

Online Oregon Schools



2020 - 2021

Student/Parent Handbook

© Insight School of Oregon Painted Hills

Board approved: 8/27/2020

Authorized by: Mitchell School District

Registered with:

The Oregon Department of Education

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Policies and procedures listed in this handbook may be changed at the discretion of Insight School of Oregon Painted Hills, hereinafter referred to as OOS in this handbook, without prior notice. Any alterations to this document will be communicated to affected parties by mail and e-mail.

Preface

Insight School of Oregon Painted Hills does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, sexual orientation¹ or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

As a public charter school, Insight School of Oregon Painted Hills may not limit student admission based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, the terms of an individual's educational program, income level, proficiency in the English language or athletic ability, but may limit admission within a given age group or grade level.

The Title IX and Compliance Coordinator is the individual designated to coordinate its efforts to comply with Title IX, Section 504 and other equal opportunity and affirmative action regulations and laws. Questions or concerns about Title IX, Section 504 should be directed to Lorene Callahan at lcallahan@onlineoregon.org or via phone at 971-930-9937. Additional information can be found in the [Title IX section](#).

Insight School of Oregon Painted Hills
603 NW Third Street
Prineville, OR 97754

Sonimar Villegas, Head of School
svillegas@k12.com

Carrie Quinn, K-12 Principal
cquinn@k12.com

Samantha Gonzalez, K-12 Assistant Principal
sjohnsongonzalez@k12.com

Cheryl Doe, Academic Administrator Special Programs
cdoe@k12.com

Authorization

Insight School of Oregon Painted Hills (OOS) is an online charter authorized by Mitchell School District and operating statewide as registered by the Oregon Department of Education, Institution identification number 5150.

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VISION STATEMENT

Online Oregon Schools will strive for meaningful relationships to drive collaboration, learner-centered instructional practices, and inclusivity for diverse learners to cultivate a school that excels in all areas of student growth: academic achievement, social and emotional intelligence, and career and technical readiness.



MISSION STATEMENT

The Online Oregon Schools' team is passionate about putting relationships first and leveraging instructional innovation to become the best at delivering high quality online instruction so all students thrive from a diverse, inclusive, and well-rounded educational experience and become active, productive citizens.

Core Values

- Accountability
- Collaboration
- Connection
- Inclusivity

School Community Expectations



STUDENT EXPECTATIONS

- Log in daily by following the daily schedule.
- Complete assignments daily.
- Participate in live sessions with video and audio.
- Use proper netiquette for online learning.
- Maintain academic integrity.
- Set high expectations on assignments, tests, and projects.

TEACHER EXPECTATIONS

- Prepare high-quality, standards-based, engaging lessons.
- Provide academic feedback to students.
- Differentiate instruction to meet student need.
- Communicate effectively and often with parents within 24 hours during business hours.



PARENT EXPECTATIONS



- Designate a quiet, consistent learning space.
- Ensure student logs in daily and on time to classes.
- Communicate regularly with teachers and support staff during regular business hours.
- Monitor and verify student's completion of assignments.
- Allow your student to struggle! It will take time for them to become independent learners.

School Contact Information

All school contacts can be found on the [School Directory](#).

Academic Calendar – 2020-2021

Oregon Online Schools



2020-2021 School Calendar

August 2020						
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June 2021						
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July 2021						
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	School Closed
	Student Events
	Required Testing
	Teacher Work Days
	New Teacher Work Days

Aug 10-14	New Teacher Professional Development
Aug 17-28	Returning Teacher Professional Development
Aug 31	First Day of School for Students
Sep 7	Labor Day
Nov 25-27	Thanksgiving Break
Dec 16	Last day of Semester 1
Dec 17- Jan 1	Winter Break
Dec 17-18	Teacher Work Days

Jan 4	First day of Semester 2
Jan 18	Martin Luther King Day
Feb 15	President's Day
Mar 18 - 19	Teacher Professional Development
Mar 22-26	Spring Break
Apr 12-23	Required Testing
May 28	Last Day of School
May 31 - Jun 11	Teacher Work Days

Student Admissions

Enrollment Forms –

The following documentation must be submitted to K12 Enrollment before a student's enrollment is considered complete:

- Proof of Residency (Utility bill, Mortgage/Rental Statement, etc.)
- Proof of student's age
- Signed Release of Records
- District Notice of Intent to Enroll
- District Approval for Intent to Enroll
- Immunization Record
- Complete Language Use Survey (LUS)

Other documentation that may need to be submitted includes:

- Current transcript from the last school attended (Submitted by the student or district)
- McKinney-Vento Form
- Family Income Form (digital)
- Copy of special education records where applicable (Submitted by the student or district)
- Other forms upon request.

These forms must be completed by the parent/guardian or student over the age of 18 and returned to OOS on or before the school-specified deadline before the student is considered placed.

All new students will receive a laptop and printer unless the family states they do not want to be issued a laptop.

Withdrawn Students

Students who are withdrawn from OOS for enrollment, attendance, academic reasons, or discipline reasons may not be allowed back to continue their education with OOS until the semester following the withdrawal.

An agreed upon plan to re-enroll must include the reason for the actions that contributed to the withdrawal, and an action plan for success to assure that the student is committed to positive change in their actions and behavior. Monitoring of plan will take place through a support classroom to ensure positive re-engagement has been achieved.

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. Proof of immunization may be personal records from a licensed physician or public health clinic. The immunization record or exclusion form are due to the school by October 1.

Any student not in compliance with Oregon statutes and rules related to immunization may

be excluded from school until such time as he/she has met immunization requirements. Parents will be notified of the reason for this exclusion. A hearing will be afforded upon request.

Placement Process

Information about the registration process is available on the each schools' websites as indicated below or by calling K12 Enrollment at 855.534.6303.

Cascades Virtual Academy

<https://cva.k12.com/how-enroll.html>

Insight School Oregon Painted Hills

<https://or-ph.insightschools.net/how-enroll.html>

Destinations Career Academy of Oregon

<https://ordca.k12.com/how-enroll.html>

Full-Time Status

OOS is a full-time program. Only students enrolled within a district that meets the guidelines of OOS's Education Services Contract may attend OOS on a full-time basis.

Part-Time Status

OOS does not admit part-time students outside of Mitchell School District.

Minimum Admission Requirements

1. Students must complete the admission requirements per the K12 admissions process listed on the admission page.
2. All courses will include baseline assessment for placement and tiered instruction to better meet the needs of individuals.
3. All students will complete onboarding requirements within 2 weeks of enrollment approval.
4. All students are required to participate in NWEA and State Assessments.
5. Families may be able to opt out of state testing by completing a form provided by the school prior to the start of the testing season.
6. OOS reserves the right to require the student's family to provide, through the school of most recent enrollment, reasonably current and reliable information to meet the school standard, for the review and determination of the appropriateness of the OOS program for their student.
7. OOS works with the student's family to collect, from the school of most recent enrollment, current and reliable information to meet the school standards for entry.

Grade Restrictions

Cascade Virtual Academy serves grades K-8 (soon to offer 9-12).

Insight School of Oregon services grades 7-12.

Destinations Career Academy of Oregon serves grades 9-12.

Age Restrictions

To be eligible to attend OOS a student must be 20 years of age or younger at the beginning of the academic year. A student whose 21st birthday occurs during the school year shall continue to be eligible for a free appropriate public education for the remainder of the school year.

Students who are 18 years old or older at the time of application for enrollment but have a meeting with a counselor or high school success specialist prior to being approved for enrollment. The meeting will consist of a transcript review as well as a graduation plan consultation.

Special Services and Support Programs

Student Support Services

The first step in growing students is knowing them.

Relationships and engagement are the building blocks of the Student Support Services Team. The team includes Student Support Administrator, Student Support Advisors, Student Attendance Specialist, Student Resource Coordinator.

Student Support Advisors are assigned to every student to support 100% of the students 100% of the time by building enduring relationships. Throughout the school year an advisor's role is to connect with students; resolve concerns; increase participation; intervene early; support daily login and attendance; promote a strong start for every student and monitor completion of onboarding. The Advisor empowers families to increase their involvement and assist in their student's education, facilitates engagement in school activities and provides a clear and consistent communication regarding school expectations.

The **Student Attendance Specialist** ensures that school age students are attending school regularly by investigating causes of unexcused or excessive absences, communicating with families and assisting them in problem-solving, issuing attendance-based warnings, and helping to represent the state attendance policies.

The **Student Resource Coordinator** (certified social worker) helps families in situations of crisis, abuse and neglect, in addition to supporting other areas of social-emotional need affecting student academic achievement. This team member responds to issues directly by facilitating meetings and/or coordinating services with outside parties/community-based organizations for support.

The **Student Support Administrator** promotes and enhances the school's academic mission by improving levels of student and family engagement and ensuring this increased engagement leads to improved academic achievement. The SSA oversees the services provided to build capacity within students and Learning Coaches to assist in their student's education. Questions regarding student support services can be sent to Robin Holly at rholly@onlineoregon.org.

Through a Multi-tiered System of Support, we have developed a strong, school-wide system to support all students and intervene early. It is important for the whole school to be involved in holistic student support. Through a referral process of communication, collaboration and early intervention, we increase the support and ultimately success of every student.

Students have access to their courses 24 hours a day 7 days a week throughout the school year. Technical support (866.512.2273) will be available to students during regular business hours, with some downtime during holiday season.

