Richard McKenna Charter School

2025-26

Online Student Handbook

Table of Contents

Introduction

Mission

Our mission is to provide a non-traditional environment for our students by emphasizing: 1) Project-based learning, 2) Personal Responsibility, and 3) Outstanding Citizenship.

Vision

Collaborative Education Through Exploration

Rules Notice

Students who enroll in Richard McKenna Charter High School are expected to follow the rules, policies, and procedures outlined in this handbook and any specific course rules, policies, and guidelines developed by the teacher.

Policies

All policies are subject to change without notice.

Governance

Richard McKenna Charter Schools are a public charter school operated by a Board of Directors and a School Superintendent/Director. The Board of Directors is charged with the ultimate responsibility for financial, legal, and strategic planning and policy issues for Richard McKenna Charter Schools. The board sets policy to be implemented by the administration and staff, ensuring the integrity of a project-based model within the school. The Board currently consists of 5 members and holds regular meetings. The meeting schedules and records are on file in the business office and the charter system website.

School Calendar

The current school calendar can be found on the school website.

The school is closed during extended breaks such as Thanksgiving or Spring Break. This closure includes access to courses and assignments. Students cannot complete work or access course content during these extended breaks, and assignment due dates are adjusted around these extended breaks.
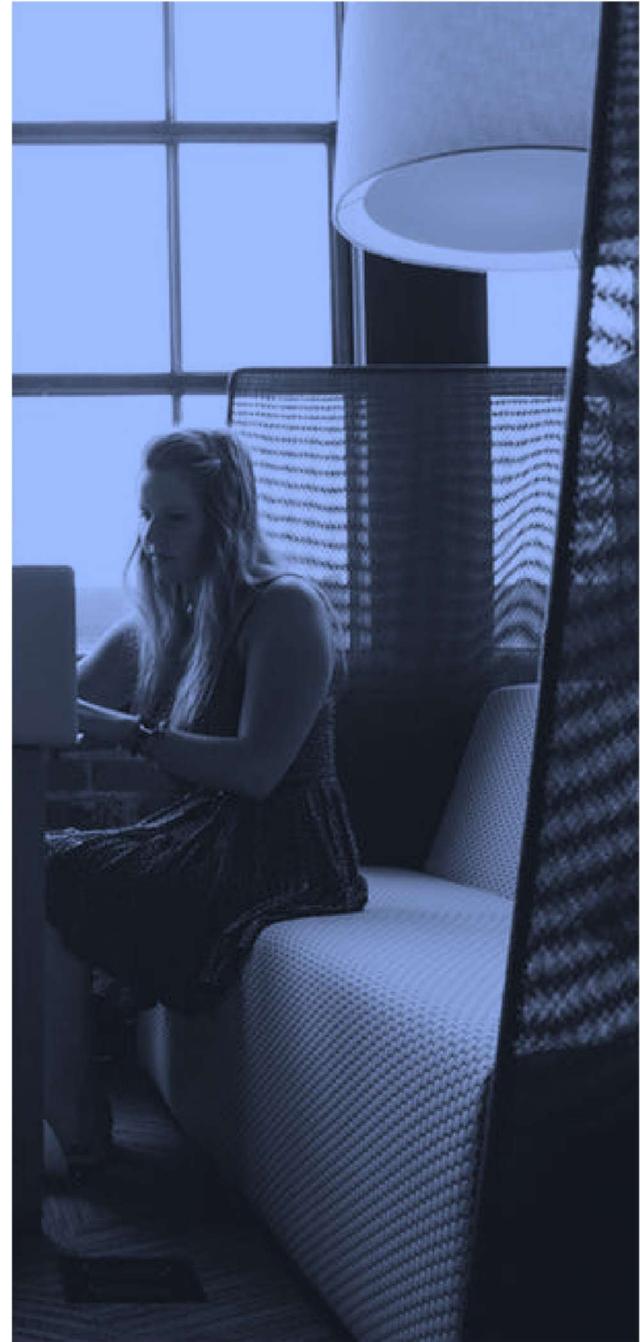
The school office is closed on other legal holidays (Memorial Day, Veterans' Day, etc.), but course access and due dates are unaffected. Assignments are still due on these dates. Students are encouraged to work ahead if they cannot submit assignments on these dates.

