Student/Parent Handbook

2017-18 SY

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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 ISOR-PH in this handbook, without prior notice. Any alterations to this document will be communicated to affected parties by mail and e-mail.

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Preface

Vision Statement

Insight School of Oregon Painted Hills puts students first to ensure all students become successful in school and develop as individuals to become productive and innovative citizens.

Mission Statement

Insight School of Oregon Painted Hills will develop each child's full potential with engaging, individualized learning. With an emphasis on doing the right thing for students, we are committed to leading change in education by challenging traditional methods to provide the best education for every child and family we serve.

Core Values

Students First
Data Driven
Professional Learning Communities
Learning at the Center
Engagement-Retention
Communication
Skill Specific Instruction

Authorization

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

Teachers and staff will expect the following from every student enrolled in ISOR-PH:
- Complete assignments and log into all courses daily
- Attend all live class connect sessions
- Initiate or respond to emails daily
- Ask questions early (do not wait until the last minute)
- All work must be your own
- Appropriate attire must be worn at all school functions

Be responsible:
- The student's grade is earned, not given
- The student is responsible for logging on daily
- The student is responsible for contacting teachers
- The student is responsible for their attendance
- The student is responsible for all class work
- The student is responsible for watching recordings to all missed classes
- Be respectful always
- Use appropriate language in class connect, on assignments and in emails
- Be on time
- Stay on topic in live sessions
- Be polite in all emails – example below:
  Dear Mr. /Ms. _____
  Body of message using complete sentences and punctuation.
  From,
  Student Name

Students are required to communicate understanding of the policies and expectations in this handbook with their homeroom teachers via email. Students should send an email stating the following: "I have read and understand the expectations outlined in the student handbook."

Admission

Non–Discrimination Statement

The Insight School of Oregon – Painted Hills, based upon federal and state law, does not discriminate based on race, color, marital status, religion, sexual orientation, age, disability, or national origin. Insight Oregon does not discriminate in its educational program, activities, or in its hiring practices. Insight Oregon follows Title VI of the 1964 Civil Rights Act (Public Law 88 -352), which prohibits discrimination based on sex; HEW regulation 504, which prohibits discrimination based on physical or mental handicap; and the Oregon Administrative Rule 581- 21-0045, ORS 326.051, ORS 659.150, and all rules issued by the State Board of Education pursuant to these laws. No person in Oregon shall be denied the benefits of, or be subjected to discrimination based on race, color, marital status, religion, sexual orientation, age, disability, or national origin under any educational program or activity administered or authorized by the State Board of Education. If you have questions or a possible complaint under the provision of federal or state law, please contact Tim Jalkanen at tjalkanen@k12.com.

Appeals Process

Students who have been denied admission to ISOR-PH may appeal to the Head of School.

Placement Forms – Full Time and Late Start

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
- Immunization Record

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 ISOR-PH on or before the school-specified deadline before the student is considered placed.

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

Full-Time Status

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

Part-Time Status

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

Minimum Admission Requirements

Students must complete the admission requirements per the K12 admissions process listed on the admission page.

All courses will include baseline assessment for placement and tiered instruction to better meet the needs of individuals.

All students will complete the Online Learning course within 2 weeks of enrollment

All students in grades 7– 12 are required to participate in State Assessments. If students do not participate they may be withdrawn for failure to meet minimum performance requirements.

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.

ISOR-PH 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 ISOR-PH program for their student.

ISOR-PH 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

ISOR-PH serves grades 7 through 12.

Age Restrictions

To be eligible to attend ISOR-PH 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.

Criminal Background

ISOR-PH complies with applicable state and federal regulations regarding student privacy. If the ISOR-PH Head of School or designee deems that admitting the student would pose a significant risk to the health and safety of the other students, the Head of School may deny the student admission to the school.

Homeless Students

Definitions
1. "Enrollment" means attending classes and participating fully in school activities.
2. "School of origin" means the school that the student attended when permanently housed or the school where last enrolled.
3. "Homeless student" means individuals who lack a fixed, regular and adequate nighttime residence and includes:
    a. 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;
    b. 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;
    c. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
    d. Migratory students who qualify as homeless because the students are living in circumstances described in a.-c.
4. "Unaccompanied student" includes a student not in the physical custody of a parent or guardian.

Assignment to School

The district shall, according to the student's best interest, continue the student's education in the school of origin for the duration of homelessness, or enroll the student in a district school in the attendance area in which the homeless student is living on the same basis as other district students.
In determining the best interest of the student, the district shall:

1. To the extent feasible, keep a homeless student in the school of origin, unless doing so is contrary to the wishes of the student's parent or guardian;
2. Provide a written explanation, including a statement regarding the right to appeal, if the district sends a homeless student to a school other than the school of origin or a school requested by the parent or guardian;
3. In the case of an unaccompanied student, ensure that the district'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 district 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 district 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 district'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 homeless student 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 district's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the district's discrimination complaint procedure.

