



Student/Parent
Handbook 2018-19 SY

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Authorized by: Mitchell School District

Registered with:

The Oregon Department of Education

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

Preface

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

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

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Dr. Tim Jalkanen Head of School

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Insight School of Oregon Painted Hills Title IX Coordinator
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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.

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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.

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.

Core Values

1. Students First
2. Data Driven
3. Professional Learning Communities
4. Learning at the Center
5. Engagement-Retention
6. Communication
7. Skill Specific Instruction

Student Expectations

The, “I understand statements” for ISORPH...

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

School Contacts

| 2018-19 School Year | | | | |
|--|---|------------------------|--|--|
| Insight School of Oregon Painted Hills - Destinations Career Academy of Oregon - Cascade Virtual Academy | | | | |
| 603 NW 3rd St Prineville, OR 97754 | | | | |
| Staff Name | Contact Phone | School(s) | Position | Email |
| LEADERSHIP TEAM | | | | |
| Tim Jalkanen | (810) 956-2310 (Cell) (541) 823-5010 # 1006 | ISORPH ORDCA CVA | Head of School | tjalkanen@k12.com |
| Steve Boynton | (541) 699-6131 (Cell) (541) 823-5010 # 2123 | ISORPH ORDCA | Academic Administrator Principal: ISORPH & ORDCA | sboynton@k12.com |
| Tara Bourland | 541-903-2058 (Cell) (541) 823-5010 # 2133 | CVA | Academic Administrator Principal: CVA | tbourland@k12.com |
| Cheryl Doe | (760) 676-9965 (Cell) (541) 823-5010 # 1010 | ISORPH ORDCA CVA | Special Programs Administrator | cdoe@k12.com |
| Robin Holly | (541) 699-6329 (Cell) (541) 823-5010 # 2116 Zipwhip: 503-575-1527 | ISORPH ORDCA CVA | F.A.S.T. Administrator (Family Academic Support Team) | rholly@k12insightor.org |
| Yancey Fall | (541) 233-9872 (Cell) (541) 823-5010 # 1005 | ISORPH ORDCA CVA | Operations Manager | yfall@k12insightor.org |
| Barb Myers | (541) 823-5010 # 1004 Zipwhip: TBD | ORDCA | CTE Coordinator | bmyers@onlineoregon.org |
| Teachers, Counselors, F.A.S.T. and Support Staff | | | | |
| Art Gould | (541) 823-5010 # 1101 Zipwhip: 503-575-1513 | ISORPH ORDCA CVA | Teacher - Music - Math | agould@k12insightor.org |
| Carla Borovicka | (541) 823-5010 # 1102 Zipwhip: 503-575-1515 | ISORPH ORDCA | Teacher - CTE | cborovicka@k12insightor.org |
| Chris Eidemiller | (541) 823-5010 # 1008 ZipWhip: 503-575-1512 | ISORPH ORDCA | Teacher - Spanish | ceidemiller@k12insightor.org |
| Colleen Bauer | (541) 823-5010 X 2137 | ISORPH ORDCA CVA | Teacher - ELL | cbauer@k12insightor.org |
| Connie Spitael | (541) 254-4176 (Cell) (541) 823-5010 # 1119 | ISORPH ORDCA CVA | Counselor | cspitael@k12insightor.org |
| Crystal Alexander | (541) 823-5010 #1003 | ISORPH ORDCA CVA | Special Programs Clerk | calexander@k12insightor.org |
| Denise Brumels | (541) 823-5010 # 2118 Zipwhip: 503-575-1528 | ISORPH ORDCA CVA | Academic Advisor | dbrumels@k12insightor.org |
| Dianne Hendrix | (541) 362-6230 (Cell) (541) 823-5010 # 1001 | ISORPH ORDCA CVA | HR/Office Manager - Registrar | dhendrix@k12insightor.org |
| Emy McGowen | (541) 823-5010 # 2125 ZipWhip: 503-575-1538 | ISORPH ORDCA CVA | Academic Advisor | emcgowan@k12insightor.org |