Special Programs

Contacts for Special Programs Department

Special Programs Manager	Cheryl Doe	cdoe@k12.com
MTSS Coordinator	Colleen Bauer	cbauer@onlineoregon.org
McKinney Vento Liaison	Lorene Callahan	lcallahan@onlineoregon.org
504 Coordinator	Lorene Callahan	lcallahan@onlineoregon.org
ELL Teacher	Colleen Bauer	cbauer@onlineoregon.org
Child Find/Special Education	Cheryl Doe	cdoe@k12.com
TAG Coordinator	Cheryl Doe	cdoe@k12.com
Pregnant and Parenting	Lorene Callahan	lcallahan@onlineoregon.org
Foster Care Liaison	Lorene Callahan	lcallahan@onlineoregon.org

Child Find

Child Find is a component of IDEA that requires schools to identify, locate and evaluate all students with disabilities, ages birth to 21 who are in need of special education services. OAR 581-015-280 and CFR §300.111

OOS is committed to locating, evaluating, and identifying children with disabilities in a timely manner.

If a parent suspects their child may have a disability and would like to discuss assessment, they should contact **Cheryl Doe, Special Programs Manager**. A meeting will be set within 10 days to discuss this request. The meeting will consist of a team. Members may include, a special education teacher, a general education teacher, school psychologist, speech therapist or any other professional in the area of suspected disability.

Multitiered System of Support (MTSS)

What is MTSS?

The Multi-Tiered Systems of Supports (MTSS) is an instructional framework integrating all students by providing high-quality, research-based instruction targeted to students' academic, social, and behavioral needs. Needs are identified by universal screening of all students, progress monitoring, and an integrated data collection assessment system to inform decisions at each tier of instruction. Adjustments to instruction and interventions are based on students' performance and rate of success. Every student is given an opportunity to meet or exceed proficiency standards and accomplish their learning goals by teachers utilizing data in an effective and collaborative decision-making process which results in differentiating instructional practices for all learners and providing support they require within the subject of need.

Key Principals of MTSS

- Early intervention
- Multi-tiered model of service delivery that provides a continuum of support
- Instruction matched to learners' needs
- Progress monitoring data collected regularly to ensure effectiveness of instruction and interventions

- Research-based instruction and intervention
- Intervention implemented consistently and correctly
- Parent involvement encouraged throughout the child's educational journey

Benefits of MTSS

- Improved education for *all* students
- Provides at-risk students with support earlier rather than later
- Progress monitoring data yields relevant, easily understood information
- Facilitates collaboration among educators, families, and community members

Key MTSS Terms

Tier 1 (low risk): Differentiated Core Instruction

Tier 1 instruction refers to research-based core curriculum and instruction for all learners with a focus on the essential elements of a subject. Designed to meet the needs of 70% to 80% of the students, Tier 1 provides the foundation for instruction upon which all interventions are formulated. Pre-assessment outcomes provide evidence of proficiency or difficulty and thus, drive instructional decisions. Students will have the opportunity to build enduring relationships with their teacher(s) and/or advisor; to be provided guidance, appropriate supports and early interventions when needed. This year long system of support includes collaboration between teacher, advisor and other staff to give our students assistance when needed and the best chance for success.

Tier II (moderate risk): Supplemental Instruction

When teachers or staff recognize a concern that may need increased support, a referral is made to the MTSS Team. MTSS Team reviews referral form to determine if Tier II intervention is needed and if so, to determine the level of intervention needed. At this tier, supplemental instruction to the core curriculum is provided in addition to that present at Tier 1. For students performing below grade level expectations, Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in the core curriculum. Results from progress monitoring are used to guide the intensity, duration and frequency of instruction that vary based on individual learning goals. Student referrals will be reviewed regularly for additional interventions and/or progress. If the student's academic progress or engagement is impeding their learning, the team will consider possible Tier III referral or escalated interventions.

Exceptions that will go straight to referral:

- 1) Parent specifically requests their student be tested for a disability
- 2) A hospitalization or severe medical need
- 3) Family emergency such as a death in the family or sudden homelessness

Tier 3 (high risk): Intensive Instruction

After at least 8 weeks of targeted interventions, if a student's academic progress or engagement continues to impede their learning, a Tier III referral will be submitted by the MTSS Director. The MTSS Team, in addition to, school administrators, Special Education staff, and other necessary staff will meet to determine if and what interventions are needed. At Tier 3, instruction provides intensive intervention to target specific student skill gaps in addition to the support provided at other tiers. This intensive level of instruction utilizes a combination of research-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure students are making adequate progress.

Universal Screening

Three times during the school year, in the beginning, mid-year and at the end of the year, all students are given an academic screening assessment to monitor student progress and identify those students who may need interventions.

Progress Monitoring

Progress monitoring is a practice used to frequently assess students' academic progress through various methods to determine the effectiveness of interventions.

What is the role of the parent/guardian/learning coach in MTSS?

Parents/guardians/learning coaches play a critical role in supporting what their children are learning in school. Research has demonstrated that the more parents are involved in their children's education, the higher the student achievement. Parents/guardians/learning coaches can be involved in the process by communicating any concerns to the child's teacher and/or advisor, by providing insight into their child's learning and development, and by assisting with identified interventions.

Special Education

The OOS in partnership with Mitchell School District has been assigned the responsibility to provide all required special education and related services to students who have been identified as students with disabilities under the Individuals with Disabilities Education Act (IDEA). OOS will identify if any of the listed students have an Individual Education Program (IEP) at placement, are in the process of evaluation (including a referral for an evaluation) or are receiving interventions that may lead to a referral for an evaluation. OOS will convene an

IEP/placement meeting in which a representative from OOS will participate. Both the resident district and OOS will maintain records according to all applicable statutes and rules.

If a teacher or a parent has a concern about a special education student that may involve changing a student's schedule or IEP please schedule a conference ASAP. Interested parties can book a conference call with the Special Programs manager by contacting their case manager or home room teacher.

OOS shall be responsible for:

- Referring students for evaluation when a disability is suspected and providing information requested by the district necessary to complete the evaluation;
- Participation in IEP meetings, when invited;
- Implementation of any accommodations and modifications required on an IEP;
- Compliance with applicable statutory requirements related to education records; and
- Execution of due process in accordance with IDEA.

OOS Special Education Teachers will:

- Conduct special education transition processes according to federal guidelines (assessment, coordinate with transition agencies, etc.)
- Meet with students in Class Connect sessions for academic service time, focusing

- on IEP goals
- Assist classroom teachers in modification/differentiation of instruction
- Provide classroom teachers with necessary information about each individual student. (Provide classroom teachers and counselors with a full IEP, password protected according to school guidelines).
- Encourage the use of teacher office hours for help with homework in general education courses
- Verify that accommodations are being met in regular classroom

504 Plans

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.

Eligibility

Students who enroll at OOS and have had a prior 504 plan will have the plan reviewed upon enrollment. The school counselor will convene a meeting to address the request for 504 accommodations and write up a plan for OOS including accommodations and services if the team determines the criteria for the 504 plan continues to be met. Staff, Parents, or Students may refer any student who is not currently on a 504 plan, but appears to meet the criteria to the School Counselor for a 504-determination meeting

In addition to the presence of a disability, the condition must “substantially limit” one or more major life functions. Substantial limitation necessitates a material effect on one’s ability to perform a major life activity as opposed to a minor limitation. Under the ADA, substantial limitation is defined as an inability to perform a major life activity that the average person in the general population can perform. Also, note that a student does not have a disability under the ADA simply because the student’s impairment keeps the student from reaching his/her potential.

The evaluation for determining Section 504 eligibility is based on the type of suspected disability, the impact of the disability in the educational environment, and the type of services or accommodations that may be needed. Possible sources of existing evaluation information include, but are not limited to:

- o Current psycho-educational evaluations;
- o Standardized achievement data;
- o Curriculum-based assessments;
- o Medical information;
- o Grades;
- o Attendance records;
- o Discipline records;
- o Teacher or parent observation notes.

The school will seek to determine that all information is current, accurate, and addresses all areas of the learning process, including adaptive behavior.

When the evaluation is completed, a Section 504 meeting will be convened. The 504 Coordinator and general education teacher will work with the parent to determine a final plan of accommodation and/or services. If the student is 18 years of age or older, he/she must attend.

The 504 plan is provided to all teachers working with the student, so accommodations can be made within the classroom.

Talented and Gifted

The law requires that the school identify intellectually gifted and academically talented students. For students to be considered for TAG services, they must be referred by the parents or staff for review by school staff. The school screens each student and develops a student profile and a team reviews the profile to determine if the student qualifies for TAG services. The parent is notified by the school of the team's decision if the student qualifies for TAG. If the student qualifies, the parent provides input to the staff which is developing their child's instructional plan. Following are some of the key features of the state's TAG administrative rules:

- To be identified as an intellectually gifted student, the student must score at the 97th percentile or greater on a nationally standardized mental ability test.
- To be identified as academically talented in reading or mathematics, the student must score at the 97th percentile on a nationally standardized test in reading or mathematics.
- The OAKS or Smarter Balanced reading and mathematics tests can be used to identify academically talented students.
- Identification must include a variety of indicators such as test scores, classroom performance, behavior, and TAG characteristics.

Dual Enrollment

Students who are simultaneously enrolled in college or university courses may request credit for completed college or university courses. Credit will be granted by the Head of School on a case-by-case basis. We recommend a conversation with the school counselor before enrolling in a college class to make sure the credit may be applied to remaining graduation requirements.

3 college (quarter) credits = .5 high school credits

English Language Learners (ELL)

All families complete a Language Use Survey upon enrollment. Using the criteria determined by the state department of education, the potential EL acquisition need is identified. The ELD teacher at OOS will assess the student using an approved ODE assessment tool.

- Students registered at the beginning of the school year will be assessed within the first 30 days of school.
- Students registering later in the year will be assessed within 14 days of registering.

- Any student who scores below 4 on the WMLS-R will be placed in the ELD program. ELD teachers will send the parent notification letter in a language parents can understand as soon as the student is identified in the home language and in English.
- The ELD teacher will notify the school registrar and the district data manager of eligibility. The WMLS-R scores and a copy of the parent notification letter will be placed in a separate EL file within the cumulative file will be marked that there is an additional EL file by the ELD teacher.