Policy Changes

All policies are subject to change without notice.

Important Information for Families

Parent/Guardian Communications

Teachers will communicate with parents and students by email, school phone (Voice and Text), Google Meet videoconference, and through progress reports. Teachers will not use personal cell phones, social media messaging, or personal email accounts to communicate with parents or students. Teachers are available through these communication channels during their posted office hours.

We encourage students to communicate with their teachers about questions and concerns they may have. It is important for students to learn the skills of managing their assignment workload, turning in work in a timely manner, and communicating their academic needs to their teachers. Please encourage your child to take on these responsibilities and to ask for help when needed.

All school communications/issues/concerns must be handled using the correct communication chain. First, discuss matters with the teacher. If a problem remains, discuss it with the principal by calling the school office or emailing the principal directly. The superintendent is available to discuss any concern that has not been resolved after going through the proper chain of communication at the school level.

Changes of Contact Information

We must have current contact information. Please immediately notify the office of any changes to address, phone numbers, email addresses, or emergency contacts. Please do not rely on your child or teacher to update the office.

Mandatory Participation with Academic Support

Courses at Richard McKenna are asynchronous; however, students are expected to attend virtual meetings with office staff, academic advisors, academic support paraeducators, administration, and as otherwise directed. A persistent failure to meet with staff is grounds for being unenrolled for non-attendance.

Testing Policy

Richard McKenna Charter Schools require that students take state assessments as mandated by the Idaho Department of Education. Richard McKenna students must also take local assessments that measure progress and are mandated by the Idaho Public Charter School Commission. All students are required to

participate in these tests according to grade level and state specifications. These exams must be proctored. Students will receive notification if they need to take a test and what specific tests they need to take. Some tests must be completed in person. Locations where the tests will be offered will be available when the test window opens, or arrangements may be made by Richard McKenna staff, depending on where you live. Students who need to test and do not will be dropped from their courses and not allowed to complete their current courses, resulting in the loss of those credits. Failure to test could result in withdrawal from current courses and our program for non-attendance.

Students required to take any state assessments may also be required to complete test preparation courses or activities prescribed by the school.

Special Education

Richard Mckenna Charter High School provides a free and appropriate public education for all children with disabilities. Richard McKenna is dedicated to serving all students regardless of race, religion, or disability.

RMCHS will request copies of the student's eligibility and IEP records from the previous school. If parents have copies of the eligibility and IEP records, they may submit them along with the required registration documents.

Once the IEP and eligibility reports are obtained, the Special Education teacher will contact the parent to discuss the eligibility report, current IEP, school policy, computer system, and graduation plan. Sometimes, an IEP may not be conducive to the online environment. If this is the case, a formal or informal meeting will be held, and the IEP may be amended.

Parents, guardians, and educators of students attending RMCHS can refer a student who may be eligible for services and not currently receiving services by contacting the student's teacher, school counselor, school principal, or special education director for further evaluation.

Graduation

Commencement is one of the most important rites of passage in American culture. Our students have sacrificed thirteen years to gain the knowledge, skills, and habits that will allow them to transition to adulthood. Only students who have met all graduation requirements may participate in the graduation ceremony.

Media

Students may be photographed/video recorded during school-wide activities. These images are used for educational, instructional, and promotional purposes (i.e., school website, school Facebook page, etc). By signing the enrollment form, you are giving consent for these images/videos to become the property of Richard McKenna Charter Schools and allowing them to be used for the above purposes. If you wish to revoke this consent, please submit the request to the office in writing.