| Staff Name | Contact Phone | School(s) | Position | Email |
|------------------------|--|------------------------|--|--|
| Erik Kjall | (541) 823-5010 # 2138 ZipWhip: (503) 575-1539 | ISORPH ORDCA CVA | FAST Compliance Liaison | ekjall@k12insightor.org |
| Gabrielle Ciofani | (541) 823-5010 # 2131 Zipwhip: 503-575-1530 | ISORPH ORDCA CVA | Teacher - ELA | gciofani@k12insightor.org |
| Gary Potratz | (541) 823-5010 # 1125 Zipwhip: 503-575-1520 | ISORPH ORDCA CVA | Teacher - Special Programs | gpotratz@k12insightor.org |
| Holly Nordlund | (971)-808-9148 (Cell) (541) 823-5010 # 2019 Zipwhip: (503) 575-1535 | ISORPH ORDCA CVA | F.A.S.T. Liaison (Family Academic Support Team) | hnordlund@k12insightor.org |
| Jaclyn Jay-Maleski | (541) 823-5010 # 2135 | ISORPH | Counselor | jjay-maleski@k12insightor.org |
| Joni Ortiz | (541) 823-5010 # 2129 Zipwhip: (503) 575-1519 | ISORPH ORDCA CVA | Teacher - Science | jortiz@k12insightor.org |
| Kayla Millard | (541) 823-5010 # 2128 | CVA | Teacher - Elementary | kmillard@onlineoregon.org |
| Katie Rarick | (541) 823-5010 # 1123 Zipwhip: 503-575-1517 | ISORPH ORDCA | Teacher - Language Arts - GL 7-8 | krarick@k12insightor.org |
| Kristin Constantinescu | (541) 823-5010 # 2010 Zipwhip: 503-575-1540 | ISORPH ORDCA CVA | Teacher - Special Programs | kconstantinescu@k12insightor.org |
| Kyla Basher | (541) 903-0418 (541) 823-5010 # 1011 Zipwhip: (503) 575-1535 | ISORPH ORDCA CVA | F.A.S.T. Liaison (Family Academic Support Team) | kbasher@k12insightor.org |
| Lily Hammers | (541) 823-5010 # 2009 | CVA | Teacher - Elementary | lhammers@onlineoregon.org |
| Lorene Callahan | (971) 930 - 9937 (Cell) (541) 823- 5010 # 2122 Zipwhip: (503) 575-1526 | ISORPH ORDCA CVA | Family Resource Coordinator | lcallahan@k12insightor.org |
| Lori Ohanesian | (541) 823-5010 # 2132 Zipwhip: 503-575-1509 | ISORPH ORDCA CVA | Teacher - Math | lohanesian@k12insightor.org |
| Luke Weeks | (541) 823-5010 # 2126 Zipwhip: 503-575-1518 | ISORPH ORDCA | Teacher - ELA | lweeks@k12insightor.org |
| Mary Blazer | (541) 823-5010 # 1009 Zipwhip: 503-575-1536 | ISORPH ORDCA | Academic Advisor | mblazer@k12insightor.org |
| Matt Simpson | (541) 823-5010 # 1100 Zipwhip: 503-575-1509 | ISORPH ORDCA CVA | Teacher - CTE | msimpson@k12insightor.org |
| Melanie Adams | (541) 823-5010 # 2119 Zipwhip: 503-575-1511 | ISORPH ORDCA CVA | Teacher - Special Programs | mbilliu@k12insightor.org |
| Morgan Willer | (541) 823-5010 # 1115 Zipwhip: (503.) 575-1514 | ISORPH ORDCA CVA | Teacher - Social Studies - GL -7-12 | mwiller@k12insightor.org |

| Staff Name | Contact Phone | School(s) | Position | Email |
|----------------|--|------------------------|--|--|
| Phil Burleson | (541) 823-5010 # 2014 | ISORPH ORDCA CVA | Assessment & Compliance Coordinator, Operations Asst. | pburleson@k12insightor.org |
| Samuel Monroe | (541) 823-5010 # 2011 Zipwhip: 503-575-1537 | ISORPH ORDCA | Teacher - Mathematics | smonroe@k12insightor.org |
| Tracy Lawrence | (541) 823-5010 # 2130 | CVA | Teacher - Elementary | tlawrence@onlineoregon.org |
| Vivian Stock | (541) 823-5010 # 1002 | ISORPH ORDCA CVA | Records Manager/Asst. Registrar | vstock@k12insightor.org |

| | |
|---|---|
| Insight School of Oregon 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 Parent Portal Site: | 866.968.7512 https://k12parentportal.force.com/portal_site_login?SchoolID=7255 |
| <u>K12 Help Desk</u> Technical Support for Students/LC's | 866.512.2273 http://help.k12.com |
| <u>Teacher Help</u> Technical Support for Teachers | https://teacherhelp.k12.com/ |

