of the request or to assist in making the request more specific when the response to the request is likely to be voluminous or require payment.

GRANT OR DENIAL OF REQUST FOR RECORDS

The school has no obligation to create records to provide information responsive to the request for public records but does have a good faith obligation to ascertain whether or not the school does have responsive documents which may be inspected and/or produced.

The Records Custodian, within a period of three (3) days from the date the request is received by an Idaho resident, will notify the requester as to whether or not the request will be approved or denied. If the Records Custodian deems that a longer time period is necessary to locate and retrieve the public records, the Records Custodian will notify the requester of this fact and shall notify in writing the person requesting to examine or copy the records and shall provide the public records to the Idaho resident no later than ten (10) working days following the person's request. If electronic records are requested which need to be converted to another format by a third party, the ten-working-day-timeframe may be extended as provided by statute. With regard to requests made by non-Idaho residents, such initial response shall be made within twenty-one (21) days with records provided no later than thirty-five (35) working days following such request.

If responsive records do exist, the Records Custodian shall make the requested non-privileged and non-confidential records available for inspection. Such shall be done during regular working hours unless other arrangements are approved by the records custodian. The records custodian likewise shall make copies of the requested records available if that is the desire of the individual making such a request.

If the school denies the person's request for examination or copying of records or denies in part and grants in part the request, the Records Custodian shall notify the person in writing of the denial or partial denial and shall state in such notice the reason for the denial (e.g., such records do not exist; such records are privileged pursuant to FERPA) and shall state that the attorney for the school has reviewed the request or that the school had the opportunity to consult with the attorney regarding this request and has chosen not to do so. This notice shall also state to the requester information as to the right to appeal this decision and the timeframe for addressing an appeal.

FEES AND FEE RELATED MATTERS

The school may charge fees associated with the cost of producing and/or making records available for inspection pursuant to the Public Writings Act and this statute. Fee schedules may be different for Idaho residents and non-Idaho residents but in no instance shall they exceed the actual cost to the school for response to the request.

- No fees shall be charged for the first two (2) hours of labor in responding to a request for public records or for copying the first one hundred (100) pages of paper records that are requested.
- The actual labor costs associated with responding to request for public records, including such acts as location, retrieval, copying and redaction of confidential/privileged information, in compliance with the limitations of the Public Writings Act, will be charged when the time involved in addressing such a request is in excess of two (2) hours.
    - If fees are charged, they shall reflect the personnel and quantity of time reasonably necessary to process the request and shall be charged at the per hour rate of pay of the lowest administrative staff employee or public official who is necessary and qualified to process the request. If a request requires redactions to be made by an attorney, the rate charged shall be no more than the usual and customary rate of the attorney who is retained by the school for that purpose.
- The cost of copies of public records through a formal public records request, beyond the first 100 pages, charges based on printer per printed page cost plus paper and employee time.
- Should a response to a request be via computer disc or some other such similar technological device, there shall be no charge for the cost of paper copies but rather a charge of the actual cost of the disc, and the actual transfer costs of personnel time will be imposed for the direct cost of copying the information in this format, including the possible cost of conversion of such must be performed by an outside third-party source.
    - Before such a cost is incurred with an outside source, the requester will be notified as to the anticipated costs and an advance payment shall be required.
- A statement of fees by the school to the requester shall be itemized to show the per page costs of copies and the hourly rates of employees and/or attorneys involved in the response. No lump sum costs will be assigned to any public records request. Any excess funds between the actual cost and the amount collected by the requesting party in pre-payment shall be returned to the requesting party.
- A requester cannot lawfully engage in “serial” requests in an effort to avoid the fees association with production. If the school believes that such activity is occurring, the school may aggregate the requests and charge the appropriate fees.
    - Aggregation will not occur on multiple requests that are not related to the same general subject matter just because the requests are received from the same individual.
- The Records Custodian may require advance payment of fees prior to production of responsive records. Any portion of an advance payment in excess of the eventual final costs of labor and copying shall be returned to the requester.
    - The Records Custodian is required to obtain a payment advance in any situation where the response to any records request will result in the school incurring outside or third-party costs.

FEE WAIVER REQUEST

A requester of documentation may also seek a waiver of the school's fees associated with production. A waiver shall be granted by the Board only if, in the opinion of the board:

- The requester has demonstrated that the examination and/or copying of public records is likely to contribute significantly to the public's understanding of the operations or activities of the government;
- The requester has demonstrated that the examination and/or copying of public records is not primarily in the individual interest of the requester, including but not limited to the requester's interest in litigation in which the requester is or may become a party; and
- The requester has demonstrated that the requester has insufficient financial resources to pay such fees.

The decision of the Board responsive to a request for a fee waiver necessitates a quorum of the Board to meet and may result in a slight lengthening of the time for production of documentation.

PRIVILEGED AND CONFIDENTIAL DOCUMENTATION

Confidential and privileged records are not open to the public. This information includes but is not limited to:

- Student Educational Records;
- Student Discipline Records;
- Any records of a student protected by FERPA, Individuals with Disabilities Education Act (IDEA), or HIPAA;
- Employee Personnel Files;
- Employee performance reviews, evaluations, observation;
- Matters addressed in Board Executive Session;
- Information about personnel, retired personnel and applicants as prohibited in disclosure pursuant to Section 74-106, Idaho Code and 74-104 Idaho Code when read in conjunction with 33-518, Idaho Code;
- Matters deemed exempt from disclosure as identified in Sections 74-101 et. seq., Idaho Code; and
- Information deemed confidential pursuant to the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014. (Section 33-133, Idaho Code as such may be amended and modified from time to time and such related IDAPA adopted rules interpreting such Act).

Adopted: September 2005
Amended: December 2011
Amended: February 2015
Amended: May 2020
Amended: August 2025

504.0 PUBLIC SOLICITATIONS - ADVERTISING IN THE SCHOOLS

Students and faculty of the schools are to be protected from intrusions on their time by announcements, bulletins, and communications of any kind from individuals and organizations not directly connected with the schools. IDVA will make all best efforts to assure that public solicitations and/or advertising will not occur in connection with the online school.

In all cases, the policies listed in this section will be executed by the Executive Director at his/her discretion. When any group or organization is not satisfied with the judgment of the Executive Director as exercised under this policy, it may petition the Board in writing.

The Executive Director shall interpret this policy strictly. Exceptions may be made, when, in his/her judgment; the best interests of the school will be served. In the case of differences of opinion, the decision of the Executive Director will be final.

Adopted: September 2005
Amended: February 2015
Amended: May 2020
Amended: August 2025

504.1 SOLICITATIONS IN THE COMMUNITY

Discretion should be applied to all fundraising considerations. Any and all solicitations by school students, school programs, or school personnel regarding community members require Executive Director pre-approval. In no instance will students be encouraged or permitted to pursue fundraising by any means which is considered to be detrimental to their health, welfare, or safety.

Adopted: September 2005
Amended: October 2013
Amended: May 2020
Amended: August 2025

504.2 SOLICITATIONS OF STUDENTS

The public-school setting and public school email is not to be used by any individual (including staff, school students and school families) to contact staff members or students for sales or other commercial purposes not directly related to the operations or activities of the IDVA.

The schools shall strive to protect the staff, students and their parents from money raising plans of outside organizations, commercial enterprises, and individuals. This policy applies particularly to ticket sales and sales of articles or services except those directly sponsored or approved by the school authorities.

Adopted: September 2005
Amended: May 2020
Amended: August 2025

504.3 SOLICITATIONS OF EMPLOYEES

Sales representatives will not be allowed to make presentations to teachers or staff members relative to items of a personal interest during school hours.

The names and addresses of employees shall not be given to any private person or firm as an aid in soliciting business, contributions, or collections as provided by the Idaho Public Writings Act.

The custodian of the school's records shall verify that the requested records or information will not be used for purposes of a mailing or telephone list prohibited by Idaho Code.

Adopted: September 2005
Amended: May 2020
Amended: August 2025

505.0 UNIFORM GRIEVANCE PROCEDURE

The Board recognizes that situations may arise in the operation of the system which are of concern to parents, employees, or the public. Such concerns are best dealt with through communication with appropriate staff members and officers of IDVA, such as the faculty, the central office, and the Board.

The following guidelines are the proper procedure to be followed in seeking to resolve complaints/ grievances of certificated staff, students, and parent/guardians where another specific policy, procedure or application of state or federal law does not otherwise detail the appropriate process and procedure to raise a complaint or grievance (i.e. Title IX, IDEA, Section 504, Non-Certificated Employee Grievances and Idaho Code 33-517). This policy is inapplicable to classified employees. Classified employees are to raise complaints/grievances solely through Policy 801.5.

GRIEVANCE PROCEDURE:

This Uniform Grievance Procedure should be followed if a grievant believes that the Board, its employees, or agents have violated the grievant's rights guaranteed by the state or federal constitution, state or federal statue, or written Board Policy or written Board Procedure. Hereinafter, such will be referred to as "grievance".

Any other concerns or complaints not encompassed by the definition of a grievance shall be directed to the teacher, immediate supervisor, program administrator, Human Resources Manager, or Executive Director. These concerns or complaints will not be processed through this grievance policy but will be handled informally by the school's administration.

The school shall endeavor to respond to and resolve complaints without resorting to this grievance procedure; however, if a grievance is filed, to address such promptly and equitably. Use of this policy in an effort to resolve one's grievance is not a prerequisite to such individual seeking out other remedies; however, use of this policy and procedure does not extend any filing deadline with regard to pursuit of any other remedy.

STEP ONE:

A grievant is encouraged to first discuss such grievance with the school employee or agent involved (i.e., the teacher, counselor, or administrator). The goal of such communication will be an effort to resolve the matter promptly and informally.

An exception to this is with regard to any claim of sexual harassment, which should be directed to the school's Non-Discrimination Coordinator at the School's Administrative Offices.

STEP TWO:

If a grievant does not have resolution at Step One, the grievant may file a written grievance. The Idaho Virtual Academy Title IX Formal Complaint Form must be used for any Title IX grievance. Title IX includes complaints based on sex discrimination, including complaints of sexual harassment or sexual violence. All other written grievances shall detail:

1. A synopsis of the facts giving rise to the alleged grievance.
2. Verification of any efforts taken to resolve the grievance informally.
3. The written Board policy, the provision of state or federal statute alleged to have been violated, and/or the provision of the state or federal constitution alleged to have been violated.
4. The alleged date of the violation.
5. The actor involved in the alleged violation.
6. The remedy that is being requested.

The Step Two written grievance or Title IX Formal Complaint Form must be signed and dated by the grievant and filed with the Executive Director or the Non-Discrimination Coordinator (in the instances detailed below) within thirty (30) calendar days of the event or incident occurrence or from the date one could have reasonably become aware of such incident/occurrence.

If the written grievance is not filed within the designated time period, such grievance will not be processed by the school as a grievance.

If the grievance alleges a violation of Board Policy or Board Written Procedures, the Principal, program administrator or designee shall investigate and attempt to resolve the grievance. If either party is not satisfied with the Principal, program administrator, or designee's written decision the grievance may be advanced to Step Three by requesting in writing that the Executive Director review the Step Two decision. This request must be submitted to the Executive Director within ten (10) calendar days of the issuance of the Step Two written decision.

If the appeal of such grievance is not advanced to the Executive Director within ten (10) calendar days of the issuance of the Step Two written decision, the appeal will not be processed, and the grievance will be deemed at a conclusion.

If the grievance alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act (Policy 1003.0), Sexual Harassment (Policy 710.0), Relationship Abuse and Sexual Assault (Policy 905.2) or the Idaho State Veteran's Employment Preference (Policy 704.0), the Principal, program administrator or designee shall turn the written grievance over to the school's Non-Discrimination Coordinator who shall investigate the complaint. The School has appointed a Non-Discrimination Coordinator to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Executive Director within thirty (30) days after receipt of the written grievance. The Coordinator may hire

an outside investigator, if necessary, or may use the additional assistance of a designee. Upon receipt of the Title IX Formal Complaint Form, the school may offer supportive measures. Supportive measures are non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to Idaho Virtual Academy's education programs or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Idaho Virtual Academy's educational environment, or to deter sexual harassment.
Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the property, and other similar measures. If the Executive Director agrees with the recommendation of the Coordinator, the recommendation will be implemented. If the Executive Director disagrees with the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from this level, either party may make a written appeal within fifteen (15) calendar days of receiving the written report of the Coordinator to the Board for a proceeding.

STEP THREE:

Upon receipt of a written request to review the Principal's, program administrator's, or designee's written decision at Step Two, the Executive Director or designee shall schedule a meeting between the parties. The Executive Director may request the presence of the Principal, Program Administrator, or Human Resources Manager to attend this meeting. The parties shall be afforded the opportunity to either concur or disagree with the Step Two report. Thereafter, the Executive Director or designee may engage in whatever questioning or activities the Executive Director or designee believes necessary under the circumstances. This Step Three process will be followed as long as the grievance does not allege a violation of Title IX, Title II, Section 504 of the Rehabilitation Act (Policy 1003.0), Sexual Harassment (Policy 710.0), Relationship Abuse and Sexual Assault (Policy 905.2), or the Idaho State Veteran's Employment Preference (Policy 704). If the grievance does relate to one of the aforementioned policies, refer to Step Two of this policy.

The Executive Director shall decide the matter within ten (10) calendar days of the meeting with the parties. If the Executive Director agrees with the written findings from Step Two, the recommendation will be implemented. If the Executive Director rejects the findings from Step Two, the matter may either be referred to an outside investigator for further review or otherwise resolved by the Executive Director. In either option, a written decision will be issued.

If either party is not satisfied with the decision of the Executive Director, the Board is the next avenue for appeal. The Executive Director's decision will be sent via certified letter. A written appeal must be submitted to the Board's clerk within ten (10) calendar days of the Executive Director's decision being sent.

If the written appeal is not submitted to the Board's clerk within the designated timeframe as stated herein, no appeal will be processed at the Board level and the grievance will be deemed at a conclusion.

Appeals at the Board level must either be a grievance based upon an alleged violation of the school's written Board Policies or come to the Board through the Non-Discrimination Coordinator Process. Any

individual appealing any decision of the Executive Director to the Board bears the burden of proving a failure to follow Board policy.

STEP FOUR:

Upon receipt of a written appeal of the decision of the Executive Director of an appeal through the Non-Discrimination Coordinator process, the matter shall be placed upon the agenda of the Board for consideration no later than the Board's next regularly scheduled meeting. There is no requirement that the Board conduct a hearing or hold a meeting with the parties. The Board has sole and complete discretion in determining how it will review any appeal.

The Board shall thereafter make a decision and shall report such decision in writing to the appropriate parties within thirty (30) days of the Board meeting. The decision of the Board will be final.

Written grievances received by the Executive Director involving IDVA personnel will be made available to the affected personnel.

The Board considers it the obligation of employees of the IDVA to entertain the questions of parents or the public or to direct such inquiries to the appropriate administrative personnel who will be best able to address the specific inquiry.

The Board shall have established an email link on the IDVA website to allow for members of the public to provide general comments, suggestions, and/or complaints. A procedure will be established by the Board to review and address all emails received on this website address.

Adopted: September 2005
Amended: February 2015
Amended: November 2015
Amended: May 2020
Amended: July 2020
Amended: February 2021
Amended: August 2025

505.1 PARENT/STAFF COMMUNICATIONS

It is the policy of the Board that Parents/Guardians/Learning Coaches and Idaho Virtual Academy staff work together to resolve matters concerning individual students. Throughout that process, the Board expects that all communications (written, oral, electronic, video, or otherwise) be conducted in a respectful manner. All employees of IDVA shall be free from abuse by parents or other adults. Any adult who upbraids, insults, or abuses any staff member at IDVA, especially in the sight, presence, or hearing of a pupil, is guilty of abuse, as provided in this policy. The Executive Director will make final determinations regarding whether abuse has occurred and what the appropriate consequence shall be. Consequences may include, but are not limited to:

- Restricted communication between the staff member and the other adult (i.e., no one-on-one communications, all communications must include a third party)
- Prohibited communication between the staff member and the other adult (i.e., communications)

- Referral to the appropriate law enforcement agency, pursuant to Idaho statutes (see Idaho Code §§ 33-1222 & 18-916.)

Adopted: September 2017
Amended: August 2025

506.0 CLUB POLICY

IDVA does not currently sponsor any student and/or parent clubs. Any organization of students or parents of students who attend IDVA is not an IDVA approved, sponsored, or sanctioned organization, and IDVA shall bear no liability or responsibility for any action of such organization.

Non-sponsored student clubs or parent organizations may not use the name "Idaho Virtual Academy" or imply that the club or organization is sponsored by the Idaho Virtual Academy.

The future existence and operation of all school clubs or parent organizations shall be subject to the approval of the Idaho Virtual Academy Board, subject to such rules and regulations as the Idaho Virtual Academy shall impose.

Any student or parent organization wishing to use the Idaho Virtual Academy's facilities shall provide written request of the desire to use the IDVA facilities. The written request should include the day and time the organization would like to use the facilities, a description of the activity, and the approximate number of participants expected at the activity. IDVA will have a form that can be completed outlining this information. The Idaho Virtual Academy reserves the right to refuse any club or organization use of the facilities if the activities are not tied to the mission and vision of the school.

Any student or parent organization using any facilities of the Idaho Virtual Academy shall be familiar with the policies of the school. Any student or parent organization wishing to use any facilities of the Idaho Virtual Academy shall present proof of insurance coverage for the facility and participants. No club or organization shall violate Idaho Virtual Academy policies while using any facilities, including server connections.

A faculty observer from the Idaho Virtual Academy must be present during any use of the school's facilities. This faculty member shall be present to ensure compliance with school rules and policies. The faculty member shall not be considered a participator in the event and their attendance shall not be construed by the club or organization as school endorsement of said activity.

Adopted: September 2005
Amended: December 2011
Amended: August 2025

507.0 RELATIONS WITH COMMUNITY ORGANIZATIONS

The public schools have the primary responsibility for the formal education of the children and youth of the community. However, the Board recognizes that many governmental agencies and community organizations, while not primarily concerned with education, play a definite role in education. Therefore, it will be the desire of the Board to establish positive working relationships with all other public and private

organizations which contribute to the education process and to the general welfare of the citizens of the community.

Adopted: September 2005

507.1 RELATIONS WITH PARENT GROUPS

The Board recognizes that parent organizations are a source of interest in the public schools. The school looks to parents as a means of promoting a finer educational program by achieving better understanding among the pupils, the parents, the teachers, and the administrators. However, any IDVA parent group that develops is not an official part of IDVA and is in no manner sponsored by IDVA. IDVA is not responsible for any action taken by any parent group which is organized by any IDVA families.

Adopted: September 2005
Amended: October 2013
Amended: February 2015

507.2 RELATIONS WITH GOVERNMENTAL AUTHORITIES

The school serves the children, the parents, and all of the residents of the state of Idaho, and it is in the interests of all to coordinate the functions of the Board with other agencies concerned with the security, safety, health, and well-being of the citizenry.

The Board and its administrative officers welcome elected officials to participate with them in the planning and execution of such projects as will be mutually beneficial.

Adopted: September 2005
Amended: February 2015

507.3 RELATIONS WITH PLANNING AUTHORITIES

The Board will participate in local and state planning functions that could directly affect the IDVA and its immediate environment.

The Executive Director will keep the Board informed of planning matters bearing directly on the operation of the IDVA will undertake action on behalf of the Board to influence matters in the best interests of the students, the school, and the IDVA.

Adopted: September 2005
Amended: August 2025

507.4 RELATIONS WITH POLICE AUTHORITIES

Relationships between the schools and officials of law enforcement agencies in investigative matters concerning pupils will take into consideration the respective roles of the IDVA and law enforcement agencies in assisting and protecting the interests of the community and ensuring the rights of all concerned. IDVA will honor the requirements of the Parental Rights Act found in section 33-6001 with

regard to appropriate notification to a parent or guardian either before or after a student has been interviewed by law enforcement.

Adopted: September 2005
Amended: August 2025

507.5 RELATIONS WITH OTHER AGENCIES

It is the general policy of the IDVA to support educational endeavors of other institutions whose goals are compatible with those of the IDVA. The following guidelines shall foster a cooperative intent where practical:

- The IDVA will promote improved cooperation with other public school districts and public charter schools in selected programs which can expand students' knowledge and which can be better done in cooperation than by a single school entity acting alone.
- The IDVA will assume appropriate responsibility for expanding the fiscal base for education, providing for efficient expenditure of funds, and bringing about state or federal legislation which improves education or contributes to the IDVA goals.

Adopted: September 2005
Amended: May 2020

508.0 CONDUCT ON SCHOOL PROPERTY

In addition to any other prohibition stated in any other school policy or procedure, no person, including a student shall, while on school property, using school-controlled technology and resources, or attending a school-related function off of school property:

1. Injure or threaten to injure another person.
2. Damage another's property or any property that is owned by the school.
3. Violate any provision of the Idaho Criminal Code/Idaho Criminal Laws as well as any specific town, city, or county ordinance.
    a. Such prohibition includes the prohibition against upbraiding, insulting, or abusing any teacher in the presence and hearing of any pupil, which is a misdemeanor in the state of Idaho.
4. Smoke or otherwise use tobacco products, look-alike products, or related electronic products (i.e., vaping).
5. Consume, possess, distribute or be under the influence of (in a layman's terminology and not by a legal definition of percentage of BAC) alcoholic beverage, illegal drugs, or the abuse of legal or prescribed medications.
6. Be in possession of any deadly or dangerous weapon including a firearm of any nature or kind.
7. Threaten by word or action the use of a firearm or other deadly or dangerous weapon or threaten to commit any act of violence to any person on school grounds or affiliated with the school.
8. Enter upon any portion of the school's property for any purpose other than a lawful educational purpose.

    a. Such prohibition includes but is not limited to a prohibition against loitering; disrupting the educational process; or presence of any individual whose presence is detrimental to the morals, health, safety and academic learning or discipline of the school's pupils.
9. Willfully violate any school rules or regulations.
10. Engage in any words or conduct that is harassing, intimidating, or bullying or discriminatory toward any individual present upon the school's property or against any individual affiliated with the school.
11. Violate any protective or no-contact order or enter upon the premises of a school as a registered sexual offender without first having gone through the appropriate steps to possibly obtain permission for presence upon a school's property.

As warranted, appropriate action will be taken by the school's administrators and, where necessary, law enforcement will be contacted. As required by the U.S. Department of Education, IDVA administration will refer any student who brings a firearm onto school property to the juvenile delinquency system.

This policy applies (a) when students use School Property or School-Controlled Technology and Resources; and (b) to off-campus or off-platform conduct that creates or contributes to a hostile environment for a student or staff member, or materially disrupts school operations, activities, or access to education.
Student-owned devices are not School Property. However, any access to School-Controlled Technology and Resources from any device constitutes school-related activity and is subject to this policy and the Acceptable Use Policy.

For the purposes of this Policy, the following definitions are applicable:

School Property shall be defined as
any tangible property owned, leased, or otherwise provided by Idaho Virtual Academy or Stride, Inc for student use, including but not limited to laptops, tablets, hotspots, chargers, and accessories. School Property remains under the school's ownership regardless of where it is located.

- **Examples of School Property:** school-issued laptop, hotspot, power adapter, headset.

School-Controlled Technology and Resources are defined as all software, platforms, accounts, networks, and digital environments licensed, administered, or otherwise controlled by the Idaho Virtual Academy or Stride, Inc, including live virtual classrooms, learning management systems, assessment systems, school-issued email and collaboration tools, and content or data hosted therein.

- **Examples of School-Controlled Technology/Resources:** Canvas courses, live class sessions, school email/Teams accounts, testing portals, school supplied supplemental programs, digital curriculum apps, school SIS portals, counseling/office hours/social activities in school meeting rooms.

Dangerous or Deadly Weapon shall be defined as a weapon, device, instrument, substance, or material that is used for or capable of being used for causing serious bodily injury or death.

Firearm shall be defined as any weapon, whether loaded or unloaded, from which a shot, projectile, or other object may be discharged by force or explosion, combustion, gas, and/or other mechanical means, regardless of whether or not such weapon is operable.

Look-alike weapons or firearms will fall under this policy, as well.

Tobacco Use shall be defined as the use and/or possession of a lighted or unlighted cigarette, cigar, pipe, smokeless tobacco in any form, electronic cigarettes, electronic nicotine delivery system or vaporizer smoking devices as well as any related "look-alike" or synthetic products.

Depending upon the nature of the conduct in question, the Board may exercise its authority to prohibit any individual from coming upon any school grounds pursuant to Section 33-512, Idaho Code and through this policy delegates to its Administrative Team the authority to deny presence upon school property pursuant to this Code Section, with such prohibition to later be ratified by the School's Board.

Adopted: February 2015
Amended: April 2017
Amended: August 2025
Amended: April 2026

509.0 OVERNIGHT SCHOOL TRIPS/TOURS

1. Any school-approved or school-sponsored overnight school trip that is meant for students of the Idaho Virtual Academy, including but not limited to EFT Sponsored Tour, is required to have advanced authorization by the school's Board of Directors prior to the trip's plans being announced to the school's students or parents/guardians of the students.

   Prior to advancing such a request to the Board, the individual/entity/organization sponsoring/ proposing and/or seeking approval for such tour shall be required to meet with the IDVA Executive Director to review the proposed overnight school trip and provide the Executive Director with any information sought regarding such trip.

2. During the Board's review and potential approval process, the following information, at minimum, must be presented to the Board of Directors for review and consideration:

   a) General information regarding the trip:
      1. Destination;
      2. Dates;
      3. Cost per student;
      4. Transportation details;
      5. Chaperones – number and experience in such trips and chaperone activities; and
      6. Any additional & pertinent planning information.

   b) Liability and insurance information;

   c) Academic purpose for the tour;

d) Student Safety considerations; and
e) Any information and/or documentation requested by the Executive Director in the administrative review of the proposed trip.

When seeking Board advanced approval, the individual/entity/organization sponsoring/proposing and/or seeking approval for such tour shall provide to the Board of Directors a copy of any and all fliers and/or promotional materials sought to be used by the school and/or tour sponsor associated with the trip.

The individual/entity/organization sponsoring/proposing and/or seeking approval for such tour shall not expect the Board of Directors to approve such plans during the first presentation to the Board and shall plan a timeline accordingly.

The Board of Directors may request additional information associated with the request for its review and potential approval.

In the case of an overnight trip, students will sleep in private rooms unless the parent/guardian of each student consents to the student sharing a room with another student.

Adopted: December 2019
Amended: May 2020
Amended: August 2025

510.0 SCHOOL TEXTING POLICY

IDVA school staff and administration may communicate with enrolled or enrolling adult students, parents, guardians, and/or Learning Coaches using text messaging under the following conditions.

- The parent/guardian or adult student has not opted out of texting.
- Texting minor students is prohibited. If a minor student texts a school staff member, the staff member will not reply to the text and will email the student through the school system where the parent/guardian is included in the communication.
- The communication is strictly related to school business.
- Staff may text using only school-provided equipment and/or platforms.
- Staff initiated text messages will be kept to a minimum.
- Text messages to groups of parents/guardians may be sent to those who have not opted out, and only when necessary, for communications needing to reach a group in a limited time period (Ex: state testing appointments, registration, attendance, orientation).
- Texting may not occur between the hours of 8 pm and 6 am Mountain Time.
- Employees must promptly report any inappropriate messages they might receive to their immediate supervisor.
- Mandated reporting applies to text messages as well as all other communications and observations.
- Upon request from administration, an employee must provide copies of text messages sent to students, parents, guardians, and/or Learning Coaches.

All digital communications with students must occur on approved district devices and platforms and on a school-based account, consistent with the Idaho Code of Ethics for Professional Educators.

IDVA school staff and administration are required to use text messaging in a way that abides by relevant rules, such as Family Educational Rights and Privacy Act (FERPA), Open Records Laws/FOIA, and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014 (Idaho Data Accountability Act).

Adopted: October 2020
Amended: June 2024
Amended: August 2026
Amended: September 2026

511.0 TITLE I-A FAMILY ENGAGEMENT POLICY

The Idaho Virtual Academy will take the following actions to involve families/parents in the joint development of its family engagement policy and plan under section 1112 of the Elementary and Secondary Education Act (ESEA) and to involve families/parents in the process of school review and improvement under section 1116 of the ESEA:

- The Family Engagement Policy and plan will be designed to build the school's capacity to improve student academic achievement, and the plan will include evidence-based strategies.
- IDVA will convene an annual Back to School Parent Meeting, at a convenient time, to which all families/parents of participating children shall be invited and encouraged to attend, to inform families/parents of the school's participation in Title I and to explain the requirements and the right of the families/parents to be involved. The Back to School Parent Meeting will be held virtually and recorded, and the recording will be distributed to families/parents.
- During the annual Back to School Parent Meeting, the school will provide families/parents of participating children (A) timely information about programs under Title I; (B) 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 State academic standards; (C) 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; and (D) if the schoolwide program plan under section 1114(b) is not satisfactory to the families/parents of participating children, submit any family/parent comments on the plan when the school makes the plan available to the local educational agency.
- A District Wide Parent Advisory Council (PAC), made up of administrators, parents, and teachers will form at the beginning of each school year. The PAC will review the Family Engagement Policy annually. When revisions or updates are made, the revised policy will be presented to the school board for approval.
- The PAC will work through email and/or meet via web conference, as needed, and will meet via web conference at the end of the school year to review and evaluate the Title I program and family engagement activities. All families/parents will be invited to the end of year meeting. The meeting will be recorded, and the recording distributed to families/parents.
- The school shall coordinate and integrate its family/parent engagement strategies to the extent feasible and appropriate, with the school's other relevant federal, state, and local programs.

- The IDVA school board will review the Family Engagement Policy no later than January of each school year. If the policy is being reviewed and updated by the PAC and is not complete by January of the review year, the updated policy will be submitted for board review upon completion of the draft updates.

The Idaho Virtual Academy will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective family/parental involvement activities to improve student academic achievement and school performance:

- Orientation to train families/parents on the IDVA program, curriculum, online school, teaching methods, etc.
- Benchmark assessments in Math and Reading/ELA for students in state-tested grades at the beginning, middle, and end of the school year. Results shared with families/parents and reviewed by teachers to identify students in need of targeted academic intervention and to group students according to need.
- Open and accessible communications through email, phone, and web conference between families/parents and teachers.
- Opportunities for parent observation of individual student/teacher and student group/teacher academic interactions via web classroom.
- Individualized conferencing between families/parents and teachers to make modifications to the curriculum and instruction to best meet the needs of each individual child, as needed.
- Resources generated based on individual and group strengths and weaknesses and shared with parents.
- IDVA school information website: https://sites.google.com/view/idvastudentservices/home

The school shall conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of its family engagement policy in improving the academic quality of the school receiving Title I funds, including identification of:

- The barriers to greater participation by families/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);
- The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- The strategies that will be implemented to support successful school and family interactions.
- The school shall use the findings of the evaluation to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the family engagement policy described herein.

As a component of the family engagement policy, the school shall jointly develop with families/parents for all children served, a school-parent compact that outlines how families/parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

The Idaho Virtual Academy will build the school's and family's/parent's capacity for strong family engagement, in order to ensure effective involvement of families/parents and to support a strong partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below.

The school will provide assistance to parents of children served, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Title I, Part A,
- how to monitor their child's progress, and
- how to work with educators.

Activities will include but are not limited to:

- Back to School and End of School Year Annual Parent Meetings
- New family orientations
- Individual and group communications between teachers and families/parents via email, phone, and/or web conference
- Regular classes
- Beginning, Mid, and End of Year assessments
- Tiered academic intervention
- College and career support
- Providing website resources to parents. Websites will include but are not limited to:
    - A description and explanation of the school's curriculum, Stride STRIDE/K12-powered curriculum
    - IDVA state report card, IDVA Continuous Improvement Plan and Annual Reports
    - Understanding Idaho Content Standards
    - Understanding Idaho State Testing and Accountability Systems
    - Information on the proficiency levels students are expected to meet
    - Understanding Parental Involvement requirements of Title 1, Part A Section 1118
    - Parental Rights in Education (Idaho Statute 33-6001)

Adopted: January 2024
Amended: August 2025

512.0 LEARNING AND LIBRARY MATERIALS REVIEW & RECONSIDERATION

Parents/guardians have the right to guide the reading, viewing, and listening of their own minor children but must likewise give the same right to other parents/guardians. The Board has a constitutional obligation to not remove materials simply because it disagrees with subject matter unless such ideas are in violation of IC 18-1415. The First Amendment to the US Constitution encompasses not only freedom to share one's views but also freedom to receive information.

Any parent/guardian of an IDVA student, any IDVA student, or any IDVA employee, may formally challenge a specific learning material item used by the IDVA's educational program. Challenges will only be accepted from individuals belonging to at least one of these groups.

