



Insight[®]

SCHOOL OF WASHINGTON

POWERED BY K12

A PROGRAM OF QUILLAYUTE SCHOOL DISTRICT

Authorized by

Quillayute Valley School District #402

(QVSD)

Student Handbook

2019/2020

(Last Update 9/26/2019)

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Policies and procedures listed in this handbook may be changed at the discretion of Insight School of Washington, also referred to as 'ISWA' in this handbook, without prior notice. Any alterations to this document will be communicated to affected parties by mail and e-mail.

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Welcome to Insight School of Washington!

Dear Insight School of Washington Students and Learning Coaches:

It is with great pleasure that we welcome you to the 2019-2020 school year and present to you the ISWA Student Handbook.

We are so glad you chose Insight Washington this year! Our highly qualified teachers, counselors, and staff are eager and excited to share their vast knowledge and experience with you throughout the upcoming school year.

At ISWA, we believe that EACH of you can succeed in school and in life, no matter who you are or where you come from. We know that each student has the capacity for growth and progress. There's no doubt about it: YOU BELONG HERE!

Quillayute Valley School District launched Insight School of Washington in 2006 to meet the diverse needs of all individuals in a learner-centered environment. Our teachers have worked hard to prepare an enriching course of study designed to educate and help you grow academically. We're so excited to get started!

If you have any questions or concerns throughout the school year, please contact our office and we will ensure the appropriate member of our administrative team assists you. Our school contact information is as follows:

Insight School of Washington
2601 South 35th Street #100
Tacoma, WA 98409

Phone: 1.866.800.0017 – Option 4
Fax (Main Office): 1.866.221.7831

We look forward to an exciting school year that will help you meet your goals. Please always feel free to share with us your ideas on ways to improve our school and make the 2019/2020 school year the best experience for all involved.

Best Regards,

Diana Reaume, Superintendent, QVSD
Cecily Kiester, Head of School
Darice Bales, Director of Academics
Myron Hammond, Director of Data and Assessment
Stephanie Willenborg, CTE Administrator
Stacey Love, Assistant Principal
Kelly Martin, Assistant Principal
Barrett Young, Operations Manager
Shelly Perry, Family Engagement Administrator

2019-2020 School Calendar

Term Start/End
No School (Office Closed)
No School - (Office Open)
Key Dates
PD

180 School Days (T1=60 T2=59, T3=61)

August 2019

S	M	T	W	T	F	S
	29	30	31	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

7/29 Summer School Session 2
 5 First Day for Teachers
 14-16 Teacher PD
 30 Summer School Ends

September 2019 (19 days)

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

2 Labor Day
 3 Teacher Work Day
 4 Trimester 1 Begins
 6 Last Approval for Cohort 1
 17 Constitution Day
 25 Last Approval for Cohort 2
 30 Cohort 2 Starts

October 2019 (23 days)

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

15 End of Credit Recovery A Term
 16 Begin Credit Recovery B Term
 23 Last Approval for Cohort 3
 28 Cohort 3 Begins

November 2019 (17 days)

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

11 Veterans' Day (No School)
 27 Last Approval for 2nd Trimester
 27 End of 1st Trimester
 28-29 Thanksgiving (No School)

December 2019 (15 days)

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

2-3 Teacher Work Days (No School)
 4 Tri 2 Start
 23-3 Winter Break (No School)

January 2020 (18 days)

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

1 New Years Day
 6 Return from Break
 8 Last approval for Cohort 2
 13 Cohort 2 Start
 20 MLK Jr Day (No School)
 27 End Credit Recovery A
 29 End Credit Recovery B

February 2020 (19 days)

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

5 Last Approval for Cohort 3
 10 Cohort 3 Start
 17 Presidents' Day (No School)

March 2020 (19 days)

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

1 EPR Closes
 11 End of 2nd Trimester
 12-13 Teacher Work Day (No School)
 16 Start of 3rd Trimester
 17 Last Approval

April 2020 (17 days)

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

6 - 10 Spring Break (No School)

May 2020 (22 days)

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

1 End Credit Recovery A
 4 Start Credit Recovery B
 16 Prom at Union Station
 25 Memorial Day (No School)

June 2020 (11 days)

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

16 End of 3rd Trimester
 20 Graduation
 24 Last Work Day for Teachers
 25 to 7/31 Teacher Break

July/August 2020

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

3 Independence Day (Observed)
 8/3 First Day for Teachers

Finding Success as an Online Student

Why Choose an Online High School?

Online High school has a lot of advantages for students. It provides students with the chance to live and work in a connected world, using technology and skills relevant to today. It gives students the flexibility to arrange their daily schedules to fit their classes, their work lives, their family commitments and other obligations, in a way that works for the individual. Online school provides an opportunity for customized learning and one-on-one teaching assistance to students that many couldn't find in a more traditional setting. But with this freedom and flexibility – students must also make a commitment. Students and families need to commit to learning, to attending classes, to contacting teachers, and to ask for help when it is needed. Together – with a commitment from you to participate, and with our outstanding staff and technology to help you along the way – you will have a successful high school experience.

What Does Success Look Like?

What does a successful student at Insight School of WA look like? That can really depend on you – but we have found that there are several key ingredients to success.

- **Commit** to doing your schoolwork at a specific time each day. It can be 3pm for science or 3am for English – that's up to you. But students who schedule and commit to follow thru on that schedule are more successful at completing their goal of finishing each course. Once you set your schedule – share it with your family, your homeroom teacher, and your Academic Counselor. This support team can help check in with you and make sure you stay on track, and work when you have planned to work. Remember – a good rule of thumb is that you need to spend 1 hour per each class per day in order to finish a course.
- **Stay Connected!** It is a requirement of your enrollment at Insight School of WA that you meet weekly with your homeroom teacher in a live Class Connect Session, as well as with your other course teachers in Class Connect.
- **Stay caught up!** Falling behind in classes makes it so much harder to keep on top of your assignments, and soon the work to catch up can become overwhelming. If you work at a steady pace, stay on top of your unit assignments and do a little each day – you will have completed your coursework before you know it!
- **Ask for Help!** Teachers are happy to work with students who reach out and ask for assistance, whether you need one-on-one tutoring, a quiz or assignment reset so you can attempt to increase your score, or you need them to explain a concept in a unique way – just ask! Our staff is happy to help you succeed.