School Pulse

SchoolPulse is a wellness program designed to support students' mental and emotional health through innovative technology. It uses text and email communication to connect with students in a discreet and approachable way, allowing them to share their thoughts, feelings, and challenges anonymously. For more information, visit SchoolPulse.org.

Students can subscribe to SchoolPulse on their phones by scanning the QR code below:

Sex-Based Discrimination and Title IX Notification

Title IX is a federal law prohibiting discrimination based on sex. Richard McKenna Charter School is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from sex and gender-based harassment, discrimination, and retaliation. Accordingly, the Charter School prohibits harassment and discrimination on the basis of sex, sexual orientation, gender, gender identity, and pregnancy, as well as retaliation against individuals who report allegations of sex and gender-based harassment and discrimination, file a formal complaint, or participate in a grievance process.

Students, employees, or other members of the Charter School community who believe that they have been subjected to sex or gender-based harassment, discrimination, or retaliation should report the incident to the Title IX Coordinator, who will provide information about supportive measures and the applicable grievance process(es). Violations of this policy may result in discipline for both students and Richard McKenna Charter School employees.

The name and contact information of the Charter School's Title IX coordinator are available on the school website, along with additional information and forms.

Student/Family Privacy and FERPA Notification

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and

awards, and dates of attendance. However, schools must tell parents about directory information and allow parents a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. This notice serves as parental notification of their rights under FERPA. Copies of Richard McKenna Charter Schools' FERPA policy are available at the front office or on the school's website.

Additionally, Board Policy 2140 regulates how schools may collect survey information from students, what information may be collected, and how this information may be used. This policy is available from the front office. Parents may opt students out of this policy in writing, which includes a signed and dated letter. Parents may request copies of any survey instruments from the front office under this policy.

Child Custody

In joint custody, school records, meeting information, educational materials, and similar items are available to both parents. The school will not limit a parent's access to their child's school records unless there is a court order on file with the school that specifies these conditions.

Requirements

Entrance Requirements

- Students must have completed the 8th grade or provide standardized test scores that demonstrate a student has met 8th grade standards (to include passing Pre-Algebra A and B with a grade of "C" or better.
- Students must pass our RMCHS student orientation.
- Students must be younger than 21 years old, and able to complete their diploma by the end of the academic session in which they turn 21
- They may not be enrolled in another public school.
- Those who count the student as a dependent on their income tax form must be a resident of Idaho.

Technical Requirements

Operating System

- A "full" computer (not a tablet or phone) with a keyboard and mouse (or trackpad) is expected. A computer's useful age depends on the OS.
- A Windows computer no older than 4 years
- A Mac computer no older than 10 years
- Chromebook no older than 4 years (Chromebooks that are "locked" from a previous school may not be able to access Richard McKenna services and applications)

- Nearly all lessons and assignments can be done on a touch device (iOS or Android, no older than 6 years). However, some assignments will require a "full" computer. Some elective technical courses that use specific software applications will need a Mac or Windows computer. While tablets and phones can be used much of the time, reduced ergonomics and productivity should be considered.

Peripherals

- A minimum of a 13" screen on the device is recommended.
- Optionally, a full work environment would be a desk with a keyboard, mouse, and a monitor at head/shoulder height (top of screen about 2" above eye level).

Web browsers

- Chrome, Firefox, or Brave (recommended)
- Safari, Edge, or Vivaldi (also compatible)

Verification of Completion of 8th Grade

Students must have completed the 8th grade in a public or private school. Idaho Administrative Code 08.02.03 Rule 104.02.b requires students to complete pre-algebra before entering the 9th grade. Students who have been homeschooled can demonstrate meeting these requirements by providing documentation such as:

- Identifying the specific curriculum used in the homeschool setting and providing a copy of this curriculum
- A copy of the 8th-grade report card (proof of passing pre-algebra)
- Skills or progress report documentation from a vendor-provided curriculum

- Portfolios of student work
- Graded tests

This is not an exhaustive list of possible documentation proving students have met this requirement, and providing multiple items from the list is essential for determining whether these expectations have been met.