Learning materials, for the purposes of this policy, are not limited to Board approved curriculum but shall also be considered as any material used in classroom instruction, materials available to students in the classroom, library materials, or any materials to which a teacher might refer a student as part of the course of instruction.

The major criterion for deciding whether to keep or remove a challenged resource is the appropriateness of the resource for its intended educational use. This may include:

1. The appropriateness of the material for the instructional objectives it is used to teach;
2. The appropriateness of the material's level of difficulty;
3. The appropriateness of the material for the age group(s) with which it is used. Library and classroom materials shall be considered in light of their appropriateness for the oldest students who will have access to them; and
4. Whether the material meets the definition of "harmful to minors" provided below.

For the purposes of this policy, the term "harmful to minors" has the meaning as required by I.C. provided in IC 18-1514 and I.C. 18-1517B:

"Harmful to minors" includes in its meaning:

1) The quality of any material or any performance or of any description or representation, in whatever form, of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse, when it:

    a) Appeals to the prurient interest of minors as judged by the average person, applying contemporary community standards; and

    b) Depicts or describes representations or descriptions of nudity, sexual conduct, sexual excitement, or sado-masochistic abuse which are patently offensive to prevailing standards in the adult community with respect to what is suitable material for minors and includes, but is not limited to, patently offensive representations or descriptions of:

        a. Intimate sexual acts, normal or perverted, actual or simulated; or

        b. Masturbation, excretory functions or lewd exhibition of the genitals or genital area. Nothing herein contained is intended to include or proscribe any matter which, when considered as a whole, and in context in which it is used, possesses serious literary, artistic, political, or scientific value for minors.

Informal Process

Any individual identified above who wishes to raise a complaint about a piece of learning material should first discuss the matter informally with the teacher, librarian, or other staff member who oversees its use. The patron should explain their objection to the material.

The staff member shall try to resolve the matter informally through such measures as:

1. Explaining the IDVA's materials selection process, the criteria for selection and the qualifications of the professional staff who selected the questioned resource;
2. Explaining the intended educational purpose of the resource, its value as a resource, and any additional information regarding its use; and/or
3. Offering a concerned parent an alternative instructional resource to be used by that parent's child in place of the challenged resource in a manner that complies with Policy 501.1 Parental Rights.

All informal complaints made to staff members of the IDVA shall be reported to the building principal, whether received by telephone, letter, email, web conference, or in personal conversation. If the complainant wishes to make a formal challenge, the staff member shall direct the complainant to this policy.

Formal Process

An eligible party who wishes to make a formal objection should submit their complaint in writing to the principal of the building where the material is used using a form provided by the IDVA. At minimum, the complaint shall reference specific sections of the materials or resources that produced the formal complaint. Vague or incomplete complaints will not be submitted to the learning materials review committee.

Additionally, the IDVA may decline to consider a request for reconsideration of a material that has already been the subject of such reconsideration within the past four years.

The building principal shall forward the form to the Executive Director.

The Executive Director shall convene a learning materials review committee, who will provide an objective evaluation of the material. The committee shall contain an odd number of members. Members of this committee may include such parties as:

1. Instructional staff who have experience using the challenged resource with students;

2. Other teachers. If the challenged material was selected by a specific teacher , that individual will not be selected for the committee. The IDVA may seek to include a librarian from an Idaho public library or Idaho public school on the committee;

3. Administrators;

4. Parents/guardians of IDVA students, including parents whose children have already graduated; and

5. Any other appropriate individuals selected by the Executive Director.

A person who has submitted a formal complaint regarding a learning material shall not participate in the review of that item as a committee member reviewing the material. If the complainant serves on a

standing learning materials review committee, they shall recuse themselves from all committee activities related to review of the material.

All members of the committee shall review the challenged resource. They shall also consider written or verbal comments submitted by IDVA students, parents/guardians of IDVA students, and IDVA employees on the material in question. For library materials, the resource in question must be read or reviewed in full by each committee member. For materials that are a part of material used in classroom instruction, the teacher shall present to the committee on its role within the classroom. Passages or parts of the work in context shall not be considered out of context, and the values and faults of the work should be weighed against each other. Decisions about what action to take regarding the material shall be based on the materials as a whole. Where appropriate, the committee may solicit advice or opinion from other IDVA staff and/or relevant professional organizations of librarians, English teachers, or other appropriate professionals.

The committee shall vote on whether the challenged resource should be kept or removed in accordance with the principles set out in this policy or whether some other change should be made. In the case of library material, it shall include a recommendation to:

1. Retain the material in its original location; or
2. Relocate the material to another location, such as a library or classroom that serves older students; or
3. Remove the material entirely.

The committee shall prepare a written report of its findings and provide copies to the Executive Director, the complainant, and to staff members who oversee use of the resource, that includes both majority and minority opinions on the learning material or library resource under consideration. The report may differ depending on the type of resource being challenged.

The Executive Director shall review the committee's report. If the material under consideration is part of the IDVA's curriculum, and if the committee votes in favor of removing it from the curriculum, the Board shall review the report, and the Board shall determine whether the challenged resource should be kept or removed or whether some other change should be made.

If the material in question is a library resource, classroom library resource, or other material available to students and not part of the IDVA's Board-approved curriculum, the Executive Director shall determine whether to accept the committee's recommendation or whether some other change should be made. The Executive Director shall notify the complainant of the outcome, including the recommendation of the committee. This decision in this regard may be appealed to the Board.

If an appeal of the Executive Director's decision is made to the Board, the Board has the sole discretion in determining how to handle the complaint review, including but not limited to the Board's option of solely reviewing the committee's report and making a determination or seeking to speak with the parties involved in the complaint during a properly noticed meeting of the Board. The decision of the Board will be final.

Cross Reference:	2425	Parental Rights
	2500	Library Materials

Other Reference:	Library Bill of Rights: https://www.ala.org/advocacy/intfreedom/librarybill Idaho Commission for Libraries website: https://libraries.idaho.gov/

Adopted: October 2024

513.0 LIBRARY MATERIALS

Pursuant to State law, the Board has the duty and responsibility to equip and maintain a suitable library and to exclude from it all books, tracts, papers, and catechisms of a sectarian nature.

School library books are provided and accessible for use by IDVA's students and staff. The school's library is provided online through the K12 Library Program.

Parental Opt-Out for Individual Students

K12 Library includes a feature that allows for parental/guardian controls over the library materials to which their minor child may access. These determinations shall be made by parents/guardians on the K12 Library online portal.

General Library Materials Concerns

In addition to the ability of the parent/guardian of every minor student to determine the exact library resources that their individual child may access, the school has the authority to regulate education and to determine the contents of the school's library collection. In exercising this authority, the school recognizes students' First Amendment constitutional rights.

Any parent/guardian, student or staff member of IDVA who desires to challenge the appropriateness of any learning resource contained in the IDVA library or any IDVA classroom library shall complete the *Request for Review & Reconsideration of Learning and Library Materials Form* submitting same to the building principal for processing and the process provided for in the school's Policy 512.0 Learning and Library Materials Review and Reconsideration.

Access to Restricted Materials

The IDVA library, K12 Library, provides every parent/guardian the right to exercise their option to review and "hide" books from access by their individual minor student. If a formal complaint has resulted in a book being removed from the library, IDVA administration will use the K12 Library hide feature to remove that particular book from the library.

Limitation on Disclosure of Confidential Information

Cross Reference:	2140	Student and Family Privacy Rights
	2510 & 2510P	Selection of Library Materials
	2520	Selection, Adoption, and Weeding of Curricular Materials
	2530	Learning Materials Review & Reconsideration

	3570	Student Records
	3575	Student Data Privacy and Security
Legal Reference:	IC § 33-512	District Trustees - Governance of Schools
	IC § 18-1517B	Children's School and Library Protection Act

Other References: Idaho Commission for Libraries website: https://libraries.idaho.gov/
Access to Resources and Services in the School Library by The American Library Association
Library Bill of Rights by The American Library Association

Adopted: October 2024

SECTION 600

601.0 HIGH SCHOOL COURSES: FAILING GRADE POLICY

Parents/Guardians of IDVA students have 24/7 access to student grade information on the Learning Management System through the Learning Coach account and are strongly encouraged to view their students' grades on a daily basis. IDVA is responsible for advising the parent if their child is failing a course. It is a goal that this communication occurs within seven (7) days of the student's grade dropping below a passing level. School personnel will make every effort to communicate with students' parents either by phone or email. Parents/Guardians have a responsibility to read email and monitor student accounts on a regular basis.

Adopted: May 2006
Amended: May 2012
Amended: May 2020
Amended: August 2025

601.1 TEACHER/STUDENT CONTACT FREQUENCY POLICY

The Idaho Virtual Academy believes that consistent contact between the student and the teacher is critical to the success of the IDVA program. In keeping with this philosophy, IDVA teachers are required to offer regular classes to all students. Teachers and advisors are required to communicate with parents and students on a regular basis with the goal being no less than one individual communication every thirty (30) days. Teachers are also required to participate in "out of office" activities where they will interact with students and families. Out of office activities may include, but are not limited to, proctoring of tests, academic workshops (face-to-face or Virtual Classroom), social outings (face-to-face or Virtual Classroom), etc.

The above-stated goals shall be considered to be minimum goals. In addition, either a teacher, student, and/or parent/guardian may desire additional interaction to address specific needs of students. In such situations, and to the extent reasonably practicable, the teacher will respond accordingly. Further, individual student IEPs may modify this goal to meet the individual needs of the student.

Through these communications, a teacher may learn information regarding a student and the student's life. School personnel must remember the legal obligation to report the abuse, abandonment, or neglect

of any minor, the suicidal ideation of any student and to report the changes in mental, emotional or physical wellbeing to the student's parent or legal guardian in a manner consistent with the applicable provisions of the Idaho Code.

Adopted: May 2006
Amended: May 2012
Amended: May 2020
Amended: August 2025

601.2 TEACHER RESPONSIBILITY POLICY

IDVA teachers are responsible for carrying out job duties as described in the related current IDVA teacher job description and as outlined in the Certified Employee Handbook.

Adopted: May 2006
Amended: May 2012
Amended: May 2020
Amended: August 2025

602.0 CREDIT PROFICIENCY POLICY

In relation to High School Graduation Requirements:

In lieu of the credit requirements for graduation for High School, as provided for in School Policy 911.0 and Idaho Code 33-6404, a high school student may request credit for a course by demonstrating understanding of a subject area and content standards. Students will work closely with their assigned counselor to determine the best method to demonstrate understanding of a subject area and content standards to earn a high school credit. Students may earn a high school credit by taking an assessment/performance-based assessment, completing a presentation, completing a project, completing a paper/essay, creating a portfolio, or other methods as determined by student, teacher, administrator, and counselor.

A student may demonstrate understanding of a subject area and content standards to earn a high school credit by completing one or more of the following:

- **Assessment/Performance Assessment:** The assessment must include content standards for the course, the assessment will be scored by administrator and/or teacher, the assessment must be proctored and may be completed virtually or in-person. A student must pass the assessment with a score or 80% or higher. A student may only attempt to take the designated test to obtain credit via "testing out" of a class on two (2) separate occasions. For a student to be given the opportunity to take a test to obtain mastery credit on a second occasion, the student must demonstrate, at the judgment of the school's administration, a reasonable ability to pass the test to obtain credit on a second attempt. (For example, if the test requires an 80% passing grade, the student shall be required to score at least 70% on the student's first attempt to take the test a second time.)
- **Presentation, Project, Paper/Essay, or Portfolio:** Presentation, project, paper/essay, and portfolio expectations will be outlined in collaboration with teachers and administrators. All

presentations, projects, papers/essays, and portfolios must demonstrate an understanding of the subject area and content standards. A rubric will be aligned to the subject area and will measure understanding of content standards. Students must score 80% or higher to earn a high school credit.

- **Other:** Other methods independent of instructional time and credit hours will be considered. Any method will be determined in collaboration with the student, parent, teacher, counselor, and administrator. Any other method will have a rubric that is aligned to and measures understanding of subject area and content standards. Students must score 80% or higher to earn a high school credit.
- **Extended Learning Opportunities:** Idaho Code 33-6402 allows a student to request a credit for an extended learning opportunity by contacting their counselor. An extended learning opportunity may be completed by working with a nonprofit organization, business, trade association, the United States armed forces, etc. An extended learning opportunity may count for core or elective graduation requirements. A student will collaborate with their counselor and administrator to outline all expectations. The expectations will outline how the student will demonstrate understanding of required skills or standards to earn a core or elective credit. Credits earned outside of school via extended learning opportunities may not be used to calculate average daily attendance or enrollment for school funding purposes.

The grading scale for this policy is pass/fail. All credits earned via this policy will be posted to a student's high school transcript. There will be no appeal process for a student who disagrees with the outcome or score obtained by any method selected to demonstrate understanding of subject area or content standards.

Adopted: September 2010
Amended: May 2012
Amended: April 2017
Amended: April 2022

603.0 EXTENDED READING PROGRAM

The Extended Year Reading (ERI) program, a forty-hour (40-hour) reading intervention program, is required for all students who did not score in the proficient range on the state assessment, the Idaho Reading Indicator. Idaho Virtual Academy's Extended Year Reading Program will align with the Idaho Comprehensive Literacy Plan.

Adopted: July 2005
Amended: April 2006
Amended: February 2015
Amended: May 2020

604.0 MIDDLE LEVEL CREDIT SYSTEM

The Idaho Virtual Academy (IDVA) believes that one factor of academic success is increased accountability. In accordance with the mandates of the Idaho State Board Rules (IDAPA 08.02.02.104 and 08.02.03.107) as such may change from time to time, the Idaho Virtual Academy has established a Middle Level Credit

System. The Middle Level Credit system is in place to ensure students are demonstrating proficiency on grade level content standards prior to promoting to the next grade level.

The Idaho Virtual Academy follows the Middle Level Credit system outlined in Idaho Code where students must meet minimum credit requirements to promote to the next grade level. These include:

A. Students shall be required to attain a minimum of 75% of their attempted credits to be promoted to the next grade level.
B. Students will not be allowed to lose a full year of credit in math, English/Language Arts, Science, or History. A student would not be able to fail a full year of any course and automatically move on to the next grade level.
C. A student must have met the grade eight (8) mathematics standards before the student will be permitted to enter grade nine (9). (IDAPA rule 08.02.03.104.02.b.) IDVA students can demonstrate mastery of 8th grade math standards by passing a full year of Math 8 or demonstrating proficiency on the state assessment.
D. Students must remain in compliance with IDVA Attendance & Truancy Policy (902.1).

A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism to become eligible for promotion to the next grade level. Students who are not on track during the school year to earn credits or to master grade level content will receive academic and engagement interventions. The IEP team for a student who is eligible for special education services may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level. IDVA will offer an alternate mechanism in the form of an alternate pathway for promotion. The alternate pathway for promotion will include in-year credit recovery and/or summer school for students who fail to meet the Middle Level Credit System by year end. The alternate pathway to promotion is outlined in the student handbook.

Students and parents will be notified regularly if the student is in danger of failing any of his or her classes or falling behind on attendance.

All students who are not on track to promote will be notified by email at the conclusion of each term and must recover credits to promote to the next grade level.

Students who do not meet either the pathway to promotion or the alternate pathway will be retained in the current grade level or the next school year, and records will go into their cumulative file. The academic team (administrator, counselor, parent, and student) will review student grades, mastery of standards, and assessment results to collaboratively determine course placement for any student who will be retained.

By the end of 8th grade, at the latest, a parent-approved Individual Learning Plan will be prepared for each student. This plan will outline the student's High School course of study.

Adopted: July 2010
Amended: October 2013
Amended: May 2015
Amended: July 2019
Amended: May 2020

Amended: May 2022

604.1 GRADE LEVEL RETENTION AND ACCELERATION

Idaho Virtual Academy recognizes that special consideration may need to be given to some students for grade placement. Decisions regarding student retention or acceleration should be made only after all the needs and abilities of the student have been assessed and reviewed by a school team and have been determined to meet appropriate criteria.

Idaho Virtual Academy recognizes that schools should offer students opportunities for acquiring skills, and for cognitive, academic, social, and emotional development. Ideally, individual student needs can be met by differentiated instruction while they remain with their own age peer group. In certain cases, student retention or acceleration may be considered using the following guidelines.

Guidelines

1. Evaluation: When considering retention or acceleration, each student shall be evaluated by a team which is comprised of a school administrator, parent(s)/legal guardian(s), and teacher(s). The team will follow the guidelines in this policy.
2. Criteria: When considering a student for acceleration or retention, the team shall review the student's maturity, assessment results, social behavior, grades, and school performance. Students should be retained or accelerated if the student's best interests are served in all educational areas, including IEP Team decisions. If deemed necessary by Administration, further assessment will be completed.
3. Team Decision: The team is charged with determining whether retention or acceleration criteria have been met according to the administrative guidelines. The team, including parent(s)/legal guardian(s), will meet to share the evaluation results and make a recommendation. Any reports, forms, and/or recommendations from this team shall become part of the student's cumulative record.
4. The decision of retention or acceleration may be reviewed by the team at any time during the student's educational experience.

Adopted: July 2013
Amended: May 2020

604.2 MIDDLE SCHOOL CREDIT SYSTEM

Idaho Virtual Academy Middle School is defined as grades six-eight (6-8). Idaho Virtual Academy middle school students may earn high school credits by enrolling in a course that meets high school content and credit area requirements. The high school course must be taught by a teacher properly certified to teach high school content in Idaho for the course being taught.

Students must complete the course with a grade of C or higher before entering grade nine (9). Students shall be given a grade for the successful completion of the course, and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. The student's parent or guardian shall be notified in advance when credits are going to be transcribed to the student's high school transcript. The student's parent or guardian may elect not to have credits and grades transcribed to the student's high school transcript. Parents/guardians electing to opt out of transcribing

credits and grades to the student's high school transcript may do so at the end of each term or anytime thereafter.

Any student completing a high school course that meets all requirements with a grade of C or higher may count the grade and credits for the purpose of high school graduation.

Adopted: January 2017
Amended: July 2019
Amended: May 2020
Amended: April 2021

605.0 ADVANCED OPPORTUNITIES

The Idaho Virtual Academy offers several Advanced Placement or College Credit opportunities for students. Per Idaho Code 33-4602, every student who attends an Idaho public school will be allotted an amount as approved by the legislature to use in grades 7-12 through the Advanced Opportunities program. Idaho Virtual Academy will follow Idaho Code 33-4602 pertaining to use of funds.

ELIGIBILITY REQUIREMENTS FOR ADVANCED OPPORTUNITIES

- Students must complete an Advanced Opportunities Participation Form and submit it to school staff.
- Currently enrolled or homeschool students must complete all required state and school testing.
- Home/private school students in grades 9-12 who are dual enrolling with IDVA for the purpose of using Advanced Opportunities funds, and who are not intending to graduate with IDVA, must meet the following eligibility requirements:
    - Must complete and sign IDVA's Homeschool Advanced Opportunities form during enrollment and prior to utilizing Advanced Opportunities funds.
    - Must successfully complete a full semester course load consisting of IDVA high school level curriculum.
        - Students enrolling in college-level courses must meet all requirements outlined by the college and IDVA for high school officials to verify (i.e., GPA requirements, age). IDVA will not be able to verify requirements outlined by the college for students until a student has successfully completed a full semester with IDVA.
- To qualify for the Early Graduation Scholarship, students must complete an application online within the Idaho State Department of Education's Advanced Opportunities portal. Failure to apply will result in ineligibility of funds.
- Students are responsible for creating a student account and applying for Advanced Opportunity funds within the State Department of Education's Advanced Opportunities portal. The school will give final approval of all student funds.
- Advanced Opportunity funding is available until the end of a student's expected cohort graduation date and is available for students in grades 7-12. Any student who extends graduation to a 13th school year will not be eligible for Advanced Opportunity funding.

Adopted: April 2017
Amended: May 2017
Amended: August 2018

Amended: July 2019
Amended: May 2020
Amended: May 2021
Amended: October 2021
Amended: April 2022
Amended: August 2025

605.1 TRANSCRIBING DUAL COLLEGE CREDIT COURSES

The Idaho Virtual Academy offers several college credit opportunities for students. In accordance with Idaho Statute 33-5109, a school shall grant academic or career technical credit, as applicable to the course, to pupils enrolled in a course for secondary credit if the pupil successfully completes the course. Four (4) semester college credits equal at least one (1) full year (two [2] semester credits) of high school credit in that subject. Fewer college credits may be prorated.

- College Credits will be transcribed as a high school class at half the credit value.

Adopted: August 2018
Amended: May 2020

605.2 FLEXIBLE SCHEDULE

Idaho Statute Chapter 61 Title 33-6102 establishes provisions regarding Flexible Schedules for certain students. Under this statute, the Board of Idaho Virtual Academy establishes the following criteria for student participation in a Flexible Schedule.

1. An IDVA student is eligible to take a Flexible Schedule if s/he:
    - Is 16 years or older.
    - Has maintained a GPA of 3.5 or higher prior to seeking approval for Flexible Schedule participation.
    - Has parent permission (if the student is under the age of 18 years).
    - Has achieved the following college and career readiness scores on either the SAT or ACT.
        - Mathematics
            - SAT ≥ 750
            - ACT ≥ 33
        - English
            - SAT (ERW-Evidence-Based Reading and Writing) ≥ 750
            - ACT (English and Reading Combined) ≥ 70
    - Notifies the school of a desire to utilize a Flexible Schedule, seeking approval for the same through this process.
    - Submits a participation portfolio.
        - A participation portfolio will include a description of a student's nonacademic and cocurricular activities including, but not limited to, student government, sports, music ensembles, theater, clubs, organizations, work, internships, and volunteering. A participation portfolio should also include any leadership positions a student holds in nonacademic activities.

- Submits a one (1) page or longer essay explaining why s/he wishes to have a Flexible Schedule and outlining the student's future plans using the Flexible Schedule.
- Completes the Civics Test, Economics credit (1 credit), Government credits (2 credits), and Senior Project (1 credit). Senior Project *may* describe the student's experience in achieving a college and career readiness score and include a detailed explanation of the student's future plans.

2. A student who has received approval for Flexible Schedule participation may be relieved from completing any remaining state high school graduation requirements. Such student may have flexibility in his/her schedule to:
   - Take elective courses, CTE programs, or core courses available at the school.
   - Participate in apprenticeships or internships.
   - Act as a tutor at any grade level.
   - Engage in other activities as identified by the State Board of Education.

Adopted: July 2019
Amended: February 2021

605.3 FLEXIBLE SCHEDULES AND ADVANCED OPPORTUNITIES FUNDING

Idaho Statute Chapter 61 Title 33-6103 provides for certain funding available to students with Flexible Schedules. A student who opts for a Flexible Schedule under the provisions of Idaho Code 33-6102 may use the student's allotment of Advanced Opportunities funds (see IDVA Board Policy 605.0) for activities identified in part two (2) of IDVA Board Policy 605.2 Flexible Schedules.

Adopted: July 2019
Amended: February 2021

605.4 EARLY GRADUATION

Idaho Statute Chapter 61 Title 33-6104 and corresponding provisions of the Idaho Administrative Procedures Act establishes provisions regarding Early Graduation. Under this statute, the Board of Idaho Virtual Academy establishes the following criteria for student participation in Early Graduation.

1. An IDVA student is eligible to graduate early if s/he:
   - Is 16 years or older.
   - Has maintained a cumulative GPA of 3.5 or higher.
   - Has parent permission (if the student is under the age of 18).
   - Has achieved the following college and career readiness scores on either the SAT or ACT.
     - Mathematics
       - SAT ≥ 750
       - ACT ≥ 33
     - English
       - SAT (ERW-Evidence-Based Reading and Writing) ≥ 750
       - ACT (English and Reading Combined) ≥ 70
   - Notifies the school of intent to graduate early.
   - Submits a participation portfolio.

    - A participation portfolio will include a description of a student's nonacademic and cocurricular activities including, but not limited to, student government, sports, music ensembles, theater, clubs, organizations, work, internships, and volunteering. A participation portfolio should also include any leadership positions a student holds in nonacademic activities.
  - Submits a one (1) page or longer essay explaining why s/he wishes to graduate early and outlining the student's future education or training plans if the student graduates early.
  - Completes the Civics Test, Economics (1 credit), Government credits (2 credits), and Senior Project (1 credit). Senior Project *may* describe the student's experience in achieving a college and career readiness score and include a detailed explanation of the student's future plans.

2. An eligible student may, at the student's option and upon notification of the student's school, be relieved from completing any remaining high school graduation requirements and graduate early.

3. Idaho Virtual Academy will grant high school diplomas to students who are eligible and opt for early graduation pursuant to Idaho Code 33-6104 and IDVA Board Policy.

A report of students seeking early graduation shall be made by the Administration to the Board for the Board's approval of such early graduation.

Adopted: July 2019
Amended: February 2021
Amended: August 2025

606.0 1ST THROUGH 8TH GRADE ELECTIVE COURSES

IDVA provides up to one elective course per student, per year, in grades one through eight (1-8). Upon completion of the elective course, a student may select the next level of the same elective or a new elective to replace the completed course. Elective courses are defined by the school as STRIDE/K12, Inc. Art or Music for 1st and 2nd graders and as STRIDE/K12, Inc. Art, Music, or Foreign Language for 3rd through 8th graders.

Additional elective considerations will be considered on a case-by-case basis.

Adopted: June 2013
Amended: May 2020
Amended: August 2025

607.0 CLASS SIZE

Class size is a factor in the management of school programs for Idaho Virtual Academy's regular program and its alternative school program. Student-teacher ratios are determined by program type, grade level, content area, and budget limitations. The Executive Director will approve all class size and regulations for the implementation of this policy.

Adopted: April 2017
Amended: May 2020
Amended: August 2025

608.0 HIGH SCHOOL GRADE LEVEL PLACEMENT

IDVA student grade level designations are as follows:

- A student's 9th grade or Freshman year begins in the first term of the school year in which the student enrolls in an accredited public high school.
- A student's 10th grade or Sophomore year begins in the first term of the school year that is one (1) year after the student's Freshman year.
- A student's 11th grade or Junior year begins in the first term of the school year that is two (2) school years after the student's Freshman year.
- A student's 12th grade or Senior year begins in the first term of the school year that is three (3) school years after the student's Freshman year.
- Students enrolling in IDVA for the purpose of utilizing Advanced Opportunity Funds will be placed according to their Age-Appropriate Grade Level (AAG).

Grade level change requests will follow IDVA Board Policy 604.1 Grade Level Retention and Acceleration.

Adopted: April 2021

609.0 GENERAL EDUCATION ELEMENTARY GRADE LEVEL PLACEMENT

Elementary age students enrolling in IDVA will be placed according to Idaho Statute 33-201.

For general education students, "*the age of five (5) years shall be attained when the fifth anniversary of birth occurs on or before the first day of September of the school year in which the child is to enroll in kindergarten. For a child enrolling in the first grade, the age of six (6) years must be reached on or before the first day of September of the school year in which the child is to enroll. Any child of 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.*"

If a child is older than six (6) years and has not previously completed out-of-state kindergarten, the academic team (administrator, counselor, parent/legal guardian, teacher, and special education teacher/administrator, as applicable) will review the student's Age-Appropriate Grade Level (AAG) and academic achievement to determine grade level placement.

Grade level placement for all other students enrolling in elementary school will be determined upon review of the student's AAG and/or last grade level completed.

Grade level change requests will follow IDVA Board Policy 604.1 Grade Level Retention and Acceleration.

Adopted: September 2024

SECTION 700

701.0 EQUAL EMPLOYMENT OPPORTUNITY AND NON-DISCRIMINATION IN THE WORK ENVIRONMENT

It is the policy of the IDVA Board of Directors, that so long as the individual is otherwise able to perform the essential functions of the job position, with or without reasonable accommodations, the school shall provide equal employment opportunities to all individuals, regardless of their age, race, color, religion, national origin, ancestry, creed, sex, marital status, gender identity and expression, sexual orientation, military status, disability, pregnancy, handicap or disability status, and/or any other federally or state protected classification.

The school shall make reasonable accommodations for an individual with a disability as provided by applicable state and federal law unless the accommodation would impose an undue hardship upon the school.

Inquiries regarding equal opportunity employment and discrimination should be directed to the IDVA Non-Discrimination Coordinator or Human Resources Manager. Written complaints may be filed with the Non-Discrimination Coordinator through utilization of the Uniform Grievance Procedure of the School (Policy 505.0).

Proper notification of the Non-Discrimination Coordinator shall be made on an annual basis. Such notification will include the name and contact information for the Coordinator.

Adopted: November 2015

702.0 CERTIFICATED EMPLOYEES

A certificated employee will be considered to be any instructional or administrative employee holding and required to hold proper certification/endorsement as provided for in the Idaho Code and State Board of Education Rules.

Every person employed by IDVA in a position requiring certification as required by Idaho Code and State Board of Education Rules, shall have and maintain a current certificate or provisional certificate issued under the authority of the State Board of Education.

IDVA employees are personally responsible for maintaining and renewing certificates and endorsements. This is not the responsibility of IDVA.

Each certificated employee must provide the Human Resources Department a copy of their current certification prior to beginning service. Upon renewal of a certificate, the employee shall provide a copy of their renewed certification to Human Resources. If an employee has new endorsements added to their certification, a copy of the updated certification shall be provided to Human Resources.

Each certificated employee must have <u>completed</u> the renewal process by no later than September first (1st) of the year of expiration of their then current teaching certificate. IDVA encourages employees to complete the process prior to the commencement of the school year.

Failure to have proper certification and/or timely renewal of certification on or before September first (1st) may result in a declaration by the Board of Directors that the Certificated Employee's contract is void due to the failure to meet an essential contract term of having and maintaining a valid certification/ endorsement and/or termination of the employee for Breach of Contract and/or pursuant to the applicable provisions of the Idaho Code and Idaho State Board of Education Rules.

Adopted: January 2007
Amended: May 2020
Amended: August 2025

702.1 EMPLOYMENT VERIFICATION

Employment Checks for Employees without Prior Public School Experience

Employment Checks for Out of State Applicants with Non-complaint Prior Employers

The provisions outlined in this policy are mandatory provisions, prior to employment, for all individual whose first public school employment will be with the Idaho Virtual Academy Public Charter School as well as for all individuals who have prior public school employment experience but such experience is at a location outside of the state of Idaho and the prior employer refuses to produce personnel file materials as outlined in applicable provisions of the Idaho Code. The application of this policy to other individuals under consideration for employment at the School is at the discretion of the School's administration. For the retention of employees who are approved by the Board, prior to any recommendation being made to the Board for employment and as part of the application, screening and interview process:

- The School's Administration shall notify the applicant that the School is required, pursuant to Idaho law, to not only conduct the fingerprint/background check but also to conduct a prior employment verification and educational verification.
- The Applicant shall be advised that if they are untruthful in their disclosures, including by omission, with regard to prior employment and/or educational achievement, such will be grounds for dismissal.
- Certificated Applicants shall further be advised that if they are untruthful in their disclosures, including by omission, such action may also be a violation of the Code of Ethics for Idaho Professional Educators, Principle IV(b), ". . . Unethical conduct includes, but is not limited to: falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards and related employment history when applying for employment . . ." and that should the School's Administration become aware of such untruthfulness, the Administrator is obligated to report this action to the Idaho Professional Standards Commission.

The School's Administration shall contact all prior employers identified by the applicant either in their resume, curriculum vita, and application documentation or disclosed during the individual's interview.

Inquiry shall be made as to:

- Position(s) held
- Duration of position(s)
- Compensation received

- Reason for separation of employment
- General information as to employee's performance quality
- Whether or not the employer would re-employ the individual
- Other information as deemed to be relevant by the Administration

Should the Administration learn of any prior employers of the individual, not disclosed by the applicant, the Administration shall contact such employer and make the same inquiries as outlined above.

The School's Administration shall contact all prior educational institutions of attendance identified by the applicant either in their resume, curriculum vita, and application documentation or disclosed during the individual's interview.

Inquiry shall be made as to:

- Dates of attendance
- Degree earned
- Honors and awards noted
- Other information as deemed to be relevant by the Administration

The School's Administration shall maintain a written record, contained in the personnel file of the individual should the individual be hired or contained in an application file should the individual not be retained, documenting that this policy and the applicable provision of the Idaho Code have been followed.

The School's Administration is tasked with developing appropriate Administrative Procedures to complete the responsibilities identified in this Policy and has the authority to change such procedures and forms as may be necessary from time to time.

For temporary personnel whose retention does not require Board approval, the Administration shall have in place a procedure to conduct employment and educational reference checks that complies with the intention and purpose of Section 33-1210(7)(b), Idaho Code.