General Education teachers will be notified by the EL teacher of any students who qualify for EL services and domains of concern upon entrance to the program. EL teachers will disseminate the data and provide the information to the registrar to place in the cum file.

Assessment data will be placed in the student cum file within 10 days of completion of the assessment by the student registrar.

Assessed and newly identified students, as well as students who enroll with an ELL classification will be placed in appropriate language classes with an ELL teacher.

To allow access to materials and participation, all documents will be translated with Transact forms as well as translation through Propio in a language the parent can understand. Any notification sent to families regarding programs will be translated and provide to the parent in a language they understand. This will include teacher notifications, handbook, and schoolwide disseminated letters.

Special Education for ELL students

The school provides special programs for ELL students. A student or parent with questions about these programs should contact the English Language Learner coordinator.

In conjunction with the school's language instruction educational program for limited English proficient and immigrant students, parents of limited English students identified for participation, or participating, in such a program will be informed of:

1. The reasons for the identification of their student as limited English proficient and in need of placement in a language instruction educational program;
2. The student's level of English proficiency, how such level was assessed and the status of the student's academic achievement;
3. The methods of instruction used in the program, in which their student is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. How the program, in which their student is or will be participating, will meet the educational strengths and needs of their students;
5. How such program will specifically help their student learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited

- English proficient students, and the expected rate of graduation from secondary school for such programs;
7. In the case of a student with a disability, how such program meets the objectives of the Individualized Education Program (IEP) of the student;
 8. Parental rights that include written guidance:
 - a. Detailing the right to have their student immediately removed from such program upon their request;
 - b. Detailing the options that parents have, to decline to enroll their student in such program or to choose another program or method of instruction, if available;
 - c. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by OOS.

McKinney-Vento

Definitions

- A. “Enrollment” means attending classes and participating fully in school activities.
- B. “School of origin” means the school that the student attended when permanently housed or the school where last enrolled.
- C. “Student experiencing homelessness” means individuals who lack a fixed, regular and adequate nighttime residence and includes:
 - D. Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement;
 - E. Students 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;
 - F. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
 - G. Migratory students who qualify as homeless because the students are living in circumstances described in a.-c.
- H. “Unaccompanied student” includes a student not in the physical custody of a parent or guardian.

Assignment to School

The school shall, according to the student’s best interest, continue the student’s education in the school of origin for the duration of homelessness. In determining the best interest of the student, the school shall:

- To the extent feasible, keep a student experiencing homelessness in the school of origin, unless doing so is contrary to the wishes of the student’s parent or guardian;
- Provide a written explanation, including a statement regarding the right to appeal, if the district sends a student experiencing homelessness to a school other than the school of origin or a school requested by the parent or guardian;
- In the case of an unaccompanied student, ensure that the school’s liaison helps in placement or enrollment decisions, considers the views of the student and provides notice of the right to appeal placement and enrollment decisions.

Enrollment

The school shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency or other documentation.

The school shall immediately contact the school last attended to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the district shall immediately refer the parent or guardian to the school's liaison, who will help in obtaining necessary immunizations or records.

Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a student experiencing homelessness enters a new school or school district, consistent with state and federal law.

Enrollment Disputes

If a dispute arises over school selection or enrollment, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the school's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the school's discrimination complaint procedure.

The student, parent or guardian shall be referred to the school's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the school's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

Support Services

The school shall coordinate the provision of services to student experiencing homelessness with local social service agencies and other agencies or programs providing services to student experiencing homelessness and their families. Services will also be provided in cooperation with other districts on inter-district issues, such as transfer of school records, to ensure that student experiencing homelessness have access to available education and related services.

School Liaison- Student Resource Coordinator

The OOS liaison with the title Student Resource Coordinator (Lorene Callahan, lcallahan@onlineoregon.org (541) 823-5010 #2122) will ensure that:

1. Student experiencing homelessness are identified;
2. Student experiencing homelessness enroll in and have a full and equal opportunity to

- succeed in district schools;
3. Homeless families and students receive educational services for which they are eligible, and referrals to health-care services, dental services, mental health service and other appropriate services;
 4. Parents of student experiencing homelessness are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students;
 5. Public notice of the educational rights of student experiencing homelessness is distributed where such students receive services (e.g., schools, family shelters and soup kitchens);
 6. Enrollment disputes are mediated;
 7. The parent of a student experiencing homelessness, or any unaccompanied student, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected;
 8. School personnel, service providers and advocates working with student experiencing homelessness and their families are informed of the liaison's duties.
9. The school's liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to student experiencing homelessness.

Pregnant and Parenting

OOS enrolls pregnant and parenting students without discrimination per ORS 336.640. No pregnant or parenting student shall be excluded from the public schools solely on the basis of pregnancy or parenthood. Title IX, section 106.4

Students will not be excluded from any class or extracurricular activity, on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery from such conditions, unless the student requests voluntarily to participate in a separate portion of the program or activity. Students will be granted a leave of absence for pregnancy or pregnancy related conditions for as long as is deemed medically necessary by the student's physician. When the student returns, they will be reinstated to the status which she held when the leave began.

OOS will treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery from these conditions in the same way that other temporary disabilities are treated. Any policies or services that are offered to students with other temporary disabilities will be offered to pregnancy related conditions as well.

OOS may require a physician's certificate from a pregnant student stating that she is physically and emotionally able to return to school, so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

OOS Social worker will work with the student to determine community and schoolwide supports that are available to help the student access and support her education. For information on support of pregnant and parenting students contact: Lorene Callahan @ lcallahan@onlineoregon.org.

Student-Administered Medication

OOS recognizes that administering of medication to students and self-medication may be necessary when the failure to take such medication would jeopardize the health of the student or the student would not be able to attend school activities if medication was not made available during activities. Consequently, students may be permitted to take noninjectable prescription or nonprescription medication at school activities.

When directed by a physician or other licensed health care professional, students grades K-12 will be allowed to self-administer medication. A medical protocol regarding each student who self-administers medication will be developed, signed by a physician or other licensed health care professional and parent and kept on file. Permission for self-administered medication may be revoked at any time if the student violates policy or medical protocol.

All requests for OOS to administer medication to a student shall be made by the parent in writing. Requests shall include the written instructions of the physician for the administration of a prescription medication to a student or the written instructions of the parent for the administration of a nonprescription medication to a student. A prescription label will be deemed sufficient to meet the requirements for written physician instructions.

OOS shall designate staff authorized to administer medication to students. Training shall be provided as required by law.

OOS reserves the right to reject a request to administer prescription or nonprescription medication when such medication is not necessary for the student to participate in school activities.

Emergency Medical Treatment

A student who becomes ill or is injured at a school event must notify his/her teacher or another staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify parents according to information provided on emergency forms and submitted by parents to the school. Parents are encouraged to update this information as often as necessary. If the student is too ill to remain at the school event, the student will be released to the student's parents or to another person as directed by parents on the student's emergency form.

School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's parents whenever the student has been transported for treatment.

Human Sexuality, HIV/AIDS and Sexually Transmitted Disease Instruction

An age-appropriate plan of instruction about Human Sexuality, AIDS, HIV and Sexually

Transmitted Diseases has been included as an integral part of OOS's health curriculum. Any parent may request that his/her student be excused from that portion of the instructional program required by Oregon law by contacting the administrator for additional information and procedures.

Academic Engagement Requirements

To make an intentional impact on student achievement and differentiate to meet individual needs, students may be identified as an asynchronous learner.

All Student Learning Requirements:

- Attend all Class Connect sessions everyday
- Attend required assemblies
- Complete required assignments
- Maintain course progress in assigned classes

Asynchronous learning may be an option based on counselor recommendation and approved by the school administrator.

Courses, Credits, and Curriculum

Dual Credit Offerings

OOS students have the opportunity to take dual credit courses through various partnerships that have been established through the Destinations Career Academy of Oregon.

Please contact the school counselor for inquiries about OOS courses with their associated credits and descriptions.

- 3 college (quarter) credits = .5 high school credits

Physical Education Requirements

Physical education activities must meet academic content standards for physical education. They must be sequential, developmentally appropriate, and develop students' abilities to adopt and maintain physical activity throughout their lives. Fifty percent of physical education time should be spent in actual physical activity with as much time as possible being spent in moderate intensity physical activity.

Minutes can be taught through a few different methods:

- **PE Teachers:** Licensed teachers with a physical education endorsement can provide as many minutes towards the requirements as possible to any class in any grade.
- **Teachers:** Licensed teachers that don't have a physical education endorsement but possess a multiple-subject endorsement may provide physical education minutes to their own classroom, provided the curriculum is reviewed by an endorsed PE teacher.
- **Flex-45:** Licensed teachers that don't have a physical education endorsement, but possess a multiple subject endorsement, may provide up to 45 minutes of physical education to another class that is not their own, provided the curriculum is reviewed by an endorsed PE teacher.

Schools may combine physical education minutes taught by a licensed Physical Education Specialist AND minutes taught by a licensed multiple-subject endorsed elementary teacher to their own self-contained classroom AND up to 45 minutes per week for a licensed multiple-subject endorsed elementary teacher to another class.

Starting with the 2019-2020 school year, elementary schools (K-5 or K-6 self-containing) have a minimum amount of physical education minutes that they must reach. Senate Bill 4 includes an implementation plan that gradually phases in the amount of PE minutes schools must provide each week. Middle schools do not currently have a minimum requirement but should develop a plan to reach full compliance.

5-Day School Week

Grade Level	2019-2020	Full compliance (future)
Grades K-5 (or K-6)	At least 120 minutes per week	At least 150 minutes per week
Grades 6-8	No minimum requirement until 2021-2022 school year*	At least 225 minutes per week

*Grades 6-8 are still required to receive physical education per OAR 581-021-0200, but there is no PE minute requirement until the 2021-2022 school year.