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

Student Services

1. Education services for which the student is eligible, such as:
    a. Title I;
    b. Special education;
    c. 504 plans
    d. Programs for students with limited English proficiency;
    e. Professional technical programs;
    f. Talented and gifted programs.
    g. Pregnant and parent teens
    h. Homeless students

Coordination

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

District Liaison- the Family Resource Coordinator position is the District Liaison for ISOR-PH.

The ISOR-PH liaison with the title *Family Resource Coordinator* will ensure that:
1. Homeless students are identified;
2. Homeless students 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 homeless students 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 homeless students 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 homeless student, 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 homeless students and their families are informed of the liaison's duties.

The district's liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

Student Services

Special Education
ELL (English Language Learners)
Multi-Tiered System of Supports (MTSS)
TAG (Talented and Gifted)
504 Plan
Pregnant and Parenting teens
FAST (Family Academic Support Team)

A multi-tier approach is used to efficiently differentiate instruction for all students.
•Struggling learners are provided with interventions at increasing levels of intensity to

accelerate their rate of learning.

> *•These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists.*
>
> *•Decisions about the intensity and duration of interventions are based on individual student response to instruction.*

•Gifted learners are provided opportunities for enrichment.

> *•The model incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs.*

Special Education

The ISOR-PH 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). ISOR-PH 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. ISOR-PH will convene an IEP/placement meeting in which a representative from ISOR-PH will participate. Both the resident district and ISOR-PH 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.

ISOR-PH 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.

ISOR-PH 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 Plan

Mitchell School District is responsible for the provision of required special education and related services to students that have been identified as students with disabilities under the IDEA. Students who qualify for a Section 504 Plan under the Rehabilitation Act of 1973 (Section 504), or are currently receiving accommodations or other services, are admitted as general education students who meet the minimum admission requirements. The ISOR-PH Academic Counselors will review 504 Plans and discuss with the parent/guardian and teachers the accommodations required.

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.

Bilingual Students (English Language Learners/ELL)

The school provides special programs for bilingual 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 the public charter school.

Expelled/SuspendedStudents

ISOR-PH welcomes all students who enroll in the school; if a student has been expelled from their school of residence for weapons, violence, drugs or bullying, the school may require the student to enter with an action plan for success. Student entering under expulsion may not be allowed to participate in any face-to-face events until one year after the date of the expulsion.

Withdrawn Students

Students who are withdrawn from ISOR-PH for enrollment, attendance, academic reasons, or discipline reasons may not be allowed back to continue their education with ISOR-PH until the quarter following the withdrawal unless a written appeal is submitted and accepted. The appeal must include the reason for 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.

Family Academic Support Team(FAST)

Overview:
The Family Academic Support Team (FAST) empowers students to overcome challenges—be they academic, social, emotional, medical, or otherwise—to succeed in

school and beyond. This holistic approach includes early intervention, support services, and linking families to school and community based resources. FAST members and teachers work with families to provide the extra help needed to enable students to stay motivated and on track. Data drives decision making. Data is analyzed throughout the referral process to monitor individual student progress and program efficacy.

FAST Goals:

- Develop the capacity of students and families from a **strength based** perspective
- Help students **stay on track** through early interventions, wrap-around supports and engagement strategies
- **Work through non-academic issues** with students and families to remove barriers to school success
- Creates a **positive, welcoming and supportive school climate** during **Strong Start** and throughout the year that allow a range of opportunities for parental involvement
- Develop **community partnerships** to better support students and families with social, emotional, and medical issues
- Foster student **connectedness** and nurture student **motivation**
- Improve student **retention** to **promote** students to the next grade level and achieve on time **graduation.**

Instruction

Staff Qualifications

Teachers at ISOR-PH must meet the following minimum qualifications:

- Hold a Masters' Degree; and
- Hold a current Oregon teaching certificate in their content area and be highly qualified or
- Hold an Oregon certificate of conditional assignment permit (for a period not to exceed three years).

ISOR-PH requires all administrators, counselors and instructors to be certified in their subject area.

Non-Discrimination Policy

ISOR-PH does not discriminate based on age, race, color, religion, gender, sexual orientation, national origin, disability, or veteran status.