Adopted: August 2012
Amended: May 2020

702.2 EMPLOYEES PROVIDING PROFESSIONAL SERVICES OUTSIDE THE LEA

IDVA employees are compensated for the completion of their professional duties. Professional duties include but are not limited to: being present during the scheduled work/school day; planning and providing instruction; grading and evaluating student progress, supervision of students; communicating frequently with colleagues, parents, and students; participating in faculty meetings and professional development activities; and contributing to school improvement activities. The definition of the workday is contracted days between, but not limited to, the hours of 8:30am and 4:00pm in the employee's time zone or the time zone designated by the administrator, Mountain or Pacific. We do recognize that many, if not most, professional employees engage in job related duties and activities during hours which may be outside of the workday.

The LEA recognizes that from time to time, employees may offer their professional services to other professional entities, including academic institutions. The LEA does not object to this providing the following:

- The offering of said services does not violate the definition of a compensated workday as described in the first paragraph of this policy and does not interfere with the employee's performance of duties for the LEA;
- The employee does not use equipment, materials, or intellectual property that is considered the sole property of the LEA or its education and management services provider, STRIDE/K12, Inc.;
- The actions of the employee are not attributed to the school but rather to the other professional entity and/or academic institution; and
- The employee's actions remain consistent with the provisions of the Code of Ethics for Idaho Professional Educators, including but not limited to the unauthorized solicitation of students or parents of students to purchase equipment, supplies or services from the educator, who will directly benefit (IDAPA 08.02.02.076.07.a).
- The employee's outside work does not interfere with the employee's job duties or responsibilities for IDVA or otherwise serve as a conflict of interest with IDVA employment.
- An employee must notify his/her supervisor and Human Resources of any outside jobs and any time outside job status changes if the timeframe is within the employee's IDVA contract dates or stipend contract dates. Any employee desiring to take an outside position with another professional entity and/or academic institution or is currently working for said type of entity or institution, is required to fill out the Request to Work Outside the LEA form and submit it for approval to Human Resources. The Executive Director will present the request to the Board of Directors for their approval. An employee must notify his/her supervisor of any change in his/her Board approved "employment outside of the LEA" status.
- If it is determined by the IDVA Board of Directors that the employee's outside the LEA's work is inappropriate, conflicts or interferes with the employee's performance, safety, availability or the ability of the employee to meet the job requirements of his or her position with the LEA, as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she desires to remain with Idaho Virtual Academy.

Adopted: March 2017
Amended: February 2018
Amended: May 2020
Amended: August 2025

702.3 USE OF RECRUITING EXPENSES

The LEA values its employees and is always open to the recruitment of new employees, providing there are appropriate, budgeted staff openings. The LEA's Human Resources Department Manager working in concert with the Executive Director and pertinent Department Heads, is charged with the recruitment and the recommendation for hiring to the Board of the LEA's employees. To that end, the Human Resources Department Manager may, from time to time and when appropriate, participate in job fairs, advertise for needed positions, and otherwise use the appropriate and budgeted means to seek out and recruit needed employees for the LEA. The Human Resources Department Manager will always consult with the Executive Director before the expenditure of any monetary resources in this endeavor.

Adopted: March 2017
Amended: May 2020
Amended: August 2025

702.4 STATE RESIDENCY – NO EMPLOYEE REIMBURSEMENT OF RELOCATION COSTS

With the realization of the following:

- It is the policy of the Board of Directors, that when hiring new employees, it will only hire those employees who are currently residing within the state of Idaho or who, upon their date of employment, will reside within the state of Idaho and will continue to reside in the state of Idaho while employed with the school. Exceptions for emergencies may be approved by the Executive Director;
- That most, if not all, academic and instructional positions with the LEA are "in home office" positions and the duties assigned to those positions can be performed in an employee's current in-state location; and
- That there is only a specific number of professional classified office positions that require an employee to be located in such a way that he/she can perform his/her daily duties at the Central Office located in Meridian.

The LEA does not provide reimbursements to employees for relocation costs.

Adopted: March 2017
Amended: May 2020
Amended: August 2025

702.6 CERTIFICATED EMPLOYEE CONTRACTS

New Certificated employees, hired by the LEA, will be employed on a written contract that complies with Idaho Code.

The terms of such contract will be in accordance with the provisions of the written contract and applicable provisions of the Idaho Code, which may include including issues of duration, renewability, existence of property rights and notice provisions.

Adopted: January 2007
Amended: May 2011
Amended: May 2020
Amended: April 2021

702.8 RESIGNATION AND RELEASE FROM CONTRACT OF CERTIFICATED EMPLOYEES

<u>Resignation and/or Non-Return to the School</u>

Certificated employees will notify the Board of Directors of the Idaho Virtual Academy, in writing, as soon as possible, if he/she does not intend to return to LEA #452 for the next school year. The school would appreciate notice given in response to the annual Letter of Intent or prior to May 1 if the employee is

aware of the intention not to return as such notice may impact the existence of a job for one of the employee's fellow teachers.

When the Board has issued contracts for the next ensuing school year, any person in receipt of such contract has a period of ten (10) calendar days to return such signed and accepted contract to the school. If such is not returned to school within the ten (10) day time frame, or as otherwise extended for all certificated personnel in any given year by the Board of Directors, or should a person in receipt of such contract willfully refuse to acknowledge receipt of the contract, the Board has delegated to the Administration the authority to declare the position vacant and start the process for recruiting a replacement.

Post-Issuance Resignation/Request for Contract Release

A certificated employee wishing to submit a resignation or a request for release from contract after the contract has been signed will present a written request to the Executive Director. The certificated employee is not released from such contract until the Board takes action allowing for such release.

The employee must adequately demonstrate the specific reasons for his or her resignation to the Board of Directors. The Board's decision, in part, will be determined by the ease with which an acceptable, qualified replacement can be found as identified by the Executive Director and the Board. In arriving at its decision, the Board of Directors will consider such factors as:

- The timeliness of the request or resignation;
- The reasons given for the request or resignation;
- The difficulties that might be expected in securing a satisfactory replacement; and
- The extent to which release or denial of release from the contract will contribute to the welfare of the LEA #452.

Should any certificated employee vacate his or her position, mid-contract, without specific release by the Board, the Board of Directors of Idaho Virtual Academy and/or the school's Idaho Certificated Administrators shall file a complaint with the Professional Standards Commission alleging unethical conduct pertaining to the abandonment and breach of the teaching contract.

Adopted: April 2007
Amended: June 2011
Amended: October 2013
Amended: May 2020
Amended: August 2025

702.9 INFORMAL REVIEW OF CERTIFICATED EMPLOYEES

LEA #452 will use the following procedures when a certificated employee is entitled to an Informal Review procedure pursuant to the provisions of the Idaho Code.

Upon an employee receiving notice of an event which would trigger the statutory right to an Informal Review, the employee must submit a written request with the Board of Directors within ten (10) days of

the date of notice of the event triggering the Informal Review opportunity. This ten (10) day period may be waived at the sole discretion of the Board should extenuating circumstances exist.

An Informal Review, by its definition, is an informal proceeding before the Board. This proceeding is not a due process hearing as would be provided pursuant to Idaho Code 33-513(5).

During an Informal Review, the administrative team who made the recommendation for an employee change triggering the right to an Informal Review will make a brief presentation to the Board as to the basis of this recommendation. Upon completion of the presentation to the Board the affected employee will then receive the right to make a presentation to the Board as to why the employment action is not appropriate.

- The Board may set a reasonable time limitation for each presentation
- The Board may receive documentary evidence from the Administration and the affected employee. What weight any such documentary evidence is given is solely within the discretion of the Board.
- The Board will allow the employee and the Administration to have representation at any informal review.

The Board will notify the employee, in writing, of its final decision in the matter within fifteen (15) days of the date of the Informal Review.

Adopted: October 2007
Amended: June 2011
Amended: May 2020

703.0 COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT (ADA) REGARDING EMPLOYEES WITH DISABILITIES AND REASONABLE ACCOMMODATIONS

EMPLOYEES WITH DISABILITIES

It is the policy of LEA #452 that there will be no illegal discrimination against any individual on the basis of any protected classification including but not limited to a disability.

A person with a disability is one who:

- Has a physical or mental impairment that substantially limits one or more of the major life activities of the individual;
- Has a record of having such an impairment; or
- Is regarded as having such an impairment.

REASONABLE ACCOMMODATIONS

If an employee or applicant is considered to be disabled but is otherwise qualified to perform the essential functions of the position for which they are employed and/or applying, the school will engage in the interactive process with regard to reasonable accommodations to assist in the performance of the required tasks for the position.

Within the parameters of the law and with discussion with the employee and/or employee's health care providers, the school has the discretion and authority to determine the scope of reasonable accommodations.

Essential Functions are the fundamental duties of the position which the individual is holding or would hold should the individual become employed. The essential functions may be different for the various and different positions at the school and are determined on a case-specific basis.

Reasonable Accommodations are modifications or adjustments to the work environment, the manner in which work is performed, or the job application process itself, which would enable the employee or applicant to enjoy the same benefits and privileges of employment as an individual without a disability.

Reasonable Accommodations do not include the reassignment of essential functions to other employees and/or a total change in the function, intent or essential functions of a position at the school.

REQUESTING ACCOMMODATIONS

In the event an employee or applicant believes that reasonable accommodations are necessary, he or she must submit the request in writing to the Executive Director or designee. This action will commence the interactive process in addressing reasonable accommodation issues.

PRIVACY CONSIDERATIONS

The school's administrative team shall make all reasonable efforts to protect the privacy of employment and health records concerning any employee, specifically including any employee or applicant in need of an accommodation under the ADA.

In considering the requested accommodation, LEA #452 may require that the employee submit medical and/or other information to substantiate the request and may require that the employee undergo an independent medical examination. Any such information learned during the course of a medical examination will be held in the strictest of confidences.

ASSIST/SERVICE ANIMALS

The ADA defines a service animal as any guide dog, signal dog, or ponythat has been individually trained to provide assistance to an individual with a disability. Use of a service animal for employees with disabilities shall be addressed with the Director of Human Resources.

An **emotional support animal** (**ESA**) is an animal that provides support to individuals with a mental health or psychiatric disability. Emotional support animals are not required to be trained. Employee emotional support animals are not allowed on school property or at school events.
Should any complaint or grievance arise that in any manner associated with this policy the LEA's Non-Discrimination Coordinator shall be notified and, as appropriate, engage in an investigation or aid in resolution of such dispute.

Adopted: February 2009
Amended: November 2015

Amended: August 2025

704.0 IDAHO STATE VETERAN EMPLOYMENT PREFERENCE

APPLICANTS ELIGIBLE FOR VETERANS' PREFERENCE

In all employment of any kind (excluding "key employees" and temporary employees), the school shall give preference to eligible veterans and qualifying spouse/widow/widower as addressed herein.

Such preference shall include but not necessarily be limited as follows:

- PREFERENCE OVER NON-VETERANS. An applicant who qualifies for a veterans' preference is entitled to a preference in initial application for hiring with LEA #452 over other applicants for the same position who are not more qualified.
- PREFERENCE IN THE CASE OF REDUCTION OF FORCE. Preference shall be given consideration for retention in the case of a reduction in force.
- COMPETITIVE EXAMINATIONS. If applicants are required to take competitive examinations, five (5) percentage points shall be added to the earned rating of any applicant who is eligible for veterans' preference points. The enhanced score shall be used in establishing a rating.
- COMPETITIVE EXAMINATIONS—DISABLED VETERANS. If applicants are required to take competitive examinations, ten (10) percentage points shall be added to the earned rating of any applicant who is eligible for veterans' preference points as a disable veteran.
- INTERVIEW REQUIREMENTS. Disabled veterans who have a current service-connected disability of thirty percent (30%) or more must be offered an interview if they are one of the top ten (10) qualified applicants. If applicants are not ranked, LEA #452 must offer to interview such veterans who fully meet all qualifications for the position. Notwithstanding this subsection, LEA #452 is not required to interview more than a total of ten (10) applicants regardless of the number of such qualified veteran applicants.

Preference consideration shall be consistent with applicable state and federal law as such may be amended from time to time.

EMERGENCY HIRING

In the event of an emergency which may endanger the health, safety, and public welfare, these provisions may be dispensed with temporarily, but persons so employed may not be allowed to work for a time period of more than ninety (90) days, except as employees who meet all of the requirements of the veterans' preference provisions stated above.

PROMOTION, TRANSFER, OR REASSIGNMENT

This policy applies only for the purpose of an initial hire by LEA #452. Veterans' preference and any benefits set forth in this policy for eligible veterans, is not relevant to and will not be considered whenever personnel decisions are made relative to an employee's promotion, transfer, or reassignment within LEA #452.

DEFINITIONS

“Disabled veteran” means those honorably discharged veterans who a) have served on active duty in the Armed Forces and have a current service-connected disability of ten percent (10%) or more or are receiving compensation related to a service-connected disability including retirement benefits or pension from the military or the department of veteran affairs; or b) are Purple Heart recipients.

“Initial hire” means the first time an eligible veteran is hired by LEA #452 provided, however, subsequent separation from the school for any reason will not result in the award of new preference with LEA #452. Temporary or casual employment does not qualify as an “initial hire.”

“Key employee” means an individual specifically hired for an “at-will” or non-classified position for which there is no selection process, such as a position as a private secretary or deputy of an official or department who holds a confidential relationship to the appointing or employing officer or body.

“Service-connected disability” means that the veteran is disabled due to injury or illness that was incurred in or aggravated by military service as certified by the federal Veterans Administration or an agency of the Department of Defense.

“Veterans’ preference” shall apply to veterans, or their spouse, widow, or widower, who have been:

- In active service in the Armed Forces of the United States during one or more of the times periods described therein or have been awarded an AFEM, or
- Are disabled veterans who served on active duty in the Armed Forces at any time, or
- Are Purple Heart recipients, or
- Are the widow or widower of such individuals and who have not remarried, or
- Are the qualifying spouses or eligible disabled veterans who cannot qualify for any public employment because of a service-connected disability.

Adopted: February 2009
Amended: November 2011
Amended: November 2015
Amended: August 2025

705.0 REDUCTION IN FORCE

The Board of Directors has the obligation to discontinue programs and reduce staff (including reduction of Full Time Equivalents [FTEs], in whole or in part) to operate within the constraints of its financial capabilities. The decision to continue or discontinue programs and services, with corresponding staff reductions, shall be made by the Board of Directors on recommendation from the Executive Director and administrative staff.

The Board of Directors recognizes that its primary purpose is to provide instructional programs and services to the students of Idaho Virtual Academy. Toward that end, the Board of Directors will review available revenue sources. Further, all aspects of the school’s operations will be considered when making any reductions.

Adopted: December 2005

Amended: May 2020
Amended: August 2025

705.1 REDUCTION IN PERSONNEL PROCEDURE

PROCEDURE FOR REDUCTION OF TEACHING STAFF

In the event the Board of Directors adopts a reduced educational program by reason of financial necessity, including, but not limited to, declining enrollment, decreased state or federal funding, those staff members who will be laid off or contract non-renewed or adversely affected in contract status will be identified by using the following procedures:

1. Determination of Vacant Positions: The school will determine, as accurately as possible, the total number of certificated staff members leaving the school for reasons of retirement, family transfer, normal resignations, discharge or non-renewal, etc., and these vacancies will be considered in determining the number of layoffs required.
2. Certification: To ensure that the certificated staff member recommended for retention will be qualified to implement the educational program determined by the Board of Directors, all certificated staff members must possess a current valid Idaho State Certificate as may be required for the position available.
3. Employment Categories: The following categories and specialties are established to ensure the qualifications of personnel assigned to retained positions:
   a. Elementary certificated staff members will be considered for retention in one category (K-8).
   b. Secondary certificated staff members (6-12) will be considered for retention in subject matter areas or departments for which they are properly credentialed and endorsed. Each subject matter area or department is a category defined by, but not limited to, one of the following: science, math, social studies, language arts, individual language, music, and art. Such a staff member may be considered for retention in more than one area should the individual hold multiple endorsements.
   c. Other non-supervisory certificated staff members will be considered for retention according to their specialties as endorsed on their certificates:
      i. Special Education Personnel
4. Retention of Employment Category: Each certificated staff member will, in accordance with the criteria set forth in paragraph A-3-c hereof, be considered for retention in the category or specialty appropriate for which they have been contracted. Certificated staff members may also be considered for retention in such additional categories, specialties, and subject matter areas which they are not teaching but are currently certificated to teach with proper state endorsements.

   All written requests for consideration in additional categories and/or specialties shall be submitted in writing within five (5) working days after the request for such information is made by the Executive Director or his/her designee. Within five (5) working days of the request for information by the Executive Director or his/her designee, each certificated employee should also advise the Executive Director of all courses, training or other relevant class work, that have been completed since the commencement of the school year.

Staff members will be considered for additional categories and/or specialization only if they do not qualify for retention in the category or specialty appropriate to the position held at the time of the implementation of these procedures.

In the event an instructional program or service is entirely discontinued by the Board of Directors and the person(s) employed therein is/are not currently certificated to work in another position, then by necessity, that/those person(s) will be reduced or contract non-renewed regardless of seniority within the school.

5. Selection Within Employment Categories: Certificated staff members shall be considered for retention in available positions within the categories or specialties for which they qualify. In the event that there are more qualified staff members than available positions in a given category or specialty, the following criteria shall be used to determine which staff members shall be recommended for retention.
   a. Retention recommendations will be based upon the employee the administration deems as the most qualified based upon previous performance appraisals.
   b. Should two employees be deemed equally qualified, based upon previous performance appraisals, each of the following considerations will also be evaluated in determining which staff members shall be recommended for retention:
      i. Degree status/level of education and credits completed by such employee;
      ii. Number of areas for which a teacher is Highly Qualified;
      iii. National Board Certification;
      iv. Prior Disciplinary Actions;
      v. Prior awards and honors.

   No single one of the above criteria in subsection (b) will have greater or lesser weight than any other but rather will be viewed as an overall judgment consideration of the administration in the recommendation process and of the Board in making a final decision.
6. Action by the Executive Director: The provisions above shall be implemented as soon as possible after the identification of the need for a reduced educational program.

Adopted: December 2005
Amended: June 2011
Amended: May 2020
Amended: August 2025

705.2 NON-RE-EMPLOYMENT DISCHARGE OF CERTIFICATED EMPLOYEES

Regarding the non-re-employment/discharge of certificated employees, Idaho Virtual Academy will comply with Idaho Code as dictated in §33-5206, §33-514, or other Idaho Code which may be established, whichever is applicable to the situation and the employee.

Retired Contract

Certificated personnel receiving retirement benefits from the public employee retirement system of Idaho (PERSI), except those who received benefits under the early retirement program previously provided by the state, are hired on a standard retired contract, which is an at-will contract.

Interim Certificate Holder

A certificated employee who holds an interim certificate while they pursue an alternate route to certification must complete at least nine (9) semester credits annually toward the completion of their alternate route to certification and must meet their annual progress goals toward the completion of their alternate route. The school may take action to terminate or non-renew a teacher with an Interim Certificate who fails to meet these requirements. Such termination or non-renewal shall be carried out in accordance with the applicable state law and administrative rule.

Regardless of the content of this Policy provision, decisions regarding the non-re-employment or discharge of certificated employees will be done consistent with the provisions of the Idaho Code applicable to such employee, as such Code provisions shall be amended from time to time. If this Code is amended subsequent to the adoption of this policy, the Code provisions shall prevail over any inconsistency between the Code and this policy.

Adopted: October 2007
Amended: June 2011
Amended: October 2013
Amended: May 2020
Amended: April 2021

706.0 CERTIFIED EMPLOYEE BENEFITS

706.1 HEALTH, DENTAL, VISION BENEFITS AND WORKMAN'S COMPENSATION

Full time employees are eligible for medical, dental, and vision benefits. LEA #452 will pay the full monthly premium for certified employees with a 1.00 FTE contract. Eligible employees may add their immediate family members to their coverage plan at their own cost, for a monthly payroll deduction. Insurance coverage is not automatic. Enrollment is mandatory and must be made at the time of employment and each year during the open enrollment period.

Employees may make changes to their insurance plans as per the agreement with the Insurance Company. The addition of dependents may be made only during the open enrollment or within thirty (30) days of a qualifying event. Employees may drop dependent coverage at any time during the year, but having done so, may have to wait until the next open enrollment period to be added to the coverage.

All individuals employed by the school are covered by Workman's Compensation Insurance for bodily injury, disease, or death caused by accident arising out of and in the course of their employment. The Charter School is required by law to obtain this insurance through the State Insurance Fund. Any and all premiums for this insurance coverage are paid by the school.

In case of an injury or other qualifying event, notice of the injury or event shall be reported to the school's main office, Human Resources Department, at the earliest possible opportunity.

A claim for compensation must be prepared by the employee and submitted to the school's office. The school's Human Resources Manager or designee will forward the claim to the State Insurance Fund for processing.

Adopted: August 2015
Amended: June 2016
Amended: May 2020
Amended: August 2025

706.2 PERSI BENEFITS

All certified employees working more than twenty (20) hours per week for twenty-two (22) consecutive weeks must sign up and contribute to the state employee retirement program as per Idaho Code.

Adopted: August 2015

707.0 CERTIFIED EMPLOYEE LEAVE PROCEDURES

707.1 FLEX LEAVE

IDVA employees will be granted flex (personal) leave on the following basis:

- All certified contractual fulltime employees will receive five (5) flex (personal) days of paid leave to be used during the school year with supervisor approval.
- All part-time certified contractual employees, who have a minimum of a .50 contract, will receive flex (personal) days of paid leave, prorated for the date of hire to be used during the school year.
- Temporary full-time; temporary part-time; permanent part-time employees will not be granted flex leave.

Requests for flex leave are to be submitted to the employee's immediate supervisor, in writing, at least forty-eight (48) hours in advance of the requested leave, except in cases of emergency. In cases of emergency, the employee shall notify his/her immediate supervisor (or in his/her absence, the next administrative person in charge) as soon as reasonably possible. It is also the responsibility of the employee to document his/her use of flex leave to the supervisor following the emergency use.

It is the duty of the administrative supervisor to inform the Human Resources Manager, in writing, of an employee's use of flex leave.

The employee who uses flex leave will be responsible for ensuring all their responsibilities are fulfilled in their absence.

Flex leave can be used for personal business, bereavement, mandatory court leave that is not jury duty, or other leave approved by the employee's supervisor. If the employee receives any remuneration from the court system for jury service, the employee will turn that pay over to Idaho Virtual Academy, exclusive of mileage paid by the court. Employees will not have to use flex time for jury duty.

The Administration reserves the right to deny flex leave during specific times of the school calendar.

Unused employee flex time does not carry forward or accumulate from year to year.

BEREAVEMENT LEAVE

If a death occurs in the immediate family of a full-time employee, the employeeis eligible for three (3) days of bereavement leave during the contract or work agreement year. Requests for bereavement leave are to be submitted to the employee's immediate supervisor (or in his/her absence, the next administrative person in charge) in writing as soon as is practical for the situation. Unused Bereavement leave does not carry over from one year to the next.

An immediate family member for purposes of this policy is a spouse, domestic partner, and partner in a civil union; a child, parent, sibling, a grandparent, father, mother, son, or daughter, including their comparable step or half relation, adoptive family members, or in-laws; or anyone living in an employee's household.

A full-time employee will be allowed two (2) days off in the event of the death of a relative who is not a member of your immediate family as defined above.

An employee is allowed up to ten (10) days maximum per calendar year for this benefit. An employee may, with his or her supervisor's approval, use any available vacation or available personal time for additional time off as necessary. Proof of death and relationship to the deceased may be required.

LEAVES OF ABSENCE

Teachers desiring a leave of absence must make a formal application through the Executive Director to the Board. The Board shall review the request and, if granted, shall allow the following:

- No loss of accumulated benefits of sick leave and time with the school.
- The teacher's participation in the school's group insurance while on leave, with the teacher paying the premiums.
- Upon return from a board approved leave of absence, the teacher will be assigned to an equivalent position in his/her area of certification.
- The employee will not receive credit toward years of employment, seniority, or other related benefits for the period or year of leave taken.
- If a position is not available upon a teacher's return due to a Reduction in Force, procedures outlined in Policies 703.0 and 703.1 will be followed.
- Upon approval of the Board, leaves can be extended beyond one (1) year with a written request from the teacher on leave prior to April 1 of the year the leave would have ended.

PROFESSIONAL LEAVE

Professional leave with or without pay may be authorized by the LEA for attending educational conferences or for other purposes related to the teacher's assignments. Such leave shall be determined by the Executive Director through the staff member's direct supervisor.

SICK LEAVE

At the beginning of the employment year, all full-time employees of IDVA under contract or work agreement will be entitled to sick leave of (1) day for each month of service, or a major portion thereof, as projected for the employment year. If the employee works less than full time, but at least 30 hours per week, the sick leave will be pro-rated. In addition, certified or non-certified employees who are employed in one of the following categories: 1) temporary full-time, 2) temporary part-time, or 3) permanent part-time employees, will not be granted sick leave.

Medical Documentation: Proof of illness must be submitted, upon request, that is adequate to protect the school against malingering and false claims of illness. Proof of the employee's ability to return to work following an illness may be required prior to returning to work.

Accumulation of Sick Leave: Unused sick leave will be accumulated from year to year, up to an unlimited number of days as long as an employee remains continually in the service of IDVA. If a new employee has been employed by another district or state educational agency during the year immediately preceding, that individual's accumulated sick leave up to a maximum ninety (90) days will be secured for, and credited to, that new employee.

Sick Leave may be used for:

- Personal Illness: The employee is unable to perform the duties and functions of his/her position. A doctor's excuse or opinion verifying illness may be required.
- Illness or Injury in the Family: If an employee is unable to perform his/her duties and functions of his/her position due to an illness or injury in the family, he/she may request to take sick leave to help with the situation. Family shall be deemed to include those residing under the same roof, blood, or marital relatives, or others who are the responsibility of the employee. Blood or marital relatives need not live with the employee. It should be understood by the employee that the granting of said sick leave is at the discretion of his/her supervisor in conjunction with the approval of the Executive Director, who, may or may not place such restrictions on the leave as the Executive Director feels is warranted.
- Death in the Family: In the case of a death or deaths in the employee's immediate family as defined in IDVA Board Policy 707.1, an employee may file a request with his or her supervisor to use sick leave in addition to the three (3) days of bereavement leave. Said sick leave shall not exceed five (5) contract days and must be taken in conjunction with requested bereavement leave. The supervisor has discretion as to whether the request will be approved or not.
- In all absences requiring the use of sick leave, the employee must notify his/her immediate supervisor, in writing of the request, and that request must be filed with the Human Resource department. Sick leave requests, with the exception of illness or injury or a death in the family, do not have to be filed prior to the actual sick leave being taken, but the employee's immediate supervisor should be notified by email or phone of the employee's intention to take a sick day or sick leave.

MATERNITY/PARENT LEAVE

The Idaho Virtual Academy may provide up to eighty (80) hours per year of substitute assistance during the eight (8) weeks following the birth/adoption of a child. The employee must submit a request for

substitute assistance in the manner of his/her choosing, after obtaining approval of his/her immediate supervisor. If the certificated employee chooses to spread the time that would be equivalent to the accrued sick leave days over an extended period, she/he must contact his/her immediate supervisor for approval.

An employee of IDVA has the right to apply for an unpaid leave of absence within the current school year for the purpose of maternity/paternity/childcare/or adoption.

An employee requesting unpaid leave for maternity/paternity/childcare/or adoption may apply to the administration for such leave with sixty (60) days' notice, or as early as possible.

During such leave, the employee shall have the option to continue any/all benefits at the group rate, provided appropriate payment is made by the employee to Idaho Virtual Academy on the first of each month.

It shall be the administrative procedure of the Idaho Virtual Academy to allow any certified employee who chooses to use any/all sick leave accrued for the purposes of maternity leave.

Adopted: September 2004
Amended: October 2008
Amended: September 2010
Amended: May 2011
Amended: June 2012
Amended: July 2016
Amended: May 2020
Amended: July 2023
Amended: August 2025

707.2 FAMILY MEDICAL LEAVE ACT (FMLA)

All qualified employees of LEA #452 may take leave as provided by the FMLA. The FMLA entitles eligible employees to take up to twelve (12) weeks of unpaid, job-protected leave during a twelve-month (12-month) period for specified family and medical reasons. An eligible employee is defined as an employee who:

- Has been employed by LEA #452 for at least twelve (12) months, working at least 1250 hours; and
- Who is a certified employee whose contract is at least a .5 contract or someone who is a fulltime classified employee; in either case the employee has to be employed with LEA #452 for a twelve month (12 month) period immediately preceding the commencement of the leave.

BASIS FOR TAKING FMLA

FMLA leave may be taken by an eligible employee for any of the following reasons:

- To care for the employee's child after birth or placement of a child with the employees for adoption or foster care;

- To provide care for the employee's spouse, child, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

FMLA may also be applicable in some military caregiver circumstances.

In addition to the foregoing, the following provisions of the FMLA are applicable to qualifying school personnel:

- Twenty-six (26) weeks of FMLA leave is available to a qualifying employee to take unpaid time off of work to care for a spouse, child, parent or next of kin (defined as a nearest blood relative) recovering from a serious illness of injury sustained in the line of duty on active duty.
  - Military caregiver leave is available during a single twelve (12) month period during which an eligible employee is entitled to a combined total of twenty-six (26) weeks of all types of FMLA.
  - Military caregiver leave is applied on a per-covered service member per injury basis.
- Twelve (12) weeks of FMLA leave is available to a qualifying employee to take unpaid time off of work because of a qualifying exigency arising out of the fact that a covered employee's spouse, child, or parent is on active duty or has been notified of an impending call to active duty in the U.S. Armed forces.

Determination of an employee's eligibility and definition of applicable terms for military caregiver for FMLA coverage will be in accordance with established law and the FMLA regulations published on November 17, 2008 and as may be thereafter amended.

Any accrued paid leave used by an employee for absences which qualify for FMLA coverage will be counted as FMLA leave, unless the Idaho Virtual Academy determines otherwise.

LEA #452 will comply with all mandates of FMLA regarding health insurance coverage and will provide any necessary notice of termination of such insurance coverage due to the employee's failure to pay his/her portion of the premium or the employee's request for termination of coverage.

Before an employee returns to work after FMLA leave for a personal illness, he/she may be requested to provide a "fitness-for-duty" certificate to the school administration.

Adopted: February 2009
Amended: August 2025

707.3 UNIFORMED SERVICE LEAVE

In addition to the various provisions of School Policy 707.1 Flex Leave, pursuant to applicable laws, the IDVA shall also provide eligible employees with leaves of absence for Uniformed Service training or active duty in the Uniformed Service including up to ten (10) days of paid leave for qualifying personnel as provided for in Idaho Code

GENERAL POLICY

All IDVA employees, certificated and non-certificated, other than those employed on a temporary status who are not qualifying temporary employees, are entitled to Uniformed Service Leave of Absence/military leave when:

1. Ordered to active duty for training as members of the Idaho National Guard or any component of the U.S. Armed Forces; or
2. Ordered by the governor, adjutant general, or other lawful authority to active duty, training, or other duty as members of the National Guard/State-recognized militia of the State of Idaho or any other state.

Employees shall be entitled to reinstatement to their former positions or comparable positions:

1. They volunteer, are drafted, or are ordered to extended active duty with any component of the U.S. Armed Forces; or
2. They are ordered to National Guard/State-recognized militia service as described above; and if the right is exercised in a timely manner as described below.

The Charter School shall notify each employee entitled to rights and benefits under the Uniformed Services Employment and Reemployment Rights Act (USERRA) or under IC 33-527 of their rights, benefits, and obligations under USERRA or under IC 33-527 and those of the school.

LEA #452 will adhere to the provisions and directives as indicated in Idaho Code 33-527 – Military Leave.

Legal References	Description
38 USC §§ 4301–35	Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA)
5 USC § 6323	Military Leave; Reserves and National Guardsmen
IC § 33-5216	Military Leave
IC § 46-224	Militia and Military Affairs/Entitled to Restoration of Position After Leave of Absence for Military Training
IC § 46-225	Militia and Military Affairs/Vacation, Sick Leave, Bonus and Advancement Unaffected by Leave
IC § 46-407	Militia and Military Affairs/Reemployment Right

Adopted: January 2012
Amended: May 2020
Amended: July 2024
Amended: August 2025

708.0 SUBSTITUTE TEACHERS

Recognizing the necessity to provide the students of this school with a quality educational program when the certificated employee is absent or when it is deemed necessary, it is the policy of the Board of Directors of the school to recruit and hire qualified substitute teachers.

The Executive Director is authorized to hire substitute teachers on an as-needed basis. Substitute teachers are classified at-will employees. They will be scheduled for work on an as-needed basis. Nothing herein shall commit the school to scheduling a particular individual to work as a substitute teacher. The rate of pay for substitute teachers will be determined by the board as part of the annual budget.