Admission

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
- Complete Language Use Survey (LUS)

Other documentation that may need to be submitted includes:

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

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

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

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

1. Students must complete the admission requirements per the K12 admissions process listed on the admission page.
2. All courses will include baseline assessment for placement and tiered instruction to better meet the needs of individuals.
3. All students will complete the Online Learning course within 2 weeks of enrollment
4. All students in grades 7-8 and 11 are required to participate in all State Assessments.
5. Families may be able to opt out of state testing by completing a form provided by the school prior to the start of the testing season.
6. 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.
7. 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 school shall, according to the student’s best interest, continue the student’s education in the school of origin for the duration of homelessness. In determining the best interest of the student, the 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 school 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 school shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency or other documentation.

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

If the student needs to obtain immunizations, or immunization or medical records, the district shall immediately refer the parent or guardian to the 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 school’s decision regarding school selection, including the rights of the parent, guardian or

student to appeal the decision through the school’s discrimination complaint procedure.

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

Student Services

Special Programs

Contacts for Special Programs Department

| | | |
|------------------------------|--------------------------|---------------------------|
| Special Programs Manager | Cheryl Doe | cdoe@k12.com |
| MTSS Coordinator | Connie Spitael | Cspitael@k12insightor.org |
| Homeless Liaison | Lorene Callahan | lcallahan@k12insight.org |
| 504 Coordinator | Connie Spitael | cspitael@k12insight.org |
| EL Teacher | TBA (contact Cheryl Doe) | TBA (contact Cheryl Doe) |
| Child Find/Special Education | Cheryl Doe | cdoe@k12.com |
| TAG Coordinator | Cheryl Doe | cdoe@k12.com |
| Pregnant and Parenting | Lorene Callahan | lcallahan@k12insight.org |

Child Find

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

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

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

The following Response to Intervention program will be followed to work to identify students who may need evaluation for special education services. ISORPH teachers, parents and other staff members may refer students to the FAST team to begin the process and comply with child find requirements. The following process will be followed.

Tier I – Student is entered into intervention from universal screeners for LA and Math. BB 4 x a week, B 2 x a week.

Tier II - Classroom, Special Education, English Language Learner, Homeroom teacher makes

FAST referral for any ongoing academic or social emotional issue that they discover in the course of working with a student.

Criteria for FAST referral may include the following:

- Lack of Engagement
- Low academic performance
- Attendance Issues
- Social Emotional Concern
- Family Crisis
- Medical Situation

Tier III Multi-Tiered System of Support Team

If FAST has done a Back on Track Plan or intervention and student does not show response, the Family Engagement Administrator (FEA), along with the Family Academic Support Liaison (FASL) determines there is a need for further investigation to the MTSS team. The FEA, the principals, school counselor, special programs manager and social worker meet weekly to review referrals: - Students are triaged in a brief meeting for intensive intervention. Each team member will follow up with the student assigned to their department of intervention and document this in TV. MTSS members will determine if a student needs to be brought back to the team's agenda for further collaboration. During this meeting it will be decided if the student will be moved to be referred to special education evaluation or start the RTI process of designing interventions and support systems for the student. Interventions and supports will be closely monitored and data will be collected for a minimum of 8 weeks. If the student's behavior is impeding their academic progress the team will again determine possible Special Education referral or additional interventions.

Tier IV MTSS Team members to increase intervention and provide TV documentation.

- 1) Referral to Social Worker for social emotional support group, community referral, intervention or homelessness.
- 2) Referral to the SST team to discuss whether referral to further additional academic intervention or Special Education team is appropriate.
- 3) Referral to Special Education team for assessment review meeting
- 4) Referral to Counselor for 504 for potential qualification and review meeting
- 5) Referral to administrator and for truancy response

Exceptions that will go straight to MTSS each week:

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

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 Plans

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

Eligibility

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

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

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

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

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

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

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

Talented and Gifted

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

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

English Language Learners

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

- Students registered at the beginning of the school year will be assessed within the first 30 days of school.
- Students registering later in the year will be assessed within 14 days of registering.
- Any student who scores below 4 on the WMLS-R will be placed in the ELD program. ELD teachers will send the parent notification letter in a language parents can understand as soon as the student is identified in the home language and in English.
- The ELD teacher will notify the school registrar and the district data manager of eligibility. The WMLS-R scores and a copy of the parent notification letter will be placed in a separate EL file within the cumulative file will be marked that there is an additional EL file by the ELD teacher.