Promotion and Retention

The general expectation for student progress within the K-12 program is promotion to the next grade level with their same-age peers. The decision to retain a student has long-term effects that go beyond academic impact.

Research overwhelmingly supports the position that retaining students does not have an academic or social-emotional benefit. Student retention in the early/elementary grades can result in increased social adjustment challenges and frustrations with no related increase in academic achievement or growth in skills for the retained student at the middle and high school level. Although retention has sometimes been seen as a deterrent strategy to motivate a student to achieve, studies indicate early retention is “one of the most powerful predictors” for dropping out of school.

When a student demonstrates achievement and performance at levels that consistently do not meet grade-level expectations, there are a variety of intervention responses to support increasing the student’s exposure to content and practice of skills to close the achievement gap between grade-level expectations and performance.

For these reasons, any discussion of student retention will be conducted after documented grade-level achievement intervention strategies with same-age peers. Deliberation and decisions concerning satisfactory student progress and retention will occur in partnership with appropriate school personnel, the student and the parent/guardian.

Decisions to retain a student are made on a case-by-case basis. Concerns and/or needs regarding an individual student’s performance may be initiated as appropriate by staff, by the student and/or by the student’s parent/guardian. The retention review process will consider all dimensions of student development. The parent/guardian will first discuss concerns with the classroom teacher, who will then discuss the concerns with the principal.

Students in grades 9-12 will be promoted or retained in accordance with state and public charter school graduation requirements.

Students will be placed in the grade level or course best suited to meet their needs, based on OOS’s evaluation of the student’s transcript and/or other documentation, assessment, portfolio/work sample evidence, etc., as may be required by OOS.

If the student is unable to provide appropriate documentation, the administrator or designee will make the grade level or course determination placement based on public charter school-administered assessment(s) as deemed appropriate.

Student who successfully complete high school level coursework prior to enrollment in the 9th grade may be conferred credit by the academic administrator upon the high school enrollment date.

Credit Recovery Options

OOS offers a variety of credit recovery options to provide a pathway to graduation. The courses are only available if a student has previously failed the course.

Credit recovery courses are offered in 5-week blocks throughout the school year. The counselors will identify students who are eligible for credit recovery courses. The High School Success team will develop individualized plans for each student and review the plans with each individual student. The credit recovery teacher will implement the credit recovery plan for each student by scheduling synchronous sessions to support students with the academic content.

For the 2020-2021 School Year, the following blocks will be offered for credit recovery courses.

<i>Block</i>	Dates	Last Date to Enroll
<i>A</i>	9/8/2020- 10/9/2020	9/14/2020
<i>B</i>	10/12/2020- 11/13/2020	10/19/2020
<i>C</i>	11/16/2020-12/16/2020	11/23/2020
<i>D</i>	1/19/2021-2/19/2021	1/25/2021
<i>E</i>	2/22/2021-4/2/2021	3/1/2021
<i>F</i>	4/5/2021-5/28/2021	4/12/2021

Grading and Testing

Grading Policy Grades (7-12)

OOS Grading Policy

- Teachers must grade all student work within 72 hours* of submission for work turned in on time: late work could delay return of work
- Extra Credit – Is not offered to replace credit, but is added upon student completion of all other graded course work
- All grades are points earned out of points possible
- Assignments can be redone to demonstrate proficiency. Proficiency grades may be entered in place of point accumulations as 75% of points possible for proficient (level 3) and 90% of points for mastery (level 4).
- All quizzes and exams will be set to TWO attempts, and each attempt must be completed by the end date for credit
- Students who wish to gain additional attempts on a quiz/exam must make voice to voice contact with the teacher of the course to formally request the attempt
 - This must also occur or be arranged prior to the end date

*Indicates working hours

Late Work Policy

Our stance is that we ALWAYS allow resubmissions for full credit if the student is willing to work with their teacher and show mastery on concepts/objectives.

Academic Honesty

Academic honesty and personal integrity are fundamental components of a student's education and character development. OOS expects that principled students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty. The wellbeing of the entire school community depends on the student accepting responsibility for personal conduct in both social and academic endeavors.

Plagiarism is not tolerated at OOS. Plagiarism includes (but is not limited to) the following:

- Using someone else's words or ideas without proper citation
- Copying someone else's work and calling it your own
- Copying and citing a work that is longer than a paragraph (print or online sources)

Cheating is work that doesn't reflect your own effort and understanding. This can take many forms and will not be tolerated at OOS.

Cheating includes (but is not limited to) the following:

- Looking at others' answers on tests and homework

- Taking someone else’s assignment and putting your name on it
- Copying someone else’s work, answer for answer
- Rearranging words from someone else’s work
- Allowing someone to copy from your assignment
- Telling someone else the answers on an assignment or test
- Having someone else do your work for you (Friends, Family, Learning Coach, etc.)

There are other forms of academic dishonesty that will not be tolerated at OOS. They include:

- Making up data for an assignment
- Claiming to have handed in an assignment when the student knows they have not done so
- Sabotaging someone else’s work

Teachers and administrators will support each other in cases of academic dishonesty. In any case of academic dishonesty, the participants will receive a zero on the assignment and may be given the chance to redo it for a grade no higher than a C.

It is the hope of the teachers and administration at OOS that all students will be honest in all of their academic endeavors.

Grade Scale/Grade Point value

The following grade scale will be used to determine letter grades for High School:

Letter Grade	Percentage	GPA Weight
A	93-100	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
D+	67-69	1.30
D	60-66	1.00
F	0-59	0.00
P	60-100	0.00

Grade Point Average

The grade point average for OOS students are calculated as follows:

- Each student's grade point average is the sum of the point values of all the grades received for all the courses attempted divided by the sum of the credits for all courses attempted.
- The grade point value is calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.
- The minimal passing mark is 60%.

Class Standing

OOS does not maintain a class standing for students. No Valedictorian or Salutatorian is recognized by OOS.

Transfer Grades

If a student leaves OOS before the end of a semester without completing courses, the school will only provide transfer grades earned up to the time of the student's departure to the student's next school upon request. This transfer grade will be based on the amount of work passed compared to the amount of work required up to the time the student left.

The grades for a student who withdraws within the final 3 weeks of each semester will be final and will be recorded on the official transcript.

Add/Drop Policy

Dropping: Student or LC may request to drop a class without penalty within 10 days of the start of the semester. Any requests to drop after 10 days will be reviewed by administration and will **result in an NG (No Grade)** on the transcript.

Adding: Student or LC may request to add a class within one week of the beginning of the semester. Any requests to add after the first week of the semester will be reviewed by administration.

Changes: Student may add/drop/change schedule within one week of beginning of semester.

In order to earn all credits for graduation, students need to take 6 classes, or 3.0 credits, per semester. Dropping a class can negatively affect progress toward graduation. Consult your counselor.

Objection to Instructional Materials

OOS recognizes that honest differences of opinion may occur in classes where students are encouraged to seek understanding of facts and form opinions in conformance with them. It is probable, too, that these differences will be accentuated where free inquiry exists and if divergent views can be expressed and be subject to common scrutiny.

Furthermore, if the quality of learning in the schools is to be judged on its contribution to the development of a free person solving individual problems and cooperating in seeking solutions to the problems of a community in a free society, then students must be permitted to express such differences with all the resources, which they may bring to bear. It also follows that ample resources representative of different views must be made available to students.

The teacher's role in these instances becomes that of a guide, aiding students in the process of objective inquiry and maintaining an atmosphere free from bias and prejudice. The teacher is entitled to express individual opinion on controversial topics. However, when an individual opinion or one point of view is presented, it should be identified as such. The teacher should also assume the responsibility to present the finding that the best and most current scholarship has to offer.

OOS believes that the student's freedom to express different views and to defend a position is a requisite if the student is to acquire the skills of critical thinking and analysis which will be needed by effective, productive citizens. It recognizes that such practices may bring controversial issues forward and that, as a result, parents may become apprehensive. But the school reaffirms that it wishes to extend to all students the right of freedom of inquiry. It is not the intent to force upon any student a set of values.

If a student objects on religious or ethical grounds to reading, studying, or discussing any instructional material, the teacher will supply alternative materials without prejudice to the student

Appeal Process for Final Course Grade

Grade appeals must be requested within six (6) weeks after issuance of report cards. Students wishing to appeal a final grade in a course(s) must:

- Submit a written request for a detailed copy of the student's grade-book from the course instructor;
- Identify in writing any assignments that he/she would like re-evaluated;
- Explain in writing why the student believes the grade on each of the identified assignments should be revised; and
- Submit identifications and explanations to the course instructor.

The instructor will respond to the student's questions in writing. If the student is not satisfied, he/she may request an evaluation of the identified assignments by the Principal. The student must submit all the documentation from the process described above. The Principal's decision will be final.

School Based and State Assessments

The school provides many opportunities for students to be assessed for proficiency in the areas of reading, writing and math (and other subjects). OOS requires that all students take the Readiness and Interim assessments in the courses, the NWEA Benchmark assessment and the

Oregon Statewide Assessments known as the SBAC.

All students enrolled in grades 7-8 and 11 are required to participate in annual statewide assessments developed by the Oregon Department of Education.

You may opt out of state SBAC testing by reviewing and filling out the attached document and returning it to OOS's Assessment Coordinator, Yancey Fall, at yfall@onlineoregon.org. Opting out applies to English and mathematics only: 5th graders are still required to complete the OAKS Science test. Please call Yancey at (541) 233-9872 if you have any questions or require any assistance returning the form.

[Testing Opt-Out Form \[PDF\]](#)

Please Note: Opting out ONLY applies to SBAC testing. Students are required to take the NWEA Benchmark assessment.

Readiness and Interim assessment scores will be used for grouping students and evaluating student learning and progress quarterly. The Oregon Statewide Assessments are required of all students 7th, 8th and 11th grade.