If possible, substitute teachers hired by the school will be certified to teach in the state of Idaho. The job description will be set by the administration, setting forth minimum qualifications and duties; and assign such duties and responsibilities as deemed appropriate. Factors to be considered in scheduling substitute teachers include, but are not limited to, the length of the certificated employee's absence, the complexities of the subject matter, educational and teaching experience, and the other available assignments.

Adopted: May 2004
Amended: April 2017
Amended: May 2020
Amended: August 2025

709.0 EVALUATION & PROBATION OF CERTIFICATED EMPLOYEES

EVALUATION

LEA #452 will evaluate annual contract employees as required by statute for by the employee's contract category and consistent with the applicable rules and regulations of the Idaho State Board of Education.

As established by the Idaho State Board of Education, the standards of evaluation in the school's model shall be aligned to state minimum standards that are based on Charlotte Danielson's *Framework for Teaching, Second Edition* domains and components of instruction.

1. All certificated instructional employees must receive an evaluation in which 90% of the evaluation results are based upon Professional Practices.
    b. All measures included within the Professional Practices portion of the evaluation must be aligned to Charlotte Danielson's *Framework for Teaching, Second Edition*. The measures included within the Professional Practice portion of the evaluation shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year.
    c. Evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations:
        i. Parent/Guardian input.
        ii. Student input.
        iii. Portfolios.

    For the purposes of IDVA's evaluation model, the school shall utilize <u>Parent/Guardian and/or Student Input.</u>

2. All certificated instructional employees must receive an evaluation in which ten percent (10%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the Board of Directors and based upon research.
    a. Growth in student achievement, as measured by Idaho's statewide assessment for Federal accountability purposes, shall be included.
    b. This portion of the evacuation may be calculated using current and/or past data and may use one (1) or multiple years of data.

c. Growth in student achievement may be considered as an optional measure for all other school-based staff, as determined by the Board of Directors.

Adopted: October 2007
Amended: June 2011
Amended: June 2014
Amended: February 2015
Amended: May 2020
Amended: July 2021

709.1 EVALUATION PROCESS AND CONTENTS FOR CERTIFICATED EMPLOYEES AND PUPIL PERSONNEL CERTIFICATE HOLDERS

The Idaho Virtual Academy Board has a firm commitment to performance evaluation of school personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving school goals. This policy applies to certificated personnel and pupil personnel certificate holders.

The executive director is hereby directed to create procedures that differentiate between certificated non-instructional and certificated pupil instructional personnel in a way that aligns with the Charlotte Danielson *Framework for Teaching, Second Edition* to the extent possible, District evaluation policies, and the pupil service staff's applicable national standards.

Each certificated staff member shall receive at least one (1) written evaluation to be completed no later than June 1st for each annual contract year of employment and shall use multiple measures that are research-based and aligned to the Charlotte Danielson *Framework for Teaching, Second Edition* domains and components. The evaluation of instructional personnel shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1st.

The evaluation of each certificated employee will be in writing, based upon observations of the employee's performance and other relevant factors and will reflect whether or not the employee is performing satisfactorily. Employees will be ranked in a fair and consistent manner as outlined in the evaluation system. The evaluation system rankings will have a minimum of three rankings consistent with the requirements of the Idaho Code and State Board Rule. Upon completion of the annual evaluation, the employee's performance will be discussed with the employee, and the employee will have an opportunity to present additional evidence during the current evaluation school year and prior to June 1 of the current evaluation year, if desired. After reviewing the final written evaluation, the employee may file a rebuttal statement to the annual evaluation. The final written annual evaluation will be completed by June 1 of the current evaluation year and will not be revised. A signed copy of the final written annual evaluation and rebuttal statement, if applicable, will be submitted to Human Resources and placed in the employee's confidential personnel file. An employee receiving a ranking of "unsatisfactory" may be put on an improvement plan and monitored by his or her supervisor in order to remediate deficiencies. If the terms of the improvement plan are not met, and the employee's performance does not improve, the Board may prescribe probation as defined in Policy 710.2. The Board reserves the right to prescribe probation as defined in Policy 710.2 without an employee improvement plan being in place beforehand.

All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy. A copy of the employee's evaluation will be included in the

employee's personnel file and will be addressed consistent with the requirements of Section 33-1210, Idaho Code.

Rankings will be reported to the Idaho State Department of Education in accordance with the process and procedures that the Department sets.

Professional Practice

A majority of the evaluation of instructional personnel will be based upon the Professional Practice and will be aligned with minimum State standards and based upon the Charlotte Danielson *Framework for Teaching, Second Edition* and will include, at a minimum, the following general criteria upon which the performance evaluation system will be based:

1. Planning and Preparation
   A. Demonstrating Knowledge of Content and Pedagogy;
   B. Demonstrating Knowledge of Students;
   C. Setting Instructional Outcomes;
   D. Demonstrating Knowledge of Resources;
   E. Designing Coherent Instruction; and
   F. Designing Student Assessments.

2. Classroom Learning Environment
   A. Creating an Environment of Respect and Rapport;
   B. Establishing a Culture for Learning;
   C. Managing Classroom Procedures;
   D. Managing Student Behavior; and
   E. Organizing Physical Space.

3. Instruction and Use of Assessment
   A. Communicating with Students;
   B. Using Questioning and Discussion Techniques;
   C. Engaging Students in Learning;
   D. Using Assessment in Instruction; and
   E. Demonstrating Flexibility and Responsiveness.

4. Professional Responsibilities
   A. Reflecting on Teaching;
   B. Maintaining Accurate Records;
   C. Communicating with Families;
   D. Participating in a Professional Community;
   E. Growing and Developing Professionally; and
   F. Showing Professionalism.

Additionally, student input will be utilized to inform professional practice for all certificated staff members.

Student Achievement

Part of the evaluation of instructional personnel will be based on growth in student achievement as defined in Section 33-1001, Idaho Code, as applicable to the subjects and grade ranges taught by the instructional staff. All other certificated staff evaluations must include measurable student achievement or student success indicators as defined in Section 33-1001, Idaho Code, as applicable to the position. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) or both years' data. Growth in student achievement may be considered as an optional measure for all other school-based staff, as determined by the local Board of Directors.

A written formal evaluation for all certified staff is to be prepared by the principal and submitted to the executive director on or before June 1 of each year. All evaluation forms are to be dated and signed by the principal and the teacher during the conference held to review the evaluation.

When any matter of a nature that could cause dismissal or non-renewal of a contract for a teacher is brought to the attention of the teacher, the principal shall assist the teacher toward correcting the situation.

Individualizing Teacher Evaluation Rating System

The Professional Practice rating and the Student Achievement rating will be combined for an individual evaluation rating system that will include three (3) rankings used to differentiate performance including:

- Unsatisfactory being equal to "1"
- Basic being equal to "2"
- Proficient being equal to "3"

Ratings will be determined through averaging and weighting each portion to calculate an overall numerical average which will transfer to an overall rating based on a scale.

Evaluations shall be differentiated for certificated non-instructional employees and pupil personnel certificate holders. All contract personnel will be evaluated at least once annually.

The procedure for conducting evaluations is outlined in the *IDVA Teacher Evaluation and Development Process Calendar*. Annual training for certificated staff and pupil personnel certificate holders on the evaluation system and tools will be conducted and funded through school professional development funds or the general fund. Input from staff on the school's teacher evaluation plan will be gathered through specific questioning in the annual IDVA Teacher Needs Assessment survey. Parents will have the opportunity to provide input on the school's teacher evaluation plan when it is reviewed with them at the annual Back to School meeting.

<u>Responsibility</u>

The executive director, or the executive director's designee, shall have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

1. Distributing proper forms in a timely manner;
2. Ensuring completed forms are returned for filing by a specified date;
3. Reviewing forms for completeness;

4. Identifying discrepancies;
5. Ensuring proper safeguards and filing of completed forms;
6. Creating and implementing a plan for ongoing training for evaluators and certificated personnel on IDVA's evaluation standards, forms, and process and a plan for collecting and using data gathered from evaluation forms. The plan will include identification of the actions, if any, available to IDVA as a result of the evaluation as well as the procedure(s) for implementing each action;
7. Creating a plan for ongoing review of IDVA's Performance Evaluation Program that includes stakeholder input from teachers, Board members, administrators, parents and guardians, and other interested parties;
8. Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action; and
9. Creating an individualized evaluation rating system plan for how evaluations will be used to identify proficiency and record growth over time with a minimum of three (3) rankings used to differentiate performance of teachers and pupil personnel certificate holders including: unsatisfactory being equal to a rating of 1; basic being equal to a rating of 2; and proficient being equal to a rating of 3.

The Immediate Supervisor (Evaluator) is the employee's "evaluator" and is responsible for:

1. Continuously observing and evaluating an employee's job performance including a minimum of two (2) documented observations annually for instructional personnel, one (1) of which shall be completed prior to January 1st of each year;
2. Holding periodic counseling sessions with each employee to discuss job performance;
3. Completing Performance Evaluation Forms as required; and
4. Completing training on IDVA's Performance Evaluation Program. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations.

Adopted: October 2007
Amended: June 2011
Amended: June 2014
Amended: August 2015
Amended: February 2018
Amended: May 2020
Amended: July 2021
Amended: June 2023
Amended: August 2025

709.2 PROBATION FOR CERTIFICATED EMPLOYEES AND PLACING A CERTIFICATED EMPLOYEE ON PROBATION

Charter Contract Employees:

Employees hired under a charter school contract as dictated by the charter school provisions of the Idaho Code, are not entitled to a period of probation prior to the Board making a decision regarding their employment for the next subsequent school year. Likewise, there is no obligation for any informal improvement plan. However, the Administration may determine that said employee(s) may receive a

probationary period as a matter of good practice. That determination will be at the sole discretion of the Administration.

Renewable Contract Employees:

Before the Board can determine not to renew a renewable contract status employee for unsatisfactory performance (not in a Reduction in Force [RIF] setting), such a person shall be entitled to a reasonable period of probation as established by the Board, following an observation, evaluation, or partial evaluation.

This period of probation shall be preceded by a written notice from the board or its designee with reasons for such probationary period and with provisions for adequate supervision and evaluation of the employee's performance during the probationary period.

Such probation shall not affect the person's renewable contract status.

Adopted: October 2007
Amended: June 2011
Amended: June 2014
Amended: February 2015
Amended: May 2020
Amended: April 2021
Amended: August 2025

709.3 EVALUATION OF SCHOOL PRINCIPALS

The Idaho Virtual Academy Board has a firm commitment to performance evaluation of school personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving school goals. This policy applies to principals.

The school will conduct an annual evaluation of its school principals as required by Idaho Code. Principals will be evaluated by the Executive Director or their immediate supervisor. The administrator evaluating principals shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations.

Each principal shall receive at least one (1) written evaluation to be completed no later than June 1st for each annual contract year of employment and shall be aligned to state minimum standards based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and include proof of proficiency in conducting teacher evaluation using the state's adopted model, the Charlotte Danielson *Framework for Teaching, Second Edition*. The evaluation of principals shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1st.

The evaluation of each principal will be in writing, based upon observations of the employee's performance and other relevant factors, and will reflect whether or not the employee is performing satisfactorily. Employees will be ranked in a fair and consistent manner as outlined in the evaluation system.

The evaluation system rankings will have a minimum of three (3) rankings consistent with the requirements of the Idaho Code and State Board Rule. Upon completion of the evaluation, the employee's performance will be discussed with the employee, and a signed copy of the written evaluation will be placed in the employee's confidential personnel file. After reviewing the evaluation, the employee may file a rebuttal statement to the evaluation. An employee receiving a ranking of "unsatisfactory" may be put on an improvement plan and monitored by the employee's supervisor in order to remediate deficiencies. If the terms of the improvement plan are not met and the employee's performance does not improve, the Board may prescribe probation. The Board reserves the right to prescribe probation as defined in Policy 709.2 without an employee improvement plan being in place beforehand.

Upon requirement of Idaho Code, principals will receive an evaluation in which the majority of the evaluation results are based on Professional Practice. The measures included within the Professional Practice portion of the evaluation shall include a minimum of two (2) documented observations annually, with at least one (1) observation being completed by January 1 of each year. Each evaluation will also include at least one of the following as a measure to inform the Professional Practice portion of all certificated employee evaluations: Parent/guardian input, student input, and/or portfolios.

Part of the evaluation of principals will be based on growth in student achievement as defined in Section 33-1001, Idaho Code. This portion of the evaluation may be calculated using current and/or the immediate past year's data and may use one (1) or both years' data.

All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy. A copy of the employee's evaluation will be included in the employee's personnel file and will be addressed consistent with the requirements of Section 33-1210, Idaho Code.

Individualizing Principal Evaluation Rating System

The Professional Practice rating and the Student Achievement rating will be combined for an individual evaluation rating system that will include three (3) rankings used to differentiate performance including:

- Unsatisfactory being equal to "1"
- Basic being equal to "2"
- Proficiency being equal to "3"

Ratings will be determined through averaging and weighting each portion to calculate an overall numerical average, which will transfer to an overall rating based on a scale.

The procedure for conducting evaluations is outlined in the *IDVA Administrator Evaluation and Development Process Calendar*. Annual training for principals on the evaluation system and tools will be conducted and funded through school professional development funds or the general fund. Input from staff on the school's principal evaluation plan will be gathered through specific questioning in the annual IDVA Teacher Needs Assessment survey. Parents will have the opportunity to provide input on the school's principal evaluation plan when it is reviewed with them at the annual Back to School meeting.

Adopted: June 2014
Amended: August 2015
Amended: February 2018

Amended: May 2020
Amended: July 2021
Amended: August 2025

709.4 RELEASE TIME FOR CERTIFICATED PERSONNEL

Each certificated employee of the Idaho Virtual Academy is entitled to release time for service on committees and commissions established by the State of Idaho, by the legislature, or by any of the departments or agencies of the State of Idaho.

Each certificated employee will be entitled to five (5) days of release time, and additional time would be allowed at the discretion of the Board. The employee is not required to use any or part of his/her flex time as release time.

The certificated employee will not lose any salary or other benefits because of release time for service on any committee or commission. The employee will not be required to make up any release time spent in serving on any committee or commission.

Adopted: April 2007
Amended: August 2025

710.0 HARASSMENT (INCLUDING SEXUAL HARASSMENT)

It is the policy of this LEA to maintain an environment that is free from illegal harassment. Every employee has the right to work in an atmosphere that promotes equal opportunities, free from all forms of discrimination and illegal conduct that could be harassing, coercive, or disruptive. Likewise, every student has the right to attend school events and access educational opportunities and benefits, free from all forms of discrimination and conduct that could be harassing, coercive, or disruptive.

It is the policy of LEA #452 to hire, promote, compensate, and administer all employment practices without regard to race, color, sex/gender, pregnancy, childbirth, religion, marital status, age, national origin, disability, veteran status, or any other protected classification identified by federal, state, or local laws. Harassment is prohibited and will not be tolerated. The LEA will take appropriate measures in response to any such incidents that are reported to or that otherwise come to the LEA's attention. Any person who engages in prohibited conduct will be subject to corrective action up to and including immediate termination of employment.

LEA #452 employees are:

- Prohibited from harassing other employees, students, or visitors of the LEA as defined by this policy;
- Required to report to his/her supervisor, the Executive Director, Non-Discrimination Coordinator, or the Human Resource Manager harassment of which the employee becomes aware; and
- Required to take immediate action to discipline and/or report students who engage in conduct that may be reasonably considered to constitute harassment of another student.

This policy applies to all conduct on and off the LEA's premises that has an effect upon an employee's work environment or a student's educational environment.

As deemed appropriate, the LEA will provide training to employees regarding the provisions of this policy and will take reasonable steps to take remedial action to stop violation of this policy and prevent its recurrence.

DEFINITION OF HARASSMENT (INCLUDING SEXUAL HARASSMENT)

The issue of whether conduct constitutes illegal harassment or discriminatory conduct may depend partially on how the person who is subjected to the conduct views the conduct. Persons who initiate or persist in prohibited conduct assume the risk and will be subject to corrective action by the LEA, or legal penalties, even if this behavior might not have been intended as offensive.

Sexual harassment is a form of misconduct that includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in the educational process;
- Submission to or rejection of such conduct by an individual is used as a basis for employment or educational decisions affecting the individuals; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or education, or creating an intimidating, hostile, or offensive work or educational environment.

While sexual harassment encompasses a wide range of conduct, some examples of prohibited conduct include, but are not limited to, the following:

- Unwelcome verbal statements of a sexual or abusive nature, including requests or demands for sexual activity, sexual jokes, and obscene comments, etc.;
- Unwelcome, sexually motivated or inappropriate touching, pinching, or other physical contact;
- Unwelcome sexual behavior or communications, accompanied by implied or overt threats concerning an individual's employment or education;
- Unwelcome behavior or communications directed at an individual because of his or her gender; and
- Stalking or unwelcome sexually motivated attention.
- It is prohibited for any person to bring any items such as drawings, photos, posters, magazines, cartoons, or objects with an offensive racial, ethnic, religious, discriminatory, or sexual connotation to the work premises; or to access, store, or transmit such material using the LEA's equipment or facilities.
- It is prohibited for any person to utter or utilize racial, ethnic, religious, discriminatory, or sexually oriented jokes, slurs, epithets, or derogatory comments.

REPORTING A COMPLAINT

Individuals who believe they are being harassed should firmly and promptly notify the offender that his or her behavior is unwelcome. When a direct communication with the alleged harasser is not feasible or effective, the following steps should be followed when reporting a harassment complaint:

The individual should report the complaint to the Non-Discrimination Coordinator. If the Non-Discrimination Coordinator resolves the complaint in an informal manner, a confidential and formal report will be made to the Executive Director and Human Resource Manager about the complaint and resolution so that the LEA may determine if any pattern of harassment by any particular individual exists. Upon receipt of the informal complaint, the school may offer supportive measures, further defined below.

Formal complaints must be completed using the Title IX Formal Complaint Form and sent to the Non-Discrimination Coordinator. Once a formal complaint is filed an investigation will begin. The investigation process is further outlined below.

If the individual chooses not to report the complaint to the Non-Discrimination Coordinator, or if the Non-Discrimination Coordinator is the individual engaged in alleged harassing conduct, the individual may report the incident directly to the Executive Director or the Human Resources Manager for the LEA. If the complaint, in any manner, involves the Executive Director, the individual should report the complaint to the Human Resources Manager.

Reporting is mandatory. Employees who believe that they have been discriminated against or subjected to unlawful harassment or ethnic, racial, discriminatory, or sexually oriented joking, or who have been exposed to such conduct, have the right to have such activity terminated immediately. All employees who learn of possible harassment of employees, whether or not there has been a written or formal complaint, must immediately notify the Non-Discrimination Coordinator. Should the Non-Discrimination Coordinator be the individual associated with the alleged discrimination, reporting should instead be directed to the Executive Director or the Human Resources Manager for the LEA.

An employee, at any time, may file a discrimination or harassment claim with the Idaho Human Rights Commission and/or the Equal Employment Opportunity Commission (EEOC).

SUPPORTIVE MEASURES

Supportive Measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to Idaho Virtual Academy's Education Programs or Activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Idaho Virtual Academy's educational environment, or to deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the property, and other similar measures.

PROTECTION AGAINST RETALIATION

This LEA will not retaliate, in any way, against an individual who makes a report of harassment, in good faith, nor will it permit any LEA/STRIDE/K12 employee to do so. Any person found to have retaliated against another individual for reporting an incident of harassment, in good faith, may be subject to the same disciplinary action provided for harassment offenders. Individuals who are not complainants but who assist individuals who believe they have been subjected to harassment or who assist or participate in a harassment investigation are also protected from retaliation.

INVESTIGATION OF A HARASSMENT COMPLAINT

Any allegation of harassment will be promptly investigated in a confidential manner so as to protect the privacy of all individuals involved.

Confidentiality will be maintained throughout the investigatory process to the extent practical and appropriate under the circumstances.

The LEA's Non-Discrimination Coordinator, who is also the Title IX Investigator, will investigate complaints. If the Non-Discrimination Coordinator is the subject matter of the complaint, the investigation shall be conducted by the Executive Director or the Human Resources Manager of the LEA or a designee.

The Title IX Investigator will review the complaint including evidence related to allegations and provide written notice to all parties within ten (10) days. The Title IX Investigator will complete an investigative report at the end of the ten (10) days. Once the investigative report is developed, all parties will have an opportunity to review the investigative report and provide written response within ten (10) days.
Informal resolutions can occur at any time following a formal complaint and prior to a finding of responsibility unless respondent is an employee and complainant is a student.

Upon completion of the investigation of a harassment complaint, the investigator will communicate his/her findings to the Title IX Decision Maker, who is also the Executive Director. If complaint in any manner involves the Executive Director, the investigator's findings will be submitted directly to the Human Resources Manager or the Appellate Decision Maker.

If there is insufficient evidence to support the allegations, no record will be made of the allegation in the accused employee's personnel file. If the findings of the investigation determine that harassment has occurred, the Executive Director, in consultation with the Human Resources Manager, shall make a determination as to what disciplinary action and/or corrective actions, up to and including possible termination, shall be recommended and/or implemented.

Except in a situation where a recommendation for personnel action is going to be advanced to the Board upon completion of an investigation, the Non-Discrimination Coordinator may make a quarterly report to the LEA's Board as to general activities by the Non-Discrimination Coordinator in compliance with this policy and the general job descriptions of this employee.

DISCIPLINARY ACTIONS

If the investigation finds that an employee or a member of the STRIDE/K12 management staff has harassed and/or otherwise discriminated against an IDVA employee or a student, disciplinary actions may include probation, suspension, and/or dismissal from employment.

ACKNOWLEDGEMENT OF POLICY

Each employee will be required to sign an acknowledgment that they have read and understand Idaho Virtual Academy's harassment policy. The employee will be able to keep one copy, and the signed original will be placed in the employee's personnel file.

LEGAL REFERENCE:
Title VII of the Civil Rights Act of 1964, 42 USC 200e-2(a)
Gebser v. Lago Vista Independent School District, 188 S. Ct. 1989 (1998)
Mentor Savings Bank v. Winson, 477 U.S. 57 (1986)
Elison v. Brandy, 992 f.2nd 872 (9th Cir. 1991)
Davis v. Monroe County Board of Education, 119 S. Ct.1661 (1999)

Adopted: February 2006
Amended: October 2013
Amended: November 2015
Amended: February 2021
Amended: August 2025

711.0 SOCIAL NETWORKING/BLOGGING

No IDVA-owned computer, software, hardware or other property shall be used by any IDVA staff member to access, interact, use, or view any social networking site or any internet blog with the exception of legitimate work purposes.

In the use of technology and student interactions, the Code of Ethics for Idaho Professional Educators has made a number of pronouncements that are applicable to electronic media and interactions via electronic media:

Principle II states, in relevant part:

A professional educator maintains a professional relationship with all students, both inside and outside of the classroom. Unethical conduct includes, but is not limited to:

- Using inappropriate language, including but not limited, to swearing and improper sexual comments (e.g., sexual innuendoes or sexual idiomatic phrases)
- Inappropriate contact with any minor or student, regardless of age, using electronic media.

IDAPA 08.02.02.076.03. f. and h.

With such Code of Ethics requirements in mind, it is critical that teachers of IDVA exercise and engage in appropriate interactions with their students via all electronic and social communications. This would include inviting students to be "friends" accessible to private viewing options on social networking sites as well as the discussion and conversation that you may have with any student on any public profile or public viewing option.

Additionally, the Code of Ethics for Idaho Professional Educators addresses confidentiality. The provisions of the Code are actually broader than the prohibitions found in FERPA and state, in relevant part:

Principle VII – Confidentiality

A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to:

- Sharing of confidential information concerning student academic and disciplinary records, personnel confidences, health and medical information, family status or income, and assessment or testing results with appropriate individuals or entities.
- Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities.

With such Code of Ethics requirements in mind, it is also critical that teachers of IDVA exercise and engage in appropriate interactions with students as well as all other individuals via electronic and social media communications so as to not divulge confidential student and or personnel information. Further, in the situation of a social media communication with a student, a teacher may become aware of facts that would lead the teacher to be in a mandatory reportable situation (e.g., a situation where an employee learns of facts that relate to abuse, abandonment or neglect, or potential suicidal ideation).

The provisions of the Code of Ethics are applicable regardless of whether the interaction occurs through use of school-owned technology/internet equipment or the employee's privately held computer/internet activities.

All digital communications with students must occur on approved district devices and platforms and on a school-based account, consistent with the Idaho Code of Ethics for Professional Educators.

Adopted: March 2009
Amended: September 2017
Amended: February 2018
Amended: May 2020
Amended: August 2025
Amended: September 2026

412.1 DRUG AND ALCOHOL TESTING POLICY

It is the intent of the Board of Directors of Idaho Virtual Academy to promote an alcohol and drug-free workplace/work environment, thereby enhancing LEA safety and increased productivity. Chapter 17, Title 72, Idaho Code allows employers, including school districts and LEAs, to adopt policies to test employees or prospective employees for the presence of drugs or alcohol as a condition of hiring or continued employment, provided the testing requirements and procedures are in compliance with applicable laws.

It is the policy of Idaho Virtual Academy to require drug/alcohol testing of any employee reasonably suspected to be under the influence of illegal drugs and/or alcohol while on duty. Illegal drugs include any controlled substances as defined by Idaho Code Section 37-2701, any other substance that is used to alter or change the individual's mood, and anabolic steroids. Alcohol includes any alcoholic beverage as defined by Idaho Code Sections 23-105 and 23-101.

REASONABLE SUSPICION TESTING

Whenever the Executive Director or designee reasonably suspects that an employee's work performance or on-the-job behavior may have been affected in any way by the use of illegal drugs or alcohol or that an employee has otherwise violated the LEA's Employee Drug and Alcohol Use policy, the employee may be required to undergo drug and/or alcohol testing. The circumstances under which reasonable suspicion testing may be considered are strictly limited to employee conduct on duty or during work hours, on LEA property, or at LEA approved or school-related functions.

Reasonable suspicion is defined as a good faith suspicion, based on objective facts, which is sufficient for a prudent person to conclude that the employee is using and/or appears to be presently under the influence of alcohol and/or drugs. Factors, which may be considered in determining that a reasonable suspicion exists, include, but are not limited to, the following:

- Observed use, possession, or sale of illegal drugs/alcohol, or the illegal use or sale of prescription drugs.
- Marked decrease in work productivity, either in quantity or quality, not reasonably attributable to other causes.
- Apparent impairment of psychomotor functions, reasoning, judgment, or concentration not reasonably attributable to other causes.
- Erratic or marked changes in behavior not reasonably attributable to other causes.
- Involvement in an accident or deviations from safe working practices, whether the incident involves actual or potential injury to person(s) or property.

REQUIREMENTS FOR SAMPLE COLLECTION AND TESTING

The Executive Director or designee shall designate entities to provide the collection and testing services necessary to implement this policy. Prior to such designation, the entities must demonstrate a thorough understanding of, and compliance with, the testing requirements and procedures as set forth in applicable laws.

The entity which collects the samples may be a medical facility or laboratory. A trained individual will explain the drug and/or alcohol screening procedure to the employee, obtain authorization for the testing, assist the employee in completing any necessary forms, and monitor the sample collection, documentation, and storage for transportation. All employees subject to testing are required to sign any documents necessary to authorize the testing and disclose information to the Executive Director or designee. The collection site will notify the Executive Director or designee if the employee refused to be tested, alters or attempts to alter the sample, or otherwise obstructs the collection of the sample.

Further, the Executive Director or designee is responsible for ensuring that all procedures for the collection and testing comply with the following requirements:

- The collection of samples shall be performed under reasonable and sanitary conditions.
- The individual employed by the collection site or laboratory who is responsible for the collecting the sample will be instructed as to the proper methods of collection.

- Samples shall be collected and tested with due regard to the privacy of the individual being tested and in a manner reasonably calculated to prevent substitutions or interference with the collection or testing of reliable samples.
- Sample collection shall be documented and the documentation procedure shall include: a) labeling of samples so as to reasonably preclude the possibility of misidentification of the person tested in relation to the test result provided, and b) handling of samples in accordance with reasonable chain-of-custody and confidentiality procedures.
- Sample collection, storage, and transportation to the testing laboratory shall be performed so as to reasonably preclude the possibility of sample contamination and/or adulteration.
- Sample testing shall conform to scientifically accepted analytical methods and procedures.

Drug testing shall include a confirmatory test before the result of any test is used as a basis for disciplinary action by the LEA. A confirmatory test refers to the mandatory second or additional test of the same sample that is conducted by a laboratory utilizing a chromatographic technique such as gas chromatography-mass spectrometry or another comparable reliable analytical method.

Positive alcohol tests resulting from the use of an initial screen saliva test must include a confirmatory test that utilizes a different testing methodology meant to demonstrate a higher degree of reliability, such as a gas chromatography test. The test will be considered positive if the BAC results are .04 or more.

Positive alcohol tests resulting from the use of a breath test must include a confirmatory breath test conducted no earlier than fifteen (15) minutes after the initial test; or the use of any confirmatory test meant to demonstrate a higher degree of reliability, such as a gas chromatography test. The test will be considered positive if the BAC results are .04 or more.

RIGHT TO EXPLAIN POSITIVE TEST RESULTS AND REQUEST RETEST

Any employee who tests positive for drugs or alcohol must be given written notice of that test result, specifically identifying the substance for which he/she tested positive. The employee must be given an opportunity to discuss and explain the positive result.

Any employee who has positive test result may request that the same sample be retested by a mutually agreed upon laboratory. A request for retest must be made within seven (7) working days from the date of the first confirmed positive test notification and will be paid for by the employee requesting the test. If the retest results are negative, the LEA will reimburse the cost of the retest and compensate the employee for lost pay, if suspended without pay. If terminated solely because of the positive test, the employee shall be reinstated with back pay.

VIOLATIONS OF THIS POLICY

An employee is in violation of this policy, and will be subjected to disciplinary actions, under any of the following circumstances:

- The employee tests positive for illegal drugs, and the positive test is confirmed;
- The employee tests positive for alcohol, as indicated by a test result of not less than .04 BAC, and the positive test is confirmed;

- The employee refuses to provide a sample for testing or delays appearance for testing beyond the time limitations set forth in this policy;
- The employee alters or attempts to alter a test sample by adding a foreign substance for the purpose of making the sample more difficult to analyze;
- The employee submits a sample that is not his or her own; or
- The employee otherwise attempts to obstruct the testing process.

DISCIPLINARY ACTIONS

If the LEA determines that an employee has violated this policy, the LEA may take disciplinary action, up to and including, suspension and/or discharge from employment. The LEA is not precluded from considering other disciplinary actions relating to the employee's use and/or abuse of alcohol and/or drugs.

NOTIFICATION OF POLICY

The Idaho Virtual Academy shall provide a copy of this policy to each employee upon its adoption, and to future employees at the time of hire. Employees will be required to sign a statement acknowledging receipt of this policy. A signed statement acknowledging receipt, understanding of, and agreement to abide by this policy will be placed in the employee's personnel file.

CONFIDENTIALITY

The Idaho Virtual Academy personnel, who receive or have access to information concerning an employee's drug/alcohol test results, shall keep the information confidential. Such information includes, but is not limited to, interviews, reports, statements, memoranda, or test results, written or otherwise.

Such information shall be used only for the purposes of maintaining a drug-free workplace/environment, or in a proceeding related to any disciplinary action taken by the Idaho Virtual Academy of the Idaho State Department of Education, Professional Standards Commission as a result of the drug/alcohol test, any other dispute between the LEA and the employee, as required to be disclosed by the United States Department of Transportation law or regulation or other federal law, or as required by services of legal process. The Idaho Virtual Academy will not provide information regarding drug/alcohol testing to prospective employers without the written consent of the employee, court order, or other proper legal requirement.

All personnel records and information regarding referral, evaluation, substance screen results, and treatment will be maintained in a confidential manner. Only information pertaining to an employee testing positive will be placed in an employee's Administrative File.

Records showing an employee tested negative will be kept for at least one (1) year. Records showing that an employee tested positive, including the reason for the test, identification of the substance(s) used by the employee, and the disposition of each employee will be kept for at least five (5) years. Such records will be kept confidential and will not be considered part of an employee's personnel records.

TESTING COSTS

The Idaho Virtual Academy will pay all costs of drug and alcohol testing, unless the test is a retest requested by the employee. If the retest establishes a negative test result, then Idaho Virtual Academy will reimburse the employee for the cost of such test.

Idaho Virtual Academy employees will be compensated at their regular rate of pay for the time during which they are undergoing any drug or alcohol testing, including transportation time.

LEGAL REFERENCE:
Idaho Code Sections
72-1701, et seq.
37-2701
23-105
23-1001
42 U.S.C. § 12101
49 CFR, Part 40

Adopted: February 2006
Amended: August 2025

713.0 CODE OF ETHICS FOR CERTIFICATED EMPLOYEES

It is the policy of this LEA that all certified personnel shall adhere to the Code of Ethics of the Idaho Teaching Profession, as set forth in the Idaho Administrative Procedures Act, as such may be amended from time to time.