Who Can Help You Get There?

Insight School of WA has many student and academic supports ready to help you on your way to a successful high school experience.

- **Homeroom Teacher:** Your Homeroom Teacher should be your first phone call – every time. Students are assigned a Homeroom Teacher and a homeroom class as soon as they enroll. This Homeroom Teacher will stay with students throughout their time at Insight. Your Homeroom Teacher is a certified

teacher who can help answer general school questions, help build a successful individualized student learning plan, consult and connect with your content teachers, and be a point person of any questions you may have. They are a great advocate and resource for students and families.

- **Content/Course Teachers:** Each class at Insight School of Washington is taught by a certified teacher that is also highly qualified in the subject they are teaching. Your first contact if you need help in a class is your classroom teacher. Your teacher regularly holds live Class Connect sessions to provide you both group instruction and individualized help. Attend as many of the Class Connect sessions as you can.
- **Academic Counselor:** Academic Counselors are assigned to students according to the student’s last name – and can help adjust class schedules, answer questions on enrollment, plan for college admissions, or assist in times of crisis. These certified professionals are available to help students in many aspects of their lives, and can be reached at 425-533-2700 option 5 or by dialing the phone number and extension listed below.

Last names beginning with:	Name	Email	Phone 425-533-2700
A-Car	Stacey Marshall	smarshall@k12insightwa.org	7165
Cas-Gen	Brittni Thompson	bthompson@k12insightwa.org	7309
Geo-Kid	Mari Bisson	mbisson@k12insightwa.org	7126
Kie-Mos	Julie Powers	jpowers@k12insightwa.org	7171
Mot-Ser	Jillian Ralston	jralston@k12insightwa.org	7306
Ses-Wey	Lisa Humpries	lhumpries@k12insightwa.org	7157
Wез-Z and Destinations Career Academy	Rachael McGaffey	ramcgaffey@k12insightwa.org	7338
All Special Education	Lance Hyatt	lhyatt@k12insightwa.org	7295

The Family Academic Support Team (FAST)

The Family Academic Support Team empowers students to overcome challenges—be they academic, social, emotional, medical, or otherwise—to succeed in school and beyond. This holistic approach includes early intervention, support services, and linking families to school and community-based resources. FAST members and teachers work with families to provide the extra help needed to enable students to stay motivated and on track.

FAST Goals:

- Develop the capacity of students and families from a strength-based perspective
- Help students stay on track through early interventions, wrap-around supports and engagement strategies
- Work through non-academic issues with students and families in order to remove barriers to school success

- Creates a positive, welcoming and supportive school climate during Strong Start and throughout the year that allow a range of opportunities for parental involvement
- Develop community partnerships in order to better support students and families with social, emotional, and medical issues
- Foster student connectedness and nurture student motivation
- Improve student retention to promote students to the next grade level and achieve on time graduation

Commitments and Responsibilities of Online Students and Staff

Attending ISWA requires a commitment from students and families to their education. In return – our teachers and staff also make a commitment to you as a student. Below are the commitments that students and staff must make to one another in order for all to succeed. Students who fail in their commitment may be at risk for academic dismissal.

	Teacher/Staff Commitments	Student Commitments
Communication	<p>Homeroom Teachers commit to communicate with students regularly.</p> <p>They will respond to emails and messages within 1 school day.</p>	<p>Students must commit to maintain communication with their various teachers through school email, attending Class Connects or by phone/text.</p> <p>Students and families must commit to responding to all emails and calls from teachers and ISWA staff. This helps the school run smoothly and keeps you up to date on all requirements. Emails and phone calls from ISWA staff are meant for you even if you attend Running Start or Graduation Alliance. All of you are still ISWA students!</p>
Course Work	<p>Teachers commit to grading all assignments within 3 school days - so students have feedback on their assignments quickly. Larger projects or papers may require additional grading time.</p>	<p>Students must commit to ensuring that they keep up with due dates and submit work on a weekly basis and to maintain at least a 60% average grade in all courses.</p>

	Teacher/Staff Commitments	Student Commitments
Live Sessions	<p>Teachers commit to holding live Class Connect sessions for students, as well as office-hours for students to drop in. Teachers commit to recording all course sessions and posting them in their classrooms for students to review if needed.</p>	<p>Students must commit to attending live Class Connect sessions with their content teachers. For tracking purposes, these sessions MUST be launched from the student's homepage using the <i>student</i> account (not the learning coach account).</p> <p>NOTE: Watching recorded sessions DOES NOT qualify as meeting the attendance requirement; however, you should watch recordings for any sessions you miss so you can stay caught up with your schoolwork.</p>

Admissions & Withdrawal

Online Registration

Admission to ISWA requires the student's legal guardian to complete online registration with our school – students who have reached the age of 18 are required to sign their own documents. During the Online Registration process, we will collect:

- **Student & Family Information** – Demographic data for the student and their responsible guardians including contact information.
- **Agreements & Required Forms**– These include:
 - High School Transcript (Middle School Report Card for new 9th grade students),
 - Proof of age (Birth Certificate),
 - New Student Form (including Statement of Understanding),
 - Request for District Release (Choice Form),
 - Family Income Form,
 - Certificate of Immunization and
 - Other various agreements.
- **Course Selection** – Students must select the courses they wish to be enrolled in while at ISWA. Course selections will be granted if there is enough space in the course/section, and after review and approval from an academic counselor to ensure proper placement and graduation progress.

Students can access the enrollment portal during open enrollment periods. Our enrollment portal can be found at: wa.insightschools.net, click on ENROLL NOW. You may also reach our Enrollment Advisors by calling 866-992-5505.

Age Restrictions

ISWA admits students between the ages of 14 and 20, following these guidelines:

- Students 14 years of age will turn 15 before the last day of the school year, and
- Students who are 20 years of age can be admitted if they are 20 on the first day of school.