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

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

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

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

Special Education for EL students

The school provides special programs for EL 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.

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

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 school's liaison helps in placement or enrollment decisions, considers the views of the student and provides notice of the right to appeal placement and enrollment decisions.

Enrollment

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

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

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

Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a 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 school's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the school's discrimination complaint procedure.

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

Coordination

The school 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 inter-district issues, such as transfer of school records, to ensure that homeless students have access to available education and related services.

School Liaison- Family Resource Coordinator

The ISOR-PH liaison with the title *Family Resource Coordinator (Lorene Callahan, lcallahan@k12insightor.org (541) 823-5010 #2122)* 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.
9. The school's liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

Pregnant and Parenting

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

Students will not be excluded from any class or extracurricular activity, on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery from such conditions, unless the student requests voluntarily to participate in a separate portion of the program or activity. Students will be granted a leave of absence for pregnancy or pregnancy related conditions for as long as is deemed medically necessary by the student's physician. When the student returns they will be reinstated to the status which she held when the leave began. ISORPH will treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery from these conditions in the same way that other temporary disabilities are treated. Any policies or services that are offered to students with other temporary disabilities will be offered to pregnancy related conditions as well.

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

ISORPH Social worker will work with the student to determine community and schoolwide supports that are available to help the student access and support her education. For information on support of pregnant and parenting students contact Lorene Callahan @ llcallahan@k12insightor.org.

Expelled/Suspended Students

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 semester 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.

Emergency Medical Treatment

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

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

Immunization

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. Proof of immunization may be personal records from a licensed physician or public health clinic.

Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as he/she has met immunization requirements. Parents will be notified of the reason for this exclusion. A hearing will be afforded upon request.

Human Sexuality, HIV/AIDS and Sexually Transmitted Disease Instruction

An age-appropriate plan of instruction about Human Sexuality, AIDS, HIV and Sexually Transmitted Diseases has been included as an integral part of the public charter school's health curriculum. Any parent may request that his/her student be excused from that portion of the instructional program required by Oregon law by contacting the administrator for additional information and procedures.

Family Academic Support Team (FAST)

FAST Strong Start

When you first enroll with our school, the Family Academic Support Team (FAST) is here to welcome and support you as you learn how to school successfully in our virtual environment. Upon your enrollment, you will be assigned to a FAST team member for the first few weeks of your enrollment as additional support to you and your student. This FAST member will ensure you know the requirements of our program, how to navigate the various platforms, how to access your student's daily plan, how to log attendance, and how to participate in our electronic classrooms, Blackboard Collaborate (BBC). The FAST team member is not a replacement for your teacher or advisor; instead, they are an additional support for you as you acclimate to our virtual school.

Engagement

The FAST Team is also a school support program focused on improving student engagement by fostering students' academic, social, behavioral, and emotional skills through relationship-based interventions developed in tandem with students, learning coaches, and teachers. FAST is not a punitive intervention. FAST is a holistic and supportive approach to restoring your student to the educational process and compliancy.

Homeroom teachers will notify families that they're being referred to the FAST Team. The FAST member will contact the family via email and phone to initiate the case management process:

The Case Management Process



Intake: A FAST member will contact the family to provide an Introduction to FAST discussing how they will provide additional supports to meet the student’s needs.

Research & Assess: The assigned FAST member will research the referral reason, assess student engagement, and speak with the assigned homeroom teacher to develop an understanding of the reason for referral.

Action Plan/Linking Referrals: During the initial FAST phone conference, your FAST member will focus the conversation on developing a Back On Track Plan (BOT), linking you with community and/or school resources, or providing opportunities for engagement and/or training with appropriate staff.