Compliance with this policy includes the requirement of reporting known violations of the Code of Ethics for Idaho Professional Educators.

Adopted: April 2007
Amended: May 2020

713.1 SUSPENSION OF TEACHING CERTIFICATE/ADMINISTRATIVE LEAVE OF TEACHER

The Idaho State Board of Education may deny, revoke, suspend, or place reasonable conditions on any teaching certificate issued or authorized under Section 33-1201, Idaho Code, for all or any of the grounds as listed in Section 33-1208, Idaho Code.

Any certificated employee on an annual or renewable contract whose teaching certificate has been suspended by court order, or by the Professional Standards Commission, is in violation of the terms of the standard teaching contract and/or cannot perform the duties and responsibilities of their teaching or administrative position. Such individual's employment may be terminated by the Board pursuant to appropriate due process procedures which are required for each specific employee.

Through this policy, the Board has delegated to the Executive Director and/or the school's Human Resources Manager, the authority to place a certificated employee on a period of involuntary leave of absence should the Executive Director or Human Resources Manager believe that such action is in the best interest of the school. Upon the action to place a certificated employee on a period of involuntary

leave of absence, the Board shall ratify or nullify the action of the Executive Director or Human Resources Manager at the next regularly scheduled meeting of the Board, or at a special meeting of the Board should the next regularly scheduled meeting of the Board not be within a period of twenty-one (21) days from the date of the action.

1. Where there is a criminal court order preventing the employee from being in the presence of minors or students, preventing the employee from being in the presence of any other adult individual employed at the school, or detaining the employee in prison or jail, the employee's involuntary leave of absence shall be without pay due to the employee's inability to perform the essential functions of the employee's position. Without such a condition or situation, the involuntary leave of absence shall be with pay and the employee shall receive their usual pay and benefits.

2. In the unique situation where an employee qualifies for a period of unpaid leave of absence, the salary of the employee shall be maintained in a school managed account. Should the employee return to the district for active employment subsequent to the removal or dismissal of the court order, acquittal or adjudication of innocence, the district shall remit the salary funds, less the cost incurred by the school for the substitute hired to replace the employee. Further, should the employee return to the school under the provisions established in this subsection, the school shall arrange to have the employee credited with PERSI for the employee's time away from work during the period of leave of absence. During the period of involuntary leave of absence, regardless of whether such status is with pay or without pay, the school shall continue to pay the school's portion of monthly costs associated with the employee's health insurance benefit. The assumption of this payment by the school shall not alter the employee's financial obligation, if any, under the policy. Accordingly, if an employee is responsible for a portion of their benefits and/or pays for dependent care coverage, the employee remains responsible for such payments.

Should there be dual orders preventing more than one (1) employee from being in the presence of one (1) or more other employees, all employees subject to the court order shall be excluded from the school pursuant to this policy and applicable provisions of the Idaho Code.

If the period of involuntary leave of absence is due to the school's need to conduct an investigation into the conduct of the employee, and there are no related criminal investigation(s) and/or criminal charges of any nature pending, the administration shall complete its investigation within a period of sixty (60) working days. On or before the sixtieth (60th) working day, the administrative leave shall either cease and the employee shall be returned to his position of employment or the administration shall advance a personnel recommendation to the board of Directors. If a recommendation is advanced, the involuntary leave of absence shall continue until such time as the Board has made a decision with regard to the personnel recommendation, with such decision effectively concluding the involuntary leave of absence. If a related criminal investigation is occurring and/or criminal charges pending, the school shall not be bound to any limitation as to the duration of the involuntarily leave of absence.

Any timelines associated with leave of absence may be waived or modified by mutual agreement.

Adopted: April 2007
Amended: July 2011
Amended: October 2013

Amended: May 2020
Amended: August 2025

713.2 DIGITAL COMMUNICATIONS WITH STUDENTS

All digital communications with students must occur on approved district devices and platforms and on a school-based account, consistent with the Idaho Code of Ethics for Professional Educators. Employees shall not use personal devices, personal email accounts, personal messaging applications, or personal social media accounts to communicate with students.

Adopted: September 2026

714.0 AIDING AND ABETTING SEXUAL ABUSE

Any individual who is an employee, contractor, or agent of this LEA is prohibited from assisting an employee, contractor, or agent in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or agency knows, or has probable cause to believe, that such school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

EXCEPTION. — The requirements of this policy shall not apply if the information giving rise to probable cause —

(1) (A) has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and

(B) has been properly reported to any other authorities as required by Federal, State, or local law, including Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.) and the regulations implementing such title under Part 106 of Title 34, Code of Federal Regulations, or any succeeding regulations; and

(2) (A) the matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law;

(B) the school employee, contractor, or agent has been charged with and acquitted or otherwise exonerated of the alleged misconduct; or

(C) the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within four (4) years of the date on which the information was reported to a law enforcement agency.

Adopted: June 2019
Amended: May 2020

SECTION 800 – N0N-CERTIFICATED EMPLOYEES

801.0 EQUAL EMPLOYMENT OPPORTUNITY AND NON-DISCRIMINATION IN THE WORK ENVIRONMENT

It is the policy of the IDVA Board of Directors, that so long as the individual is otherwise able to perform the essential functions of the job position, with or without reasonable accommodations, the school shall provide equal employment opportunities to all individuals, regardless of their age, race, color, religion, national origin, ancestry, creed, sex, marital status, gender identity and expression, sexual orientation, military status, disability, pregnancy, handicap or disability status and/or any other federally or state protected classification.

The school shall make reasonable accommodations for an individual with a disability as provided by applicable state and federal law unless the accommodation would impose an undue hardship upon the school.

Inquiries regarding equal opportunity employment and discrimination should be directed to the IDVA Non-Discrimination Coordinator or Human Resources Manager. Written complaints may be filed with the Non-Discrimination Coordinator through utilization of the Uniform Grievance Procedure of the School (Policy 505.0).

Proper notification of the Non-Discrimination Coordinator shall be made on an annual basis. Such notification will include the name and contact information for the Coordinator.

Adopted: November 2015

801.1 DEFINITION OF NON-CERTIFICATED EMPLOYEES

Non-certificated personnel are those individuals employed by the Idaho Virtual Academy, LEA #452, who are not required to have a teaching certificate to qualify for the position. Non-certificated personnel include, but are not to be limited to, the following:

- Educational Assistants
- Custodial and maintenance employees
- Clerical employees
- Enrollment specialists

QUALIFICATIONS AND JOB DESCRIPTIONS

Minimum qualifications and job descriptions will be established by the LEA's Administration. The qualifications and job descriptions shall be in writing and made available to LEA employees and other persons seeking employment through the local employment office. In addition, the LEA may advertise non-certificated positions as necessary to attract qualified employees.

Adopted: November 2010
Amended: August 2025

801.2 NON-CERTIFICATED EMPLOYEES, AT-WILL EMPLOYMENT

The administration will periodically review and determine its staffing needs for non-certificated employees.

The Idaho Virtual Academy Board of Directors authorizes the Executive Director or designee to hire employees to fill open, non-certificated positions as needed and as budget allows, and to create new positions when an emergency arises or as needed. Non-certificated personnel will be hired based upon their qualifications for the position. Further, the Idaho Virtual Academy Board of Directors authorizes the Executive Director or designee to terminate and/or lay off employees filling non-certificated positions, as needed. Upon the Executive Director hiring or terminating the employment of any non-certificated employee, a report shall be made to the Board during the next scheduled Regular Board Meeting.

Non-certificated personnel are at-will employees. Such employees do not have and are not entitled to any expectations of future employment with the Idaho Virtual Academy. The only exception to the at-will employment status may be in individual situations where the Board has entered into an express contractual relationship for a definite period of time with a non-certificated employee. The administrative personnel of the school and individual board members do not have any authority to enter into such an express contractual relationship or enter into any employment relationship other than at-will relationships with non-certificated personnel. No oral statement, either by the Board or an administrator, may alter the at-will employment relationship.

Definition of "At-will" Employment: At-will is defined as an employment relationship in which either party can break the relationship with no liability. Thus, the employer may terminate the employment relationship at any time, with or without cause, so long as the reason for the termination is not in violation of an applicable law. Likewise, the employee may terminate the employment relationship at any time.

At the time of initial employment, all non-certificated employees will receive a letter of work agreement. The work agreement does not alter the employee's at-will employment status. The work agreement is intended to set forth the non-certificated employee's work schedule, rate of pay, and other benefits; notify the non-certificated employee of the LEA's requirement that he/she will comply with LEA policy; and notify the employee that the employment is at-will.

Adopted: January 2011
Amended: January 2012
Amended: October 2014
Amended: May 2020
Amended: August 2025

801.2A EMPLOYEES PROVIDING PROFESSIONAL SERVICES OUTSIDE THE LEA

Fulltime and permanent part-time classified employees of the LEA will follow the same procedures for this policy as outlined in Policy 702.2.

Adopted: March 2017

801.2B USE OF RECRUITING EXPENSES

The policy for the use of recruiting expenses, as outlined in Policy 702.3, applies equally as well to the recruitment of classified, hourly, and seasonal employees.

Adopted: March 2017

801.2C EMPLOYEE REIMBURSEMENT OF RELOCATION COSTS

The policy regarding reimbursement of relocation costs, as outlined in Policy 702.4, applies equally as well for all classified employees.

Adopted: March 2017

801.3 GROUP HEALTH INSURANCE FOR NON-CERTIFICATED EMPLOYEES AND WORKMAN'S COMPENSATION

All classified employees working thirty (30) hours or more a week are eligible for medical, dental, and vision insurance benefits as determined in Policy 706.1.

All individuals employed by the school are covered by Workman's Compensation Insurance for bodily injury, disease or death caused by accident arising out of and in the course of their employment. The Charter School is required by law to obtain this insurance through the State Insurance Fund. Any and all premiums for this insurance coverage are paid by the school.

The Board of Directors shall provide the same group health insurance benefits to all noncertificated employees who work twenty (20) hours or more per week, as provided to certificated employees.

In case of an injury or other qualifying event, notice of the injury or event shall be reported to the Human Resources Manager at the earliest possible opportunity.

A claim for compensation must be prepared by the employee and submitted to the Human Resources Manager. The Human Resources Manager or designee will forward the claim to the State Insurance Fund for processing.

Claim forms are available at the school's office or on the school's website.

Adopted: November 2010
Amended: August 2015
Amended: June 2016
Amended: May 2020
Amended: August 2025

801.4 PERSI BENEFITS

All classified employees working twenty (20) or more hours per week for twenty-two (22) consecutive weeks must sign up and contribute to the state employee's retirement program as per Idaho Code.

Adopted: August 2015

801.5 NON-CERTIFICATED EMPLOYEES: EVALUATION, PERSONNEL FILES, AND GRIEVANCE RIGHTS

EVALUATION

The Executive Director and/or his/her designee will be responsible for the continuous evaluation of the LEA's non-certificated employees. In no event will an evaluation change the at-will status of non-certificated employees, nor will an evaluation be required pursuant to or prior to any discharge.

Non-certificated employees will be evaluated not less than one (1) time per year by the employee's Direct Supervisor. The Supervisor will review the evaluation with the employee and discuss issues of both satisfactory and non-satisfactory performance. The Supervisor will conduct evaluations annually. All such evaluations will be placed into the employee's personnel file with the school.

As is the case for any item placed into an employee's personnel file, the employee will have the opportunity to file a rebuttal to the evaluation. The school expects such rebuttal to be filed within fourteen (14) working days. Any submitted rebuttal will be attached to the employee's evaluation.

In the event that the evaluation demonstrates that the employee's performance is unsatisfactory, the Executive Director may take disciplinary action, including, but not limited to, dismissal. As all non-certificated employees are at-will employees, the Idaho Virtual Academy is not required to provide a non-certificated employee a probationary period for unsatisfactory performance. The Executive Director has the discretion to use performance improvement plans in lieu of termination on a case-by-case basis. Use of such action in any given individual situation shall not be reason to require or expect such to be required in any other individual situation and in no manner alters the at-will employment status.

If the evaluation should demonstrate that the employee has met and/or exceeded the expectations of the job description of his/her position, the Board of Directors authorizes the Executive Director to utilize discretion for the possible award of a financial bonus as stipulated in the employee's work agreement only when such is in accordance with budgetary requirements and limitations.

PERSONNEL FILES

As required by Idaho Code, which may be amended from time to time, the Idaho Virtual Academy will establish personnel files for each school employee. All materials related to the evaluation of that employee will be placed in the personnel file within a timely manner. Employees will be provided timely notice that material has been placed in the file and afforded the opportunity to attach a rebuttal to such material. The school expects such rebuttal documentation to be filed within fourteen (14) working days.

GRIEVANCE PROCEDURES

The Idaho Virtual Academy's grievance procedure for non-certificated employees shall be the process as is defined in Section 33-517(2), Idaho Code, as may be amended from time to time.

Adopted: January 2011

Amended: February 2012
Amended: March 2014
Amended: August 2015
Amended: May 2020
Amended: August 2025

802.0 CLASSIFIED EMPLOYEE LEAVE

Where appropriate, all classified employees of Idaho Virtual Academy will follow the leave procedures as outlined in the certified employees' leave section of the Board Policy Manual, their employee manuals and their current individual work agreements. These will include the following sections:

1) Flex Leave
2) Sick Leave
3) Professional leave
4) Maternity/Parent leave
5) Sick leave bank
6) COBRA Leave
7) Vacation Time
8) Bereavement Leave
9) Holiday Paid Time Off (PTO)
10) Spring Break, Thanksgiving Break and Winter Break
11) Any other Paid Time Off not covered here.

All eligible classified employees of Idaho Virtual Academy are also covered under the following policies as outlined in the certified section of the Board Policy Manual:

1) Policy 707.2 Family Medical Leave Act
2) Policy 707.3 Uniformed Service leave

LEAVE WITHOUT PAY

A written request must be submitted to the Executive Director for any leave without pay. This applies to a request for a single day of leave without pay as well as to extended absences. Leave without pay without approval from the Executive Director may subject the employee to possible disciplinary action up to and including possible termination. Requests for any leave without pay shall set out the anticipated date when the staff member plans on returning to work, subject to change.

Adopted: July 2016
Amended: May 2020
Amended: August 2025

SECTION 900

901.0 EQUALITY IN EDUCATION, NON-DISCRIMINATION, AND SEX EQUITY IN THE SCHOOL SETTING

It is the policy of the IDVA Board of Directors that equal educational opportunities, including, but not limited to, access to programs, activities, services, benefits, extra or co-curricular activities, shall be available to all students of the school without regard to race, color, ethnicity, national origin, sex, gender identity or sexual orientation, age, religion, handicap or disability status, social or socioeconomic condition, homeless status, language barrier, or any other federally or state recognized protected classification.

IDVA will provide equal access to the Boy Scouts of America as well as other designated youth groups to the extent that such is applicable in the school's virtual setting.

Any student, or any parent on behalf of such student, may file a discrimination complaint with the school through the use of the Uniform Grievance Policy (Policy 505.0). Any individual having such a complaint and any inquiry regarding discrimination shall also communicate with the IDVA Non-Discrimination Coordinator.

The school shall notify annually all students, parents, staff and patrons of this policy and the designated Non-Discrimination Coordinator to receive inquiries. This notification shall include information as to the identity and contact information for the IDVA Non-Discrimination Coordinator.

The School will not tolerate inappropriate treatment including, but not limited to, hostile or abusive conduct, derogatory remarks, acts or threats of violence, or other negative interactions because of the protected classification of any student, staff or volunteer. The school considers such conduct to be, at a minimum, bullying and harassment and, depending upon the circumstances and conditions, may constitute discrimination on the basis of the individual's protected classification. Such conduct will be addressed through the school's administrative personnel and board as appropriate, which could lead to a student suspension or expulsion or an employee's termination from employment.

Adopted: October 2009
Amended: May 2020

901.1 IDVA McKINNEY-VENTO HOMELESS EDUCATION POLICY

It is the policy of the Board to ensure that homeless children and youth are provided with equal access to its educational programs, have an opportunity to meet the same challenging state of Idaho academic standards, are not segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness as defined under the McKinney-Vento Homeless Education Act as currently stated, and as such may be amended or superseded by enactment of subsequent law.

Definitions:

Homeless children and youth are those who lack "fixed, regular, and adequate nighttime residence."

- **Fixed nighttime residence** is stationary, permanent, and not subject to change.
- **Regular nighttime residence** is used on a predictable, routine, or consistent basis.
- **Adequate nighttime residence** sufficiently meets the physical and psychological needs typically met in home environments.

1. This definition includes those who are:

a) sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as doubled-up);
b) living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
c) living in emergency or transitional shelters; or
d) abandoned in hospitals.

2. Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described above.

The Local Education Liaison for Homeless Children and Youth coordinates services to ensure that homeless children and youth enroll in school and can succeed academically. Liaisons ensure that:

1. homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies.
2. homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that local educational agency.
3. homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the local educational agency.
4. homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services.
5. the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
6. public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths.
7. enrollment disputes are mediated in accordance with this law.
8. the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation.
9. school personnel providing services under this law receive professional development and other support.
10. unaccompanied youths
    a. are enrolled in school;
    b. have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth, including through implementation of partial credit procedures; and

c. are informed of their status as independent students and are able to obtain assistance from the local educational agency liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid (FAFSA)

*The above was cited from the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act (ESSA) in Title IX, Part A.

School Selection

Each child and youth in transition has the right to remain at his or her school of origin or to attend any school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend. Therefore, in selecting a school, children and youth in transition will remain at their schools of origin to the extent feasible, unless that is against the parent or youth's wishes. Students may remain at their schools of origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Feasibility will be a child-centered determination, based on the needs and interests of the particular student and the parent or youth's wishes. Potential feasibility considerations include:

- The age of the child or youth
- The distance of a commute and the impact it may have on the student's education
- Personal safety issues
- A student's need for special instruction (e.g., special education and related services)
- The length of anticipated stay in a temporary shelter or other temporary location
- The time remaining in the school year

Enrollment

Once students are identified as experiencing homelessness and parents have determined that enrolling at IDVA is in the best interests of their child(ren), IDVA will immediately enroll the student, even if the child or youth lacks records normally required for enrollment. Records will immediately be requested from the previous school.

Identification and Supports

In collaboration with school personnel and community organizations, the local liaison will identify children and youth in transition. Information regarding rights and supports available to eligible students is accessible throughout the enrollment process, on the school's website, in school newsletters, and visibly posted onsite at the administrative offices and other relevant locations. Children and youth experiencing homelessness are identified a number of ways, including, but not limited to, enrollment and onboarding procedures, face-to-face orientation and other events, and through staff and parent education and referral. Staff are trained to assess for signs that students may be in transition, and in such cases, to make referrals to the local liaison.

The local liaison will assess for related barriers to the school's education programs. Supports will be offered to accommodate students who lack access to a stable internet connection, basic school supplies

required for their classes, and for transportation to and from required school testing sites. If there are other unmet needs, students are offered student support services, which can include social-emotional and case management support.

Comparable Services

Each homeless child or youth shall be offered services comparable to services offered to other students in IDVA such as:

- Transportation services, if necessary, for academics (as applicable in a virtual environment)
- Educational services for which the child or youth meets eligibility criteria, such as English as a Second Language (ESL) or special education programs
- Programs for At-Risk students
- Programs for gifted and talented students
- Title I services
- Before and After school program, if applicable
- Access to the Federal Free Lunch Program is not applicable in our virtual setting

Examples of Comparable Services which may be offered in a virtual school:

- Computer paper and/or printer ink
- School supplies
- Bus passes to/from State testing
- Wireless internet card
- Increased flexibility in teacher availability for support
- Phone cards to contact teacher and/or administration
- Pre-paid postage for any mailings necessary for the school

Progress Monitoring

The local liaison will keep data on the number of children and youth in transition in the district; where they are living; their academic achievement (including performance on state and school assessments); and the reasons for any enrollment delays, interruptions in their education, or school transfers.

McKinney-Vento Homeless Education College and Career Advising Policy

It is the policy of IDVA that all students, regardless of homeless status, have equal access to counseling and college and career supports. All students, including those who are in a situation of homelessness, will be included in their respective grade-specific intervention(s), such as informational emails, phone calls, and live class sessions. Items of relevance for those who are homeless will be outlined in communications, where appropriate, such as unaccompanied homeless youths' right to file as independent on the FASFA.

McKinney-Vento Homeless Education Prior School Credit Policy

IDVA strives to ensure that homeless students receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. IDVA will request the student's report card and/or transcript from the previous school immediately upon enrollment. Previous grades and/or progress will be provided to the Principal and teacher(s).

- In grades kindergarten through 5th, student courses are compacted if start date is after the first day of school. Compacting places students who start later in the school year at the same point in the curriculum as their counterparts who began on day one of the school year. Supplemental support will be offered to students, if/where needed.
- Students in grades 6-8 who are enrolling after the first day of school will have all schoolwork prior to their in-year school start date excused. In-year starting students will begin working in the curriculum in the same place as their peers. Students in grades 6-8 will be expected to earn credits in order to promote to the next grade level per the Minimum Standard, and credits will be awarded based on work expected during time of enrollment at IDVA. All students, including students who are in a situation of homelessness, will be provided supplemental support, if needed, to address educational gaps.
- Students enrolling in grades 9-12 will begin working in the curriculum in the same place as their peers. Students in grades 9-12 are expected to meet credit hour requirements in order to fulfill graduation requirements. All students, including students who are in a situation of homelessness, will have their transcripts reviewed by a High School Counselor and/or Placement Coordinator during enrollment. Students will be placed according to their current high school transcript, and a review of current academic progress in their previous school will be completed to determine whether or not partial or full credit can be awarded per state credit requirements. All students will be given the opportunity to recover credits should this be needed.

Staff Training

The local liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as in transition, and procedures for forwarding information indicating homelessness to the local liaison. The local liaison will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student and to forward information indicating homelessness to the local liaison. Annual training is offered at required all-staff professional development events and throughout the schoolyear where needed or requested.

McKinney-Vento Homeless Education Dispute Resolution Policy

1. The child or youth "shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute" [42 U.S.C. § 11432(g)(3)(E)(i)]. In disputes involving unaccompanied homeless youth, the local liaison will ensure that unaccompanied homeless youth are immediately enrolled in school [42 U.S.C. § 11432 (g)(3)(E)(iv)].
2. While disputes are pending, students have the right to participate fully in school and receive all services which they would normally receive. This includes transportation services, as indicated by the Non-Regulatory Guidance: The McKinney-Vento Act's transportation requirements apply while disputes are being resolved [2004, H-5].
3. The parent, guardian, or unaccompanied youth will be provided with a written explanation of the school's decision regarding school selection or enrollment, including the right of the parent, guardian, or youth to appeal the decision any time the student is denied enrollment in a requested school [42 U.S.C. § 11432(g)(3)(E)(ii)]. In the case of an unaccompanied homeless youth, the notice explaining the decision and the right to appeal are provided directly to the youth [42 U.S.C. § 11432(g)(3)(B)(iii)]. Notices shall be written in the preferred language of the parent/guardian/ unaccompanied minor.

4. The child, youth, parent, or guardian will be referred to the local liaison, who will carry out the dispute resolution process as quickly as possible [42 U.S.C. § 11432(g)(3)(E)(iii)]. The local liaison must be familiar with the state's McKinney-Vento dispute resolution process and follow all procedures outlined therein. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes to determine whether particular issues or schools are delaying or denying the enrollment of children and youth in transition repeatedly.
5. If all the parties cannot reach consensus regarding educational placement and/or enrollment, the LEA shall consult the State Coordinator of Homeless Education at the Idaho State Department of Education. Per the State dispute resolution process, the State Coordinator will inform all parties of the determination in writing, and the State's decision will serve as final resolution.

Adopted: October 2009
Amended: December 2012
Amended: June 2017
Amended: February 2020

901.2 MILITARY COMPACT WAIVER

The state of Idaho is a member of the Interstate Compact on Educational Opportunity for Military Children. As a public school within the state of Idaho, subject to the laws of the state of Idaho, the school will follow the requirements of the Compact for students who enroll at IDVA for whom the Compact applies.

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 timely student enrollment, student placement, qualification and eligibility for programs (curricular, co-curricular and extra-curricular), timely graduation, and 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 or Reserve on active duty orders;
    - For application of this section the parent must be on fulltime 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 (1) 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 (1) 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, IDVA shall enroll and appropriately place the student based upon the information IDVA personnel receive 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 the school, IDVA shall request the student's official educational records from the student's 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 (10) days, or within the timeline determined to be reasonable by the Interstate Commission.

3. Immunizations

   IDVA shall provide a period of thirty (30) days from the date of enrollment, or such other timeframe as determined by the rules of the Interstate Commission, within which students may obtain any immunizations required by IDVA. Where IDVA's requirements include a series of immunizations, initial vaccinations must be obtained within thirty (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 IDVA, commensurate with their grade level from their receiving school, including kindergarten, at the time of transition. However, the provisions of Idaho Code § 33-201 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 the school, as the receiving school, regardless of age.

   A student who is transferring into IDVA after the start of the school year shall enter IDVA 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 IDVA 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 IDVA from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s).

2. Educational Program Placement

IDVA 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 ESL. This requirement does not preclude the school from performing subsequent evaluations to ensure appropriate placement of the student.

3. Special Education Services

In compliance with the federal requirements of the IDEA, IDVA, as the receiving school, shall initially provide comparable services to a student with disabilities based on his or her current IEP.

In compliance with Section 504 of the Rehabilitation Act and with Title II of the ADA, IDVA, 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 IDVA, as the receiving school, from performing subsequent evaluations to ensure appropriate placement and/or accommodations are made for the student.

4. Placement Flexibility

IDVA's Administration shall have the flexibility to waive course/program prerequisites or other preconditions for placement in courses/programs offered by IDVA.

5. Absences relating to Deployment Activities

A student whose parent or legal guardian is an active duty member of the uniformed services 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 the Executive Director to visit with his or her parent or legal guardian relative for such leave or deployment of the parent or 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.

   IDVA 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 Extra-Curricular Activity Participation

   IDVA 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, IDVA shall incorporate the following procedure:

Graduation Course Requirements - Waiver

IDVA's Administration, through the Executive Director or designee, shall waive specific courses that are required for graduation if similar coursework has been satisfactorily completed at another school.

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

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

1. Exit Exams

   In lieu of testing requirements required for graduation at IDVA, IDVA and the state of Idaho shall accept any or all of the following:

   - Exit exams or end-of-course exams required for graduation from the sending school;
   - National norm-referenced achievement tests; or

- Alternative testing

In the event the above alternatives cannot be accommodated by IDVA for a student transferring during his or her senior year, Subsection 2, below, shall apply.

2. 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 IDVA after all alternatives have been considered, the sending school and IDVA 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 school policies that conflict with this policy and/or conflict with the Compact are superseded to the extent of the conflict.

Cooperation

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

Adopted: December 2014
Amended: May 2020
Amended: August 2025

902.0 TRACKING ATTENDANCE FOR STATE REPORTING

As allowable in Idaho Statute 33-5208(10)(a), for funding calculations, IDVA shall utilize the percentage of coursework completed, up to the maximum of one (1) full-time equivalent student in State reporting calculations. IDVA reserves the right under Statute 33-5208(10)(a) to utilize actual hours of attendance in our public virtual school on a flexible schedule, up to the maximum of one (1) full-time equivalent student when this calculation is more advantageous to the school. Refer to the Calculating Attendance for State Reporting document for specific calculation information.

Adopted: July 2014

902.1 ATTENDANCE AND TRUANCY

Idaho Virtual Academy, as a public school, follows Idaho Codes #33-202, #33-205, #33-206, and #33-207 pertaining to public school attendance. Parents must understand that IDVA is a public school of choice and, as part of the public school system; IDVA is required to account for the attendance and progress of each individual student. Failure to meet the school's attendance requirements may result in declaration of habitual truancy, expulsion, and/or denial of student enrollment.

Delegation of Expulsion/Denial of Enrollment Power. The Board of Directors of Idaho Virtual Academy hereby grants authority to declare habitual truancy, expulsion, and/or denial of enrollment with or without condition, to an Attendance Review Committee under the direction of an assigned administrator.

The composition of the Attendance Review Committee will include a school administrator and two additional staff. Members assigned to the Attendance Review Committee will not have any underlying involvement with the student. The actual committee members will change depending on the student and will be selected by the Student Attendance Specialist or his/her designee.

The Attendance Review Committee, acting on behalf of the Board of Directors, may deny enrollment or expel a student and thus deny attendance of that student to Idaho Virtual Academy. It is also hereby noted that the Attendance Review Committee's decision will be implemented immediately, but the parents of the student have the right to appeal that decision to the Board, in writing, within five (5) school days.

Attendance Review Committee Responsibilities. The Attendance Review Committee will conduct all habitual truancy and expulsion hearings on behalf of the Board. The review committee's decision will be binding; therefore, administrators will not be given the right to recommend expulsion to the Board if the review committee determines that expulsion is not warranted.

Only appeals of the Attendance Review Committee's decisions to deny enrollment or expel for truancy will be presented to the Idaho Virtual Academy Board of Directors and will be conducted as a de novo hearing, with the Directors having access to the review committee's determination.

As the Board has delegated this authority to the Attendance Review Committee, the process before the committee is a mandatory condition prior to any appeal of such Committee's decision to the Board of Directors; thus, there cannot be any request by students/families that the Attendance Review Committee hearing be waived and the matter to go directly to the Board.

1. The Attendance Review Committee is hereby delegated the authority to impose such disciplinary measures as deemed necessary, such as behavior contracts, conditions for probation, etc.

2. The Executive Director or other designee, unrelated to the underlying recommendation to deny enrollment or expel a student, shall serve as the Hearing Officer for the Attendance Review Committee. The Student Attendance Specialist or designee can serve as the Hearing Facilitator, though will not serve as a voting member of the Attendance Review Committee. The Chairman of the IDVA Board or designee has the authority to serve as hearing officer for any appeal to the Board of any decision of the Attendance Review Committee. Such individual likewise shall not have any involvement with regard to the underlying recommendation to deny enrollment or expel a student.

The procedures by which students can be suspended, denied enrollment, expelled and reenrolled, as well as the appeal process are delineated in the student handbooks.

Attendance Defined: daily curriculum completion as outlined by the daily plan and/or weekly work schedule, daily logins, and live class connect attendance.

Refer to the student handbooks for specific examples, definitions and procedures.

These attendance regulations, as established by the Board, are subject to modification in the instance of an individual student's IEP or Section 504 Plan.

Adopted: February 2004
Amended: September 2005
Amended: September 2007
Amended: March 2008
Amended: July 2010
Amended: December 2014
Amended: July 2015
Amended: December 2015
Amended: September 2016
Amended: August 2025

902.2 DENIAL OF ENROLLMENT – STUDENTS SEEKING IDVA ENROLLMENT

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

a) who is habitually truant;
b) whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or of the instructional effectiveness of the school;
c) whose presence in a public school is detrimental to the health and safety of other pupils;
d) who has possessed a deadly or dangerous weapon or firearm on school property;
e) who has been denied enrollment due to behavior detrimental to the health and safety of other pupils, disenrolled in lieu of discipline, or expelled from another school in this state or any other state; or
f) Who has a conviction or adjudication for any of the offenses under section 20-525A (expungement of convictions) Idaho Code, or Chapter 9 (assault and battery), Chapter 61 (rape and designated sexual crimes); Title 66 (Sexual abuse of an animal, human remains, forcible penetration by use of a foreign object, video voyeurism, disclosing explicit synthetic media), Title 18 Idaho Code. Such convictions or adjudications shall be disclosed by a parent or legal guardian of a pupil to any school district where the pupil is seeking enrollment or is enrolled. The parent's or legal guardian's failure to disclose such conditions shall constitute adequate grounds to deny enrollment or attendance to such pupil. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

Delegation of Denial of Enrollment. The Board of Directors of Idaho Virtual Academy hereby grants authority to deny enrollment according to Idaho Code § 33-205 to an Enrollment Review Committee under the direction of an assigned administrator.

The composition of the Enrollment Review Committee will include a school administrator and two additional staff. Members assigned to the Enrollment Review Committee will not have any underlying involvement with the student.

The Enrollment Review Committee, acting on behalf of the Board of Directors, may deny enrollment and thus deny attendance of that student to Idaho Virtual Academy. The parents of the student have the right to appeal that decision to the Board, in writing, within five (5) school days.

Enrollment Review Committee Responsibilities. The Enrollment Review Committee will conduct all enrollment reviews on behalf of the Board. The review committee's decision will be binding; therefore, administrators will not be given the right to recommend enrollment to the Board if the review committee determines that enrollment is not warranted.