Students who do not meet the minimum age requirement must demonstrate completion of the 8th grade, mastery of 8th grade content with a report card or through a school-approved assessment tool such as Scantron, ACT or SAT scores. Families of entering freshmen must provide any and all documentation necessary to establish the student is eligible to enter high school.

Students 18 years of age or older entering ISWA for the first time must submit high school transcripts immediately to better help us assess their eligibility for graduation and diploma completion.

Adult Students

When a student turns 18 years of age the student is legally their own parent/guardian. Unless directed otherwise by the student in writing, ISWA will continue to provide information to contacts on the student's account.

NOTE: Even with notice in writing to not disclose information, Federal FERPA regulations require ISWA to release information when requested to a parent/guardian who is claiming a student as a dependent, based on IRS rules, without the consent of the adult student.

Washington State Residency Requirement

ISWA is a Washington State public school which means that all students must meet the state requirements for Washington state residency in order to attend our school. Residency is defined as having **BOTH** a **physical residence** within the state of Washington **AND** the student being **physically present** within the state of Washington.

To accommodate occasional travel, students may work from outside of the state of Washington on a LIMITED basis if they –

- Are outside of the state for no more than 20 days AND
- The student is physically present for all required state tests.

If travel outside the state is going to exceed 20 days, please contact Administration for possible options.

Students who move during the school year must notify the Registrar within ten days of changing addresses. Please email registrar@k12insightwa.org with the student's name, date of birth, and new address. You'll be instructed on how to submit new evidence for proof of residency requirements.

Students transferring to or spending significant time outside the state of Washington will be withdrawn from ISWA per state law.

Admission for Special Education Students

Insight School of Washington can be a placement option for special education students. As a part of the admission process for students who receive special education services, individual meetings are held to determine if the online-educational setting is the most appropriate for each student to receive his or her education. Several factors are considered when making this decision including, but not limited to: the student's academic history and academic skills. Additionally, a current copy of each student's most recent Individualized Education Plan (IEP) and Evaluation Report is thoroughly reviewed by our school psychologist to assist in making the most accurate decision regarding appropriate placement for each student.

Discipline Records

Students may not be admitted without discipline review by ISWA Administration. Students will need to submit all documentation related to student discipline issues at previous schools.

During the disciplinary review, if ISWA Administration finds that the student has exhibited documented behavior in the past related to a threat to teachers, students or administrators in any way, Administration will review all current information and make an enrollment decision. Students under current suspension or expulsion will be reviewed and a decision made based on the above concerns. Students admitted with disciplinary issues may not be permitted to attend certain ISWA events.

ISWA 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 ISWA program for their student. If ISWA is not provided with the most recent information, or a family is evasive in revealing the existence of current academic information, entrance into ISWA may be denied.

Voluntary Withdrawal from the School

Voluntary withdrawal from the school may be initiated by the parent/guardian by informing School Administration and/or the Homeroom Teacher of the intention to withdraw. An Exit Interview must be completed and forwarded to the school registrar for processing. Please allow up to 1 week for a withdrawal to be processed through our systems. You will be contacted by the reclamation department at K12 who will provide instructions for returning your computer and any returnable school materials. If you haven't completed an exit interview and are withdrawing from the school, please contact your registrar immediately at registrar@k12insightwa.org.

IMPORTANT: Students who withdraw from school mid-trimester will not earn credit for those courses from ISWA.

Parent Exit Interview Link:

<https://na2.docusign.net/member/PowerFormSigning.aspx?PowerFormId=72e03110-c787-4df5-95ee-fef7a7d2dbb9>

In addition to completing the parent exit interview, parents need to contact their student's Homeroom Teacher, to discuss the withdrawal.

Involuntary Withdrawal from the School

Students will become candidates for involuntary dismissal from ISWA under the following conditions:

- Students on academic probation who do not meet requirements to remain in good standing (see [academic probation section](#) below for complete guidelines);
- Students who fail to complete required monthly progress conferences;
- Students with three or more consecutive months of unsatisfactory progress as determined by the monthly progress conference;
- Students who fail to contact teachers through live class connect sessions, emails, course assignments, and returned phone calls;
- Students with multiple violations of school code of conduct after due process and administrative review.

- Students who do not engage or stay in good standing while participating in the Graduation Alliance program. (See [Graduation Alliance](#) section below for complete guidelines)

Students who are withdrawn for any of these reasons will have their choice transfer form revoked and the resident district will be notified of the withdrawal. Students may request an appeal within five days to the school Principal.

Students may be required to submit a new choice form to re-instatement. Re-instated students will be placed on Academic Probation and must continue to meet student learning plan goals to remain in good standing with ISWA. Re-instated students who fail to make Adequate Progress during any month of the remaining school year may be involuntarily dismissed, and their appeal revoked. If an appeal is revoked, ISWA may require students to wait 3 full trimesters prior to being allowed to re-enroll at ISWA. The decision can be appealed through the administration by completing a formal application for re-admittance, a face-to-face interview with the student and parent, and an action plan to ensure improved academic performance and engagement.

Academic probation and dismissal status will be recorded in the Student Information System.

Becca Bill (RCW 13.32A)

Students who withdraw from ISWA either voluntarily or involuntarily will be required to immediately register for school in their local district if the student is under the age of 18. Notification will be sent from ISWA to the resident district that the choice form has been revoked and the student is no longer a student of QVSD. Failure to register and enroll in a subsequent school may result in Becca Bill/truancy charges and court proceedings by the resident district.

Non-Starting Students

Students who do not attend an orientation and submit coursework within the first ten consecutive school days from the student's start date will be considered non-starting and will be considered voluntarily withdrawn from school and subject to dismissal from ISWA. Students will be sent a notification of dismissal. Students may reapply the following trimester subject to administrative interview.

*refer to attendance policy

Students Withdrawing for a GED

A General Education Development (GED) is not a high school diploma but rather a commonly accepted equivalency to a high school diploma. Refer to the State Board for Community and Technical Colleges for current information on the GED program – www.sbctc.ctc.edu.