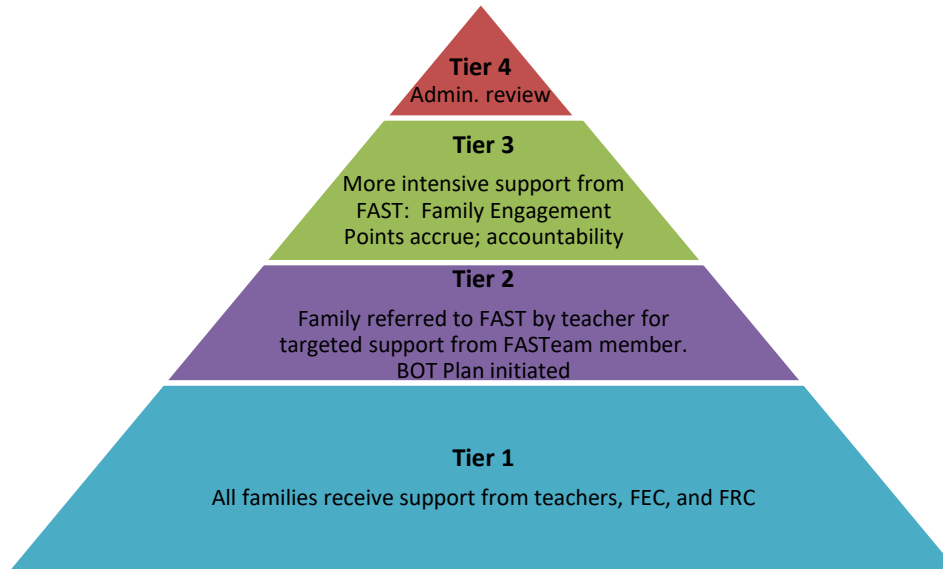
Monitor & Evaluate: Your assigned FAST member will continuously monitor and evaluate students’ successful engagement with expectations and school rules.

Coordinate & Communicate: The FAST member will expect weekly one-on-one communication with their families with the intent of developing and tracking a meaningful, family informed Back-On-Track Plan to reengage successful student behaviors and to determine next steps. Failure to participate in FAST may result in *tier escalation* (which is explained below) and eventual withdrawal.

Case Closure: After successful ongoing completion of a Back-On-Track Plan, your assigned FAST member will exit you from the FAST program. In the event that the requirements of the Back-On-Track Plan are not met within the specifications of the Family Engagement Protocol, students may be withdrawn for non-compliance with school rules.

Tiered Support Structure

If a student is referred to FAST for disengagement or compliance issues, they will be entered into a tiered system of supports and will remain until their situation is resolved and the case is closed, or they are withdrawn. The four tiers of the FAST plan define how the school will handle the compliance or engagement issues.



Tier 1: School Wide Support

Student and family do not require the services of the FASTeam. The teaching team provides this first level of service to all students and families.

Tier 2: Student referred to FAST for support

A student need has been identified and a referral has been made to FAST since the standard supports have not sufficed. A member of the FAST team begins to identify and address the issues at hand. Student and family are engaged in the process through the use of a Back on Track Plan (BOT). Students who successfully follow the BOT for 2 weeks are exited from the program. Students who are non-compliant with the BOT plan or are non-responsive to FAST efforts to assist in Tier 2 will escalate to Tier 3.

Tier 3: Back on Track Plan with Family Engagement Points - Accountability

At this point, FAST member has been working with the student/family; however, additional accountability would support the student's personal and educational needs. Family Engagement Points (FEPs) are used to reinforce the engagement protocol. (FEP Process explained below) Students who are compliant move down to Tier 2. Students who are non-compliant and receive 10 FEPs will escalate to Tier 4. Non-compliance may result in withdrawal.