Responsibilities and Duties: Teacher

ISOR-PH teachers are on a personal mission to motivate and inspire students to commit to their education and work to their potential for educational and personal success. ISOR-PH has a unique opportunity to serve students in an online setting that requires non-traditional services from the specialists at ISOR-PH.

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

Responsibilities and Duties: Learning Coach

ISOR-PH partners with learning coaches and parents to provide the best possible education for students. This partnership should lead to student academic and social success. In this partnership, the school asks learning coaches and parents to do the following:

- Complete the school orientation which includes the Online Learning Course, designed to familiarize students and learning coaches with the Online platform,
- Assure that students are making contact —Oregon requires a minimum of two contacts, on different days, per week between the student and the teacher via phone, class connect sessions, email, text or in person,
- Assure students are completing academic work— approximately one hour per day for each course,
- Maintain communication with the school and teachers through phone conferences and/or live meetings,
- Check email daily,
- Provide and update (within 5 days of change) working phone number, email address and current mailing, physical and shipping addresses,
- Assure that students in grades 7-8 and 11 participate in the state assessments,
- Maintain internet access—a monthly stipend (to be paid out at the end of each quarter 2 and again quarter 4) is available for families who submit the required paperwork and for students who are in good standing (attending and passing),
- Return computers, textbooks, software and/or supplementary materials upon request.

Academic Engagement Requirements

Synchronous and Asynchronous Academic Expectations

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

To begin, all students will be treated as synchronous learners.

Synchronous Learning Requirements:

- Attend all BBC Sessions everyday
- Attend required assemblies
- Complete required assessments
- Maintain course progress in assigned classes

Asynchronous Learning Requirements:

- Email or text teachers twice per week with update on course progress
- Attend weekly target session with content teacher
- Maintain course progress in assigned classes
- Create individual pacing plan to stay on track with course progress

Reasons for possible placement as an asynchronous learner:

- Exemption due to full-time work or extenuating circumstances:
  - Refer students needing an exemption to HOS to complete exemptions
  - Attend worker bee group with FAST
- Late start in cohort
  - Complete courses asynchronously
- Credit Recovery
  - Will be placed as synchronous unless requested to complete asynchronously
  - Two weeks to demonstrate capacity to work asynchronously

Failure to engage in the academic requirements as described may result in a referral to FAST, an administrator or targeted support classes.

Curriculum

Selection of Curriculum and Materials

ISOR-PH's courses integrate instructional theory and practice. Learning objectives, including both mastery of principles and concepts and their application, are clearly defined for each organizational unit. Courses use a blended approach of objectivist content presentation and constructivist application of content. Course content engages student attention and provides anchors for the construction of new knowledge and schemata. Content is presented in instructionally effective, efficient, and appealing ways; students can demonstrate understanding of new material and to apply the concepts to unique and relevant situations, thereby making the content their own.

Ongoing research in best practices of online course design and implementation at ISOR-PH continuously informs the course design, development, review and revision process.

Course Catalog

Please contact your student's counselor for inquiries about ISOR-PH courses with their associated credits and descriptions.

Alignment to State Standards/Common Core State Standards

ISOR-PH's core academic courses are aligned to Oregon State Standards and Common Core State Standards. Standard mappings are documented by ISOR-PH and necessary content is developed by curriculum teams under the direction of ISOR-PH.

Academic Operations

2017-2018 Important Dates – Quarter Calendar

2017-2018 ISOR-PH Academic Calendar						

AUGUST

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

8/14 Online Orientation Begins
8/8-9 Staff Development
8/28 Start of Fall Semester & Qtr 1

8/28/17 Cohort 1
3 + IOL

SEPTEMBER

S	M	T	W	TH	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

9/4/17 Labor Day

9/18/17 Cohort 2
2 + IOL

OCTOBER

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10/27/17 End of Qtr 1
10/30-31 Grading/Work Days

10/9/17 Cohort 3
1 + IOL

NOVEMBER

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	H	11
12	13	14	15	16	17	18
19	20	21	22	H	H	25
26	27	28	29	30		

11/1 First day of Qtr 2
1/10 Veteran's Day Observed
11/23-11/24 Thanksgiving Break

11/1/2017 Cohort 1
3 + IOL
11/27/17 Cohort 2
2 + IOL

DECEMBER

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	H	26	27	28	29	30

JANUARY

S	M	T	W	TH	F	S
	H	2	3	4	5	6
7	8	9	10	11	12	13
14	H	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

31						

*12/18/17-1/1/18 Winter Break
12/25/17 Christmas Day

1/1 New Year's Day	1/1/18 Cohort 3
1/15 MLK Jr.'s Birthday	1 + IOL
1/23 End of Qtr. 2	
1/24-26 Grading/Work/PD days	1/29/18 Cohort 1
1/29 First day of Qtr 3	3 + IOL