In addition to this documentation, we will use MAP assessment scores to determine grade-level proficiency.

The registration process can be finalized once we determine that the student has met these requirements.

Additional Summer School Entrance Requirements

Students who enroll in the Summer School program must have completed the 9th grade, be younger than 21 years old before the beginning of the summer session, and qualify as an at-risk student as defined by Idaho State Code.

To qualify as an at-risk youth, any secondary student in grades nine through twelve (9-12) must meet the following requirements:

Any Three Items From This List:		Any One Item From This List:
- Has repeated at least one grade. - Has absenteeism that is greater than ten percent during the preceding semester. - Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program. - Has failed one or more academic subjects in the past year. - Is two or more semester credits per year behind the rate required to graduate or for grade promotion. - Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment.	OR	- Has a documented or pattern of substance abuse behavior. - Is pregnant or a parent. - Is an emancipated or unaccompanied youth. - Is a previous dropout. - Has serious personal, emotional, or medical issue(s). - Has a court or agency referral. - Demonstrates behavior that is detrimental to their academic progress

Student Conduct Policies

Inappropriate, Obscene, or Pornographic Communication

If a student uses communication with a teacher and/or students that the teacher or administration determines to be inappropriate, obscene, or pornographic, the student will be immediately dropped from the course. Upon administrative review, the student may also be removed from the school. In some cases, legal action may also be taken.

If inappropriate communication with a teacher or other students occurs a second time, students will be removed from the school.

Academic Honesty Policy

Academic honesty is critical to a functioning school and ensuring all students receive their complete education. Academic dishonesty violates the trust between teachers and students and affects the entire school community. Plagiarism or cheating in any form is not tolerated.

Plagiarism

Plagiarism is the presenting of information, ideas, or language as if it were the student's own work. Common examples include, but are not limited to:

- Copying outside sources into an assignment without acknowledgment, proper attribution or citation.
- Using the ideas of another person without acknowledgment, proper attribution, or citation.
- Using outside sources and acknowledging them, but failing to use proper citation techniques, such as quotation marks to indicate duplicate wording or identifying which portions are from the outside source and which portions are the student's original work.
- Presenting another student's work in part or in full as one's own.

Cheating

Cheating is any dishonest action to gain an unfair advantage on assignments or projects. Common examples include, but are not limited to:

- Using a calculator when prohibited.
- Using an internet search engine to "look up" answers to test or assignment questions the student should be able to answer after engaging with lesson material.
- Using web services designed to assist student cheating.

- Copying answers or projects from another student.
- Having another person complete an assignment.
- Using notes, textbooks, or outside sources, or collaborating with other students when disallowed by the instructor.
- Copying and pasting questions, photographing questions, or engaging in other methods of memorizing test questions that can be shared with other students.
- Submitting the same work product for multiple courses without permission from all involved instructors.
- Using Generative Artificial Intelligence to create work products that are presented as the students' own work.

Violations of Academic Honesty Policy

Violations of the school's academic honesty policy will be handled as follows:

First offense: On a first violation of the academic honesty policy, the following will occur:

- Teachers will notify the student and parents in writing that they have identified an assignment suspected of violating the school's academic honesty policy.
- Students will receive a 0 on the assignment, and a mandatory retake to complete the assignment will be given with a maximum of 80% credit. Students will not be allowed to continue in the course until they complete the assignment to the teachers' satisfaction.

Second Offense: On a second violation of the academic honesty policy, the following will occur:

- Teachers will notify the student, parents, and school administration that they have identified an assignment suspected of violating the school's academic honesty policy a second time.
- Students will receive a 0 on the assignment and are not allowed to continue in the course until after the student's parents speak with the teacher.
- After the parent-teacher communication, students will be required to complete a retake on the assignment to the teachers' satisfaction, with 50% credit, before being allowed to continue in the course.