Tier 4: Administrative Review

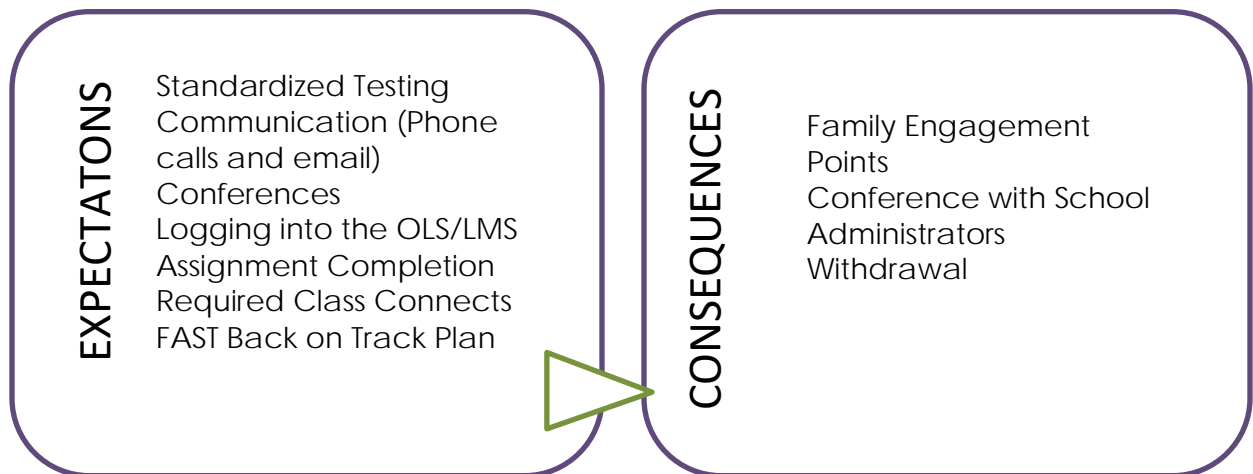
All available resources and interventions have been exhausted. The family is not compliant and is unengaged in the process. The threshold for possible withdrawal has been reached. School administration will review the account, determine course of action, and conference with the family. Failure to attend this meeting will result in immediate withdrawal.

Back-On-Track Plans

The Back-On-Track (BOT) Plan is an essential part of the FAST model. The BOT Plan outlines the specific actions required by the student and Learning Coach to become successful – with the goal of academic achievement. FAST, teacher(s), students, and LCs develop the plan that is outlined weekly in the BOT Plan. The FAST member facilitates the process, monitors the plan, and provides weekly follow-up. Weekly, FAST families will receive an updated BOT Plan which will outline and detail expectations for the upcoming week.

Family Engagement Protocol

The Family Engagement Protocol is an accountability-focused approach to student and family engagement. This protocol sets a minimum level of daily expectation for students and families. There are clearly defined expectations “non-negotiables” and consequences within the protocol:



Family Engagement Points

Family Engagement Points (FEPs) are similar to demerits. FEPs are utilized at Tier 3, when all other supports have been exhausted. The FASTeam uses FEPs to systematically and objectively measure, track, and communicate student and learning coach compliancy with the engagement protocol. Family Engagement Points are not punitive; they are an accountability tool used to ensure that students are engaged at a minimum level to be educated by the school.

Accountability requires not only clearly defined expectations, but appropriate consequences as well. Our school defines fair and appropriate consequence consistent with our school board policy and state laws.

Families are allotted a 10 point FEP **maximum** prior to a Tier 4 escalation. Families will be notified via email on a weekly basis of their current FEPs. When 10 points are accrued, administration will be notified, and the student account will be placed under review. The LC will be notified of their required Tier IV meeting date and time, where the results of this review will be discussed. Withdrawal is a possibility at this time. Failure to attend this meeting will result in immediate withdrawal.

Weekly Conferences

Your student will receive a new Back on Track Plan every week. BOT plans are created by the teacher and the FASL. The FASL will email and communicate the new plan during a weekly conference. During this weekly conference, the BOT Plan will be reviewed, accomplishments and concerns will be discussed, and the next steps will be reviewed. Conferences can be held either via telephone or in a BlackBoard Classroom. *When in Blackboard, please note you must have a working microphone as the conferences are meant to be engaging and collaborative which can be difficult without a working microphone.*

Exiting from FAST/Referral Closed

Students are exited from FAST once they are reengaged in the educational process and have meet the requirements outlined in their BOT plan for 2 weeks in Tier 2. Students must meet all the criteria on their BOT plan to be exited from FAST.

These expectations represent the basic minimum level of participation. Once your student is exited from FAST, it's essential you make every effort to continue to meet these minimum requirements of participation in order to help ensure your student's success. Failure to remain in good standing within the guidelines will result in your student being moved to Tier 3 where Family Engagement Points are deducted for infractions and administrative withdrawal could become a possibility.

Once your student is exited from FAST, their homeroom teacher will remain their first point of contact. However, the FAST Team is still just an email or phone call away!