Washington state rules restrict who can withdraw from public school in order to pursue a GED and the process students must follow if they want to withdraw for a GED. Students under the age of 19 are required to be enrolled in a public school. The Washington Administrative Code (WAC 131-48-100) requires the school to make an effort to adapt its educational program to try to meet the student's need before a GED is approved. To

ensure that ISWA has exhausted all options to provide the student a free public education, the school has established the following policies regarding GED approvals:

Insight School of Washington has established a Youth Re-Engagement Open Doors (1418) Program with our partner Graduation Alliance. Our 1418 program is designed to assist students who are not likely to finish high school and prepare them to take the GED or complete necessary credits for a diploma.

- **Students less than 16 years of age:** State rules will not allow a GED exit from high school.
- **Students that are 16 years of Age:** Insight will not approve a GED release for any reason. Students wishing to exit high school at 16, should first contact their local school district to determine if they have a 1418 program or another program that the student can enroll in. For students who don't have a local program, ISWA will refer you to our 1418 program and will transfer you once we have confirmed enrollment with our 1418 program.
- **Students that are 17 or 18 years of age:** Students should contact their ISWA academic counselor for referral to the Open Doors (1418) GED program through ISWA. The school will refer the student to the program and will transfer you once we have confirmed enrollment.
- **Students that are 19 or 20 years of age:** Even though formal school approval is not required, students will be referred to our 1418 program with Graduation Alliance to explore that as an opportunity prior to withdrawal.
- **Students that are withdrawn from ISWA:** ISWA will not award a GED release for students who contact us after dismissal or withdrawal from our program.

To discuss GED options or appeal a GED release decision (including asking for any exceptions to the above policies), families should contact their academic counselor.

Returning to Insight Next Year

Students must re-register each year they attend Insight. Re-registration opens in April of each school year and learning coaches and parents have the opportunity to communicate future educational plans to the school.

Families receive communication from the school with notification and instructions for signaling whether a student will return to ISWA in the fall or attend another school.

All students MUST signal this re-registration decision, including Graduation Alliance and Running Start students.

Choice Forms

Students are required to provide Insight School of Washington a new signed Choice Form (Request for Release) from their resident district annually. Additionally, if a student moves out of their resident district to a new resident district during the school year, they must obtain a new Choice Form from their new school district and submit it to our enrollment office within seven days of the move.

Failure to keep a valid choice form on file with our office may result in being withdrawn.

Updating Contact Information

Students and learning coaches are required to ensure that their contact information is current and up to date in the Online School – including:

- eMail Address (student and learning coach)
- Phone Number (student and learning coach)
- Address

Learning coaches can update eMail addresses and phone numbers in the Online School under account profile.

Address changes must be requested by eMailing registrar@k12insightwa.org.

NOTE: Washington State Law requires students to physically reside in the Washington State as a condition of enrollment in our school.

Internet Access

Insight requires families to maintain internet service as a condition of enrollment in our school. We recommend the use of a high-speed internet provider for the best experience.

Washington State rules will not allow Insight School of Washington to pay for or subsidize internet service for its students.

Academic Policies and Student Expectations

Academic Freedom/Student Rights

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

- No student shall be unlawfully denied an equal education opportunity or be unlawfully discriminated against because of national origin, race, religion, economic status, gender, sexual orientation, pregnancy, marital status, previous arrest, previous incarceration or a physical, mental or sensory handicap.
- 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 Washington or the rights retained by the people.

Cf. WAC 180-40-215

Teacher and Family Communication

Parent-Teacher communication is a vital cornerstone to maintain the unique partnership between the school and parents. Teachers are the parents' first point of contact for academic questions. Respectful, productive communication is expected between parents and teachers. The teacher is also an important link of communication from the ISWA administrative office. Parent/Learning Coach phone conversations with teachers or administrative staff which include profanity and/or uncontrolled anger or shouting will not be permitted. If parent or learning coach behavior is disrespectful in this manner, the conversation will revert to written communication only. Parents/Learning Coaches are expected to maintain responsiveness to email, newsletters, and phone communication with the teacher and the school. Professional, courteous two-way communication is always encouraged.

Academic Probation

Academic probation can include three phases for students who are not passing course work at ISWA:

Phase 1: Academic Warning

Students are placed on academic warning if the student reaches Tier 4 level interventions with the Family Academic Support Team, after failing to re-engage in Tiers 1 through 3.

All students on academic warning have opportunities to meet with a Family Academic Support Liaison to receive assistance to get back on track. If students and families stay in contact, FASLs can work in conjunction with the student's homeroom teacher to help remove barriers to the student's success.

Students on academic warning can return to good academic standing the following trimester if they pass 50% of their classes for the current term (i.e. the term they are on probation.)

Phase 2: Academic Probation

If students on academic warning do not pass 50% of their courses during the trimester, they shall be placed on academic probation.

A student on academic probation is required to meet with their academic counselor to discuss and secure approval for their current course schedule, which can be reduced to fewer courses (2) to help the student find success.

Students on academic probation can return to good academic standing the following trimester if they pass at least two of their classes for the current term (i.e. the term they are on probation.)

Phase 3: Academic Dismissal

If a student on academic probation does not meet the requirements to be removed from academic probation (phase 2), they will be placed in academic dismissal status and are eligible for involuntary withdrawal from the school upon administrative review.

If administration deems student withdrawal to be the most appropriate step, the student and family will be notified of the withdrawal from school and the choice form shall be revoked. The student's resident district will be notified of the withdrawal. Students under 18 must immediately enroll in their resident school district to avoid violation of Washington truancy laws.

Students who are dismissed via these academic probation policies will not be allowed to return to Insight Washington for a full school year. At that point, administration will review any requests for reinstatement.

Monthly Progress Conferences

ISWA operates under the guidelines for Alternative Learning Experience (ALE) under Washington Administrative Code (WAC) 392-121-182. Students are held accountable to the program expectations, and failure to meet the following expectations may be grounds for student dismissal.

A Monthly Progress Conferences is commonly referred to as an “MPC”. Monthly Progress Conferences between homeroom teachers and homeroom students are required to be completed and logged within the first two weeks of every month.