FEBRUARY

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	21	22	23	24
25	26	27	28			

2/19 President's Day	2/20/18 Cohort 2
	2 + IOL

MARCH

S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

3/26-3/30 Spring Break	3/12/18 Cohort 3
	1 + IOL

APRIL

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4/6 End of Qtr 3	4/11/18 Cohort 1
4/9-10 Grading/Work Days	3 + IOL
4/11 Start of Qtr 4	4/30/18 Cohort 2
	2 + IOL

MAY

S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	H	29	30	31		

5/28 Memorial Day	4/21/18 Cohort 3
	1 + IOL

JUNE

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	G
17	18	19	20	21	22	23
24	25	26	27	28	29	30

6/1 Last Day for Seniors
6/13 End of Qtr 4

JULY

S	M	T	W	TH	F	S
1	2	3	H	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

7/4 Independence Day

6/14-15 Grading/Work days 6/16 Graduation	

The designation "No Live Classes" indicates that student services, administrative and instructional personnel will not be available to students. Students will still have access to their courses 24 hours a day 7 day a week. Technical support will be available to students 24x7, with some downtime during holiday season.

Course Registration

Students are scheduled into their courses in advance of meeting with ISOR-PH Academic Counselors for course registration. The Academic Counselor may grant approval for courses as a prerequisite for enrollment.

Add/Drop Period

Students may add or drop courses up to 10 days from the student's first day of attendance as long as they keep at least 3 courses. Students over the age of 18 or their parent/guardian must contact the student's Counselor who will evaluate the request and make a recommendation to the Head of School who will make the final decision.

Course Fees

ISOR-PH is a publicly-funded charter school. Courses and related materials are provided for full- time students who are residents of the State of Oregon at no charge. There may be a fee required if summer school courses are offered.

Low-Enrolling Courses

Some elective courses are dependent upon enrollment. Students are encouraged to register early to secure their place in the course, or to ensure that the course is not closed due to low enrollment. Students will be informed during the registration process if they need to select an alternate course. Students will automatically be enrolled in the alternate course if their original course choice does not receive sufficient enrollment.

Credit for Courses

Credit for coursework completed at ISOR-PH can be earned on a Letter grade or pass/fail basis. To earn credit for a course at ISOR-PH, students must earn a minimum of 60% of the total points possible in the course. Any course-specific departures from this policy are clearly stated in the course syllabus, and supersede this policy.

Students with extenuating circumstances may petition the Head of School to receive a pass/fail grade for an academic course.

Dual Attendance

Students who are simultaneously enrolled in <u>college or university</u> 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. <u>We recommend a conversation with the school counselor before</u> enrolling in a college class to make sure the credit may be applied to remaining graduation requirements.

School Operations

Placement Process

Information about the ISOR-PH registration process is available on the ISOR-PH website at http://or- ph.insightschools.net/ or by calling K12 Enrollment at 855.534.6303.

Change of Student Information

Students should inform ISOR-PH via this email address addresschange@k12insightor.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 1002

*Please note: *If a change of address happens, a new document as Proof of Residence must also be submitted to have the change finalized.*

Withdrawal

To withdraw a student from ISOR-PH, parents/guardians should notify the School administration in writing as far in advance of the withdrawal as possible and complete an online withdrawal form. With your request a staff member will e-mail a link to the parent withdrawal form.

An exit interview may be completed before a student is withdrawn. 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 ISOR-PH 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 New Online School; change to student view and 4 tutorials will pop up on how to find student courses, grades, etc. after reviewing these tutorials they can see student progress on any assigned course.

Report Cards

Report cards will be generated and mailed at the end of each school quarter.

Reminder: all assignment and final course grades can be accessed by the student & learning coach *at any time* during the quarter and at the end of the quarter on the 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 ISOR-PH school website) to vstock@k12insightor.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 ISOR-PH school website) to vstock@k12insightor.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;
- ISOR-PH course work and credit earned;
- GPA (4.0 scale) (each quarter and cumulative);
- Number of credits (each quarter and cumulative);

- Names of institutions from which ISOR-PH 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 ISOR-PH:

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

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 ISOR-PH to have credits reviewed and considered for placement on official transcript.

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

Student Privacy

ISOR-PH'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.

1. 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.

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

3. ISOR-PH, in compliance with the Family Educational Rights and Privacy Act (FERPA) permits parents and/or guardians or students to do the following:
   a. 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;
   b. 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;

c. Consent to disclosures of personally identifiable information 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. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility;

d. File a complaint with the U.S. Department of Education under Section 99.64 concerning alleged failures by ISOR-PH 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 made public may file a written objection with the ISOR-PH 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.