Students and/or Learning Coaches must confirm testing locations in advance. Due to staffing requirements, no "walk in" testing will occur.

Work Samples

In accordance with the State Board of Education rules, OOS requires four assigned student work samples each year (one each in math, writing, speaking, and scientific inquiry). The purpose of these assigned work samples is to provide students a chance to continuously improve their communication and analysis skills, as well as additional accountability for high quality work.

Student work samples serve two different but related purposes for Oregon students:

- The first purpose is to provide an option to fulfill the annual local performance assessment requirement that ensures that students in Grades 7, 8 and 11 are afforded opportunities to learn and to receive feedback regarding their progress toward meeting specific state standards throughout their years in public schools.
- The second purpose is to provide an option for students to fulfill the Essential Skills requirement for a high school diploma.

National Standardized Achievement Testing

ISOR-PH's code for College Board testing is 380953. Students interested in College Board testing (PSAT, SAT) should search for testing locations on www.collegeboard.com

Graduation

Graduation Requirements

To earn a diploma, students must meet OOS and Oregon state graduation requirements. These are the minimum diploma requirements set by the state. Individual districts may have additional requirements.

Subject	Credits
English	4
Mathematics	3 * Δ
Social Studies	3
Science	3 *◇
Physical Education	1
Health	1
Second Language / Art / Career &	3
Electives**	6
Total Credits	24

* Applied and integrated courses aligned to standards can meet credit requirements.

◇ Lab experiences (2 credits) can take place outside of the school in field-based experiences.

Δ Algebra I or higher

** Will include several elements of learning in an online, independent study environment and planning around the student's current goals and future plans. (1) Career Related Learning Experiences (CREL's); (2) Grad Plan review.

In addition to these credit requirements, Oregon law requires that every student demonstrate completion of the following for graduation:

- Demonstrate proficiency in certain “essential skills” – skills that are deemed critical for future success. To graduate, students will need to meet the essential skills in reading, writing, and math.
- Develop an education plan and build an education profile;
- Build a collection of evidence, or include evidence in existing collections(s), to demonstrate extended application;
- Demonstrate career-related knowledge and skills in the following areas: personal management, problem solving, communication, teamwork, employment foundations, and career development; and Participate in career-related learning experiences.

Accelerated Graduation

Graduation at an accelerated rate will be considered upon petition, subject to school policy, and requires the Head of School's approval. Students requesting accelerated graduation must work directly with their Academic Counselor to see that their education plan and profile reflects the necessary courses to be eligible for this opportunity. Final decision for granting the privilege of accelerated graduation will be made by the Head of School.

Authorization

Students who graduate from OOS will earn a high school diploma from OOS in partnership with Mitchell School District authorized by the Oregon Department of Education.

GED Request (Exemption from Compulsory Attendance)

If a student is interested in participating in a GED Option Program, the student must complete and submit a GED Request for Release from Compulsory Attendance form to their School Counselor. The School Counselor will meet with the student and family or self-enrolling student 18+ to discuss/determine if the GED option is best for the student.

- Grad Plan,
- student is at least 16 years of age,
- student has an independent reading level sufficient to successfully complete GED instruction and/or testing,
- has determined the GED to be most appropriate for them,
- and has enrolled in a local GED program.

School Operations

Change of Student Information

- Students should inform OOS via this email address addresschange@onlineoregon.org when there is a change in the mailing or physical address. *
- Students, parents, and learning coaches must update their own telephone number and personal e-mail address by logging into the school platform and editing the, “My Info” section.
- For emergency contact(s), or any other important directory information that changes please contact the registrar within two (2) school days of the change. 541-823-5010 x 1001.

***Please note:** *If a change of address happens, a new document as Proof of Residence must also be submitted to have the change finalized, if moving to a new resident school district a new District Notice of Intent to Enroll must be submitted to the new district and OOS main office*

Withdrawal

All students under the age of 18 are required by Oregon law to be enrolled in school. Once you decide that you would like to transfer your student to another school, you must enroll in that school and proof of enrollment must be received from the next school to OOS so the student can be withdrawn.

Neighborhood school

Local ESD for Homeschooling: <https://tinyurl.com/OregonESD-s>

Process:

1. To withdraw a student from OOS, parents/guardians should notify their advisor or homeroom teacher for withdrawal requests in writing as far in advance of the withdrawal as possible.
2. The advisor or homeroom teacher will e-mail a link to the parent withdrawal form. The parent must complete the form in order to process the withdrawal.
3. An exit interview will be completed before a student is withdrawn.
4. All requests for transfer of student records will be initiated by the school in which the student will be enrolled. However, records may not be transferred until all OOS hardware and materials have been returned to the School.

To return hardware and materials, students will be contacted by K12 for return options or access the return via <http://help.k12.com> . K12 will send the student pre- addressed postage-paid shipping labels for shipment via FedEx. The student is responsible for packaging the materials and sending computer and materials back to the School.

Each family withdrawing will be asked to complete a withdrawal request supporting the reason for withdrawal. Contact the registrar with any questions.

Progress Reports

Students/Parents/Guardians have this information at their fingertips 24/7 by logging into the Learning Coach account in the Online School. Additionally, weekly progress reports are sent via email every week after the first three weeks of a course start day.

Report Cards

Report cards are generated and emailed after the conclusion of each school semester. Please note, all assignments and final course grades can be accessed by the student and Learning Coach at any time during the semester and at the end of the semester after grading day.

Transcripts

Transcripts requested by students will be forwarded to colleges, educational institutions and/or employers to which students are applying.

Families/Students requesting transcripts must submit a “transcript request form” (located on the OOS school website) to vstock@onlineoregon.org or faxed to 541-447-6616. The family must allow 24 hours to fulfill the request.

Unofficial Transcripts

Unofficial transcripts contain all the information contained on an official transcript. These transcripts are mailed or emailed to current or former students upon request. To request an unofficial transcript, Families/Students must submit a “transcript request form” (located on the OOS school website) to vstock@onlineoregon.org. Please allow 24 hours to fulfill the request.

Transcript Information

The following information will be included on the student’s official and unofficial transcripts:

- Student’s full legal name;
- Student’s birth date;
- School name;
- School address;
- School phone number;
- Report date;
- Graduation date or expected graduation year;
- GPA scale table;
- Parent(s)/guardian(s) home address;
- Course work and credit earned;
- GPA (4.0 scale) (each semester and cumulative);
- Number of credits (each semester and cumulative);
- Names of institutions from which OOS is accepting credits toward graduation;
- Identification of security features (official transcript only)

The following credit codes will be used on official and unofficial transcripts for assigning credit for course work completed at OOS:

Grade Code	Explanation
A, B, C, D	Letter grade; credit earned for course
F	Fail
P	Pass, credit earned for course

Transfer Credits

Students may transfer in credits from any accredited institution. Students wishing to transfer in credits based on homeschool work or portfolios or course work completed at a non-accredited institution may petition OOS to have credits reviewed and considered for placement on official transcript.

OOS reserves the right to refuse transfer credits from non- accredited institutions or for homeschool experiences.

Student Privacy (FERPA)

OOS's partnering districts are in compliance with Federal Laws 93- 308 and 93-568, presents these facts for the information of parent(s) and/or guardian(s) and students.

Student records are open for review and inspection by parents/guardians or students 18 years of age or older.

Students 16 years of age or older or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students 14 years of age or older with HIV/AIDS or a STD may be released by the student only.

Appointments may be made with the School Counselor, Academic Administrator or Head of School for viewing cumulative records of grades, achievement test scores.

OOS, in compliance with the Family Educational Rights and Privacy Act (FERPA) permits parents and/or guardians or students to do the following:

- Inspect and review the student's education records within 45 days of the day the School receives a request for access. Under state public disclosure law, the School must acknowledge the request in writing with five (5) working days, and unless the documents are presented at that time, an estimate will be provided as to when they will be available within the 45-day response period. Parent(s) and/or guardian(s) or eligible student should submit to the school (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Head of School or designee will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected;
- Request amendment of the student's education records that the parent(s) and/or guardian(s) or eligible student believes to be inaccurate, misleading, or in violation of the student's rights to privacy. They should write the school, clearly identify the

part of the record to be amended as well as specify why the information in question is inaccurate, misleading, or in violation of the student's rights to privacy.

If the School decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the School will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s) and/or guardian(s) or eligible student when notified of the right to a hearing;

- Consent to disclosures of personally identifiable information (PII) contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A school official is:

- a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel);
- a person serving on the School Board; a person or company with whom the School has contracted to perform a special test (such as attorney, auditor, medical consultant, or therapist);
- or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks;
- contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services, or function;
- to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;
- A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

File a complaint with the U.S. Department of Education under Section 99.64 concerning alleged failures by OOS to comply with the requirements of Family Policy Compliance Office.

U.S. Department of Education
600 Independence AVE SW
Washington, DC 20202-4605

Students of majority age (over 18) will have parental rights regarding issues related to their educational program.

Disclosure of Personally Identifiable Information

Parent(s)/Guardian(s) who do not want personally identifiable information (otherwise known as directory information) contained within a student's educational records or the use of photographic or video recordings made public may file a written objection with the OOS Head of School or designee regarding the release to the public of such information within ten (10) calendar days following notice of these rights to students.

Directory Information

Directory information means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information and may be released to the public with the approval of the superintendent or designee:

- Student's name;
- Student's photograph;
- Grade level;
- Major field of study;
- Participation in officially recognized sports and activities;
- Weight and height of athletic team members;
- Dates of attendance;
- Degrees or awards received;
- Most recent previous school attended.

Student addresses and telephone numbers may be released to organizations that serve students and families, such as, but not limited to, PTO, PTA and Boosters, upon permission by the head of school or designee. Parent/Guardian permission is required prior to publication of directory information on district or student publicly accessible Internet web pages.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

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

Receive notice and an opportunity to opt a student out of –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

OOS will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. OOS will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. OOS will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

OOS will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys.

Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Conduct and Discipline

Student Code of Conduct

OOS recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, cooperation and vision.

This expanded view of school will result in well-educated, productive and socially responsible citizens. We believe the School should reflect the desired expectations held by our community for our children, and that the School must provide an environment that ensures the safety and wellbeing of students.

Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely.
2. They are logical, fair, consistent, developmentally appropriate, and considerate of circumstances.
3. They include a variety of prevention and intervention measures.
4. They provide the opportunity for parent/family and student participation.
5. They respond to individual differences among students with insight and sensitivity.
6. They ensure the opportunity for students to obtain an education.
7. They increase the offender's awareness of the impact of his or her behavior and provide an opportunity to take full responsibility for it.
8. They build a sense of community and its capacity for resolving conflict, while maintaining a positive school culture.

For this reason, it is important that the School have clear expectations and guidelines for students. When applicable, internal interventions will be used prior to the referral process. If a warning is ignored and the behavior continues, the student will be referred to the administration.

It should be noted that there are instances where this process may be altered. Behaviors such as: violence toward others, bullying harassment, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment may result in an automatic referral to the administration.

Students are responsible for conducting themselves properly, in accordance with the policies of the district and lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes. The Student Code of Conduct is in effect at all school-sponsored happenings to and from school, at school, in the classroom and at on and off campus activities.

Discipline- General Guidelines

Discipline in the district is based upon a guidance-counseling philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments. The major

objectives of the school discipline program are to teach the following fundamental concepts for living:

- Understanding and respect for the rights, dignity and safety of all individuals.
- Understanding and respect for the law, district policies, procedures, rules and regulations.
- Understanding of and respect for public and private property rights.

All students are expected to follow the Student Code of Conduct and all school rules. Students not following the school rules and code of conduct are subject to the following progressive disciplinary actions.

Referrals require parent/guardian notification and may result in notification to law enforcement agencies.

CUMULATIVE DISCIPLINE REFERRALS	
Number of Referrals	Consequence
1	Principal conference
2	Principal, student, parent conference
3	The above and HOS and may result in suspension
4	Suspension and/or expulsion

Discipline- Appeal Process

A parent/guardian or student has a right to appeal disciplinary action. If an appeal is desired, a letter must be received by the Head of School office within ten (10) school business days with an official request for an appeal hearing. Sonimar Villegas, svillegas@k12.com, Fax (541)447-6616 or mail to 603 NW 3rd St. Prineville, OR 97754

Use of Restraint and/or Seclusion

Except in the case of an emergency, only staff current in the required training will implement physical restraint or seclusion with a student following school board policy. In an emergency, physical restraint and or seclusion may also be used by a school administrator, teacher or other school employees as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily harm to the student or others

A documented debriefing meeting must be held within two school days after the use of restraint and/or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include the head of school.

Manifestation Determination

A school district cannot expel a student with disabilities for a misconduct that is a manifestation of the student's disability. If the school suspend a student's access to their education for more than 10 days, then the LEA need to hold an IEP meeting to determine if the behavior that resulted in the suspension was a result of the student's disability.

Citations: OAR 581-015-2420 Manifestation Determination.

The manifestation determination is a meeting held by an IEP team to decide if a student's misconduct is related to their disability. The parent has a right to be given a written notice of the IEP meeting and manifestation determination meeting. This notice must give them adequate time to plan to attend. If OOS is considering withdrawing or expelling a student, the parent must be given the date upon which the decision to withdraw/expel will occur. The parent must also receive a copy of the procedural safeguards, which explains their special education rights.

The manifestation determination team will consist of a representative from the OOS, the parent, legal guardian or student (if over 18) and members of the student's IEP team. Parents have the right to request other individuals who have educational interest in the student and understand their academic performance and behavior to attend the meeting.

The team will decide the following:

Was the child's behavior caused by, or had a direct relationship to his or her disability and, was the conduct that resulted in being at risk of withdrawn a result of the school's failure to implement the IEP?

If the team determines that the behavior was not a result of the student's disability, then the team will discuss discipline and placement options for the student. In determining placement, the team must decide if attending school online will continue to meet the student's needs or if an alternative option exists. Regardless of outcome the IEP team will conduct a functional behavioral Assessment (FBA) to determine an appropriate behavior plan for the student.

If the team determines that the behavior is a result of the student's disability or that the IEP was not being implemented then the team will review the IEP and put a plan in place for changes in the IEP or additional supports, including a behavior support plan.

The team will consider all the following information

1. Evaluations and Eligibility
2. Observations, teacher and parent
3. The student's IEP
4. The student's placement
5. Behavior Plans (if identified in the IEP)
6. Related Services and other supports

Parents have the right to disagree with the manifestation determination and may request an expedited due process hearing to challenge the manifestation determination or a change of placement. During the review, the student will continue to be provided access to an alternative placement that will allow the student to continue to work on his or her IEP goals.

Discrimination Complaint/Grievance Procedure

Complaints regarding the interpretation or application of the charter school's nondiscrimination policy shall be processed in accordance with the following procedures:

Informal Procedure

Any person who feels that he/she has been discriminated against should discuss the matter with the head of school, who shall in turn investigate the complaint and respond to the complainant within five school days. If this response is not acceptable to the complainant, he/she may initiate formal procedures.

If the head of school is the subject of the complaint, the complaint may be filed with OOS Board chair. The Board shall designate a neutral third party to investigate the allegation.

Formal Procedure

Step 1 A written complaint must be filed with the head of school within five school days of receipt of the response to the informal complaint. The head of school shall further investigate, decide the merits of the complaint and determine the action to be taken, if any, and reply, in writing, to the complainant within 10 school days.

Step 2 If the complainant is not satisfied with the decision of the head of school, a written appeal may be filed with OOS board within five school days of receipt of the director's response to Step 1. To resolve the complaint, OOS board shall meet with the concerned parties and their representative at the next regular or special Board meeting. A copy of OOS board's decision shall be sent to the complainant within 10 days of this meeting.

If the complainant is not satisfied after exhausting local complaint procedures, or 90 days, whichever occurs first, he/she may appeal in writing to the Superintendent of Public Instruction.

Virtual Classroom Conduct

For a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students' written, and oral communications must be free of vulgar, belittling, or offensive language.
- Students must abide by rules established by the course instructor.
- Students must comply with usage instructions communicated orally or in writing by the instructor.

Students who violate the virtual classroom rules of conduct will be warned by the instructor to correct their behavior. If the student does not comply with the instructor's instructions, he/she will be removed from the virtual classroom for the rest of the session. The second time a student is removed from a classroom; the student will receive read-only privileges in the virtual classroom for the rest of the semester or until the instructor deems it appropriate to restore writing privileges to the student. A third offense will result in a referral to the Multi-tiered system of supports (MTSS) team for interventionist support.

School Event Conduct

OOS students are encouraged to participate in School events. Students must abide by the Student Code of Conduct when attending these events. Students/families are responsible for

transportation to/from event. Students under the age of 18 must not be the driver if any non-related students will be in the vehicle. Liability waivers are required for all school events. Students and legal guardians who do not provide the required waivers prior to an event will not be permitted to attend or participate.

Use of Language, Images and Personal Respect

Students must not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from, or links to, suggestive, lewd or otherwise inappropriate websites. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.

Examples of inappropriate behavior include but is not limited to:

- Insults or attacks of any kind against another person
- Use of obscene, degrading, or profane language
- Harassment (continually posting unwelcome messages to another person) or use of threads.
- Posting material that is obscene or defamatory or which is intended to annoy, harass, or intimidate another person. This includes distributing ‘spam’ mail, chain email, viruses, or other intentionally destructive content.

Dress Code

Appropriate attire shall be worn at all School activities.

Defiance

Students should follow the requests of OOS’ staff. Failure to do so will be deemed defiance toward School personnel or rules. Defiance is defined as defying instructions of School personnel, the bold resistance of School authority, and/or contemptuous behavior or attitude that is manifested by breaking of School rules. Acts of defiance may result in disciplinary action.

Weapons

Weapons are not allowed on school property or at school-sponsored events. Following state law, administration reserves the right to discipline a student through a behavior plan, suspension, and/or expulsion.

Threats

Threats against students, adults, or school staff will not be tolerated. Following state law, administration reserves the right to discipline a student through a behavior plan, suspension, and/or expulsion.

Tobacco/Drugs/Alcohol

The use of tobacco, controlled substances, or alcohol on school property or at a school sponsored event is prohibited. Following state law, administration reserves the right to discipline a student through a behavior plan, suspension, and/or expulsion.

Title IX

The public charter school is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the public charter school. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The public charter school processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the public charter school, the public charter school will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The public charter school may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

Sexual Harassment Complaint Procedure

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
<u>Lorene Callahan</u>	<u>Social Worker</u>	<u>971-930-9937</u>	<u>lcallahan@onlineoregon.org</u>

The public charter school official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

- Step 1 The public charter school official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within [five] working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other

documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the administrator.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the public charter school Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the decision of the administrator in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the administrator's decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the administrator's decision in Step 1 is final.

The administrator is authorized to amend these procedures (including timelines) when the administrator feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the administrator or a Board member (other than the Board chair) may start at step 2 and should be referred to the Board chair on behalf of the Board. The Board chair will cause the required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 2 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

Harassment, Intimidation and Bullying

No one should be subjected to harassment at School for any reason. Therefore, it is the policy of OOS that all students will deal with all persons in ways which convey respect and dignity. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs or ridicules are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group based on race, ethnicity, religion, gender, sexual orientation, creed, age, disability or other extraneous factors is prohibited and shall be grounds for disciplinary action.