Progress Determination – Subsequent Months of School After 1st Month

MPC status is based on the number of courses a student has a passing grade in (60% or higher) as related to the number of courses on the student’s schedule. The student must meet the following requirements in the table below at the time of the conference to earn satisfactory status for the month. Follow-up conferences can be logged within the same month to update a student’s status from unsatisfactory to satisfactory progress before the MPC deadline for that month. Please see below:

Number of Courses on Student’s Schedule	Requirements to Earn Satisfactory Progress
Four Courses or More	Student must have a passing grade (60% or higher) in each course with exception given to one course to earn satisfactory progress at time of the conference.
Three Courses or Fewer	Student must have a passing grade (60% of higher) in every course to earn satisfactory progress at time of the conference.

Unsatisfactory Progress: If a student does not meet the requirements listed above at time of the conference, an unsatisfactory progress MPC and Intervention Plan must be logged. Students who do not meet satisfactory progress for the month will also be referred to the Family Academic Support Team if not already receiving intervention services from that team.

Multiple Months of Unsatisfactory Progress

Insight School of Washington expects our students to maintain satisfactory progress every month. If students have consecutive months of unsatisfactory progress, students put their enrollment in our program in jeopardy.

Automatic Satisfactory Progress Conferences

Students with satisfactory monthly progress may qualify for automatic satisfactory progress for the following month.

To qualify for Auto-Sat conference all of the following **must be true** –

- Student ended the prior month with a SAT conference
- Student maintained passing grades in the required number of courses based on his or her schedule by the first day of the following month.

If both of these are true, the student receives an automatic satisfactory progress rating for the month. **Students who earn an automatic satisfactory Monthly Progress Conference are still expected to make contact through Class Connect, e-mail communication or phone communication.**

Required Assessments

School Based Assessments

In conjunction with all course level assessment, ISWA students in grades 9-11 are required to complete Star360 assessments in English/Language Arts and in Math. These assessments are used by teachers to assist students in mastering individual standards in each subject and identify any gaps in previous years' learning.

Please see the table of required Star360 tests below

Assessment	9th	10th	11th	12th
Star360 Readiness/Baseline	✓	✓	✓	
Star360 Mid-year Assessment	✓	✓	✓	
Star360 End of Year Growth assessment	✓	✓	✓	

Data collected from these tests are used by ISWA to report student growth to both the state of Washington, Quillayute Valley School District and the ISWA School accreditation agency.

State Standardized Achievement Testing

The state of Washington requires students to participate in the State Standardized Achievement Testing program. These tests are all given in a face-to-face environment during the months of April and May.

Because ISWA is a public school, attendance and participation in these face to face assessments are REQUIRED for ISWA students identified in the testing grade levels. Families will be notified by our assessment department in January/February of required testing dates and locations. Families and students will be given ample opportunity to resolve any scheduling or location conflicts which may arise.

The specific test a student must appear for will vary based on their grade level. The following table summarizes the specific tests that students are required to take based on Washington State rules:

Grade Level	Graduation Cohort Year	Required Tests
9	2021	No State Assessments
10	2020	<p>Required for all 10th Grade Students:</p> <ul style="list-style-type: none"> • Smarter Balanced English Language Arts (SBA ELA) • Smarter Balanced Math (SBA Math)
11	2019	<p>Required for all 11th Grade Students:</p> <ul style="list-style-type: none"> • Washington Comprehensive Assessment for Science (WCAS) <p>Required if graduation requirement was not met:</p> <ul style="list-style-type: none"> • Smarter Balanced English Language Arts (SBA ELA) • Smarter Balanced Math (SBA Math)
12	2018 and Prior	<p>Required if graduation requirement was not met:</p> <ul style="list-style-type: none"> • Smarter Balanced English Language Arts (SBA ELA) • Smarter Balanced Math (SBA Math) <p>Note: Depending on their graduating cohort year, students may have other options to meet the state testing requirement. Please contact your academic counselor to discuss these options.</p>

School administration will review student attendance and test completion at all required testing sessions. Students who do not attend and complete ALL required state assessments put their choice transfer status in jeopardy and may not be approved to return to ISWA the following school year.

Attendance at ISWA

Insight School of Washington believes that there is a direct relationship between good attendance and high achievement in school. Students with consistent, good attendance:

- earn higher grades,
- enjoy school more,
- build relationships with staff and students,
- pass their classes to gain the necessary credits for graduation, and
- learn positive habits that they will carry for a lifetime.

ISWA understands that it is the responsibility of each parent, guardian, teacher, administrator and staff member to promote and stress the value of good attendance. It is also the responsibility of the staff to carry out all attendance policies in a fair, firm, consistent and timely manner.

As a Washington State school, ISWA monitors and records student attendance on a weekly basis. ISWA is required by state law to follow set procedures and take action to ensure students are attending school on a regular basis.

In order for ISWA students to remain in good attendance standing, students must:

- make two-way contact with at least one of their teachers every week
- attend all required live classes through Blackboard Collaborate
- login to the Online High School system daily and complete course work in each of their courses
- complete a Monthly Progress Conference with their homeroom teacher each month
- spend 30 – 35 hours per week completing school work.

Processing and Required Interventions

Due to state attendance laws, ISWA staff are required to notify parents and/or guardians of their student's absences. We are also required to create and implement interventions to encourage students to become compliant with school policies. Attendance notifications are emailed Monday and include updates on student absences from the previous week. Below are some interventions in which students with excessive absences may be required to participate:

- Referral to the Family Academic Support Team for tiered level support. Students who do not engage with FAST may be withdrawn and their choice form revoked.
- Required absenteeism prevention program with Family Compliance Liaison.
- Complete assessment measuring personal risk and needs levels
- Face to Face meeting with Family Compliance Liaison
- **A student with 20 or more consecutive days of absences will be recommended for withdrawal from the school.**

Excusing Absences

Washington State has defined an "excused absence" as one or more of the following:

- *Participation in a school approved activity (e.g. sports, drama, community service)*

- *Illness, health condition, medical appointment*
- *Family emergency (including death or illness)*
- *Religious or cultural observance, including a holiday or instruction*
- *Court proceeding, or serving on a jury*
- *Post-high school apprenticeship program visit or scholarship interview*
- *Search and rescue activities*
- *Absences related to a student's homelessness;*
- *Absences related to a deployment of an active duty parent or guardian*
- *Suspension or expulsion*
- *Activity agreed and approved by principal and parent*

ISWA's attendance is measured on a weekly basis and all students have seven days to complete the attendance requirements. If your student cannot participate in classes for more than five days in one week then you may submit a request for an excused absence. Documentation will be required for excused absence requests and must be submitted within five days of notification of the absence(s). Students are not allowed to excuse their own absences if they are under the age of 18. The student's legal parent or guardian must contact the school to excuse any absence(s).