Grading and Testing

Grading Policy

ISOR-PH Grading Policy 2017-2018

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

No extensions are offered or available past the end of term unless otherwise specified by IEP, 504s, or other special programs circumstances

All grades are points earned out of points possible

Zeroes are entered the week of the due date by teachers for all courses based on current week's due dates

Assignments can be redone to demonstrate proficiency.

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

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 ISOR-PH students are calculated as follows:

1. 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.
2. 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.
3. The minimal passing mark is 60%.

Class Standing

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

Transfer Grades

If a student leaves ISOR-PH before the end of a quarter 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.

Add/Drop Policy

In order to earn all credits for graduation, students need to take 3 classes, or 1.5 credits, per quarter. Dropping a class can negatively affect progress toward graduation. Consult your counselor.

Dropping: Student or LC may request to drop a class without penalty within 10 days of the start of the term. Any requests to drop after 10 days will be reviewed by administration and will result in an F on the transcript.

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

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

Appeals Process

Students wishing to appeal a final grade in a course must follow the appeals process, including:

- 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.
- Submit identifications and explanations to the course instructor.
- Instructor will submit all appeals to Head of School or designee
- All decisions made by the Head of School are final.

Assessments

The school provides many opportunities for students to be assessed for proficiency in the areas of reading, math, science, and writing. ISOR-PH requires that students take the interim assessments in all courses, and all Oregon State Assessments.

All students enrolled at ISOR-PH shall participate in all statewide assessments developed by the Oregon Department of Education until the student reaches proficiency in the academic areas of: reading, mathematics, science, social studies, and writing.

Baseline and interim assessment scores will be used for grouping students and evaluating student learning and progress quarterly. The Oregon State Assessments are required of all students in grades 7th - 8th and 11th grade.

State testing is completed in person, and ***it is the family's responsibility to provide transportation to the locations.*** Specific dates, times and locations will be provided in advance.

Students and/or Learning coaches must sign up for testing locations in advance. Due to staffing requirements, no "walk in" testing will occur.

Test	Window	Who Tests
Diagnostic	8/28/17-9/1/17, then within 2 days of enrollment	All students
Interim #1	10/16/17-10/20/17	All students
Interim #2	1/8/18-1/12/18	All students

Interim #3	3/12/18-3/16/18	All students
Interim #4	5/7/18-5/11/18	All students
Summative - State Assessments	4/16/18-6/1/18 (school window)	Grades 7th, 8th and 11th
ELPA	1/9/18-4/13/18 (ODE window)	Identified Students

Work Samples

In accordance with the State Board of Education rules, ISOR-PH 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 should search for testing locations on www.collegeboard.com.

Graduation

Graduation Requirements

To earn a diploma, students must meet ISOR-PH 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. Three of those elements include: (1) the student's Senior (i.e., Culminating) Project; (2) development, maintenance, and completion of the student portfolio; and (3) completion of the High School & Beyond Plan.

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 ISOR-PH will earn a high school diploma from ISOR-PH 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 a GED Request for Release from Compulsory Attendance form to be reviewed by Head of School or designee. The school will provide the opportunity for the GED option if:

- has completed the Request for Release from Compulsory Attendance form,
- the student is at least 16 years of age,
- has an independent reading level sufficient to successfully complete GED instruction and/or testing, and
- has determined the GED to be most appropriate for them.

Conduct and Discipline

Student Code of Conduct

ISOR-PH 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.

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 Head of School.

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 Head of School.

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

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 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. Tim Jalkanen (HOS) tjalkanen@k12.com, Fax (541)447-6616 or mail to 603 NW 3rd St. Prineville, OR 97754

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 ISOR-PH 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 ISOR-PH, 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 the public charter school 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 the public charter school board within five school days of receipt of the director's response to Step 1. To resolve the complaint, the public charter school board shall meet with the concerned parties and their representative at the next regular or special Board meeting. A copy of the public charter school 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 quarter or until the instructor deems it appropriate to restore writing privileges to the student.