Third offense: On a third violation of the academic honesty policy, the following will occur:

- Teachers will notify the student, parents, and school administration that they have identified an assignment suspected of violating the school's academic honesty policy a third time.
- Students will be withdrawn from all classes and not allowed to return or re-enroll without administrator approval, and only after a conference between the teacher, student, parents, and administration.
- Repeated violations beyond a third offense or in other courses may result in being permanently withdrawn from the program.

Document History and Drafting Transparency Requirements

The school values authentic learning, critical thinking, and the development of writing and revision skills. To support these goals and to uphold academic integrity, students are required to demonstrate the full drafting and revision process for major written assignments.

This policy applies to all students and to any assignment. This may include essays, research papers, reports, projects, presentations, and other extended written work.

Requirement

Students must complete assignments in Google applications, which automatically records document history, version history, or revision tracking. The document history must clearly show:

- Initial drafting
- Ongoing revisions and edits
- Teacher or peer feedback (when applicable)
- The progression from draft to final submission

Single-session documents with short timestamps, copied text, or documents with minimal or no revision history do not meet this requirement.

Submitting work that does not reflect a genuine drafting and revision process may be treated as a violation of the school's academic integrity policy. This includes, but is not limited to:

- Submitting work primarily generated outside the drafting platform
- Copying text into a document without evidence of development
- Misrepresenting the authorship or creation process of the work

Exceptions and Accommodations

Students with documented accommodations or technology limitations may request alternative methods for demonstrating the drafting process. Such requests must be approved by the teacher in advance whenever possible.

Guidance to Students Regarding the Use of Artificial Intelligence

The school's Academic Honesty Policy strictly forbids students from presenting content generated by artificial intelligence as their own work. The following guidelines, developed by Richard McKenna students, can help students navigate responsible use of AI.

Introduction to AI Use

Artificial Intelligence is a type of technology known as AI. This intelligence is used to generate images and sentences, and can be used to provide personalized recommendations to people by using the ideas of a human brain. AI performs tasks that require human understanding, pattern recognition, problem-solving, and decision-making. This technology can be used as a learning tool to help students get ideas for

completing their school work. It enables technical systems to perceive our environment, solve problems, or act in order to achieve a specific goal. As AI becomes more and more popular, our schools must establish guidelines to make sure we use AI with an educational purpose in mind.

Educational Purpose

AI in Richard Mckenna Charter School is to be used as a resource for learning and studying. AI is beneficial to students when creating quizzes, flashcards, and other learning tools. AI can be a great resource for students and help them learn more effectively. Students who use AI may obtain a better understanding of the topic being learned. AI can be used to help check for errors in your work, giving students a way to improve their learning.

Ethical Use of AI

Using AI ethically requires being responsible and honest when completing schoolwork. Students are expected to respect the intellectual property of others and not break copyright laws. Breaking copyright laws is not just illegal, but is also considered plagiarism. Teachers will determine what AI use will look like in their classes, and the rules they make for it are an extension of the rules here.

Examples of the ethical use of AI are asking questions, finding sources, studying, etc. Examples of unethical uses are finding answers to quizzes, writing test papers, and bypassing learning and critical thinking. Plagiarizing happens when you use someone else's words instead of your own. This includes using what AI has written. To avoid plagiarism, you can:

- Use quotations at the start and end of the generated sentence and cite your source..
- Use your own words and make sure to cite the source.

Ethical ☑	"Dyslexia is a learning disorder that affects an individual's ability to read, spell, and decode words despite having normal intelligence and receiving adequate education" (ChatGPT).
Unethical ✖	"Dyslexia is a learning disorder that affects an individual's ability to read, spell, and decode words despite having normal intelligence and receiving adequate education."