To request excused absences, a student's parent/guardian can email attendance@k12insightwa.org and include the following information:

- Student name,
- student ID number,
- dates of absences,
- reason for absences and support documentation like a doctor's note

Once the request has been processed, the attendance department will notify the parent or guardian. **Reminder: The email MUST come from the Learning Coach email address in order to be processed.**

Importance of School Attendance

ISWA has multiple support personnel available to encourage and assist students. All students have access to their counselor, teachers and the Family Academic Support Team. We believe strongly that all students need to attend school in order to be successful and stay on track to graduate on time. The Attendance Department has developed multiple ways to positively intervene and help students and families overcome barriers. We encourage all families and students to utilize ISWA's support staff and ask about further resources on Washington State attendance laws and requirements.

Course Assignments and Earning Credit

Enrollment Period and Course Load

For Trimester 1 and Trimester 2, students can enroll during the trimester. We break these students into cohorts based on the date all enrollment documents are received. Students enroll after the start of a trimester can start in cohort 2 or cohort 3. EXCEPTION: Trimester 3 does not offer late start options.

	Trimester 1	Trimester 2	Trimester 3
Cohort 1 Start Date (On time start)	9/4/2019	12/04/2019	3/16/2020
Cohort 2 Start Date (within trimester)	9/30/2019	1/13/2020	N/A
Cohort 3 Start Date (within trimester)	10/28/2019	2/10/2020	N/A
Trimester End Date	11/21/2019	3/8/2020	6/16/2020

The number of courses a student takes varies based on their cohort enrollment.

Cohort 1	}	<ul style="list-style-type: none"> • 4 Courses* (7 hr/wk per course) • Broader course selection
Cohort 2	}	<ul style="list-style-type: none"> • Max of 2* Courses (15 hr/wk per course) • No CORE ELA/Math Available • Limited Course Selection
Cohort 3	}	<ul style="list-style-type: none"> • Max of 1* Course (30 hr/wk) • Limited course selection

*excluding Homeroom /Finding Your Path

Students cannot fall below the minimum number of courses without approval from the head of school.

Extra Class Policy (5th class)

Students starting in Cohort 2 and Cohort 3 cannot have extra classes.

Cohort 1 may be able to add a 5th course if the following requirements are met:

- Potential graduates can add an additional course to keep on pace with graduation date (needs administrative approval). Student must agree to maintain satisfactory progress to maintain the courses. School reserves the right to drop the course if the student is not able to maintain satisfactory progress.
- Allther students can add an additional course if they have shown the ability to pass courses for at least one term prior to adding the courses. Student must agree to maintain satisfactory progress to maintain the courses. School reserves the right to drop the course if the student is not able to maintain satisfactory progress.

Low Enrollment Courses

Some elective courses are dependent upon enrollment. Students will be informed during the registration process if they need to select an alternate course; they will be enrolled in the alternate course if their original course choice does not have sufficient enrollment.

Credit for Courses

Credit for coursework completed at ISWA can be earned in several ways: percentage/letter grade; pass/fail; or credit/no credit. Unless a course is specifically designated as a pass/fail, or credit/no credit course, credit is assigned by percentage/letter grade.

To earn a passing letter grade credit for a course at ISWA, students must earn at least 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 Principal to receive pass/fail, credit/no credit, or satisfactory/unsatisfactory credit for an academic course. The Principal will be the final authority in accepting such petitions.

Course Extensions

All courses should be completed before the end of the scheduled term. Extensions beyond the end of term are not offered.

Maximum Outside Credit Acceptance

After a student is enrolled full-time at ISWA, a student is limited to the outside credit ISWA will accept from off-site programs, correspondence courses, or non-Insight online courses while enrolled in our program. It is the policy of ISWA to allow a maximum of two (2) credits from off-site courses that are not run by the school or district.

These credits must be from an accredited source. Acceptance of any outside coursework must be approved in advance by the Academic Counselor. Credit for correspondence and online courses not offered through the regular school schedule may be granted within the two (2) credit limitation.

Credit retrieval classes do not fall within this same limitation. Credit retrieval courses must be from an accredited academic institution. These, too, must be approved in advance by the Academic Counselor.

Home School Courses for HS Credit

Because ISWA is required to only accept high school credit from accredited institutions, high school work completed during home school instruction DOES NOT translate to credits earned toward a diploma and will not be included on the student's ISWA transcript. If learning coaches can prove that home school courses were completed in compliance with state regulations, ISWA administration can choose to review the possible inclusion of this instruction as credit toward a high school diploma.

Course Scheduling Policies

Credit Recovery Scheduling Policy

Credit recovery courses are designed with the expectation that students walk into the course with some information about the subject. Many of these courses use a "test out" feature which allows the student to skip content that is already mastered. For this reason, students must have a valid attempt noted on their transcript (F grade) prior to accessing credit recovery.

Because credit recovery is an additional class, live Class Connect sessions for these courses are held outside the regular school day hours. Attendance at live sessions is required.

Any exceptions to this policy must be approved by administration.

Course Add Policy

Courses can only be added within 7 days of the course start date. Adds outside of this timeframe must be approved by administration and will only be allowed for one of the following reasons:

- If the student is scheduled to graduate this year and an error in the graduation plan requires a course to be added that was not identified prior.
- If a student has a shared enrollment agreement for Running Start or a Skills Center and the student drops courses with the other school. Course adds may be required to bring the student back into compliance with our enrollment agreement.