Only appeals of the Enrollment Review Committee's decisions to deny enrollment will be presented to the Idaho Virtual Academy Board of Directors and will be conducted as a de novo hearing, with the Directors having access to the review committee's determination.

As the Board has delegated this authority to the Enrollment Review Committee, the process before the committee is a mandatory condition prior to any appeal of such Committee's decision to the Board of Directors; thus, there cannot be any request by students/families that the Enrollment Review Committee hearing be waived and the matter to go directly to the Board.

1. The Enrollment Review Committee is hereby delegated the authority to impose such disciplinary measures as deemed necessary, such as behavior contracts, conditions for probation, etc.

2. The Executive Director or other designee shall serve as the Hearing Officer for the Enrollment Review Committee. The Student Attendance Specialist or designee can serve as the Hearing Facilitator, though will not serve as a voting member of the Enrollment Review Committee. The Chairman of the IDVA Board or designee has the authority to serve as hearing officer for any appeal to the Board of any decision of the Enrollment Review Committee. Such individual likewise shall not have any involvement with regard to the underlying recommendation to deny enrollment.

IDVA Administration will consider a student support services referral for any student approved for enrollment who was expelled and deemed a habitual truant by another public school.

Adopted: February 2004
Amended: September 2005
Amended: September 2007
Amended: March 2008
Amended: July 2010
Amended: December 2014
Amended: April 2018
Amended: May 2020
Amended: August 2025

902.3 DUAL ENROLLMENT

Idaho Virtual Academy (IDVA) allows for dual enrollment provided for by Idaho Code § 33-203. Dual enrollment seats will be limited to no more than 10% of the total student population. Priority for dual

enrollment will be as such: high school is the first priority, middle school is the second priority, and elementary school last priority.

The basis of dual enrollment will follow the State funding model which fractionalizes funding when two school districts/LEAs claim the same student. Dual enrollment is not available for students wishing to take fewer than three (3) IDVA courses per school day. Kindergarten students are not eligible for dual enrollment. Students enrolled in IDVA's alternative school, Insight School of Idaho (ISID), generally take only three (3) courses on a quarter/block system and, therefore, are not eligible for dual enrollment. Exceptions for ISID students may be made by administration.

A student cannot be doubly enrolled.

An application shall be required for dual enrollment. Students in grades 6-12 must have a 3.0 grade point average (GPA)/B's or higher to be eligible for dual enrollment. Dually enrolled students shall reapply for dual enrollment on an annual basis. The academic performance of dual enrolled students will be reviewed each semester. Dual enrolled students in grades 1-5 must maintain "on track" progress in IDVA courses in order to remain eligible for dual enrollment with IDVA. Students in grades 6-12 must maintain a minimum 2.0 GPA to remain eligible for dual enrollment with IDVA. The parent/legal guardian of a dual enrolled student who is in danger of losing dual enrollment eligibility will be notified at least one (1) month prior to the end of the semester. Exceptions to the academic performance requirements may be made by the Executive Director.

Adopted: July 2004
Amended: August 2005
Amended: September 2007
Amended: March 2009
Amended: March 2011
Amended: December 2014
Amended: September 2016
Amended: April 2018
Amended: May 2020
Amended: April 2023
Amended: August 2025

902.4 REQUIRED STUDENT ENROLLMENT ORIENTATION

Students and their parents/guardians must complete the assigned IDVA orientation process prior to the student's official enrollment with IDVA. This is the final step in IDVA's official enrollment process. Parents/Guardians and students will be notified of the enrollment orientation process, the required tasks, and the due dates/deadlines. It is the parent's/guardian's or adult student's obligation to communicate with school staff if additional assistance above what is offered in the orientation process is needed. All new students and their parents/guardians will be assigned to the IDVA enrollment orientation process. Returning students and their parents/guardians may be assigned to the IDVA enrollment orientation process. Students and parents/guardians who have left IDVA and seek to re-enroll may be assigned to the IDVA enrollment orientation process.

Parents/Guardians of students who do not complete all required tasks of their assigned IDVA enrollment orientation process will receive notification via email, and the student will be considered to have not

completed the enrollment process to become a student at IDVA. Any student seeking to enroll with IDVA within the same school year after having the opportunity but not completing the required orientation component of the enrollment process must submit a written request within five (5) calendar days of receiving notification of failure to complete the enrollment process to the principal. The request will be reviewed by an administrative committee. A conference will be held with the parent/legal guardian regarding the reason for the failed enrollment process, the commitment that is necessary to succeed with virtual education, and whether or not this is the best educational setting for the student. Requests submitted after the five (5) days will not be reviewed. Exceptions may be made by the Executive Director.

Any student seeking to enroll with IDVA in subsequent school years shall be given the opportunity to enroll and complete the required orientation.

Adopted: November 2015
Amended: April 2018
Amended: August 2025

902.5 ENROLLMENT CAP POLICY

Maximum Enrollment

The maximum number of students who may be enrolled in the school will be determined by the Board each school year, no later than the annual meeting prior to that school year. The Board must also establish an enrollment deadline(s). The Charter Board may establish different enrollment caps for the general program or specific grade levels or programs. The enrollment cap(s) and/or deadline(s) must be publicly posted as soon as reasonably possible after the Board makes its annual determination and must remain posted for the remainder of the affected school year. Students shall be enrolled until the cap or deadline is reached, whichever occurs first. Thereafter, student applications will be accepted for enrollment during the following school year.

Admission procedures will be compliant with IDAPA 08.02.04.203.

If during the school year there are more open positions than students to fill them, positions will be filled on a first come, first served basis.

Adopted: June 2005
Amended: July 2013
Amended: December 2014
Amended: May 2020
Amended: May 2021
Amended: June 2021
Amended: August 2025

902.6 PREVIOUSLY ENROLLED HABITUALLY TRUANT STUDENTS SEEKING RE-ENROLLMENT

Any student who has previously been enrolled with IDVA, left and thereafter seeks to re-enroll with the school is required to disclose this information at the commencement of the re-enrollment process. If this is not disclosed, the Board reserves the right to implement the provisions of this policy when such information is disclosed or otherwise learned.

Any student who is seeking re-enrollment at IDVA who was not in compliance with the school's attendance policy and who had been deemed a habitual truant at the time of any previous enrollment is required to comply with this policy prior to any re-enrollment at the school. Such request for re-enrollment, as well as the processing of the below detailed hearing to consider allowance for enrollment, shall be completed prior to the open enrollment period. If such is not completed prior to this time, the consideration for re-enrollment will be with regard to the next subsequent open enrollment period.

Any student is deemed to be a habitual truant if, in the judgment of the Board or a designee of the Board, the student has been determined to have repeatedly been in violation of IDVA's attendance policies. A child who is a habitual truant is under the purview of the juvenile corrections act if he or she was within the age of compulsory attendance at the time of the violation.

The Board of IDVA may deny enrollment of any student who is a habitual truant.

IDVA Administration will consider a Student Support Services referral for any student who was deemed a habitual truant in a previous enrollment with IDVA who applies and is approved for re-enrollment with IDVA.

If a student seeks to enroll at IDVA who has previously been deemed, either by the Board or the designee of the Board, to be a habitual truant, the Board of IDVA has the option to deny enrollment to such student.

In such a circumstance, the parent/guardian will be notified of the procedure, and, if the parent/guardian still wishes to apply for the student's re-enrollment, the administration will send written notice to the parent/legal guardian which states the grounds for the proposed denial of enrollment and a time and place where the parent or guardian may appear to contest the action of the board to deny school attendance. This notice shall also state:

- The pupil's right to be represented by counsel;
- The pupil's right to produce witnesses, and submit evidence on his own behalf; and
- The pupil's right to question any adult witness who may appear against the enrollment.

This notice shall also state a date for the student and the parent/legal guardian a full and fair hearing on the proposed denial of enrollment. There shall be a reasonable period of time between the date of the notice and the scheduled hearing so as to allow for preparation for the hearing.

Should the Board, subsequent to the hearing, allow a habitually truant student to re-enroll, the Board may impose reasonable conditions upon the student to permit the student's attendance. Should a student violate any of those conditions, the student will be returned to the Board for reconsideration of the permission for enrollment and/or possible expulsion from school.

LEGAL REFERENCE:
Idaho Code Sections
33-205c
33-206

Adopted: February 2012
Amended: May 2013

Amended: April 2018
Amended: May 2020

903.0 STUDENT RECORDS

DEFINITIONS

For the purpose of this policy, the following definitions apply:

"Parent" is defined as a natural parent, legal parent, legal guardian, or individual legally authorized to be acting in the absence of a parent or guardian, authorized to address student educational issues.

"Eligible Student" is defined as a student over the age of eighteen (18), legally emancipated student, or a student attending a post-secondary institution.

"Educational Record" is defined as those records directly related to a student, collected and maintained by IDVA or by a party acting on behalf of IDVA as determined by the FERPA and as defined herein.

"School Official" is defined as any person employed by IDVA in administrative, counseling, supervisory, academic, student support services, or research positions, any support person to those positions, and any person employed by or under contract with IDVA to perform a special task.

ANNUAL NOTIFICATION REQUIREMENTS

FERPA has specified that student Educational Records are confidential, with some exceptions. IDVA will provide Parents and Eligible Students annual notification of their rights under FERPA. The annual notice will contain information regarding the right to inspect their children's Educational Records, the right to seek an amendment of an Educational Record, the right to consent to disclosures of personally identifiable information, with certain exceptions, and the right to file a complaint with the U.S. Department of Education.

RIGHT TO INSPECT EDUCATIONAL RECORDS

Parents or Eligible Students may inspect and review Educational Records. IDVA will comply with a request for access to Educational Records within a reasonable period of time, but in no event more than forty-five (45) calendar days after it has received the request. IDVA will respond to reasonable requests for explanations and interpretations of the Educational Records. A copy of the Educational Records will be given to the Parent or Eligible Student upon request if failure to do so would prevent the Parent or Eligible Student from exercising the right to inspect and review the records. IDVA may charge the Parent or Eligible Student the actual costs for copying the Educational Records unless payment of such cost is determined to effectively preclude the Parent or Eligible Student from having access to the Educational Records.

IDVA will not destroy requested Educational Records if there is an outstanding request to inspect and review those records.

DISCLOSURE OF EDUCATIONAL RECORDS TO NONCUSTODIAL PARENT

Unless otherwise prohibited by law or court order, a noncustodial parent's access to Educational Records and information pertaining to his or her minor child will not be denied solely because the parent is not the child's custodial parent. However, information concerning a minor child's home address will be deleted from all Educational Records supplied to a noncustodial parent if the custodial parent has advised IDVA in writing to do so.

DEFINITION OF EDUCATIONAL RECORDS

Educational Records are defined as those records directly related to a student, collected and maintained by IDVA or by a party acting on behalf of IDVA. Educational Records include, but are not limited to, the cumulative file, special educational records, medical and health records, personally identifiable information (i.e., social security number, student number, photo identification) and disciplinary records.

Educational Records do not include records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

PERSONALLY IDENTIFIABLE INFORMATION

Personally Identifiable Information will not be released from an educational record without the prior written consent of the parent or eligible student, except under specific circumstances. "Personally Identifiable Information" includes, but is not limited to:

1) The student's name,
2) The name of the student's parent or other family member,
3) The address of the student or student's family,
4) A personal identifier such as the student's social security number or student number,
5) A list of personal characteristics that would make the student's identification easily traceable, and/or
6) Other information that would make the student's identity easily traceable.

RELEASE OF INFORMATION WITHOUT PRIOR CONSENT

Personally Identifiable Information will be released without prior consent of the Parent or Eligible Student only under the following conditions:

1) The disclosure is to School Officials who have a legitimate educational interest. *School Officials are instructional, supervisory, administrative, and ancillary personnel acting on behalf of IDVA in any official capacity, temporarily or permanently, whether with or without compensation, or under contract with IDVA, including a person employed by or under contract to LEA #452 to perform a special task, such as an attorney, auditor, medical consultant, or therapist. A legitimate educational interest includes performing educational or discipline related tasks in connection with a student, providing educational services to a student or a student's family, or performing administrative or other educational responsibilities prescribed by IDVA:*
2) The disclosure is to officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll.
3) The disclosure is to specific federal, state, and local educational authorities with an educational need.

4) The disclosure is in connection with financial aid for which the student has applied or for which the student has received.
5) The disclosure is to organizations conducting studies for, or on behalf of, IDVA to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction.
    a) When information is disclosed to such organizations, the study must be conducted in such a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization.
    b) The information must be destroyed when no longer needed for the purpose for which the study was conducted.
    c) If it is determined by the U.S. Department of Education that an organization has violated the requirement to destroy the information when it is no longer needed, IDVA will not allow that third party access to personally identifiable information from Educational Records for at least five (5) years.
6) The disclosure is to an accrediting organization to carry out its accrediting function.
7) The disclosure is to Parents of a dependent Eligible Student as defined by the Internal Revenue Code.
8) The disclosure is to comply with a judicial order or lawfully issued subpoena, provided that IDVA makes a reasonable effort to notify the Parents or Eligible Student of the order or subpoena in advance of compliance.
    a) The prior notification requirement does not apply where the subpoena is issued by a federal grand jury or for any law enforcement purpose and the issuing court or agency has ordered that the existence and contents of the subpoena not be disclosed.
    b) A student's relevant Educational Records can be disclosed without a subpoena if IDVA initiates legal action against a Parent or student, or if a Parent or student initiates legal action against IDVA.
9) The disclosure is in connection with a health or safety emergency.
10) The disclosure is information that IDVA has designated as "Directory Information."
11) The disclosure is to the Parent or Eligible Student.

ACCESS LOG

IDVA will maintain a record of each request for access to and each disclosure of Personally Identifiable Information from the Educational Record of each student. This access log will be maintained with the student's Educational Records for as long as the Educational Records are maintained. The access log will specify the individuals who have requested or received Personally Identifiable Information from the Educational Records and the legitimate educational interests the parties had in requesting or obtaining the information. If the information was released without prior parental consent, the specific exception for such consent will also be set forth. A record will not be kept of access to a student's record by the Parent or Eligible Student, a School Official with legitimate educational interest, when written consent has been received from the Parent or Eligible Student, a request is received for Directory Information only, or IDVA is ordered to not disclose the request for records.

DIRECTORY INFORMATION

Directory Information is defined as information contained in an Educational Record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to:

1) Student name;
2) Region and/or city and/or town or residency within the state of Idaho;
3) Address of student o*nly to the extent authorized for use by the family in a student and/or parent directory;*
4) Telephone listing of student or parent *only to the extent authorized for use by the family in a student and/or parent directory;*
5) Email address of student or parent *only to the extent authorized for use by the family in a student and/or parent directory;*
6) Photographs of the student *used by IDVA only for recognition of student achievement and community relations including, but not limited to, publications in IDVA's or teachers' newsletters in the school setting and on IDVA's website;*
7) Age/Grade of attendance;
8) Major field of study;
9) Participation in officially recognized activities such as outings;
10) Dates of attendance, degrees, and awards/honors received;
11) The most recent previous school, school district or institution attended.

RELEASE OF DIRECTORY INFORMATION

Directory Information can be released to the public through appropriate procedures. Directory Information may be released without prior consent after IDVA gives annual notice to Parents of students or Eligible Students. The notices shall identify the types of information considered to be Directory Information and IDVA's option to release such information and the requirements that IDVA must, by law, release secondary students' names, addresses, and telephone numbers to military recruiters and/or institutions of higher education, unless Parents or Eligible Students request IDVA to withhold this information. Such notice will be given prior to release of Directory Information.

Exclusions from any or all directory categories named as Directory Information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the Parent or Eligible Student within fifteen (15) days of annual public notices.

Directory Information shall be released with only administrative direction.

Directory Information considered by IDVA to be detrimental will not be released.

Information will not be given over the telephone except in the case of health and safety emergencies.

At no point will a student's Social Security number or student identification number be considered Directory Information.

PROCEDURE TO AMEND RECORDS

If a Parent or Eligible Student believes that the Educational Records relating to the student contain information that is inaccurate, misleading, or in violation of the student's right of privacy, they may seek to amend the Educational Record. The right to seek amendment cannot be used to challenge a grade or an individual's opinion (unless the grade or the opinion has been inaccurately recorded) or IDVA's decision

to create or maintain particular or Educational Records. When a request to amend Educational Records is received, *it shall be reduced to writing and* the following procedure will be followed:

REVIEW PROCESS

1. *Within thirty (30) calendar days* of receiving a request to amend the Educational Record, IDVA through its designees, will determine whether the information contained in an Educational Record is inaccurate, misleading, or in violation of the student's right of privacy. If IDVA determines that the requested amendment is appropriate, it will correct the record and provide written notice of the changes to the Parent or the Eligible Student.

2. If IDVA determines that the information is not inaccurate, misleading, or in violation of the student's right of privacy, it will inform the Parent or Eligible Student, *in writing,* of its decision, *reasons why it denied the request to amend the record,* and the right to a hearing.

HEARING PROCESS

1. The Parent or Eligible Student, on request, has an opportunity for a hearing to challenge the contents of the student's Educational Records on the grounds that the information contained therein is inaccurate, misleading, or in violation of the privacy rights of the student.

2. IDVA will hold the requested hearing within thirty (30) days after it receives a request for the hearing. Notice of the date, time, and place will be given to the Parent or Eligible Student within a reasonable amount of time prior to the hearing. Because of the geographical makeup of IDVA's student body, the hearing may be held via electronic means.

3. The Executive Director or his/her designee, including an employee of IDVA who does not have a direct interest in its outcome, may conduct the hearing. The Parent or Eligible Student will be given full and fair opportunity to present evidence relevant to the issues raised at the hearing. The Parent or Eligible Student may, at their own expense, be assisted or represented by an individual of their own choice, including an attorney.

4. The Executive Director or his/her designee conducting the hearing is not bound by common law or by the rules of evidence. Evidence will be admitted and given weight only if it is the kind of evidence which reasonable persons are accustomed to rely on in the conduct of serious affairs.

5. The Executive Director or his/her designee will make his/her decision in writing within fourteen (14) days after the close of the hearing. The decision will be based solely on the evidence of presented at the hearing and will include a summary of the evidence and the reasons for the decision. The hearing officer's decision will be the final decision of this LEA.

6. If the Executive Director or his/her designee concludes that the information being contested is inaccurate, misleading, or otherwise in violation of the privacy rights of the

student, IDVA will amend the Educational Records at issue and inform the Parent or Eligible Student of the amendment in writing.

7. If the Executive Director or his/her designee concludes that the information in the Educational Record is not inaccurate, misleading, or in violation of the privacy rights of the student, IDVA will inform the Parent or the Eligible Student of the right to place a statement in the Educational Record commenting on the contested information or stating why he or she disagrees with IDVA's decision, or both. If such a statement is received by IDVA, it will remain as part of the Educational Record for as long as the student's Educational Record is maintained and the statement will be disclosed whenever IDVA discloses the portion of the Educational Record to which the statement is related.

EDUCATIONAL RECORDS OF STUDENTS WITH DISABILITES

IDVA will allow parents of students with disabilities and eligible students with disabilities the right to inspect and review any Educational Records relating to the student that are collected, maintained, and/or used by IDVA consistent with the provisions of this policy and provisions of the IDEA.

IDVA will also comply with a request to inspect and review such records without unnecessary delay, and in no event more than forty-five (45) calendar days after the request had been made, in these situations:

1. Before any meeting regarding the student's IEP;

2. Before any hearing relating to the identification, evaluation, or educational placement of the student; or

3. Before any hearing relating to the provisions of a Free Appropriate Public Education to the student.

IDVA will inform the Parent or Eligible Student when the Personally Identifiable Information collected, maintained, or used by IDVA is no longer needed to provide educational services to the student. The information must be destroyed at the request of the parent or eligible student. However, IDVA may maintain a permanent record of the student's name, address, and phone number, his/her grades, attendance records, classes attended, grade level completed, and year completed without time limitation.

Adopted: December 2007
Amended: February 2009
Amended: October 2009
Amended: December 2014
Amended: May 2020
Amended: August 2025

903.1 RETENTION OF STUDENT EDUCATIONAL RECORDS

The General Education Provisions Act and the federal regulations for State-Administered Programs both require that records be retained for at least five (5) years. With the exception of permanent student educational records and special education records, student educational records will only be kept for a period of five (5) years after the student graduates from high school or withdraws from Idaho Virtual

Academy. In accordance with State Department of Education Policy, 34 CFR §80.42 and 2 CFR 200.333, and 34 CFR §76.731, regarding recipients of IDEA Part B funds, special education records will be kept for a period of five (5) years, plus one (1) audit year, which is a total of six (6) years after the student graduates from high school or withdraws from Idaho Virtual Academy.

Adopted: May 2015
Amended: June 2016

903.2 PERMANENT STUDENT EDUCATIONAL RECORD

Idaho Virtual Academy personnel will maintain for five (5) years the educational record of students not currently enrolled. IDVA shall maintain a permanent educational record for each student that shall contain information including, but not limited to, the following:

1. Student's name
2. Grades
3. Entrance and withdrawal record
4. Birth Certificate
5. Immunization Records
6. Student identification number
7. Transcripts
8. Educational assessment data

The permanent education record of each student is maintained at the administrative office.

Adopted: May 2015

903.3 COURT ORDER FOR RECORDS/SUBPOENAS

When any Court Order for Records/Subpoenas is received by school personnel, it shall be immediately directed to the school's Executive Director. Should the individual who was initially in receipt of the Subpoena/Court Order receive any questions about the Subpoena/Court Order, the individual making such inquiry should be advised that it has been forwarded to the school's Central Office. If they have further questions, they will be directed to the school's Executive Director.

The school will handle any Court Order for Records/Subpoena consistent with the requirements of FERPA as well as any other state or federal law(s) impacting upon such records.

Adopted: January 2014
Amended: May 2020
Amended: August 2025

903.4 IDVA STUDENT DATA PRIVACY AND SECURITY POLICY

The efficient collection, analysis, and storage of student information is essential to improve the education of our students. As the use of student data has increased and technology has advanced, the need to exercise care in the handling of confidential student information has intensified. The

privacy of students and the use of confidential student information is protected by federal and state laws, including FERPA and the Idaho Student Data Accessibility, Transparency and Accountability Act of 2014 (Idaho Data Accountability Act).

Student information is compiled and used to evaluate and improve Idaho's educational system and improve transitions from high school to postsecondary education or the workforce. The Data Management Council (DMC) was established by the Idaho State Board of Education to make recommendations on the proper collection, protection, storage and use of confidential student information stored within the Statewide Longitudinal Data System (SLDS). The DMC includes representatives from K-12, higher education institutions, and the Department of Labor.[1]

This model policy is required by the Idaho Data Accountability Act. In order to ensure the proper protection of confidential student information, each school district and public charter school shall adopt, implement, and electronically post this policy. It is intended to provide guidance regarding the collection, access, security, and use of education data to protect student privacy. This policy is consistent with the DMC's policies regarding the access, security, and use of data maintained within the SLDS.[2] Violation of the Idaho Data Accountability Act may result in civil penalties.[3]

[1] Data Management Council
[2] Data Management Council Policies and Procedures
[3] Idaho Code Title 33, §133

Defined Terms

Administrative Security consists of policies, procedures, and personnel controls including security policies, training, and audits, technical training, supervision, separation of duties, rotation of duties, recruiting and termination procedures, user access control, background checks, performance evaluations, and disaster recovery, contingency, and emergency plans. These measures ensure that authorized users know and understand how to properly use the system in order to maintain security of data.

Aggregate Data is collected or reported at a group, cohort or institutional level and does not contain Personally Identifiable Information.

Data Breach is the unauthorized acquisition of Personally Identifiable Information.

Logical Security consists of software safeguards for an organization's systems, including user identification and password access, authenticating, access rights, and authority levels. These measures ensure that only authorized users are able to perform actions or access information in a network or a workstation.

Personally Identifiable Information includes: a student's name; the name of a student's family; the student's address; the students' social security number; a student's education unique identification number or biometric record; or other indirect identifiers such as a student's date of birth, place of birth, or mother's maiden name; and other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances to identify the student.

Physical Security describes security measures designed to deny unauthorized access to facilities or equipment.

Student Data means data collected at the student level and included in a student's educational records.

Unauthorized Data Disclosure is the intentional or unintentional release of Personally Identifiable Information to an unauthorized person or untrusted environment.

Collection

- Idaho Virtual Academy shall follow applicable state and federal laws related to student privacy in the collection of student data.

Access

- Unless prohibited by law or court order, Idaho Virtual Academy shall provide parents, legal guardians, or eligible students, as applicable, the ability to review their child's educational records.
- The Superintendent, administrator, or designee, is responsible for granting, removing, and reviewing user access to student data. An annual review of existing access shall be performed.
- Access to Personally Identifiable Information maintained by Idaho Virtual Academy shall be restricted to: (1) the authorized staff of the public charter school who require access to perform their assigned duties, (2) authorized employees of the State Board of Education and the State Department of Education who require access to perform their assigned duties, and (3) vendors who require access to perform their assigned duties.

Security

- Idaho Virtual Academy shall have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure.
- Idaho Virtual Academy shall immediately notify the Executive Director of the Idaho State Board of Education and the State Superintendent of Public Instruction in the case of a confirmed Data Breach or confirmed Unauthorized Data Disclosure.
- Idaho Virtual Academy shall notify in a timely manner affected individuals, students, and families if there is a confirmed Data Breach or confirmed Unauthorized Data Disclosure.

Use

- Publicly released reports shall not include Personally Identifiable Information and shall use Aggregate Data in such a manner that reidentification of individual students is not possible.
- Contracts with outside vendors involving student data, which govern databases, online services, assessments, special education or instructional supports, shall include the following provisions which are intended to safeguard student privacy and the security of the data:
  - Requirement that the vendor agree to comply with all applicable state and federal laws;
  - Requirement that the vendor have in place Administrative Security, Physical Security, and Logical Security controls to protect from a Data Breach or Unauthorized Data Disclosure;
  - Requirement that the vendor restrict access to Personally Identifiable Information to the authorized staff of the vendor who require such access to perform their assigned duties;
  - Prohibition against the vendor's secondary use of Personally Identifiable Information including sales, marketing or advertising;
  - Requirement for data destruction and an associated timeframe; and

- Penalties for non-compliance with the above provisions.
- Directory information is defined in IDVA Board Policy 903.0.
- If Idaho Virtual Academy chooses to publish directory information which includes Personally Identifiable Information, parents must be notified annually in writing and given an opportunity to opt out of the directory. If a parent does not opt out, the release of the information as part of the directory is not a Data Breach or Unauthorized Data Disclosure.

LEGAL REFERENCE:
Idaho Code § 33-133

Adopted: September 2014

903.5 TRANSFERRING STUDENT RECORDS

Incoming Transferred Students
Idaho Virtual Academy is required by Idaho law to request the records of a transfer student from the former school within fourteen (14) days of the student's enrollment. Idaho Virtual Academy's enrollment date is the student's first day of school as indicated by the student's "school enrollment date."

Incoming Out-of-State Students
According to Idaho Law, *the parent or guardian of a student transferring from out-of-state to Idaho Virtual Academy is required, if requested, to furnish the school accurate copies of the student's school records, including records containing information concerning violent or disruptive behavior or disciplinary action involving the student. This information will be contained in a sealed envelope, marked to indicate the confidential nature of the contents, and addressed to the principal or other administrative officer of the school.*

Failure of the parent or guardian to furnish the required records, or failure to request of the administration of the previous school to provide the required records, will constitute adequate grounds to deny enrollment to the transferring student or to suspend or expel the student if already enrolled.

Outgoing Transferring Students:
Idaho Virtual Academy shall comply within ten (10) days of receipt of a records request from the student's new school and will forward a copy of a transferred student's record.

If records have been "flagged," the copy of records shall not be forwarded to the new school. If a "flagged" record is requested, the school must notify law enforcement of the request for the "flagged" record. Upon notification by law enforcement of the returned child, Idaho Virtual Academy can remove the "flag" from the record.

Transferring Disciplinary Records
Idaho Virtual Academy is required to transfer disciplinary records with the timelines set forth above. *When a school record contains information concerning violent or disruptive behavior or disciplinary action of a student, this information shall be contained in a sealed envelope, marked to indicate the confidential nature of its contents, and addressed to the principal or other administrative officer of the school.*

LEGAL REFERENCE:

Idaho Code Sections
33-209
33-603
18-4511

Adopted: November 2014
Amended May 2020

903.6 STUDENT RECORDS, PRIVACY, AND CONFIDENTIALITY

PowerSchool, IDVA's student management database, contains official records for students. Legal name and sex are required for official records and will be recorded in PowerSchool. In instances where law, rule or regulation requires IDVA to use a student's legal information, the student's legal information shall be utilized. IDVA will update the online school system to a student's preferred name and/or sex with parent/legal guardian or adult student written permission. Per Idaho code 67-5909B, an employee shall not knowingly and intentionally address an unemancipated minor student by a name other than the student's legal name or a derivative thereof, or by a preferred personal title or pronoun that is inconsistent with the student's sex, without written permission of the student's parent or guardian.

Change of Official School Records

The parent/guardian of a student under the age of 18 or any current or former student who is 18 years or older may present to the Non-Discrimination Coordinator, the Executive Director, or designee responsible for student records a copy of a court order or birth certificate identifying a change to the student's legal name and/or sex. The student's records will be changed accordingly.

Disclosure of a student's sexual orientation, gender identity, gender expression, or sex, depending upon circumstance, may be a disclosure of confidential information. Any disclosure of this information must be in accordance with IDVA policies and procedures regarding student privacy. In consideration of such disclosure, the school's personnel must review the Parental Rights Act found at Section 33-6001 regarding the reporting of physical, mental, emotional and wellbeing changes to a student's parent or legal guardian.

A student's educational record shall, in no instance, include indication of a student's sexual orientation or transgendered status.

Adopted: August 2025

904.0 EDUCATION AND DISCIPLINE

904.1 STUDENT CODE OF CONDUCT

Students are subject to the rules and restrictions implemented by Idaho Virtual Academy AND the Student Code of Conduct and Acceptable Use Guidelines which is provided in the Board approved Student Handbooks.

Adopted: January 2012

Amended: December 2014

904.2 STUDENT SUSPENSION

The Executive Director 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. Suspension procedures are outlined in the student handbooks and consistent the provisions of Idaho Code 33-205.

Adopted: January 2012
Amended: December 2014
Amended: August 2025

904.3 EXPULSIONS AND DENIAL OF ATTENDANCE OF ENROLLED IDVA STUDENTS

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

g) who is habitually truant;
h) whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or of the instructional effectiveness of the school;
i) whose presence in a public school is detrimental to the health and safety of other pupils;
j) who has possessed a deadly or dangerous weapon or firearm on school property;
k) who has been denied enrollment due to behavior detrimental to the health and safety of other pupils, disenrolled in lieu of discipline, or expelled from another school in this state or any other state; or
l) Who has a conviction or adjudication for any of the offenses under section 20-525A (expungement of convictions) Idaho Code, or Chapter 9 (assault and battery), Chapter 61 (rape and designated sexual crimes); Title 66 (Sexual abuse of an animal, human remains, forcible penetration by use of a foreign object, video voyeurism, disclosing explicit synthetic media), Title 18 Idaho Code. Such convictions or adjudications shall be disclosed by a parent or legal guardian of a pupil to any school district where the pupil is seeking enrollment or is enrolled. The parent's or legal guardian's failure to disclose such conditions shall constitute adequate grounds to deny enrollment or attendance to such pupil. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board; but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

Provided however, the board shall expel from school for a period of not less than one (1) year, twelve (12) calendar months, or may deny enrollment to, a student who has been found to have carried a weapon or firearm on school property in this state or any other state, except that the Board may modify the expulsion or denial of enrollment order on a case-by-case basis. Discipline of students with disabilities shall be in accordance with the requirements of Federal Law, Part B of the IDEA and Section 504 of the Rehabilitation Act. An authorized representative of the board shall report such student and incident to the appropriate law enforcement agency.

Adopted: December 2012
Amended: March 2014
Amended: April 2017
Amended: August 2025

905.0 STUDENT WELFARE AND SAFE ENVIRONMENT

905.1 USE OF MEDICAL INHALERS OR EPINEPHRINE AUTO-INJECTORS

It is the policy of the Idaho Virtual Academy, LEA #452 to allow for the self-administration of medication and possession of such medication administered by way of a meter-dosed inhaler or dry-powder inhaler, prescribed by a physician and having an individual label, by a pupil for asthma or other potentially life-threatening respiratory illness or by way of an epinephrine auto-injector for severe allergic reaction.

This policy covers students who are participating in school-sponsored outings, testing activities, or other school-sponsored events. LEA #452 reserves the right to designate what is or is not a school-sponsored activity or event.

Should any student possess any qualifying medication, disclosure of such shall be made to the Executive Director and the teacher supervising the school-sponsored activity. Where appropriate, a school health care plan will be developed.