Rules and Regulations

- Any teacher has the right to deny using AI in the classroom.
- Using AI when prohibited is considered cheating.
- Any use of AI must be school-appropriate.
- AI may not generate papers, assignments, or essays, and students may not submit AI as their own personal work.
- AI must be cited as a source when used.
- Students are required to take accountability for any rule violations when using AI.
- Students may not use AI for any form of harassment or bullying.

- Students must only use approved websites while using AI. Any questions regarding approved websites can be directed to staff, such as the teacher giving the assignment, or to administrative school staff.

Safety and Security

Students must not use AI to access or spread harmful, misleading, or inappropriate content. They should immediately report any security breaches, suspicious activities, or exposure to inappropriate content encountered during AI use to school authorities. Do not use real names, addresses, or any other personal information when using AI.

AI should be used with the knowledge that it's not 100% true, can get things wrong, and shouldn't be used as a primary source of information. To prevent this, use reputable and reliable sites. If a student uses AI to harm or threaten another student, they will be given the appropriate consequence.

Academic Policies

Course Credit

In order to receive course credit, students must:

- Complete all assignments to the teacher's satisfaction with an overall course average of 60% or higher.
- Pass any final projects with a score of 60%.

Upon successfully completing a course, the student should contact their academic advisor to schedule a new course for the next Monday.

Graduation Requirements

1. Earn 46 semester credits in the following areas:

- 9 English credits
  - o 1 must be speech
- 6 Math credits
  - o 2 Algebra 1
  - o 2 Geometry
  - o 2 credits of math of the student's choice
- 6 Science credits (two of which must be lab sciences)
- 5 Social Studies credits
  - o 2 U.S. History
  - o 2 U.S. Government
  - o 1 Economics

- 2 Humanities credits
- 1 Health credit
- 17 Elective credits

2. Must successfully complete a Senior Project.

3. Must successfully complete the Civics Test.

4. Must take the 11th grade Language, Math, and Science Spring Idaho Standard Achievement Test (ISAT).

5. Earn at least 6 credits through Richard McKenna, regardless of the number of credits

earned at other schools.

6. Complete a course in financial literacy, such as economics and Financial Literacy.

7. Complete a course in digital literacy.

Transfer of Credits from Previous Schools

Richard McKenna will accept transfer credits from schools accredited by a body recognized by the State of Idaho as the appropriate accreditation agency, currently Cognia. Transfer credits will be reviewed by the registrar's office and evaluated to determine student progress toward graduation. Credit for Prior Learning

Students may request recognition for prior learning in environments such as homeschooling and non-accredited schools. These requests should detail specific courses students are requesting credit for and include supporting documentation such as:

- Identifying the specific curriculum used in the homeschool setting and providing a copy of this curriculum
- A copy of the homeschool or non-accredited school transcript or report cards
- Skills or progress report documentation from a vendor-provided curriculum
- Portfolios of student work
- Graded tests
- Standardized test scores

This is not an exhaustive list of possible documentation proving students' prior learning is equivalent to course credits, and providing multiple items from the list is essential for determining whether these expectations have been met.

After receiving these requests, the administrator will evaluate the submission and make a determination regarding recognition of credits for prior learning.

If accepted, these prior learning experiences will be acknowledged on the student's transcript as "Recognized Prior Learning" with a letter grade of P and will not affect GPA. These recognized prior learning experiences are not credits issued by the school, and will not be transferable to other schools, which will need to conduct their own evaluation to recognize prior learning according to their policies.

Class Enrollment and Scheduling

Student schedules are determined based on multiple factors such as academic needs, progress toward graduation, course capacities, teacher availability, etc. Students may request preferred classes, but the school is not obligated to honor such requests. We cannot guarantee that every student will enjoy every course they are placed in, but we encourage students to embrace new learning opportunities. New students are generally enrolled in English and Mathematics courses first to ensure they acquire these critical core subject credits.