Administration reserves the right to add courses on a case by case basis for other reasons if circumstances arise that are not defined in the above policy.

Courses counts cannot exceed established maximums.

Course Drops: Parent/Student Request

Requests by a parent/student to drop a course can only be done within 7 days of the course start date. After 7 days, the course will remain on the student's schedule and graded out following school policy. Students must maintain course enrollment minimums.

Course Drops: Other Reasons

At times student circumstances, may warrant the dropping of classes outside of the 7 day drop period allowed in the Add/Drop policy or through the current Intervention Plan policy. Add drops outside of these reasons must be approved by administration. Families must start this process through their Academic Counselor.

The following are reasons that may qualify for an administrative mid-term drop (this list is not-all inclusive):

- New or Revised 504/IEP that modifies a student's schedule
- Recent medical condition or other trauma that impacts the student's ability to complete school work in all their scheduled courses
- Updated transcript shows that the course requirement has already been met
- Court orders because of a truancy hearing

If approved, the final grade on the transcript will be listed as a "w" indicating the student withdrew from the course. W grades do not impact a student's GPA.

Withdrawal Grade

Courses dropped after the 7 day drop period, will remain on the student's transcript and graded out with a "W" – withdrawal grade. A W grade is not calculated in the student's GPA.

2 Year Algebra Course and Math Credit

Students who need additional support in Algebra may be scheduled in our two year algebra sequence. WA state requires all students to complete 1.0 credit in Algebra. The two year algebra sequence awards both core algebra credit and elective as follows:

- 1 Credit Development and 1 Credit Continuing = 1 credit elective and 1 credit Algebra
- Students who have a ½ credit in Algebra A (traditional), may complete the second half credit by doing a full credit of Continuing Algebra. ½ credit Elective, ½ credit Algebra 1B

Online High School Expectations

Course Calendar (Class Plan)

Students are expected to login daily and work in their courses. Your Class Plan will have daily assigned readings, activities and/or required assignments.

Students are expected to keep up with the Class Plan and are allowed to work ahead. **Working ahead in classes DOES NOT excuse students from attending required live Class Connect sessions.**

Generally, late enrolling students are expected to make up the missed work and topics. Please contact your teacher upon enrollment and they can work with you to help get you caught up.

Discussions (Asynchronous)

Asynchronous discussions are a valuable part of an online high school learning experience. When posting to a discussion board within the Online High School students are expected to ensure that:

- The post answers the discussion prompt and is meeting the assignment expectations
- The post does not include any personal contact information including phone numbers, eMail addresses, physical addresses, social media information, etc.
- The post is respectful to yourself and others
- The post does not contain any offensive or inappropriate content

ISWA reserves the right to remove any posts that violate school policy and expectations.

Students who violate this policy can also be subject to school discipline.

Electronic Notifications

Within the Online High School, students and learning coaches opt in for eMail and text notifications. Use of these features is optional and not required by the school. Please note that the use of text and eMail notifications could result in data or usage charges from your cell phone provider.

Insight School of Washington accepts no liability for any data or usage charges associated with the use of these notification features.

Students and learning coaches can change their notification settings at any time within the Online High School by updating their profile notification settings.

Electronic Profile

Within the Online High School users have the ability to upload a profile picture. Inside of the Class Connect (Blackboard Collaborate) environment, users have the ability to upload a profile picture as well.

These profile images are visible to all other users. Students and families are encouraged to upload an actual image of themselves to their Online High School and Class Connect profiles. Avatar images may be used if the individual is uncomfortable with posting their actual image.

Images must:

- Remain the same image for the entire trimester to make it easier for teachers and community members to get to know you

Images **must not:**

- Contain any offensive or lewd content (ie: sexual, drug, alcohol, tobacco, or gang related content; offensive, bullying or other forms of hate language)
- Demonstrate support for any political party or candidate
- Contain logos of any kind
- Contain religious imagery of any kind.

Insight School of Washington reserves the right to remove any images that it deems inappropriate. Students may be subjected to school discipline if their images are not appropriate.

Student Grades and Assignments

Alternative Assignments

The Washington Office of the Superintendent of Public Instruction provides that public schools must protect students from discrimination and harassment on the basis of religion including a student's religious background, beliefs, dress, and expression. Religion and creed are protected classes under Washington law. (Chapter 28A.642 RCW | Chapter 392-190 WAC | Chapter 49.60 RCW).

We at ISWA would like to help make students feel safe and comfortable while meeting all required learning standards. To alleviate any concerns with regard to this, learning coaches are encouraged to take the following steps to resolve issues and seek out alternative assignment options:

- Review the course and syllabus for conflicting content upon student enrollment in the course.
- Notify the teacher of any potential conflicts within first two weeks of the term.
- Teacher will provide instructions for alternative assignment(s) aligned to standards to complete if available.
- If the alternative is not acceptable to the learning coach, the learning coach will be referred to administration to find a resolution. **While we can provide alternatives to meeting learning standards, we cannot exempt a student from learning standards.**

Guest Speakers

ISWA teachers may invite guest speakers to live instructional sessions in order to enrich the learning experience for their students. Learning Coaches who have any concerns about guest speakers can review Quillayute Valley School District's policy in [Appendix D](#) of this document and contact a school administrator if needed.

Grading and Feedback

Within the Online High School there are three types of graded assignments –

- Computer Graded Only
- Computer and Teacher Graded
- Teacher Graded Only

Once a computer graded assignment is submitted, the computer will score the assignment and add the grade to the gradebook.

If an assignment is a mix of computer graded and teacher graded questions, computer portion will be graded when the assignment is submitted. The score you see will be only the computer graded portion. Once the teacher grades the free-response questions, the teacher will update the final score.

Teachers are expected to grade submitted work within three ***school days***. English teachers are given two additional school days to grade written work.