Approved: August 2008
Amended: August 2025

905.2 RELATIONSHIP ABUSE AND SEXUAL ASSAULT PREVENTION AND RESPONSE

The school and its personnel will endeavor to prevent and/or respond to known instances of relationship abuse and/or sexual assault involving our students. Such conduct on or in relation to the school's property or school events is strictly prohibited. Such prohibition includes instances where the conduct occurs off of the school's property but has an impact upon the school related activity.

Relationship abuse is defined to include the intentional use of physical, secular, verbal, or emotional abuse or violence by a person to harm, threaten, intimidate, control, or otherwise negatively impact upon the life of another individual in an existing, past, or desired future dating relationship.

Any student who is found to have engaged in conduct in violation of this policy will be subject to discipline, up to and including possible expulsion from the school. A third party whose behavior is found to be in violation of this policy is likewise subject to possible negative consequences and sanctions as determined and/or imposed by the Executive Director or school's Board.

In addition to school-related consequences, the individuals involved in such action may also be referred to law enforcement officials or the Idaho Department of Health and Welfare. The school and its employees shall further comply with mandatory reporting requirements pursuant to the Child Protective Act under Section 16-1605, Idaho Code in the situation where such conduct amounts to or would lead to the reasonable suspicion of the abuse, abandonment, or neglect of a minor child under the age of eighteen (18) years of age.

The Non-Discrimination Coordinator, in conjunction with the Executive Director or designee, is directed to develop necessary and appropriate procedures to implement this policy. Such procedures shall include the description of prohibited conduct, reporting and investigation procedures, prevention and response procedures and provisions to endure that students and families are aware of this policy and procedure through inclusion in the Student Handbook.

Any allegation or grievance asserting the school's failure to follow the provisions of this policy shall be directed to the school's Non-Discrimination Coordinator consistent with the provisions of Policy 505.0, Uniform Grievance Policy.

The Board shall review this policy annually.

Adopted: December 2014
Amended: November 2015
Amended: May 2020
Amended: August 2025

905.3 PROHIBITION OF TOBACCO USE OR POSSESSION

The Board acknowledges that tobacco use by students not only presents a health and safety concern which may have lifelong consequences to both the user and non-users in the school setting but further that the possession, receipt, purchase, selling, distribution, use, or consuming of tobacco products or electronic cigarettes by a minor is unlawful pursuant to Section 39-5703, Idaho Code.

Accordingly, the Board prohibits the use/consumption, possession, distribution/sale, or receipt of tobacco products or electronic cigarettes or any vaping instrument or product by students at any time in a school building, on school property or at a school-sponsored activity held off of school property. For the purpose of this policy, tobacco use shall be defined as the use and/or possession of a lighted or unlighted cigarette, cigar, pipe, smokeless tobacco in any form, electronic cigarettes, electronic nicotine delivery system, or vaporizer smoking devices as well as any related "look-alike" or synthetic products.

If a student is found in violation of this policy, the school may initiate discipline in accordance with the school's discipline policy and further may report such conduct to law enforcement officials in accordance with the aforementioned provision of the Idaho Code.

Adopted: December 2014
Amended: May 2020

905.4 PROHIBITION OF HARASSMENT, INTIMIDATION, BULLYING, HAZING AND/OR INITIATION

The Idaho Virtual Academy Board of Directors and administration are committed to providing a safe and secure educational environment free from any form of harassment, intimidation, or bullying, for all students and employees in the educational environment. No act of harassment, intimidation, bullying, and/or hazing will be tolerated by Idaho Virtual Academy. Such actions will result in disciplinary actions.

Idaho Code 18-917A indicates that a student may be guilty of a criminal infraction for engaging in acts of harassment, intimidation, or bullying and states:

1) No student or minor present on school property shall intentionally commit, or conspire to commit, any act of harassment, intimidation, or bullying against another student.
2) Harassment, intimidation, and bullying means any intentional gesture or any intentional written, verbal, or physical act or threat by a student that:
   a) A reasonable person under the circumstances should know will have the effect of:
      i) Harming a student; or
      ii) Damaging a student's property; or
      iii) Placing a student in reasonable fear of damage to his or her person; or
      iv) Placing a student in reasonable fear of damage to his or her property; or
   b) Is sufficiently severe, persistent or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student.

   An act of harassment, intimidation, or bullying may also be committed through the use of a landline, , or wireless telephone or through the use of data or computer software that is accessed through a computer, computer system, or computer network.

"Cyberbullying" means bullying through the use of technology or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device including, but not limited to, a computer, telephone, cellular telephone, text messaging device, or personal digital assistant. "Inappropriate Online Behavior" means any online communication by a student that harasses, threatens, or bullies a public school employee, student, parent/guardian, volunteer, or other person and includes communications containing obscene or discriminatory content or communications that harm a person's reputation, dignity, or safety, as provided in Idaho Code §33-512E.

Harassment, intimidation, and/or bullying can include any intentional written, verbal, or physical act including, but not limited to, one determined to be motivated by any characteristic such as race, color, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability. Other distinguishing characteristics can include, but are not limited to, physical appearance, clothing or other apparel, socioeconomic status, gender identity, and marital status.

Nothing in this section requires the affected person to actually possess a characteristic that is a basis for the harassment, intimidation, bullying, hazing or initiation.

For the purpose of this policy, the definition of harassment, intimidation and/or bullying shall also include conduct of initiation or hazing of another student.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment or amount to an improper use of school property/equipment as detailed herein. Many behaviors that do not rise to the level of harassment, intimidation, and/or bullying may still be prohibited by other IDVA Board policies or program procedures.

This policy applies to harassment, intimidation, bullying, hazing, initiation, cyberbullying, and inappropriate online behavior that:

1. Takes place at school or on school grounds, meaning: a school building; property on which a school building or facility is located; and property that is owned, leased, or used by a school for a school-sponsored activity, function, program, instruction, or training.
2. Takes place in a school online class or other session.
3. Takes place at any school-sponsored event, activity, function, program, instruction, or training.
4. Takes place elsewhere or through the use of technology, but only if the bullying also infringes on the rights of the student at school as set forth in this policy's definition of bullying.
5. Takes place through the use of the school's equipment, computers, network, servers, email or other school technology, regardless of time of day or whether or not such communication is "school-related."
6. Occurs through online communications directed toward students, employees, volunteers, or parents/guardians when the conduct substantially impacts the school environment, interferes with a student's educational opportunities, threatens school safety, or otherwise falls within the scope of Idaho Code §33-512E.

Reporting
Harassment, intimidation, and/or bullying or suspected harassment, intimidation, and/or bullying is reportable in person or in writing (including anonymously) to school personnel.

- School staff are required to report incidents of harassment, intimidation, and/or bullying to a school administrator.
- Students who have **been** harassed, intimidated, and/or bullied or are aware of such incidents are strongly encouraged to report this behavior to a staff member or school administrator.
- Parents and other adults who are aware of incidents of harassment, intimidation, bullying, and/or hazing are encouraged to report this behavior to a staff member or school administrator.
- Acts of reprisal or retaliation against any person who reports an incident of harassment, intimidation, and/or bullying are prohibited. Any student who is determined to have falsely accused another of harassment, intimidation, and/or bullying, shall be subject to disciplinary consequences.
- In accordance with Idaho Code §33-1631, when an allegation of harassment, intimidation, or bullying results in suspension of a student, the school shall promptly notify the parent or legal guardian of both the alleged perpetrator and the alleged victim, consistent with federal and state student privacy laws.

Responding
The school principal or Executive Director designee will:

A. Promptly investigate and respond to allegations of harassment, intimidation, and/or bullying;
B. Keep written documentation of all allegations of said behavior and outcomes of the investigations, and report substantiated incidents to the Executive Director;
C. Apply disciplinary actions which may include, but are not limited to, imposing a series of graduated consequences that include alternative discipline. In determining the appropriate response to students who engage in bullying behavior, school principals or Executive Director designees should consider the type of behaviors, the frequency and/or pattern of behaviors, and other relevant circumstances. Alternative discipline includes, but is not limited to:

1. Meeting with the student and the student's parents;
2. Reflective activities, such as requiring the student to write an essay about their misbehavior;
3. Mediation, but only when there is mutual ather than one-way negative behavior, and both parties voluntarily choose this option;
4. Counseling;
5. Participation in skills-building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing; and
6. School suspension.

D. Remediate any substantiated incident of harassment, intimidation, bullying, hazing and initiation to counter the negative impact and reduce the risk of future incidents, which may include referring the victim, perpetrator, or other involved persons to counseling or other appropriate services;
E. Communicate with the parent or legal guardian of students involved in substantiated incidents of harassment, intimidation, bullying, hazing, initiation, cyberbullying, or inappropriate online behavior regarding the outcome of the investigation, measures being taken to ensure student safety, and actions being implemented to prevent further incidents, consistent with applicable privacy laws.;
F. Communicate with a local or state law enforcement agency if the Executive Director believes that the pursuit of criminal charges or a civil action may be appropriate; and
G. Notify parents, guardians, and students of the right to appeal a decision of the school Principal or Executive Director designee related to taking or not taking disciplinary action in accordance with this policy. The appeals procedure must be consistent with other appeals procedures established by the School Board and may include an appeal to the Executive Director.
H. When a student is found, following investigation, to have engaged in inappropriate online behavior as defined by Idaho Code §33-512E, meet with the student and the student's parent or legal guardian to discuss disciplinary measures. Such disciplinary measures shall be appropriate and proportional to the conduct involved.
I.

Assignment of Responsibility

The Executive Director is responsible for:

1. Annually providing written versions of this policy and related procedures to students, parents, administrators, teachers, and school staff.
2. Posting this policy and related procedures on the school's publicly accessible website.
3. Including in student handbooks a section that addresses in detail this policy and related procedures.
4. Oversight, implementation, and enforcement of this policy.
5. Designating a School Principal or other school personnel to administer the policies at the school level.
6. Developing procedures to implement the requirements for reporting and responding to harassment, intimidation, and/or bullying or delegating that responsibility to principals or designees.
7. Ensuring that any contractor, visitor, or volunteer who engages in harassment, intimidation, and/or bullying is barred from school grounds until the Executive Director is assured that the person will comply with the policies of the School Board.

8. Ensuring that any organization affiliated with the school that authorizes or engages in bullying or retaliation forfeits permission for that organization to operate on school grounds or receive any other benefit of affiliation with the school.
9. Providing professional development and staff training in the best practices in prevention of harassment, intimidation, and/or bullying and implementation of this policy.

Develop and maintain procedures for documenting, investigating, and responding to reports of inappropriate online behavior, including training staff to distinguish prohibited conduct from protected speech. Annually reporting harassment, intimidation, and/or bullying incidents to the State Department of Education in a format set forth in rule by the State Board.

Adopted: October 2015
Amended: May 2020
Amended: August 2025
Amended: July 2026

905.5 STUDENT SUICIDE PREVENTION INTERVENTION AND RESPONSE

Scope:

This policy covers actions that take place in the virtual school platforms, on school property, at school-sponsored functions and activities, and at school sponsored out-of-school events where school staff are present.

Prevention:

The LEA Board of Directors directs the Executive Director to develop procedures relating to suicide prevention. Such procedures shall address the following:

- LEA Policy Implementation
  - A school level suicide prevention coordinator shall be designated by the Executive Director. This person will be a certified mental health professional, such as a school counselor. The LEA suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school. Any teacher with direct evidence of a student's suicidal tendencies shall report this knowledge to the suicide prevention coordinator. If any staff member believes a student is at elevated risk; they are encouraged to report this belief to the designated individual.
- Staff Professional Development:
  - All staff/staff who work closely with students will receive professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders; those who engage in self-harm or have attempted suicide; those in out-of-home settings; those experiencing homelessness; American Indian/Alaska Native students; lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) students; students bereaved by suicide; and those with medical conditions or certain types of disabilities, suicide prevention, intervention and postvention. Such training shall be provided annually.

- Youth Suicide Prevention Programing:
  - Developmentally appropriate, student-centered education materials on suicide prevention will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials may include 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, and 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.
- Publication and Distribution:
  - This policy will be distributed annually and included in all student and teacher handbooks and on the school website.
- Assessment and Referral:
  - When a student is identified by a staff person as potentially suicidal, e.g., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be immediately referred to a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school staff member will contact a school administrator for further direction and support.
- For youth at risk:
  - School staff will implement the Crisis Call Protocol to ensure the at-risk youth's safety until their care is transferred to parents/guardians or emergency services.
  - An administrator and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
  - The school-employed mental health professional or administrator will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling the Idaho Suicide Prevention Hotline (1-208-398-4357) or emergency services, bringing the student to the local Emergency Department, or setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
  - Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Face-to-Face School Activity Suicide Attempts:

- In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:
  - First aid will be rendered until professional medical treatment and/or transportation can be received, following school emergency medical procedures.
  - School staff will supervise the student and attempt to ensure their safety, provided doing so does not threaten the safety of the staff member or others.
  - Staff will move all other students out of the immediate area as soon as possible.
  - If appropriate, staff will immediately request a mental health assessment for the youth.
  - The school employed mental health professional or administrator will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
  - Staff will immediately notify the Executive Director or school suicide prevention coordinator regarding face-to-face school activity suicide attempts.
  - The school may engage, as necessary, the crisis team to assess whether additional steps should be taken to ensure student safety and wellbeing

Re-entry Procedures:

- For students returning to school after a mental health crisis (i.e., suicide attempt or psychiatric hospitalization), a school employed mental health professional, an administrator, or designee will meet with the student's parent or guardian and, if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.
  - A school-employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
  - The school staff will request the parent or guardian provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others. A signed release of information will be requested from the student's guardian(s) to facilitate a safe and coordinated reentry.
  - The administration will disclose to the student's teachers and other relevant staff (without sharing specific details of mental health struggles) that the student is returning after hospitalization/ medical treatment and may need adjusted deadlines for assignments. The school-employed mental health professional will also be available to teachers to discuss any concerns they have regarding the student after re-entry.
  - The school-employed mental health professional will check in with the student and their parents/ guardians every week either on the phone or in person, or on a mutually agreed upon interval and communication modality, for three (3) months following re-entry to ensure the student and their parents are supported in the transition, to help the student readjust to school, and to address any ongoing concerns, including academic or social issues.

Out of School Suicide Attempts:

- If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will make reasonable efforts to:
  - Call the police and/or emergency medical services, such as 911.
  - Inform the student's parent or guardian.
  - Inform the school suicide prevention coordinator and an administrator. If the student contacts the staff member and expresses suicidal ideation, the staff member shall make a reasonable effort to maintain contact with the student (either in person, online, or on the phone). The staff member can then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student. Refer to the Crisis Call Protocol.

Parental Notification and Involvement:

- In situations where a student is assessed as at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the Executive Director, designee, or mental health professional. Staff should provide outside mental health resources to the parents or guardians to support their child. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction" (i.e., limiting the child's access to mechanisms for carrying out a suicide attempt). Means restriction counseling should include discussing the following:
  - Firearms
    - Recommend that parents store all guns away from home while their child is having problems (i.e., store their guns with a relative, gun shop, or police).
    - Discuss parents' concerns and help problem-solve around offsite storage of firearms. Avoid a negative attitude about guns; accept parents where they are, but let them know offsite storage is an effective, immediate way to protect their child.

        - Explain that in-home locking is not as safe. Kids sometimes find the keys or get past the locks.

    If there are no guns at home:
        - Ask about guns in other residences (i.e., joint custody situation).

    If a parent won't or can't store offsite:
        - The next safest option is to unload guns, lock them in a gun safe, lock ammunition separately (or don't keep ammo at home for now).
        - If guns are already locked, ask parents to consider changing the combination or key location. Parents can be unaware that kids know their "hiding" places.
    - Medications
        - Recommend locking up all medications (except rescue meds like inhalers) with a traditional lock box or a daily pill dispenser.
        - Recommend disposing of expired and unneeded medicines, especially prescription pain pills.

    If parent won't or can't lock all:
        - Advise they prioritize the following and seek specific guidance from a doctor or pharmacist:
            - Prescriptions, especially for pain
            - Over-the-counter pain pills
            - Over-the-counter sleeping pills
    - Mental Health Assessment
        - Through discussion with the student, the Executive Director or school-employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the Executive Director, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or wellbeing of the student, they may delay such contact as appropriate while identifying appropriate resources for the student such as law enforcement or child protective services. If contact is delayed, the reasons for the delay shall be documented.

Postvention

The LEA Board of Directors directs the Executive Director to develop procedures relating to postvention following a death by suicide in the school. Such procedures shall address:

- Development and Implementation of an Action Plan
    - The crisis team will develop an action plan to guide school response following a death by suicide that has a significant impact on the school community. A meeting of the crisis team to implement the Action Plan will take place immediately following news of the suicide death. If the death has not yet been confirmed to be a suicide, the team should still meet while this is being confirmed.
    - The Action Plan may include the following steps:
        - *Verify the death*. Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

- *Alert the State Department of Education (SDE)*. Alert the Director of Student Engagement, Career & Technical Readiness about the death as the SDE tracks student suicides throughout the state and can leverage resources (counselors, guidance, scripts) as well as asserting flexibility around SDE program monitoring activity, SDE trainings, and other SDE reporting requirements so school staff can focus on student/staff grieving.
- *Assess the situation.* The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for, or scale of, postvention activities may be reduced.
- *Share information*. Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. If appropriate, the crisis team will write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Announcements via school-wide assemblies should be avoided. The crisis team may prepare an email (with the input and permission from the student's parent or guardian) to send that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
- *Avoid suicide contagion*. It shall be explained to staff that one purpose of trying to identify and give services to other high-risk students is to prevent another death. The crisis team will work with staff to identify students who are most likely to be significantly affected by the death. The crisis team will review with staff suicide warning signs and procedures for reporting students who generate concern.
- *Initiate support services*. Students identified as being more likely to be affected by the death will be assessed by a mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling, as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs. School administration will monitor crisis team members for signs of 'compassion fatigue' and provide additional supports for staff as needed.
- *Develop memorial plans*. The school will avoid creating physical memorials (e.g., photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. Avoid canceling school for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides, prevention resources available, and healthy coping mechanisms.

- External Communication
  - The Executive Director or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:
    - Keep the school suicide prevention coordinator informed of school actions relating to the death.
    - Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information,

speculation about victim motivation, means of suicide, or personal family information.

- Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson can encourage reporters to follow safe messaging guidelines (e.g., not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic") as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available including the Idaho Suicide Prevention Hotline number.

Adopted: May 2019
Amended: January 2019
Amended: May 2020
Amended: August 2025

905.6 RESTRAINT AND SECLUSION

It is the priority of Idaho Virtual Academy, LEA #452, to promote a safe learning environment for all students and staff. The Board recognizes that there may be emergency situations where it becomes necessary for a staff member to physically restrain or place a student in seclusion when the student's behavior poses an imminent risk of serious physical harm to self or others. The purpose of this policy is to ensure that all students and staff are safe in school and that any student who may have a behavior crisis is free from the inappropriate use of physical restraint or seclusion.

The Board does not condone the use of restraint or seclusion when responding to student behavior and prohibits the use of corporal punishment and unreasonable use of physical force against a student as forms of discipline or methods of classroom governance. The Board recognizes, however, that it may be necessary to use reasonable and appropriate physical restraint and/or seclusion when it is the least restrictive intervention and when the student's behavior poses imminent danger of serious physical harm to self or others. The Board supports schoolwide programs and services that promote positive student behavior to improve overall school safety and create an environment that is conducive to learning, while also minimizing the need for the use of physical restraint and seclusion and ensuring that they are only used as a last resort in an emergency.

DEFINITIONS

"Aversive technique" means physical, emotional, or mental distress as a method of redirecting or controlling behavior.

"Chemical Restraint" means using drugs or medication to control behavior; not including those prescribed by and administered in accordance with the directions of a qualified health professional.

"Crisis intervention" means implementation of a predetermined strategy to mitigate immediate harm to students or staff in a behavioral crisis.

"Corporal punishment" means knowingly and purposely inflicting physical pain on a student as a

disciplinary measure.

“De-escalate” means utilizing strategically employed verbal or non-verbal interventions to reduce the intensity of threatening behavior before a crisis situation occurs.

“Emergency” means a situation in which a student’s conduct creates a reasonable belief in another person that the student’s conduct has placed the student or a third person in imminent danger of serious physical harm. An emergency requires an immediate intervention.

“Functional behavioral assessment (FBA)” means the evaluation process of gathering information that can be used to hypothesize about the function of student behavior to develop a behavior intervention plan (BIP) for those students demonstrating, or at risk for demonstrating, challenging behavior.

“Imminent” means likely to happen right away or within a matter of minutes.

“Mechanical Restraint**”** means the use of any device or equipment to restrict a student’s freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

a. Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports,
b. Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle,
c. Restraints for medical immobilization; or
d. Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

“Physical escort” means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. In addition, physical restraint does not include behavioral interventions used as a response to calm and comfort (e.g., proximity control, verbal soothing) an upset student.

“Physical Restraint” means personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort.

“Life-threatening physical restraint” 1) restricts airflow to a student’s lungs, whether by compressing the student’s chest or otherwise, or 2) immobilizes or reduces a prone student’s ability to freely move his or her arms, legs, or head. The use of prone (i.e., lying face down) physical restraints should be avoided.

“Positive behavioral interventions and supports” means application of a broad range of systematic and individualized strategies for achieving important social and learning outcomes, while preventing challenging behaviors by making them irrelevant, inefficient, and ineffective.

“Seclusion” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior

management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

PROHIBITED PRACTICES

The following are prohibited under all circumstances, including emergency situations:

1. The use of restraint and seclusion, and corporal punishment, as a form of discipline, punishment, or as a method of managing classroom behavior.
2. The use of chemical restraints (i.e., drugs or medication) to control behavior or restrict freedom of movement unless it is (1) prescribed by a qualified health professional, and (2) administered as prescribed by the qualified health professional.
3. School employees may not use a life-threatening physical restraint on a student.
4. The use of physical restraint or seclusion procedures when a known psychiatric, medical or physical condition of the student would make physical restraint or seclusion dangerous for that student. For example, seclusion is inappropriate for students who are severely self-injurious or suicidal.

APPROPRIATE USE OF PHYSICAL RESTRAINT OR SECLUSION

Restraint or seclusion will only be implemented in situations where a student's behavior poses imminent danger of serious bodily harm to self or others and not as a routine strategy to address classroom management or inappropriate behavior. School staff will implement positive behavioral interventions and supports, FBAs and related BIPs and crisis plans, and utilize constructive methods to de-escalate potentially dangerous situations.

Staff members are authorized to restrain a student or place a student in seclusion when an emergency exists or when a student's IEP, BIP, or crisis plan describes the specific behaviors and circumstances in which restraint and seclusion may be used as a response to imminent danger of serious physical harm to self or others.

The following applies to the use of physical restraint or seclusion:

1. Staff members will take reasonable efforts to prevent the need for the use of physical restraint or seclusion by implementing positive behavioral interventions and supports.
2. Staff members will only use physical restraint or seclusion in situations where (1) the student's behavior poses imminent danger of serious bodily harm to self or others, **and** (2) efforts at de-escalation or interventions are ineffective.
3. Staff members will utilize the least restrictive technique necessary to end the threat of imminent danger of serious bodily harm.
4. Any behavioral intervention used by staff members must be consistent with the child's rights to dignity and to be free from abuse.
5. Staff members will carefully and continuously visually monitor the student when physical restraint

or seclusion is used to ensure the appropriateness of its use and the safety of the student and others.

6. Staff members will immediately terminate the use of physical restraint or seclusion as soon as it is determined the student is no longer in imminent danger of serious bodily harm to self or others or if the student is observed to be in severe distress.
7. Staff members will document in writing each incident requiring physical restraint or incident immediately and no later than 24 hours after the event.
8. All staff members directly assigned to students or classrooms who demonstrate aggressive or dangerous behaviors will receive training in crisis management, de-escalation techniques, classroom behavior management, functional behavior assessment, behavior intervention planning and, when appropriate, the safe use of physical restraint and seclusion. Only trained personnel will employ these interventions whenever possible.
9. Staff members will review and revise behavioral strategies as appropriate to address the underlying cause of the dangerous behavior and to prevent the repeated use of physical restraint or seclusion for managing the dangerous behavior.
10. Parents will be notified verbally regarding physical restraint or seclusion as soon as possible and no later than 24 hours following the restraint or seclusion (see "Notice to Parent/Guardian" section).

NOTICE TO ADMINISTRATOR

Staff members must notify the principal and, if appropriate, special education academic administrator, immediately when a student is physically restrained or placed in seclusion.

OBSERVATION OF STUDENT

Seclusion will not be used unless a staff member can continuously monitor the student for visual and auditory signs of physiological distress and can communicate with the student. A staff member will maintain continuous, direct visual and auditory contact with the student throughout the duration of any physical restraint or seclusion to ensure the appropriateness of its use and the safety of the student and others.

Students will be permitted to use the restroom upon request and will be escorted to and from the restroom. Students will also be provided with water on request. Students will not be denied access to meals. If the student's level of escalation prevents the student from participating in planned mealtimes, the student will be permitted access to meals immediately as soon as the risk of serious physical danger to self or others has passed. See Time and Duration section below for information on allowable length of seclusion.

Monitoring will be conducted by a staff member who has received the required training to ensure the safety of the student and that procedures are appropriately implemented and documented.

SECLUSION AREA

If seclusion is to be employed by the LEA, a clean and safe seclusion area intended for confining a student

without causing or allowing the student to harm him- or herself or others must be designated. The seclusion area will be of reasonable size; adequately lighted, ventilated, and heated/cooled; free from any objects or potential hazards that unreasonably expose the student or others to harm; permit direct, continuous visual and auditory monitoring of the student; must not be locked; and must comply with state and federal fire safety requirements. A push lock may be used with consistent monitoring but may not prevent the student from exiting the area should an emergency arise.

A staff member will visually inspect the seclusion area before and after each use to determine whether the area is clean and safe and address any concerns by cleaning the area and/or reporting the concerns to maintenance staff.

TIME AND DURATION

Physical restraint and seclusion will not be used any longer than necessary to allow a student to regain control of his/her behavior and may not exceed thirty (30) minutes.

If an emergency seclusion lasts longer than thirty (30) minutes, the following are required: additional support (e.g., change of staff, introducing a nurse or specialist, or obtaining additional expertise) and documentation to explain the extension beyond the time limit.

REINTEGRATION INTO THE CLASSROOM

Staff members will follow the steps outlined in the student's Crisis Plan to determine when the student is ready to be reintegrated into the classroom or activities. If no Crisis Plan is in place, staff members (at least two staff members) may make an independent judgment about when the student is ready to rejoin classmates or other activities. Reintegration may occur quickly or may be very gradual and will depend on the circumstances and the emotional state and readiness of the student to return to the normal situation.

INCIDENT REPORTING

Immediately after the student has restored emotional and behavioral control following the use of physical restraint or seclusion, a staff member not involved with the incident will visually examine the student to ascertain if any injury has been sustained during the physical restraint or seclusion.

The staff member(s) involved with the incident will complete a written incident report immediately and no later than 24 hours after the event. The principal or designee will place a copy of the report in the student's education file.

Each staff member involved in an incident will engage in a debriefing session within two (2) days of the incident to determine what could have been done to prevent the need for the use of physical restraint or seclusion for this student specifically and for other students in similar situations.

Incident Report Requirements

The following information will be included in the incident report created after each instance of physical restraint or the use of seclusion:

1. Information about the student (i.e., name, grade, etc.).

2. If the student has a disability (IDEA or Section 504) and the type of disability.
3. The date and start and end times of the restraint or seclusion.
4. The location of the incident.
5. A description of the incident.
6. Possible events that triggered the dangerous behavior that led to restraint or seclusion.
7. Prevention, redirection, or pre-correction strategies that were used during the incident.
8. A description of the dangerous behavior that resulted in the implementation of physical restraint or seclusion.
9. A description of the restraint or seclusion strategies that were used during the incident and a log of the student's behavior during physical restraint or seclusion.
10. A description of any injuries or physical damage that occurred during the incident.
11. How the student was monitored during and after the incident.
12. A description of behaviors displayed demonstrating the student's ability to return to the educational environment.
13. The staff member(s) who participated in the implementation, monitoring, and supervision of physical restraint or seclusion and whether the person(s) had training related to restraint or seclusion.
14. The extent to which the staff member(s) adhered to state and LEA procedural implementation guidelines.
15. The follow-up that will occur to review or develop the student's positive behavioral interventions and supports to avoid the use of restraint or seclusion in the future.
16. The date and time the parent/guardian was notified.

FREQUENT USE OF RESTRAINT OR SECLUSION

Schools must follow these procedures in cases where a student is placed in physical restraint or seclusion four (4) or more times in 20 school days.

In cases where such a student requires, may require, or is being evaluated for special education services or a 504 plan, the student's planning and placement team must meet to (1) conduct or revise the student's functional behavioral assessment and (2) create or revise any applicable behavioral intervention plan, including the student's IEP or 504.

For all other students, a school administrator, at least one of the student's teachers, the student's parent or guardian, and, if any, a mental health professional must meet to (1) conduct or revise the student's behavioral assessment, (2) create or revise any applicable behavioral intervention plan, and (3) determine if the student may require special education services.

NOTICE TO PARENT/GUARDIAN

The principal, special education academic administrator, or designee will verbally notify the parent/guardian of a student requiring physical restraint or seclusion as soon as possible and no later than 24 hours following the incident.

Verbal notice will include a brief summary of the incident and contact information for the staff member who will provide additional information. The delivery of the notice will be documented by the LEA.

Verbal notice will be provided via telephone or in person. In the event a staff member is unable to speak directly to the parent/guardian via telephone, a message will be left on the individual's voicemail, if available. If unable to reach the parent via telephone or leave a message on voicemail, the staff member will send an email to the parent, if the email address is known.

IDVA's *All Student Handbook* will contain a statement regarding the use of restraint and seclusion consistent with this policy and outline reporting procedures. Through the annual distribution of the *All Student Handbook*, parents/guardians will receive written, annual notice about the LEA's policies and procedures for restraint and seclusion. Parents/guardians will be notified within thirty (30) days of any changes to such policies and procedures.

CRISIS INTERVENTION TRAINING

The LEA will provide all staff directly assigned to students or classrooms with annual professional development training regarding positive behavior supports, de-escalation techniques, and classroom behavior management. This training will be recurrent and will be provided to new staff during orientation.

All staff directly serving students or classrooms with students who demonstrate aggressive or dangerous behaviors will receive annual professional development training in crisis management, de-escalation techniques, the correct use of restraints and seclusion when required, and the implementation of functional behavior assessment, behavior intervention plans, and crisis plans. This training will be recurrent and will be provided to new staff during orientation.

Restraint and seclusion techniques will only be utilized by a person who has been trained in crisis intervention. Untrained staff should request assistance from trained staff as soon as possible.

MONITORING AND REPORTING

The executive director or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy in the LEA. The Executive Director or designee will comply with all state and federal requirements for reporting incidents of physical restraint or seclusion.

The principal, special education academic administrator, or designee will oversee the use of physical restraint and seclusion procedures and ensure compliance with this policy within the school.

ANNUAL POLICY REVIEW

The LEA will, not less than annually, review this policy and related procedures to determine the efficacy of the policy and procedures; whether modification of the policy or procedures is necessary; and whether selected school staff should receive additional training on positive behavior intervention and supports, or the proper use of restraint, seclusion, and other aversive techniques. The review must include a review of the documentation and reporting of incidents involving physical restraint and seclusion.

In conducting this annual review, the LEA shall also review the reports of all events of seclusion or restraint that occurred with the LEA's students in the past school year. This review will include an analysis as to whether or not the LEA's personnel are following the terms of this policy, whether additional training activities are necessary, or if there is any weakness in the implementation of this policy that can be strengthened.

Annually, the Executive Director or designee shall submit to the Board a report containing all the following disaggregated data:

a. The total number of incidents of seclusion during the previous school year.
b. The total number of students (i.e., students with and without disabilities) who were involved in incidents of seclusion during the previous school year;
c. The number of students with disabilities who were involved in incidents of seclusion during the previous school year;
d. The number of incidents of physical restraint during the previous school year;
e. The total number of students (i.e., students with and without disabilities) who were involved in incidents of physical restraint during the previous school year; and
f. The number of students with disabilities who were involved in incidents of physical restraint during the previous school year.

Adopted: June 2023
Amended: August 2025

905.7 DISTRACTION-FREE LEARNING

In accordance with Idaho Code 33-6802 and Senate Bill 1032 (2025), Idaho Virtual Academy is dedicated to fostering a distraction-free learning environment during scheduled instructional time. This policy promotes academic focus and maximizes student engagement by restricting the non-educational use of electronic devices during virtual learning sessions.