Failure To Start

Students who do not log in and submit graded assignments within the first 10 days of their enrollment will be considered to have voluntarily withdrawn from the school.

Repeating Failed Courses

Students must repeat courses they have failed before attempting a new course. Students who fail a course three times will be required to earn the course credit at another school before enrolling in new classes.

Attendance

School attendance laws require students to attend school regularly, and parents are obligated to ensure students attend. The virtual nature of the program does not alter this requirement. In an online school, attendance is shown by participating and completing your schoolwork, not by sitting in a classroom. You are considered "attending" when you:

- Log in regularly
- Complete daily or weekly assigned work
- Make steady progress in your courses
- Communicate with teachers and school staff
- Attend required testing or school appointments (both in-person and virtually)

Simply being enrolled is not enough—you must actively participate.

Attendance and Enrollment

As a public school, Richard McKenna must monitor student attendance and progress.

If you do not meet attendance expectations, the following may happen:

- You may be placed on academic probation
- You may be removed from a course
- You may be removed from the school

- You may be labeled as habitually truant. Habitual truancy carries legal penalties and can result in prosecution of students and parents.

Important Attendance Rules

First two weeks of a course: If you do not complete at least 5 hours of work in the first two weeks, you may be removed from the course.

Repeated non-participation: If you fail or are removed from 3 of your last 6 courses mainly because you did not turn in work, you will be placed on attendance probation.

While on probation: If you fail or are removed from another course because you did not submit work, you may be removed from the online program and considered habitually truant if you fail to show proof of enrollment in another school or have your parents certify that you are being homeschooled.

Orientation Attendance Requirements

Before you can officially enroll, you must complete orientation.

If you do not complete all required orientation tasks you will not be considered officially enrolled.

Student orientation explains how online the portal works and ensures students can access important systems. If you need extra help, it is your responsibility (or your parent/guardian's) to contact the orientation teacher for assistance.

Students who do not complete orientation after two attempts must submit a written request within 5 calendar days asking to continue enrollment. A meeting will be held with school administration and a parent/guardian to determine why the student was unable to meet attendance requirements of orientation. Requests submitted late may not be reviewed (exceptions may be made).

Students may apply again in future school years and will be given another opportunity to complete orientation.

Decisions About Attendance

The school principal has the authority to:

- Declare a student habitually truant
- Remove a student from a course or the school
- Deny enrollment based on attendance or failure to complete orientation

Appeal Process

Parents/guardians have the right to appeal attendance decisions of the principal. Appeals must be requested within 5 school days.

Special Education and Attendance Accommodations

Attendance rules may be adjusted if required by a student's Individualized Education Plan (IEP), or Section 504 Plan.

Grade Changes

Any questions about grades must be resolved within 2 weeks of course completion. After 2 weeks from the end of the course, grades cannot be changed (the grades are submitted to the state, and the school computer system prevents any changes).

Transcript Requests

Students must contact their academic advisor to request a transcript or enrollment verification. Transcripts will be mailed within 5 business days.

504 Students

Richard McKenna Charter Schools will ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are provided with a free appropriate public education.

To be protected under Section 504, a student must be determined to have a physical or mental impairment that substantially limits one or more major life activities. If a student is found eligible through an appropriate evaluation process, a 504 Plan is developed to ensure that the student receives accommodations that will aid in their academic success and access to the learning environment.

For those students who qualify under Section 504 of the Rehabilitation Act of 1973, Richard McKenna Charter Schools shall establish and implement a system of procedural safeguards. The safeguards shall include the following:

- The parent shall be notified in writing of any school decision concerning the identification, evaluation, and placement of a student.
- The parent shall have the right to examine the student's records.

- If the parent disagrees with the identification, evaluation, or placement of a student with disabilities, they shall have the right to request an impartial hearing.

Course Extension Policy

A one-week course extension may be granted by a teacher when extenuating circumstances hindered class work (serious illness, personal injury, death in immediate family, etc.) and are NOT given to students who chose not to submit work.