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 ISOR-PH 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

Insight School of Oregon strives to provide a place of study and work that is free from unlawful harassment or discrimination of any kind. In compliance with the Oregon Civil Rights Division, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title VII of the Civil Rights Act of 1964 and other federal and state laws, Insight School of Oregon prohibits any member of the faculty, staff, administration, student body, or visitors, whether visiting campus, patrons, independent contractors, or vendors from harassing or discriminating against any other member of the Insight School of Oregon community because of a person's race, color, ethnicity, national origin, religion, sex, sexual orientation, gender identity and/or expression, age, marital status, place of birth, veteran status or against qualified individuals with disabilities on the basis of disability in any phase of its employment process, in any phase of its admission or financial aid programs, or other aspects of its educational programs or activities. Discrimination or harassment based on any protected characteristic is illegal. All employees are expected to respect the rights of their coworkers and conduct themselves in a way that supports the inclusion of students and employees of all diverse backgrounds. Employees who engage in unlawful harassment, violence or discrimination will be subject to disciplinary action, up to and including immediate termination of employment.

Title IX Coordinator

The Director of Title IX and Compliance 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 Amanda Sinnott at asinnott@k12insightor.org or (503) 348-3785.

Harassment, Intimidation and Bullying

No one should be subjected to harassment at School for any reason. Therefore, it is the policy of ISOR-PH 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.

ISOR-PH 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.

ISOR-PH will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. ISOR-PH 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 ISOR-PH.

- Use of codes, software, or passwords that may grant unauthorized access to ISOR-PH 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 Honesty

ISOR-PH does not tolerate academic dishonesty. Cheating (giving or receiving information) and plagiarism on class work will result in a zero grade for the assignment. Students will not have the opportunity to complete an additional assignment to make up lost points.

The following procedure governs identification and discipline for instances of academic dishonesty:

1. Instructor notifies student in writing that he/she has identified an instance in which the work's authorship is in question and requests that the student respond in writing within three school days.
2. Instructor sends Head of School an e-mail identifying the alleged infraction and providing evidence to support the allegation. Evidence can include links to websites that have been plagiarized, references to "collaboration catchers" embedded in quizzes/exams, time and date stamps on assignments, inconsistency in quality of work, comprehension of concepts, verbal print, etc.
3. Head of School contacts student and parent/guardian.
4. Head of School makes a decision based on the evidence presented and informs instructor and student via e-mail of the decision.
5. A note is placed in the student's file. Incident is reported to students' other instructors. Students work is routinely run through plagiarism- identification software.

   ***Additional disciplinary action may be taken.

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

ISOR-PH 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 ISOR-PH. Students/families who do not comply with the return request will be liable for the cost of the computer and printer.

Internet Stipend

ISOR-PH 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 quarter 2 and again quarter 4. 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 a copy of their internet statement for each month they would like the stipend.
- Families must submit statements no later than February 16th, 2018 for first submission and June 30, 2018 for second submission.
- Stipends are provided for the following months:

Quarters 1/2	Quarters 3/4
September	February
October	March
November	April
December	May
January	June

Email

Students utilize Email for academic purposes within ISORPH. 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 each day/week by the end of the next school day.

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.

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.

Record Keeping

Records to be Maintained

Mitchell School District will maintain and store the following records in electronic and/or hard copy form:

- Annual District Report
- Education Plan & Profile
- Student Information Forms/Demographics
- Resident District – Student Placement Form
- National Test Results
- Student Transcripts
- Cumulative Files (at district request)

Records Storage

Records will be stored in accordance with Oregon state standards (OAR 581-021-0210 to OAR 581- 021-0430 & OAR 581-023-0006(8)).

RETENTION OF STUDENT RECORDS

Transfer out of district	Transcript, immunizations, birth certificate, all annual grade report information	1 year
Graduate	Transcript and all annual grade report information Immunizations and birth certificate	75 years Age 21
Dropout	Transcript and all annual grade report information Immunizations and birth certificate	75 years Age 21
Records Request	Transfer to another school district	3 years after school year records were requested
Records Request	Incoming students from another school district	3 years after school year records were requested
Report Cards	Physical document by grade/student	6 years
Attendance Record	School attendance register	3 years after school year records were produced
Educational Programs	504, TAG, Prof/tech, School to Work, Co-op	3 years after school year records were produced
Compensatory Education	English Language Learner, Migrant, Poverty	3 years after school year records were produced
Special Education	All records, can be stored on CD	Age 21 or 5 years after last seen, whichever is longer

All records must be stored in a minimum one-hour fire-safe place" in the educational agency or institution or for keeping a duplicate permanent record in a safe depository outside the building.
Purge files annually.

Part Time Online Students

ISOR-PH does not enroll part-time students who do not reside and attend Mitchell School District.

Instructional Hours

ISOR-PH 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 ISOR-PH.