OOS does not tolerate intimidation, harassment, bullying and/or fighting. Intimidation, harassment, bullying, fighting and racial and/or sexual harassment are violent acts against others. These behaviors will not be tolerated, and the natural consequence is to be barred from interactions with others.

A phone call and/or warning letter will be sent home for the first harassment, bullying, or intimidation offense. Subsequent offenses will lead to suspensions in accordance with the School discipline policy.

OOS will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. OOS will act appropriately within the discipline codes of the district and will take reasonable action to end bullying and/or harassment.

Cyber Bullying

Each user of the school community and class connect classroom is solely responsible for the content posted through his/her log-in credentials. Sharing your username and password with others is strictly prohibited, as is logging in with someone else's username and password, or impersonating another user.

The following tones, language, materials, and behaviors are strictly prohibited:

- Posting personally identifiable information such as phone number, IM, email address or street address in any format other than a private message.
- Antagonism or prejudice of any kind with respect to race, religion, gender, intelligence, age, orientation, disability, or socioeconomic status.
- Posting material including photographs and videos inappropriate for minors. (A minor is anyone under the age of 18 years)
- Any criminal or illegal activity including encouraging the unlawful use, possession, manufacture or distribution of tobacco, drugs, or alcohol.
- Illegally posting, distributing, uploading or downloading copyrighted work (music, video, drawing, words, images, pictures, software, or otherwise), or providing any information to circumvent copyright protection devices or software.
- Sharing quiz, test, assessment, essay or term paper questions or answers or undertaking any other action that would violate any code of conduct, expectations

or rules of your school or teachers regarding academic honesty or that would defeat the intent of any quiz, test, assessment, essay, term paper or other academic assignment.

- Threats to anyone's physical or mental well-being.
- Threats to school or personal property.
- Stalking behaviors.
- Harassment of any kind.
- Explicit language or sexuality.
- Explicit or graphic violence.
- Disruption of the server or host software.
- Impersonation of others' identities, including employees/representatives of OOS.
- Use of codes, software, or passwords that may grant unauthorized access to OOS software or third-party software of any kind.
- Soliciting passwords or personal identifying information from other users.
- Content that poses any threat to homeland security.

Failure to comply with these standards may result in temporary or permanent removal of user access.

Academic Freedom/Student Rights

In addition to other rights established by law, each student served by or on behalf of a common school district shall possess the following substantive rights, and no school district shall limit these rights except for good and sufficient cause:

- All students possess the constitutional right to freedom of speech and press, the constitutional right to peaceably assemble (see Freedom of Assembly) and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place and manner of exercising such right.
- All students possess the constitutional right to be secure in their persons, papers and effects against unreasonable searches and seizures.
- All students shall have the right to be free from unlawful interference in their pursuit of an education while in custody of a common school district.
- No student shall be deprived of the right to an equal educational opportunity in whole or in part by a school district without due process of law.
- The foregoing enumeration of rights shall not be construed to deny or disparage other rights set forth in the constitution and the laws of the State of Oregon or the rights retained by the people.

Technology Usage

OOS has done due diligence to protect students' personal information and to guard against cyber predators by installing anti-virus software and security settings on each student's computer. Students are responsible for installing updates and patches for anti-virus software. Students must not change the security settings of the computer.

Students sign an Acceptable Use Agreement governing their use of the on-loan hardware, the internet and e-mail through the enrollment process. Students who breach the terms and conditions of the Acceptable Use Agreement must return the computer and equipment to OOS. Students/families who do not comply with the return request will be liable for the cost of the computer and printer.

Internet Stipend

OOS is pleased to provide an internet stipend for each family during the school year for the months in which the student is enrolled.

Each family that applies by the communicated deadline will be reimbursed \$15 per month after semester 1 and again semester 2. Information will be sent out via email twice per year.

- Families with more than one student enrolled will receive \$15 per month, per family (not student).
- Families must submit statements by the deadline set forth in the school’s communication for claiming the internet stipend.
- Stipends are provided for the following months:

Semesters 1	Semesters 2
September	February
October	March
November	April
December	May
January	June

Email

Students utilize Email for academic purposes within OOS. Monitoring the contents of Emails sent and received is not an unreasonable search. Email is the preferred method of communication and can be viewed at any time in the student’s account.

Students must check email every school day and reply to each email by the end of the next school day unless teachers specify a response is not necessary. Students **MUST** reply to their homeroom teachers’ emails within 24 hours.

Reporting of Suspected Abuse of a Child

Any public charter school employee who has reasonable cause or reasonable suspicion to believe that any child with whom the employee has come in contact has suffered abuse or neglect, as defined in state law, by any adult or by a student with whom he/she is in contact has abused a child, will immediately notify the Oregon Department of Human Services, Community Human Services or the local law enforcement agency. The school employee shall also immediately inform his/her supervisor or public charter head of school

Public charter school staff shall receive training each school year in the prevention and

identification of child abuse and on the obligations of school employees under ORS 419B.005 and as directed by public charter school board policy to report suspected abuse of a child. In addition, an annual training for parents and legal guardians of students attending public charter schools shall be provided on the prevention, identification of child abuse and the obligation of school employees to report suspected abuse of a child.

Recognizing the different types of child abuse

Emotional abuse can severely damage a child's mental health or social development.

Examples of emotional child abuse include:

- Constant belittling, shaming, and humiliating a child
- Calling names and making negative comparisons to others
- Telling a child he or she is "no good," "worthless," "bad," or "a mistake"
- Frequent yelling, threatening, or bullying
- Ignoring or rejecting a child as punishment, giving him or her the silent treatment
- Limited physical contact with the child-no hugs, or other signs of affection
- Exposing the child to violence or the abuse of others, whether it be the abuse of a parent, a sibling, or even a pet

Physical abuse involves physical harm or injury to the child. It may be the result of a deliberate attempt to hurt the child, but not always. It can also result from severe discipline, such as using a belt on a child, or physical punishment that is inappropriate to the child's age or physical condition.

Sexual abuse is an especially complicated form of abuse because of its layers of guilt and shame. It's important to recognize that sexual abuse doesn't always involve body contact. Exposing a child to sexual situations or material is sexually abusive, whether or not touching is involved. Sexual abuse usually occurs at the hands of someone the child knows and should be able to trust-most often close relatives.

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, or supervision. Child neglect is not always easy to spot. Sometimes, a parent might become physically or mentally unable to care for a child, such as with a serious injury, untreated depression, or anxiety. Other times, alcohol or drug abuse may seriously impair judgment and the ability to keep a child safe.

Warning signs of emotional abuse in children

- Excessively withdrawn, fearful, or anxious about doing something wrong
- Shows extremes in behavior
- Doesn't seem to be attached to the parent or caregiver
- Acts either inappropriately adult or inappropriately infantile

Warning signs of physical abuse in children

- Frequent injuries or unexplained bruises, welts, or cuts
- Is always watchful and "on alert," as if waiting for something bad to happen
- Injuries appear to have a pattern such as marks from a hand or belt
- Shies away from touch, flinches at sudden movements, or seems afraid to go home

- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days

Warning signs of sexual abuse in children

- Trouble walking or sitting
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior
- Makes strong efforts to avoid a specific person, without an obvious reason
- Doesn't want to change clothes in front of others or participate in physical activities
- An STD or pregnancy, especially under the age of 14
- Runs away from home

Warning signs of neglect in children

- Clothes are ill-fitting, filthy, or inappropriate for the weather
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor)
- Untreated illnesses and physical injuries
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments
- Is frequently late or missing from school

Sexual Harassment

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment.

This can include:

- Sexually suggestive looks, gestures, or comments;
- Sexual jokes, pictures or teasing;
- Pressure for dates or sex;
- Sexually demeaning comments;
- Deliberate touching, cornering or pinching;
- Attempts to kiss or fondle; and
- Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances.

Crisis Plan

[SY20-21 Crisis Plan](#)

Attendance

Instructional Hours

OOS will implement a school calendar which provides students with the state required instructional hours per year. All courses have been and will be audited to ensure they meet this criteria and evidence of that audit will be recorded. Audit records are maintained by OOS.

School assemblies, student orientations, testing, parent-teacher conferences, Success Centers and other instructionally related activities directly involving students may be included in the required instructional hours.

School closures due to emergencies will adversely impact the number of session days, though the OOS Academic Review Committee may act to address instructional requirements in these instances.

OAR Instructional Hours policy

Oregon Administrative Rules: (1) requires that each public school adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction. Insight School of Oregon Painted Hills (OOS) requires the following hours:

Grades 7-8	900 hours
Grades 9-11	990 hours
Grade 12	966 hours

Oregon Administrative Rules establishes that school attendance is compulsory for students between the ages of seven (7) and eighteen (18), unless the student has completed grade 12. OOS is one of the public-school options available to parents to fulfill this obligation. Parents should understand that OOS is a public school, not a home school alternative. As a part of the public-school system, OOS has responsibility to account for the attendance and progress of each individual student enrolled and for which OOS receives public funds.

This policy relates not only to attendance issues, but also delineates the procedures by which students can be suspended, expelled and re-enrolled, as well as the appeal process.

It is necessary to carefully track, and document required attendance communication contacts each week for accountability purposes as well as funding from the State Department of Education. Progress and mastery relate to promotion of the student in the curriculum. OAR 581-022-2320

OOS Attendance Goals and Expectations

1. Intervene early
2. Implement standard evidence-based interventions
3. Track success of interventions

Except in extraordinary cases, students will be expected to “attend” 100% of the annual attendance requirements, as defined above, for the student grade level. These hours may be earned through a flexible schedule as provided in the school calendar.

“Attendance” Definition:

Student has daily activity in all required BBC classes. Daily activity. Examples are, but not limited to:

1. Attending and participating in a live Class Connect session
2. Login to all required classes and complete assignments.

“Extraordinary Circumstances” Definition:

Which may be considered acceptable for less than 100% student attendance include:

1. Extended illness of the student or
2. Other such individual circumstances that prevent the student from attending to school work.