Who to go to when you need help

| | |
|--|---|
| Technical Issues: K12 Customer Support | Phone: 866-512-2273 (remember to get a ticket #) Online: http://help.k12.com/ |
| How to log attendance, access a class, submit an assignment, work the programs | FASL |
| BOT Plan | FASL |
| School resources | FASL |
| Questions about a lesson, how to work a problem, teacher graded assignments | Content / classroom specific teacher |
| Testing questions | Homeroom teacher / Advisor / Mentor |

Expelled/Suspended Students

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.

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.

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 semester 1 and again semester 2) 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

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

All Student Learning Requirements:

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

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

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 Offerings

Please contact your student's counselor cpitael@k12insightor.org 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 – 2018-19 Academic Calendar

| ISORPH - ORDCA - CVA | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|---|----|----|----|----|----|----|
| AUGUST | | | | | | | SEPTEMBER | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 | | | | | | | 1 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | | 30 | | | | | | |
| August 13-15 Staff PD | | | | | | | 9/3 Labor Day (No School), 9/4 1st day of School, 9/4-8 Readiness Assessment (school is session) | | | | | | |
| OCTOBER | | | | | | | NOVEMBER | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | |
| 10/19-26 Interim Assessment 1 (school in session), 10/26 PD Half Day (no school 12 noon through end of day) | | | | | | | 11/8-9 Progress Reports/Conferences (no school), 11/11 Veteran's Day, 11/12 (no school), 11/22-23 Thanksgiving Break (no school) | | | | | | |
| DECEMBER | | | | | | | JANUARY | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 | | | 1 | 2 | 3 | 4 | 5 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | 31 | | |
| 30 | 31 | | | | | | | | | | | | |
| 12/7-14 Interim Assessment 2 (school in session), 12/19-1/1 Winter Break (no school) | | | | | | | 1/1 New Year's Day, 1/2 School resumes, 1/21 Martin Luther King (no school), 1/22 End of Semester, 1/23-25 Grading days (no school), 1/28 Semester 2 starts | | | | | | |

| Legend | |
|--------|------------------------------------|
| | Holiday |
| | Professional Development for Staff |
| | First/Last Day of School/Semester |
| | School Events |
| | Assessments |
| | Grading |

| FEBRUARY | | | | | | |
|---|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 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 | | |
| 2/18 President's Day (no school) | | | | | | |
| APRIL | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 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 | | | | |
| 4/11-12 Progress reports (no school), PD, 4/15 State testing window begins | | | | | | |
| JUNE | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 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 | | | | | | |
| 6/8 Graduation, 6/14 Last day of School, 6/17-18 Grading Days, 6/19 -21 PD | | | | | | |

| MARCH | | | | | | |
|---|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | 1 | 2 |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |
| 3/1-8 Interim Assessment 3 (school in session), 3/25-29 Spring Break (no school) | | | | | | |
| MAY | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 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 | |
| 5/27 Memorial Day (no school) 5/31 Last day for Seniors | | | | | | |
| JULY | | | | | | |
| Su | Mo | Tu | We | Th | Fr | Sa |
| | 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 | | | |
| 7/4/19 Independence Day | | | | | | |

| Legend | |
|--------|------------------------------------|
| | Holiday |
| | Professional Development for Staff |
| | First/Last Day of School/Semester |
| | School Events |
| | Assessments |
| | Grading |

Students have access to their courses 24 hours a day 7 day a week. Technical support will be available to students during regular business hours, 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.

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 Enrollment

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

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

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 1001.

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

Withdrawal

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

Neighborhood school
Local ESD for Homeschooling

Process:

1. To withdraw a student from ISOR-PH, parents/guardians should notify the School POC for withdrawal requests in writing as far in advance of the withdrawal as possible.
2. With your request the School POC for withdrawal will e-mail a link to the parent withdrawal form.
3. An exit interview will be completed before a student is withdrawn.
4. All requests for transfer of student records will be initiated by the school in which the student will be enrolled. However, records may not be transferred until all ISOR-PH hardware and materials have been returned to the School.