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 ISOR-PH 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 (ISORPH) requires the following hours:

Grades K-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. ISORPH is one of the public-school options available to parents to fulfill this obligation. Parents should understand that ISORPH is a public school, not a home school alternative. As a part of the public-school system, ISORPH has responsibility to account for the attendance and progress of each individual student enrolled and for which ISORPH 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

Attendance Tracking

ISOR-PH is most concerned with student progress made against the student's Individual Learning Plan. We recognize that many of our students have work and family responsibilities that make "traditional" school attendance difficult to maintain, and that is why they choose to attend our school. However, attendance must be tracked for State and Federal reporting. Within the State of Oregon, the following measures are tracked:

- Instructional Hours
- Attendance
- Average Daily Membership (ADM)
- Average Daily Attendance (ADA)

Average Daily Membership(ADM)

Active membership is defined as (a) an enrolled student as of the first day the student attends classes, (b) on the active roster, and (c) until such time he/she withdraws from or completes classes.

Documentation of Weekly Contact

Documentation of weekly contact is completed electronically and entered into the school's student information system by the school registrar team.

ISOR-PH 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.

1. Daily activity. Examples are, but not limited to:

   a. Attending and participating in a live Class Connect session

   b. 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. ISORPH staff will monitor and report violations of the state compulsory attendance law. ORS 339.020

Additionally, ISORPH 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/truant Notification

ISORPH 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 ISORPH 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 ISORPH Head of School and include documentation of the student's employment by the employer, or enrollment status by the school. The ISORPH 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 quarter. Parents will be notified of the need to reapply for an exemption no later than the [second week] of each quarter or return the student to school until a high school diploma or GED is earned or until the student reaches age 18.

Truancy

A student who fails to attempt daily activity or BBC attendance for one will be considered truant and will be subject to administrative action.

Habitually Truant Students

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

ISORPH will make all possible attempts to contact students and families of students who are either not regularly attending required BBC sessions. ISORPH 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.

Student/Parent Satisfaction Surveys

As part of our continual improvement process, ISOR-PH will develop, distribute, and collect satisfaction surveys from students/parents/guardians about their experience with various aspects of their School experience, which may include:

- o Enrollment Process;
- o Course registration process;
- o Orientation process;
- o Material distribution and return;
- o Technology;

- Academic advising experience;
- Student/Parent Portal;
- Courses; and
- End of Year

Data collected in surveys will be considered the property of ISOR-PH. Results shall be reviewed at least annually during ISOR-PH Operations meetings.

Financial Accounting Practices

ISOR-PH uses standard accounting practices. Financial records shall be independently audited as required by applicable state and federal law.

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

ISOR-PH 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 Event Conduct

ISOR-PH 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.

Field Trips

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.

Dances

ISOR-PH 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. ISOR-PH students inviting non-ISOR-PH students must notify the Head of School using a form provided by ISOR-PH Administration. ISOR- PH Administration may not be able to qualify all non ISOR-PH students to be eligible to attend dances.

Dance Pass Requests

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

Department of Motor Vehicles: Statement of Enrollment

Students requesting DMV – Statement of Enrollment verification must submit a request via email *(vstock@k12insightor.org)*, email, or phone call (541-823-5010 ext. 1002). The family must allow 24 hours to fulfill the request.

Graduation Ceremonies & Exercises

ISOR-PH 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 ISOR-PH 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 quarter or the school year.

Acceptable Use Policy

In enrolling with ISOR-PH, 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

ISOR-PH 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. ISOR-PH 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 quarter, 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 ISOR-PH at help.k12.com.

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

Student Support Operations

Student Inquiries

Students are encouraged to ask questions! The following guidelines define the process and appropriate contacts for common student questions:

Process

Students should submit their questions/problems via email or by phone as soon as possible.

Response Time

ISOR-PH has a policy of responding to student inquiries within one (1) school day. Weekends and/or holidays are not included. Technical support is available to students 24x7x263 at 866.512.2273 or help.k12.com online.