The student has until the end of the extension to complete the incomplete assignments. At the end of the extension, the teacher must post a final course grade.

Extensions cannot be granted during the last session of the school year or during summer school, since school will be closed and there will be no course access.

Academic Probation

To ensure that students make adequate progress toward graduation, students who fail any 3 of their last 6 courses will be placed on academic probation. While on academic probation, students may be removed from the online program for failing any course.

Students will exit academic probation status upon successful completion of six consecutive courses.

Courses dropped within the first 2 weeks of enrollment will not impact academic probation status. Courses dropped after the 2-week consensus date will result in a posted letter grade of "F" and will factor into academic probation status.

Dropping and Withdrawing from Courses

Students may withdraw from a course during the first two weeks from the start date without penalty. They will have to start the course from the beginning if they retake it.

Students who drop a course or who are removed from a course after two weeks from the start date receive an F on their transcript. They will have to start from the beginning if they retake the course.

Teachers may drop students from a class if they are more than 30 hours behind the course pace. Students will receive an F on their transcript for the dropped course.

Late Assignments

Assignments are due each weekday in all classes. If a student misses an assignment deadline, the system submits the assignment blank and gives it a grade of 0. The system will then provide a required retake of the assignment, worth 90% of the original grade. This retake is given a deadline one calendar week after

the original deadline (excluding school holidays). If this second deadline is missed, the assignment expires and cannot be completed without special permission from the teacher.

If an assignment is marked late and given a required retake, it must be completed before students can begin the next assignment, even if it means that students miss the deadline on current assignment(s).

Transfer of Credits to Other Schools

It is up to the student to find out which RMCHS courses will be accepted by any school they may transfer to. RMCHS is accredited by the Cognia Accreditation Commission. Association members must accept credits from other members; however, it is still a good idea to ensure how many and which credits a school will accept.

Advanced Opportunities

Advanced Opportunities allow students to individualize their high school learning plan to jump-start their future. These options can include dual credit and technical competency credit.

If you meet RMCHS qualifications, you may be eligible to participate in The Advanced Opportunities Program. This program can provide funding for students who want to take advanced coursework while attending an Idaho public school. Contact your online advisor for more information.

Overload / College Courses

RMCHS will grant high school course credit for college courses earned at approved accredited colleges. RMCHS will grant a one-year high school course (two semester credits) for a three-credit hour college course. Fewer college credits may be prorated. For example, a student who completes a one semester English course worth three college credit hours would earn one year's worth of high school English (two semester credits), whereas a one semester college credit equals only one semester of high school credit.

Work Experience Credit

Learning happens outside of the classroom, and working in the job market is one of the most educational activities a young person can undertake. Juniors and Seniors may earn up to 2 credits per school year for their after-school job. Students wishing to participate in the program should contact their academic advisor for additional information, restrictions, and forms to participate.

Verification of Compliance (VOC) for a Driver's License

State law dictates that students must have satisfactory school attendance to receive Verification of Compliance (VOC) to apply for a driver's license and to remain eligible to hold a driver's license. In the online program, submitting completed assignments is how we determine attendance. Students needing a VOC should contact their assigned academic advisor. VOCs are only issued to students who are on pace in their current classes. Students must be enrolled for at least 4 weeks before requesting a VOC. Upon request, staff will verify course progress and mail a VOC within 2 weeks of the request to eligible students. Failure to submit assignments, failing courses because assignments are not turned in, or exiting the program will result in the school reporting the student to the DMV as out of compliance. The DMV may suspend the student's driver's license.

Grading Scale

94-100%	A
90-93.9%	A-
87-89.9%	B+
84-86.9%	B
80-83.9%	B-
77-79.9%	C+

74-76.9%	C
70-73.9%	C-
67-69.9%	D+
64-66.9%	D
60-63.9%	D-
0-59.9%	F