If recorded and reported attendance falls below the above-defined acceptable standards, the Head of School or designee may take initial action to suspend access to course/classroom & content for truancy (a violation of the school’s attendance regulations). As outlined below, repeated lack of required attendance may result in action by the Board regarding habitual truancy

Compulsory Attendance Law in Oregon

“Except as provided in ORS 339.030 (Exemptions from compulsory school attendance), all children between the ages of 6 and 18 years who have not completed the 12th grade are required to regularly attend a public full-time school during the entire school term.” ORS 339.010

“Except as provided in ORS [339.030 \(Exemptions from compulsory school attendance\)](#), every person having control of a child between the ages of 6 and 18 years who has not completed the 12th grade is required to send the child to, and maintain the child in, regular attendance at a public full-time school during the entire school term.”

A parent, guardian, or other person lawfully charged with the care or custody of a student under 15 years of age, may, under ORS 163.577 (1)(c), be found by the courts to have committed the offense of failing to supervise a child who has not attended school as required. OOS staff will monitor and report violations of the state compulsory attendance law. ORS 339.020

Additionally, OOS will notify the parent(s) in writing that, in accordance with law that they will be attend a conference with the non-attending student to discuss attendance requirements.

Absence/Truancy Notification

OOS staff will notify parents/guardians each Friday if their child has failed to progress in

their coursework for one week.

Exemption from Compulsory Attendance (9th-12th grade students only)

The OOS may grant an exemption from compulsory attendance to the parent of a student who is 16 or 17 years of age or an emancipated minor provided the student is:

1. Employed full-time;
2. Employed part-time and enrolled in school full-time;
3. Enrolled in a community college

All such request must be submitted in writing to the OOS Head of School and include documentation of the student's employment by the employer, or enrollment status by the school. The OOS requires notification should the student's employment or enrollment status be terminated.

Requests will be considered only following a conference with school administration.

Approved exemptions will be in writing and include information on alternative education programs of instruction or instruction combined with counseling that may be available.

Exemptions will be granted for a limited time only, must be renewed on a semi-annual basis and will be reviewed by the school no later than the [second week] of each semester. Parents will be notified of the need to reapply for an exemption no later than the [second week] of each semester or return the student to school until a high school diploma or GED is earned or until the student reaches age 18.

Habitually Truant Students

It is the intent of OOS to work with families to ensure that they are supported and successful in our model.

OOS will make all possible attempts to contact students and families of students who are either not regularly attending required BBC sessions. OOS will work with these students and their parents and/or guardians to provide the needed supports to increase the opportunity for these students to be successful in our online model and to avoid disciplinary action. When a student has missed one week of BBC attendance, families will be contacted for school interventions.

A student/family who is anticipating an absence from the school for a period of a time or is experiencing an event which could be considered an extenuating circumstance should work with the assigned teacher or the school's administration to create a plan to address progress review to complete necessary progress prior to and/or after the planned absence.

Transportation Policy

Insight School of Oregon Painted Hills online Charter School does not provide transportation to or from any school sponsored events, (Success Centers, State Testing, Face to Face events, Special Programs services, Prom or Graduation). All such transportation for school events is the sole responsibility of the Legal Guardian or Self-Enrolling student 18 or over.

Student Activities

Extra-Curricular Activities

OOS is an OSAA associate member. Any students seeking to participate in extra-curricular activities at their local school must contact their Resident School District Athletic Director.

Reference the OSAA website: <http://www.osaa.org/schools/associate-members> for our school listing.

School Sponsored Outings

Field trips are optional learning opportunities for students. Students are encouraged to attend, but course grades will not be negatively affected by a student's inability to participate.

Legal guardians must complete a permission form and health questionnaire for each school sponsored outing.

Dances

OOS dances may be held at central locations in the state and will be chaperoned by administrators and instructional staff. *Parent volunteers* must be cleared by the Oregon Department of Education before eligible to chaperone. OOS students inviting non-OOS students must notify the Head of School using a form provided by OOS Administration. ISOR- PH Administration may not be able to qualify all non OOS students to be eligible to attend dances.

Dance Pass Requests

Students submitting Dance Pass Requests to attend dances at a local school must submit the form to the Registrar and allow 72 hours for Administrative approval.

Department of Motor Vehicles: Statement of Enrollment

Students requesting DMV – Statement submit a request via email (vstock@onlineoregon.org), email, or phone call (541-823-5010 ext. 1002). The family must allow 24 hours to fulfill the request.

Graduation Ceremonies & Exercises

OOS graduation exercises may be held at one or more locations around the State. To participate in the ceremony, students must have met all credit, district and State graduation requirements. Students currently under suspension may or may not be allowed to participate.

Family and friends of graduates are welcome to attend commencement and graduation exercise.

Materials and Technology

Inventory Identification

All hardware belonging to OOS is clearly marked with an inventory identification tag or label. Any hardware bearing an inventory identification tag or label must be considered as “on loan” to the student for the School year. School materials (such as books and software) must also be considered as “on loan” to the student for the semester or the school year.

Acceptable Use Policy

In enrolling with OOS, students, and if under the age of 18, their parent(s) or guardian(s), must accept the responsibility of using the computer, printer and course materials, and the system supplied by Insight in a responsible and appropriate manner by signing an Acceptable Use Agreement through the enrollment process.

Distribution of Textbooks, Materials & Technology

OOS will provide textbooks, software, and required materials for all academic courses required for graduation.

Computer hardware will be shipped to students with delivery confirmation. Shipments will carry insurance to cover the cost of replacing the system. Students/families will be notified of the expected arrival date and the tracking number of the package(s). The student or a parent/guardian must sign for the package.

Insurance Coverage

School insurance will not cover stolen, lost or fire-damaged equipment. OOS highly recommends adding the laptop to the parent’s/guardian’s homeowner’s/renter’s insurance policy. Without the insurance protection against stolen, lost or fire- damaged equipment, the student and their family are financially responsible for the replacement costs for any equipment damaged by fire, lost or stolen. All technology packages should be insured up to \$2,000.

Return of Textbooks, Materials & Technology

Textbooks and other course materials must be returned to K12 within 14 calendar days of the last day of the semester, or from withdrawal, during which the materials are used. Students/families will be assessed a replacement fee for all materials that are not returned by that time. The fee will be removed upon return of the materials.

Students/families will be provided with return shipping materials/expenses or reimbursed for expenses directly associated with the return of materials and textbooks. Students/families must request package tracking and send notification of date and tracking number to OOS at help.k12.com.

<http://help.k12.com/support-topics/materials/returning-materials/ups-return-shipping-labels>

Who to contact?

Contact K12 Help Desk (Open 24/7) if...

- Using Fire Fox Browser
- Track Shipping Status - Materials & Computer Equipment OLS Account
- Learning Coach Account Set Up
- Internet Browsers - Clear Cache and Cookies Student OLS Account Set Up
- Learn Which Course Materials Will Need to be returned (K12 Public Schools)
- Computer Equipment Returns FAQs
- Recommended Browsers
- OLS Account - User Name or Password Retrieval

Visit help.k12.com to view short 'how to' videos on all topics including:

- When will I receive Materials & Computer Equipment
- How do I set up the OLS Account - Learning Coach and Student
- Which Internet Browser works best
- How to clear cache and cookies
- Which course materials will need to be returned (K12 Public Schools)
- How do I return computer equipment?
- I forgot my user name or password
- How do I get into my Class Connect Sessions?

Contact Advisor or Homeroom Teacher if...

- I don't know who to reach, or I don't know how to reach "xx" ...
- I would like to withdraw from school...
- When will I receive my laptop/printer
- Add a Learning Coach?
- How to login into accounts Update information on accounts
- Help setting up LC & Students accounts
- Return call for new student onboarding
- I would like to withdraw from school...
- How does attendance work in an online school?
- I'm having trouble managing my time and getting things done, what can I do?

Contact Classroom or Content Teachers if....

- I don't understand the assignment.
- Did I get all of the points I should have? We're moving too fast.
- Can I get an extension on my work?
- What is my current grade?
- When is my assignment due?
- Where can I find the Dropbox for my assignment?
- How do I save my file in rich text format?
- What is my current grade?
- I'm having problems keeping up. Help!

- I have a big life event coming up; what do I need to do to stay on top of things?
- How do I attach a document to an email?
- I am struggling with my courses, what can I do?

Contact Student Resource Coordinator (social worker) if...

- I need to talk to someone about an emotional issue.
- There has been a crisis in my life, who can I talk to?
- I am homeless.
- I can't afford internet.

Contact Counselors if...

- I want to add/drop a course.
- Am I on track for graduation?
- I need help with my college applications.
- What are my options after high school?
- Questions about GED.

Contact Registrar or Records Manager if...

- I need a copy of my transcript.
- When will I get my report card?
- I need proof of enrollment. DMV, Employment, Insurance, etc.
- I need to change my address.

Contact Office Manager if...

- I need to replace my student ID card.
- Questions about bi-yearly Internet Stipend Program.

Accreditation

Accrediting Body

ISOR-PH was granted accreditation by AdvancED in May of 2016.

CVA and ORDCA is pending the accreditation review occurring in October 2020.

Accreditation Process

AdvancED publishes a set of standards and indicators specifically for distance learning schools that guide the accreditation process and decision. The standards include indicators of qualities for the following broad categories:

- Standard 1: Purpose and Direction
- Standard 2: Governance
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems
- Standard 5: Using Results for Continuous Improvement

Additional information on the standards and indicators can be found online at <http://www.advanc-ed.org/>

School Right to Modify Handbook

The school reserves the right to modify this handbook at any time as need arises. All changes to the handbook will be approved by the Charter Board and will be consider in effect upon acceptance. The school will attempt to provide written notice to the students and parents of all mid-year changes to the handbook.