School Contacts

First Name	Last Name	Contact Phone	Position	Email
2017-18 School Year **Insight School of Oregon Painted Hills Staff** **603 NW 3rd St Prineville, OR 97754**				
First Name	Last Name	Contact Phone	Position	Email
Administrators				
Tim	Jalkanen	(541) 823-5010 #1006 (810) 956-2310	Head of School	tjalkanen@k12.com
Kristy	Mize	(541) 823-5010 #2123 (971) 940-5248	Academic Administrator	kmize@k12.com
Cheryl	Doe	(541)823-5010 # 1112 (760) 676-9965	Special Programs Administrator	cdoe@k12.com
Teachers, Counselors, F.A.S.T. and Support Staff				
Amanda	Sinnott	(541) 823-5010 # 2116 (503) 348-3785	F.A.S.T. Administrator (Family Academic Support Team)	asinnott@k12insightor.org
Arthur	Gould	(541) 823-5010 #1101	Teacher - Music - Math	agould@k12insightor.org
Ben	Hensley	(541) 823-5010 #1102	Teacher - CTE/PTE	bhensley@k12insightor.org
Colby	Hepner	(541) 823-5010 #2019 (971) 808-9148	F.A.S.T. Liaison (Family Academic Support Team)	chepner@k12insightor.org
Dianne	Hendrix	(541) 823-5010 #1001 (541) 362-6230	HR/Office Manager - Registrar	dhendrix@k12insightor.org
Emy	McGowan	(541) 823 - 5010 #2125	Academic Advisor	emcgowan@k12insightor.org
Janet	Canning	(541) 823-5010 #2124	Teacher - CTE	jcanning@k12insightor.org
Julie	Hensley	(541) 823-5010 #1111	Teacher - CTE/PTE	jhensley@k12insightor.org
Katie	Rarick	(541) 823-5010 #1123	Teacher - Language Arts - GL 7-8	krarick@k12insightor.org
Kristin	Gould	(541) 823-5010 #2118 (541) 903-2094	F.A.S.T. Liaison (Family Academic Support Team)	kgould@k12insightor.org
Lorene	Callahan	(541) 823- 5010 #2122 (971) 930 - 9937	Family Resource Coordinator	lcallahan@k12insightor.org
Luke	Weeks	(541) 823-5010 #2126	ELA Teacher	lweeks@k12insightor.org

Matt	Simpson	(541) 823-5010 #2127	Nutrition and PE Teacher	msimpson@k12insightor.org
Meesa	Long	(541) 823-5010 #2009	Middle School Teacher Language Arts/Social Studies	mlong@k12insightor.org
Melanie	Adams	(541) 823 - 5010 #2119	Teacher - Special Programs	madams@k12insightor.org
Michael	Hawkins	(541) 823-5010 #1115	Teacher - Social Studies - GL -7-12	mhawkins@k12insightor.org
Pamela	Earle	541-823-5010 #1105	Teacher - Science - GL 9-12	pearle@k12insightor.org
Phil	Burleson	(541) 823-5010 #2014	Assessment & Compliance Coordinator, Operations Asst.	pburleson@k12insightor.org
Samuel	Monroe	(541) 823-5010 #2011	Teacher - Mathematics	smonroe@k12insightor.org
Shannon	Swindlehurst	(541) 823-5010 #1125	Teacher - Special Programs	sswindlehurst@k12insightor.org
Chris	Eidemiller	(541) 823-5010 #1008	Teacher - Spanish	ceidemiller@k12insightor.org
Theresa	Halter	(541) 823-8010 #1119 (541) 233-7040	Counselor	thalter@k12.insightor.org
Vivian	Stock	(541) 823-5010 #1002	Records Manager/Asst. Registrar	vstock@k12insightor.org
Yancey	Fall	(541) 823-5010 #1005 (541) 233-9872	Operations Manager	yfall@k12insightor.org

Helpful information	
Insight School of Oregon Painted Hills School Website	http://or-ph.insightschools.net/
K12 Online Enrollment for New Students	http://or-ph.insightschools.net/how-enroll
K12 Online Enrollment Help for New Students	855-534-6303
K12 Enrollment Documents (*Submit enrollment docs here)	Fax: 541-566-7201 Scan & email to: ISORPHfax@k12.com
K12 Parent Portal Assistance for Log in help	866-968-7512
K12 Help Desk Technical Support for Students/LC's 24/7	http://help.k12.com 866-512-2273

Directing Student Questions to the Appropriate Department

Need help with something? This list will help you get in touch with the right person to answer any of your questions.

Teachers

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 expected on this assignment?

What is my current grade?

I am struggling with my courses, what can I do?

Homeroom

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?

When is my assignment due?

Where can I find the Dropbox for my assignment?

How do I save my file in rich text format?

How do I attach a document to an email?

I am struggling with my courses, what can I do?

Counselors

I need help with my college applications.

What are my options after high school?

I want to add/drop a course.

I need to talk to someone about an emotional issue.

There has been a crisis in my life, who can I talk to?

What do I need to do for my senior project?

Where do I complete my portfolio?

Registrar or Records Manager

I need a copy of my transcript. When will I receive my laptop?

How do I send my laptop back? I need to change my address/phone number/email.

When will I get my report card? I would like to withdraw from Insight.

I need proof of enrollment. DMV, Employment, Insurance, etc.

Add a Learning Coach

Family Engagement Coordinator

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

K12 Help Desk (Open 24/7)

Using Chrome 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

Accreditation

Accrediting Body

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

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/