This policy applies to all students enrolled in Idaho Virtual Academy. It governs the use, management, and permissible functions of personal electronic devices during synchronous and asynchronous, live and in-person, instructional and assessment sessions.

Definitions
Electronic Communication Devices: Any personal technology—including cell phones, tablets, smart watches, and similar devices—that can transmit or receive electronic data.

Distraction-Free Environment: An instructional setting in which non-educational use of electronic devices is minimized to ensure maximum student focus on academic tasks.

Policy
Restricted Device Use: During designated instructional periods and when students are engaging asynchronously in courses and curriculum, students shall not use personal electronic devices for non-educational purposes. This includes access to social media, texting, or any activities not directly tied to course instruction.

Authorized Educational Use: Electronic devices may be used for educational purposes only when explicitly directed by an instructor or the curriculum. Any use outside of these guidelines shall be considered a violation of this policy.

Emergency and Special Circumstances: Exceptions for legitimate educational or emergency purposes must be documented and approved by school administration.

These requirements are designed to ensure that the virtual environment remains conducive to learning and are consistent with the state-mandated parameters for distraction-free learning.

Enforcement and Disciplinary Measures
Any student found in violation of this policy may be subject to a range of disciplinary actions, including but not limited to:

- A verbal or written warning.
- Parental notification.
- Further disciplinary measures as determined by administration.

This policy not only complies with the requirements of Idaho Code 33-6802 but also reflects our commitment to creating an optimal virtual learning environment.

References
Idaho code 33-6802
Phone Free Learning Act

Adopted: June 2025

905.8 IDVA PEST AND INFESTATION POLICY

IDVA endeavors to ensure a safe and healthy environment for students and staff. While most instruction occurs in students' homes, some face-to-face events, activities, and services are hosted by the school. The school will respond appropriately and discreetly if pests or infestations (including bed bugs, lice, fleas, or similar concerns) are identified.
Parents/guardians are encouraged to notify IDVA staff if pests or infestations are present in their home prior to attending in-person events.
Staff should report any sightings of pests or infestations on student belongings or in IDVA-used facilities to the designated administrator.
Privacy and dignity of students will be respected at all times.
Students will not be excluded from participation solely due to a suspected or confirmed pest or infestation issue.
If pests or infestations are found on a student's belongings during an in-person event:

- The student will be discreetly moved to a private area.
- Belongings may be isolated in sealed plastic bags.
- Parents will be notified and provided with educational materials.

If pests or infestations are found during in-person student services:

- Depending on the situation, the student may be moved to a private area, belongings may be isolated, and parents will be notified.
- If the issue continues, student services may be changed to an online setting.

If pests or infestations are found in a facility used by IDVA:

- The facility manager will be contacted and informed immediately.

Preventive Measures

- IDVA will limit shared storage of personal items during events, activities, and student services.
- Staff will receive basic training on identifying and responding to pest and infestation concerns.

Resources
EPA Bed Bug Guidance: https://www.epa.gov/bedbugs
CDC Head Lice Information: https://www.cdc.gov/parasites/lice/head/
EPA Integrated Pest Management: https://www.epa.gov/ipm

Adopted: January 2026

905.9 Moment of Silence

IDVA shall provide a daily moment of silence of at least sixty (60) seconds at or near the beginning of each school day, during which students may reflect, meditate, pray, or engage in any silent activity of their choice, and no school personnel shall direct the nature of such participation. The moment of silence will be communicated through school announcements and/or the start of instructional activities, and students are expected to observe the period and remain silent without distracting others. IDVA shall provide annual notice to parents and guardians and encourage them to offer guidance to their students regarding this time, in accordance with Idaho Code § 33-1639.

Adopted: July 2026

907.0 STUDENT ORGANIZATIONS

The Board recognizes that Extracurricular and Co-curricular Activities are a valid and important part of the total school program.

Student participation in Extracurricular and Co-curricular Activities is a privilege and not a right. As such, the Executive Director or designee may impose rules, requirements, and discipline to effectively meet the needs of the students and the programs. The school retains the authority to maintain discipline and to protect the health, safety, morals and well-being of students and staff on any school premises or at any school sponsored activity, regardless of location.

Co-Curricular Activities:
Co-curricular Activities are school authorized activities held in conjunction with a credit-bearing class but outside of the regular school day. Such Co-curricular activities may include debate, drama, and music.

Extracurricular Activities:
Extracurricular Activities are school authorized activities which are conducted and take place outside of the regular school day and do not involve class credit. Such Extracurricular Activities may include athletics, eSports, student organizations, student government, and community activities.

Adopted: September 2006
Amended: January 2013

Amended: May 2020
Amended: August 2025

907.1 STUDENT ACTIVITY FUNDS

The Board authorizes the Executive Director or designee to establish procedures for the collection and expenditure of Student Activity Funds to promote the general welfare, education, and morale of all students and to finance the normal legitimate co-curricular activities of the school.

These funds are to be maintained as agency funds.

All funds collected by the schools shall be maintained in accounts requiring two (2) authorized signatures for the distribution of funds; one (1) signature shall be by a person designated by the Board as an Assistant Treasurer of the School, and the other signature shall be by a person authorized by the Board to be a designated counter signer. All disbursements from these funds shall be made by regular bank check.

A report of the activity in these funds shall be submitted to the Board each month.

The Executive Director or designee shall provide accounting procedures for the receipt, deposit, and withdrawal of funds.

The Finance Manager is the person responsible for the proper collection, disbursement, and control of all school activity funds. This includes providing for the safe keeping of monies, proper accounting and administration of the funds, and compliance with Board of Directors policies and school's procedures.

DEFINITION

Student Activity Fund: an agency fund that is custodial in nature. The fund will control, account for, and report assets, receipts, deposits, expenditures, assets, liabilities, and fund balances for school-related activities such as:

- admission charges for interscholastic activities,
- publications,
- student organizations,
- student activities,
- student fee collections which are used to provide more than one activity or are a benefit to all of the students of a school or school building.

These accounts are generally operated for the benefit of students, are governed by school policy, and are supervised by school staff members and accountable to the Board of Directors.

Adopted: September 2006
Amended: January 2013
Amended: May 2020
Amended: August 2025

908.0 GRADING SCALE AND GRADE POINT AVERAGES

A. K-5 Grading Scale

The Idaho Virtual Academy does not issue letter grades for students enrolled in K-5 classes. Progress report marks are based upon student mastery progress. The following serves as the grading scale for K-5 students:

Grading Scale:

3 = Student consistently demonstrates proficiency of grade level standard being measured. This is the expected level of performance for all students.
2 = Student is approaching mastery of grade level standard being measured but has some errors/omissions.
1 = Student demonstrates little, or no understanding of grade level standard being measured.
NM = Standard was not measured during grading period.
LE = Lack of evidence for standard mastery due to non-engagement or attendance.

B. 6-8 Grading Scale

The Idaho Virtual Academy issues letter grades for middle and high school students.

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

C. 9-12 IDVA Grading Scale and Grade Point Averages

Grading Scale:
A = 90-100 (4.00)
B = 80-89 (3.00)
C = 70-79 (2.00)
D = 60-69 (1.00)
F = 0-59 (0.00)

D. 9-12 ISID Grading Scale and Grade Point Averages

Grading Scale:
A = 90-100 (4.00)
B = 80-89 (3.00)
C = 70-79 (2.00)
F = 0-69 (0.00)

High school courses graded as “pass/fail (P/F)” count for elective credit if passed but do not count into the GPA.

Weighted Grading Scale:

A = 90-100 (5.00)
B = 80-89 (4.00)
C = 70-79 (3.00)
D = 60-69 (2.00)
F = 0-59 (0.00)

Only Advanced Placement and Concurrent or Dual Credit classes will reflect a weighted grade.

Adopted: September 2006
Amended: January 2013
Amended: January 2017
Amended: May 2020
Amended: February 2021
Amended: July 2021
Amended: April 2022
Amended: August 2022

909.0 HIGH SCHOOL STUDENT SCHEDULES

High School student schedules will include six (6) courses each semester. Fewer than or more than six (6) courses must be approved by the student's High School Counselor. Student schedules will be populated with courses based on graduation requirements as a priority.

Adopted: April 2017
Amended: June 2018

909.1 CREDIT ACCEPTANCE FOR TRANSFERRING STUDENTS

Students transferring from schools outside of this LEA will receive credit toward high school graduation as follows:

1. For those classes taken at the previous accredited schools that have been approved by the Idaho State Department of Education.
2. As a Cognia accredited school, IDVA shall accept and classify transfer credits earned or grade placement from schools accredited by a recognized national, regional or state accrediting agency (e.g., Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Accreditation Commission, and Western Association of Schools and Colleges) without further validation based on the school's policies and procedures governing such offerings.
3. IDVA may accept credits or grade placement from non-accredited schools when validated by one or more of the following procedures: a review of the student's academic record, an analysis of a sending school's curriculum, a review of a portfolio of student work or through an assessment of scholastic performance. Determination as to the acceptance of credits or grade placement from non-accredited schools shall solely be at the discretion of IDVA.

In cases of students transferring from foreign countries, generally, the Idaho Virtual Academy will follow the guidelines as set down by the State Board of Education and the lists of accrediting agencies that the

Board provides. In cases where a student has had to flee a foreign country as a refugee, IDVA will follow accepted guidelines and practices as outlined in the federal Office of Refugee Resettlement (Refugee Act of 1980), and any subsequent versions or modifications of this Act, and will consider these circumstances on an individual case by case situation.

Adopted: January 2008
Amended: December 2014

909.2 HIGH SCHOOL CLASSES—ADDING/DROPPING & INCOMPLETES

All IDVA high school students will be given fifteen (15) school days from the commencement of a course, and all alternative school students will be given ten (10) school days from the commencement of a course to drop classes without incurring any penalty.

- IDVA high school students dropping a course during the term up until the middle of the term will have "W" grades posted to his/her transcript.
- IDVA high school students dropping a course after the middle of the term will have "F" grades posted to his/her transcript.
- Alternative school students dropping a course during the term up until the middle of the term will have "W" grades posted to his/her transcript.
- Alternative school students dropping a course after the middle of the term will have "F" grades posted to his/her transcript.

Any additions or changes to a student's original class schedule must be made within the first five (5) days of each term or school start date.

The Idaho Virtual Academy recognizes that a student could possibly face unusual circumstances which do not allow him/her to complete a course in the required amount of time. Extensions at the end of the term or retaking the course may be an option for documented illnesses or exceptional circumstances on a case-by-case basis. Students will work with his/her High School Counselor for all unusual circumstances.

If a student finds it necessary to withdraw from Idaho Virtual Academy, the following transcript withdrawal grades will apply:

- IDVA high school students withdrawing prior to the last twenty (20) school days in the term will have withdrawal "W" grades posted to his/her transcript.
- IDVA high school students withdrawing during the last twenty (20) school days in the term will have "F" grades posted to his/her transcript.
- Alternative school students withdrawing prior to the last ten (10) school days in the term will have withdrawal "W" grades posted to his/her transcript.
- Alternative school students withdrawing during the last ten (10) school days in the term will have "F" grades posted to his/her transcript.

The Idaho Virtual Academy recognizes that a student could possibly face unusual circumstances which do not allow him/her to continue enrollment with the Idaho Virtual Academy. Students will work with their High School Counselor for all unusual circumstances and withdrawal grades will be assigned accordingly.

Adopted: January 2008
Amended: December 2014
Amended: July 2015
Amended: August 2018
Amended: July 2019
Amended: May 2020
Amended: August 2021

909.3 ALTERNATIVE SCHOOL PROGRAM PLACEMENT UPON ENROLLMENT AND SUBSEQUENT CONSIDERATION FOR PLACEMENT TRANSFER

A. Initial Enrollment
   1. In order to provide enrollees the best avenue for graduation and any additional assistance that may be needed, Students enrolling who qualify as At-risk under Column A of the State *At-risk Student Qualification Checklist* shall be placed in the Idaho Virtual Academy's Alternative School program upon enrollment. Students enrolling who qualify as At-risk under Column B of the State *At-risk Student Qualification Checklist* may be placed in the Idaho Virtual Academy's Alternative School program upon enrollment. Exceptions may be approved by the Executive Director.

B. Subsequent Consideration for Transfer:
   1. Student academic progress and performance will be tracked throughout the schoolyear for all students enrolled in Idaho Virtual Academy's 6-12 program.
   2. Students whose performance/progress or individual qualifying characteristics is such that it meets the Student Qualifications as defined above will be transferred to Idaho Virtual Academy's Alternative School program.
      a. In order to effect such a transfer, a conference shall be held between the school's administrator or counselor (or designee) and the student/family of the student to discuss appropriate placement and avenues to best allow the student's successful graduation.
   3. This transfer may occur during the term or after the conclusion of the term.
   4. This section shall not apply to a student who qualifies for Special Services under IDEA or Section 504 of the Rehabilitation Act, and discussions regarding placement and/or change of placement shall be addressed as deemed appropriate by the student's individual educational team.

C. Students enrolling who qualify for Special Services under IDEA or Section 504 of the Rehabilitation Act shall be placed and/or transferred as deemed appropriate by the student's individual educational team.

Adopted: March 2015
Amended: October 2015
Amended: May 2020
Amended: August 2025

909.4 Credit Recovery Policy

The Idaho Virtual Academy offers credit recovery opportunities for students. Students may need to repeat courses for various reasons, such as earning a failing grade or seeking to improve their understanding of the subject. Counselors will regularly review student transcripts to identify credit deficiencies and

students and parents will work with counselors to develop a plan for in-year or summer school credit recovery options.
Whenever possible, students are encouraged to retake the general education course in which they previously did not pass (grade of F). If a credit recovery course is deemed appropriate, students should limit the number of credit recovery courses to no more than three. If more are needed, the student/parent will conference with the counselor and administrator.

GPA and Transcript

- Students who are taking a credit recovery course will earn a pass ("P") or fail ("F") grade.
- The original course will remain on the transcript and the grade will be updated from an "F" to an "R" (Repeated) and will not factor into the student's GPA. The credit recovery course will be added to the student's transcript and the pass ("P") or fail ("F") grade will be posted.
- Credit recovery courses will not be designated as such on a student's transcript.
- If a student is moved to a credit recovery course mid-term, an "F" will be added to the student's transcript.

Grading Scale

- 70% - 100% = P
- 0% - 69% = F

Adopted: October 2024

909.5 High School Transcript Revision Policy

Purpose: This policy outlines the circumstances under which a high school transcript may be revised and the procedures for making such revisions. The goal is to maintain accurate and up-to-date academic records for all students.

1. **Circumstances for Revision:** A student's high school transcript may be revised under the following conditions:
    a. **Grade Changes**: When an error is identified in the grading process, such as a clerical error or a correction made by a teacher, resulting in a different final grade.
    b. **Credit Recovery**: When a student completes a credit recovery course. Upon completion of a credit recovery course, the original course will be adjusted from an F to an R (Repeated). The original credit earned will not be calculated into the student's Grade Point Average (GPA). The credit recovery grade of P or F will be posted to the transcript.
    c. **Dual Credit**: When a student successfully completes a dual credit college course, the school may adjust or add credits based on board policy 605.1 Transcribing Dual College Credit Courses.
    d. **Transfer Students**: Upon reviewing records from a previous school, if there is missing or inaccurate information that needs to be updated.
    e. **Disciplinary Actions**: In the case of disciplinary actions that affect the transcript, such as academic dishonesty or violation of the school attendance policy, a revision may be required to reflect penalties or changes.

2. **Revision Request Process:** To request a revision of a transcript, the following steps must be followed:
    a. **Initiation of Request**: A request for revision may be initiated by the student, parent/guardian, teacher, counselor, or school administrator.
    b. **Supporting Documentation**: The request must be accompanied by documentation supporting the need for the revision, such as grade reports, teacher notes, school policy, or communications from previous schools.
    c. **Review and Approval**: The request will be reviewed by the school counselor and school administrator. In some cases, a committee may be formed to review complex or disputed cases.
    d. **Notification**: The student and parent/guardian will be notified of the decision within a reasonable amount of time (typically not to exceed 10 business days).
    e. **Transcript Adjustment:** If approved, the revised transcript will be issued and updated in the school's records system by the school registrar.
3. **Limitations and Restrictions**
    a. **Final Authority**: A school administrator has the final authority to approve or deny any transcript revision request.
    b. **Frequency of Revisions**: Revisions to the transcript should be limited to necessary circumstances and not requested repeatedly for the same issue.
    c. **Permanent Record**: Once a transcript has been revised, the previous version will be archived, and a note will be made in the student's permanent record detailing the reason for the revision.
4. **Confidentiality and Integrity:** All requests and documents related to transcript revisions will be kept confidential and handled with integrity, respecting the privacy of the student.

Adopted: October 2024

910.0 STATEWIDE TESTING

A statewide testing program has been established by the Idaho State Board of Education. LEA #452 is required to participate in the statewide testing program so long as the program is funded by the state of Idaho. The general purpose of the statewide testing program is stated as follows:

1. Providing comparative local and state data regarding the achievement of Idaho students in essential skill areas.
2. Identifying performance trends in student achievement across grade levels tested over time.
3. Providing supplemental information to school districts and LEAs that may be useful in evaluating local curriculum and instructional practice.

All students, in accordance with the provisions of the Idaho Administrative Procedures Act Section 08.02.03.111.04, in Idaho Public Schools grades kindergarten through twelve (K-12) are required to participate in the state's comprehensive assessment program approved by the State Board of Education.

The extent of participation and or allowed accommodation/adaptation in this testing program by students with disabilities will be determined by each student's IEP Team. In no event will a student be denied the right to participate in testing.

At the beginning of each school year, IDVA, as a local educational agency that receives funds under Title 1A, shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by the ESSA Section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable. Under ESSA Title 1 Part A, SEC. 1112(e)(1)(A), parents have the right to opt their child out of such assessments.

Adopted: January 2008
Amended: December 2014
Amended: June 2023

911.0 GRADUATION REQUIREMENTS

High School Graduation Requirements

Idaho Virtual Academy is accredited by the State of Idaho and Cognia. As a member of these associations, the school must meet the requirements of graduation set up by these organizations, the Idaho State Board of Education, the Idaho State Department of Education, the laws of the state of Idaho and the Idaho Virtual Academy Board of Directors.

A. Course Requirements

The Idaho Virtual Academy will follow the Idaho State Department of Education Graduation requirements, as such may be amended from time to time. In order to be eligible for graduation from Idaho Virtual Academy, a student must have earned a minimum of twenty-five percent (25%) of his/her high school credits required for graduation from or must complete a minimum of one (1) full school year (at any time during the student's education or a combination of time to equal one [1] full school year) as full-time students of Idaho Virtual Academy. Exceptions may be approved by the Executive Director.

Under the federal McKinney-Vento Homeless Assistance Act, schools are to remove barriers to enrollment for homeless students. Therefore, homeless students are exempted from the *minimum twenty-five percent (25%) of high school credits earned and a minimum of one (1) full school year at IDVA* portions of this policy.

B. State Board of Education Requirements

The Idaho Virtual Academy will follow the Idaho Board of Education Graduation requirements, as such may be amended from time to time, including participation in and/or specific outcomes on specifically mandated standardized testing. Should students not master the mandated proficiency requirements on any mandatory standardized testing activity, they may be eligible to demonstrate proficiency with an alternate measure, in accordance with the State Board of Education rule and approved by the Board.

C. Alternative Graduation Requirements

Any student who does not satisfy Sections A and B (above) must demonstrate proficiency of the achievement standards through Idaho Virtual Academy Alternative Path to Graduation.

To be considered to be eligible for an alternative graduation requirement, a student must meet at least one or more of the following criteria:

a. Enrolled in a special education program and have a current IEP.
b. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less.
c. Enrolled in the fall semester of the senior year.

Idaho Virtual Academy's Alternate Path to Graduation will contain multiple measures of student achievement. Students will be required to participate in a college entrance exam, complete their senior project, have a cumulative GPA of 2.0 or higher and show proficiency on standards based on coursework that meets the following alternate plan requirements:

a. Be aligned at a minimum to tenth (10th) grade Adopted content standards;
b. Be aligned to the Adopted content standards for the subject matter in question;
c. Be valid and reliable;
d. Ninety percent (90%) of the criteria of the measures will be based on academic proficiency and performance.

IDVA will provide notice of the Alternative Graduation Plan to all students who have not met State proficiency and/or growth requirements on the Grade 10 Idaho Standards Achievement Test (ISAT) by the fall semester of the student's junior year.

Adopted: April 2005
Amended: January 2010
Amended: October 2011
Amended: July 2013
Amended: December 2014
Amended: April 2018
Amended: August 2025

911.1 HIGH SCHOOL CLASS RANK

Class rank is a measure of how a student's performance compares to other students in his or her grade level. The Idaho Virtual Academy has established class ranking for all high school students. All IDVA high school students will be included in his or her grade level class rank. All students will be ranked at the end of his/her sixth (6th), seventh (7th), and eighth (8th) semesters, and rank is based on weighted GPA. Any student enrolling in the Idaho Virtual Academy but planning to graduate as a homeschool student will be excluded from his or her grade level class rank.

Adopted: September 2017

911.2 GRADUATING WITH HONORS POLICY

Students enrolled in IDVA High School have the opportunity to graduate with honors. Students graduating with a GPA of 3.5-3.749 will graduate with Honors. Students graduating with a GPA of 3.75-3.99 will graduate Cum Laude. Students graduating with a GPA of 4.00-4.24 will graduate Magna Cum Laude.

Students with a GPA of 4.25 and above will graduate Suma Cum Laude. There will be no limit on how many students will graduate with Honors, Cum Laude, Magna Cum Laude, or Suma Cum Laude.

Students enrolled in IDVA's alternative high school have the opportunity to graduate with honors. Students graduating with a GPA of 2.75-2.99 will graduate with Honors. Students graduating with a GPA of 3.0-3.49 will graduate Cum Laude. Students graduating with a GPA of 3.5-3.74 will graduate Magna Cum Laude. Students with a GPA of 3.75 and above will graduate Suma Cum Laude. There will be no limit on how many students will graduate with Honors, Cum Laude, Magna Cum Laude, or Suma Cum Laude.

The seventh (7th) semester GPA will be utilized to determine honors.

Adopted: June 2011
Amended: June 2015
Amended: August 2017
Amended: May 2020
Amended: August 2025

911.3 PARTICIPATION IN IDVA GRADUATION EXERCISES

IDVA students who have met IDVA Policy 911.0 (Graduation Requirements) may be allowed to participate in the school's graduation exercises that may take place in the spring of the graduating year. Those students who have not fulfilled graduation requirements by senior end-of-term deadline of the graduation year may not participate in graduation exercises that year. IDVA recognizes that unforeseen circumstances, including but not limited to illness or family emergencies, may prevent a student from completing graduation requirements within the established timeframe. Students experiencing such circumstances may submit a request for an exception to this policy to school administration for consideration. School administration reserves the right to grant or deny the exception. The privilege of participating in graduation exercises may also be limited or removed as a disciplinary consequence of student inappropriate conduct.

Adopted: December 2014
Amended: May 2020
Amended: July 2026

911.4 STEM DIPLOMA

In accordance with Idaho Code 33-523, an Idaho Virtual Academy District 452 student who successfully completes all graduation requirements established by the Idaho State Board of Education may receive a high school diploma designated as a STEM diploma if the student earned at least:

(a) Eight (8) credits in mathematics;
(b) Eight (8) credits in science; and
(c) In addition to the credits listed in paragraphs (a) and (b) of this subsection, five (5) credits in the student's choice of any or all subjects of science, technology, engineering or mathematics.
(d) This section does not require a student to complete more than the total credits required to graduate as determined by the state board of education.

(e) A student who has completed eight (8) or more credits in mathematics that include Algebra II or a higher-level mathematics class before the student's senior year is not required to take a mathematics class in the student's senior year.
(f) Idaho Virtual Academy will indicate a special STEM designation on the transcript for students who meet the requirements of this section.

Adopted: May 2020

SECTION 1000 – SPECIAL EDUCATION

1001.0 SPECIAL EDUCATION – STATE MANUAL

The Board adopts as policy the current Idaho Special Education Manual, as such may be amended or revised from time to time, developed by the Idaho State Department of Education, Special Education Division. The Idaho Special Education Manual shall be the official manual of IDVA for the provision of special education services.

Adopted: November 2014

1002.0 SPECIAL EDUCATION

All school age students with disabling conditions, ages five (5) through the semester the student turns twenty-one (21), will be provided a free appropriate public education, which includes the variety of programs and services available to non-disabled students. IDVA will provide identification, evaluation, placement, and service activities for eligible students. Written IEPs shall be developed for each eligible student placed in special education for a handicapping or disabling condition.

IDVA will have a Child Find system to locate, identify, and evaluate all students with disabilities, ages five (5) through the semester the student turns twenty-one (21), who are enrolled at IDVA.

Disability, in this instance, means such conditions such as Autism, Cognitive Impairment, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Health Impairment, Hearing Impairment, Learning Disability, Specific Learning Disability, Multiple Disabilities, Orthopedic Impairment, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment including Blindness.

IDVA will comply with all Federal and State mandates requiring the provision of a free appropriate public education regardless of a child's disability.

Adopted: December 2002
Amended: November 2014

1003.0 SECTION 504 OF THE REHABILITATION ACT OF 1973

IDVA will identify and evaluate students in need of special services or programs in order that such students may receive the required free appropriate education pursuant to the provisions of Section 504 of the Rehabilitation Act of 1973. No child will be excluded from any educational program or be subject to discrimination because he/she is an individual with a disability, as the term is defined in Section 504 and

the ADA. Protected individuals include any person who has a physical or mental impairment that substantially limits one or more of such person's major life activities, has a record of such impairment, or is regarded as having such impairment.

Should any complaint or grievance arise that in any manner is associated with Section 504 of the Rehabilitation Act of 1973, whether by an adult or minor child, the LEA's Non-Discrimination Coordinator shall be notified and, as appropriate, engage in an investigation or aid in resolution of such dispute.

Adopted: November 2014
Amended: November 2015

SECTION 1100

1101.0 SELECTION OF CURRICULUM VENDOR

The Board of IDVA will seek to maintain a provider of the curriculum for the IDVA program that creates improved student learning experiences, uses different and innovative teaching methods, utilizes virtual distance learning and online learning, provides expanded educational choices and is aligned with the curriculum requirements of the state of Idaho.

At this time, the Board of Directors of IDVA has selected STRIDE/K12, Inc. to provide educational, administrative, and technological services because STRIDE/K12 has established that they:

- Promote and encourage new methods of effective education; and
- Implement innovative and effective instructional systems in elementary and secondary education.

Adopted: September 2006
Amended: May 2012
Amended: August 2025

1102.0 RELATIONSHIP WITH CURRICULUM VENDOR

IDVA and STRIDE/K12 seek to create an enduring educational relationship whereby the Board of IDVA will govern and oversee the school and STRIDE/K12 will provide educational, administrative, and technological services to the school pursuant to a Services Agreement, to the extent that the provision of such services is allowable by Idaho Law.

IDVA and STRIDE/K12 will coordinate the performance of their respective responsibilities under the Services Agreement and will consult with each other in establishing best practices for completion of responsibilities under the Services Agreement.

The relationship between IDVA and STRIDE/K12 is neither a Partnership nor a Joint Venture.

Neither IDVA nor STRIDE/K12 shall act on behalf of the other beyond any specific provisions identified and enumerated in the Services Agreement.

Adopted: September 2006
Amended: May 2012
Amended: August 2025

1103.0 COMMUNICATION WITH CURRICULUM VENDOR

1103.1 PARTICIPATION AND UPDATES AT BOARD MEETINGS

The STRIDE/K12-employed IDVA-assigned administrative Executive Director shall be invited by the Board of Directors of IDVA to provide the Directors with a presentation of information and an update of events and activities, relevant to the IDVA school program, during each regular meeting of the Board of Directors of IDVA. This shall be a standing item on the Agenda of the Board's Regular Monthly meeting.

Such invitation for presentation of information will also extend to any special meeting of the IDVA Board as well as the Annual Meeting of the IDVA Board should the topics for discussion relate to information exchange with STRIDE/K12.

Adopted: September 2006
Amended: May 2012
Amended: May 2020
Amended: August 2025

1103.2 DESIGNATION OF LIAISON FROM BOARD FOR CURRICULUM VENDOR INTERACTIONS

The Board of Directors of IDVA will designate the Board Chair as the designated liaison for communications between IDVA and STRIDE/K12.

It is intended that this designation will streamline any communications as to concerns or issues between IDVA and STRIDE/K12 and will also for a consistent and continual flow of information directly between the Board and STRIDE/K12.

The designation of a Board Liaison is not intended to be the sole manner and method of communication between IDVA's Board of Directors and STRIDE/K12 as the IDVA Board recognizes that communications do flow on a continual basis from the STRIDE/K12 employee Administrators of IDVA.

Adopted: September 2006
Amended: May 2012
Amended: May 2020
Amended: August 2025

1103.3 REQUESTED LIAISON FROM CURRICULUM VENDOR TO IDVA BOARD

The Executive Director for IDVA, a STRIDE/K12-employed administratively assigned employee, shall serve and be designated as a liaison for communications between STRIDE/K12 and IDVA.

The Board also recognizes that in instances of budget and finance, such communications may additionally flow or alternatively flow through IDVA's Finance Manager, a STRIDE/K12-employed individual.

Adopted: September 2006
Amended: May 2012
Amended: May 2020
Amended: August 2025

1104.0 EMPLOYEES OF CURRICULUM VENDOR UNDER ADMINISTRATIVE SERVICES AGREEMENT

1104.1 PARTICIPATION IN SELECTION PROCESS

The Board of Directors of IDVA has agreed that unless specifically designated otherwise, Administrative Employees at IDVA are employees of STRIDE/K12, though a Service Agreement. With such an employment status, STRIDE/K12 is solely responsible for the management, compensation, assignment, evaluation, discipline, supervision, dismissal, and transfer of such employees.

The STRIDE/K12-employed administrative employees, in conjunction with the IDVA Board, may identify and select IDVA-employed teaching employees to assume lead teaching positions, with such individuals having supervisory responsibilities.

The Board of Directors is to provide consultation to STRIDE/K12 in the selection of any Executive Directorwho will serve at IDVA under the terms and provisions of the Services Agreement.

Adopted: September 2006
Amended: May 2012
Amended: August 2025

1104.2 EVALUATION OF PERFORMANCE OF ADMINISTRATIVE PERSONNEL UNDER SERVICES AGREEMENT

At the discretion of the Board of Directors, periodically, a written evaluation of the job performance of the administrative personnel of STRIDE/K12 serving the administrative functions at IDVA, pursuant to the Services Agreement, may be performed.

Such evaluation, if chosen to be completed, shall follow the job descriptions and duties for each such designated position.

If such an evaluation is to be performed as to administrative personnel, such evaluation must be performed by the Directors of the Board as a whole and not as an individual board member.

Adopted: September 2006
Amended: May 2012
Amended: May 2020
Amended: August 2025

1104.3 NOTICE TO CURRICULUM PROVIDER OF DISSATISFACTION OF ADMINISTRATIVE PERSONNEL UNDER SERVICESd AGREEMENT

If the Board of Directors has any concerns or problems with the performance of any STRIDE/K12 employee, the Board will first discuss the matter with the Executive Director, who will, in turn, be responsible for notification to the School Management Division of STRIDE/K12.

If the Board of Directors has any concern with or is not satisfied with the Executive Director's performance at IDVA, the Board will provide STRIDE/K12 with official notice outlining the specific issues of deficient performance and a requested action, with supporting documentation.

Any dissatisfaction with the performance of any STRIDE/K12 Administrative Employee assigned to IDVA must be expressed by and on behalf of the Board as an entity and not as a concern or a complaint of a single member of the Directorship.

Adopted: September 2006
Amended: May 2012
Amended: August 2025

1104.4 STAFFING LEVELS

IDVA staffing levels will be according to budget.

Adopted: September 2006
Amended: May 2020

1105.0 CONFLICT OF INTEREST

No member of the Board of Directors of IDVA shall have any interest, pecuniary or otherwise, in the curriculum vendor selected by the IDVA Board for the provision of educational, administrative, and technological services.

Neither STRIDE/K12 or its affiliates shall:

- Employ any individual who is a member of the Board of IDVA.
- Employ the spouse of any individual who is a member of the Board of IDVA.
- Employ any individual related to any member of the Board of IDVA, within the second degree of affinity or consanguinity.
- Enter into any contract or any nature or kind which requires or will require the payment or delivery of any funds, money or property to any member of the Board of IDVA, spouse of any member of the Board of IDVA or any individual related to any member of the Board of IDVA, within the second degree of affinity or consanguinity.
- Hold any position upon the Board of Directors of IDVA or hold any voting authority in actions taken by the Board of Directors of IDVA.

Adopted: September 2006
Amended: May 2020

Amended: August 2025