Current POC: Holly Nordlund, hnordlund@k12insightor.org

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

Transcripts

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

Families/Students requesting transcripts must submit a “transcript request form” (located on the 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 semester and cumulative);
- Number of credits (each semester 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, credit earned for course |

Transfer Credits

Students may transfer in credits from any accredited institution. Students wishing to transfer in credits based on homeschool work or portfolios or course work completed at a non-accredited institution may petition 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
 - i. U.S. Department of Education
 - ii. 600 Independence AVE SW
 - iii. Washington, DC 20202-4605

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

Disclosure of Personally Identifiable Information

Parent(s)/Guardian(s) who do not want personally identifiable information (otherwise known as directory information) contained within a student's educational records or the use of photographic or video recordings made public may file a written objection with the 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 Grades (7-12)

ISOR-PH Grading Policy 2018-2019

Teachers must grade all student work within 72 hours* of submission for work turned in on time: late work could delay return of work

Extra Credit – Is not offered to replace credit, but is added upon student completion of all other graded course work

All grades are points earned out of points possible

Assignments can be redone to demonstrate proficiency. Proficiency grades may be entered in place of point accumulations as 75% of points possible for proficient (level 3) and 90% of points for mastery (level 4).

All quizzes and exams will be set to TWO attempts, and each attempt must be completed by the end date for credit

Students who wish to gain additional attempts on a quiz/exam must make voice to voice contact with the teacher of the course to formally request the attempt

This must also occur or be arranged prior to the end date

*Indicates working hours

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

Add/Drop Policy

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

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

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

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

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, writing and math (and other subjects). ISOR-PH requires that students take the Readiness and Interim assessments in these courses, as well as Oregon Statewide Assessments.

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

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

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

Work Samples

In accordance with the State Board of Education rules, 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 (PSAT, SAT) should search for testing locations on www.collegeboard.com

PROMOTION, RETENTION AND GRADE LEVEL PLACEMENT OF STUDENTS

A student shall be promoted from one grade to the next on the basis of academic, social and emotional development.

Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student involved. A parent may request to have a student retained or promoted to an advanced grade level.

A decision to retain or promote a student more than one year a student will be made only after prior notification and involvement student's parents in the decision-making meeting. However, the final decision will rest with school authorities.

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

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

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

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

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. (1) Career Related Learning Experiences (CREL’s); (2) Grad Plan review.

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

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

Participate in career-related learning experiences.

Accelerated Graduation

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

Authorization

Students who graduate from 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 and submit a GED Request for Release from Compulsory Attendance form to Head of School or designee. The school will provide the opportunity for the GED option if they have met with the School Counselor or designee to discuss/determine:

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

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 semester 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 Connie Spitael at cspitael@k12insightor.org (541) 823-8010 # 1119

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 semester 1 and again semester 2. Information will be sent out via email twice per year.

- Families with more than one student enrolled will receive \$15 per month, per family (not student).
- Families must submit a copy of their internet statement for each month they would like the stipend.
- Families must submit statements no later than February 15th, 2019 for first submission and June 28, 2019 for second submission.
- Stipends are provided for the following months:

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

Email

Students utilize Email for academic purposes within 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.

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

Oregon Administrative Rules establishes that school attendance is compulsory for students between the ages of seven (7) and eighteen (18), unless the student has completed grade 12. 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 semester. Parents will be notified of the need to reapply for an exemption no later than the [second week] of each semester or return the student to school until a high school diploma or GED is earned or until the student reaches age 18.

Truancy

A student who fails to attempt daily activity or BBC attendance for one day 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:

- Enrollment Process;
- Course registration process;
- Orientation process;
- Material distribution and return;
- 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 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 semester 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 semester, or from withdrawal, during which the materials are used. Students/families will be assessed a replacement fee for all materials that are not returned by that time. The fee will be removed upon return of the materials.

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

FAQs

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.

Contact classroom Teachers if....

I don't understand the assignment.

Did I get all of the points I should have? We're moving too fast.

Can I get an extension on my work?

What is my current grade?

When is my assignment due?

Where can I find the Dropbox for my assignment?

How do I save my file in rich text format?

What is expected on this assignment?

What is my current grade?

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

Contact Homeroom Teachers if....

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?

Contact Counselors if...

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?

[Contact Registrar or Records Manager if...](#)

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

[Contact Family Engagement Coordinator if...](#)

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

[Contact K12 Help Desk \(Open 24/7\) if...](#)

Using Fire Fox Browser

Track Shipping Status - Materials & Computer Equipment OLS Account - Learning Coach Account Set Up

Internet Browsers - Clear Cache and Cookies Student OLS Account Set Up

Learn Which Course Materials Will Need to be returned (K12 Public Schools)

Computer Equipment Returns FAQs

Recommended Browsers

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/>

School Right to Modify Handbook

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