Appeals Process

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

- Submit a written request for a detailed copy of the student's grade book from the course instructor.
- Identify in writing any assignments that he/she would like re-evaluated.
- Explain in writing why the student believes the grade on each of the identified assignments should be revised.
- Submit identifications and explanations to the course instructor.
- If an agreeable resolution is not met, students may appeal the decision with the administration

Grade Point Average

In an effort to facilitate standardization for college and scholarship applications, transcripts will show a maximum GPA of 4.0.

The grade point average for ISWA students is calculated as follows:

1. Each student's grade point average is the sum of the point values of all the grades received for all of 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 D (1.0).
4. Pass/Fail and Credit/No Credit marks may be used as agreed upon by the instructor and school administrator. These non-numbered marks will be clearly identified and excluded from the calculation of grade point average.

5. Marks for Incompletes (“I”) will be calculated as a 0.0 until the grade is replaced by a letter grade.
6. Courses marked as Withdrawals (“W”) will not be included in GPA calculations.

Grade Scale/Grade Point Value

The following grade scale is used to determine letter grades:

GRADE SCALE		
Percentage	Letter Grade	Grade Point Value
93-100%	A	4.0
90-92%	A-	3.7
87-89%	B+	3.3
83-86%	B	3.0
80-82%	B-	2.7
77-79%	C+	2.3
73-76%	C	2.0
70-72%	C-	1.7
67-69%	D+	1.3
60-66%	D	1.0
0-59%	F	0.00

Grading Policies

ISWA grading policies are in compliance with state and district guidelines. Grading information and other course-specific information are provided online within each course syllabus.

ISWA staff fundamentally believes that all ISWA students:

- Can learn at high levels;
- Will earn a high school diploma;
- Will be contributing members of society after high school.

ISWA staff knows that all ISWA students:

- Come to ISWA for a variety of reasons;
- Have unique and varied backgrounds and lives;
- Face personal challenges on a daily basis;
- Learn at different rates and in different ways;
- Desire independence and success;

To support student success, ISWA staff and administration commit to:

1. Prompt grading: fair, accurate, specific and timely.
2. Base final grades on learning, growth, on proficiency over compliance. This means that we do not use extra credit / bonus points to inflate a grade, and that grades are not based on effort, attendance, or participation. Grades are based solely on learning, growth, and proficiency;
3. Use zeros in the gradebook to indicate that an assignment has not been completed. The zero indicates the grade will be changed when the student submits the specific missing assignment.
4. Provide students opportunities to retake quizzes and tests:
 - Teachers may require students to attend a CC session and/or complete a relevant assignment before allowing a student to retake a quiz or test;
 - Teachers may elect to provide an alternative assessment that measures the same standards as the quiz/test;
 - Teachers may elect to require students to correct their errors in place of a retake; and
 - Teachers may elect to require students to complete a Self-Analysis in place of a retake. A self-analysis requires students to indicate why their response was incorrect and to provide the correct response; and
 - Teachers may impose a limit to the number of retakes.
 - **NOTE:** When unit tests include a teacher-graded (written) assignment, the ability to redo the written portion is up to each individual teacher;
5. Provide students opportunities to redo written assignments:
 - When a teacher has assigned a series of assignments leading to a final draft, including a rough draft, only those students who have completed the series of assignments leading to the final draft will have opportunity to revise and resubmit a final draft, provided it is submitted prior to the final day of the grading term.
 - Teachers may require students to attend a CC session and/or complete a relevant assignment (including reading) before allowing a student to submit a rewritten assignment;
 - **NOTE:** When unit tests include a teacher-graded (written) assignment, the ability to redo the written portion is up to each individual teacher;
6. Provide due dates on all assignments:
 - Students are encouraged to submit quality work before or on the due date to maintain pace with the course, and to receive relevant and meaningful feedback.
 - Quizzes and tests that are built into the online high school are accepted through the final date of each trimester; and
 - Teacher-graded assignments (i.e., assignments that a student must upload through a dropbox) should be submitted by the due date to ensure meaningful feedback and opportunity to make revisions.
 - **Teacher-graded assignments have two deadlines:** the middle of the term and one week prior to the end of the term. Teacher-graded assignments submitted after a deadline will not be penalized if the student submits a written explanation for the lateness of the work. Students who submit teacher-graded assignments after the deadline and who have not submitted a written explanation for the lateness of the assignment will be penalized 20%. Teachers will honor 504 Plans / IEPs that provide accommodations for due dates by not penalizing students within the allowable time based on the 504 / IEP. The deadline of one week prior to the end of the term for teacher-graded assignments provides teachers needed time to grade.
 - Trimester 1:
 - Deadline 1: Teacher-graded assignments with due dates up to October 4 must be submitted no later than midnight on October 15, 2019.
 - Deadline 2: All teacher-graded assignments must be submitted no later than midnight on November 18, 2019.

- Trimester 2:
 - Deadline 1: Teacher-graded assignments with due dates up to January 6 must be submitted no later than midnight on January 27, 2020.
 - Deadline 2: All teacher-graded assignments must be submitted no later than midnight on March 2, 2020.
 - Trimester 3:
 - Deadline 1: Teacher-graded assignments with due dates up to April 21 must be submitted no later than midnight on May 4, 2020.
 - Deadline 2: All teacher-graded assignments must be submitted no later than midnight on June 8, 2019.
 - Due to our internal processes related to grading and scheduling, the end of the term is a hard deadline. We cannot extend the term for students. All assignments must be submitted before midnight on the final date of the term. There are no exceptions.
7. Consider unique situations when presented by the student and/or Learning Coach.

Progress Reports & Report Cards

Learning coaches have access to view their student's progress in the online school at <http://learn.k12.com>. We encourage coaches to login and monitor student progress at least weekly. Learning coaches will get information to create their accounts from k12 once their student is approved. Student accounts are created by the Learning Coach and provide the same level of progress access.

In addition, report cards are emailed at the end of the trimester. These report cards in

Honor Roll Certificates

Students will be recognized for their academic achievement by receiving GPA certificates at the end of each trimester. Honors will be awarded to students with a 3.0 or higher trimester GPA. High Honors will be awarded to students with a 3.5 or higher trimester GPA.

Graduation

Graduation Cohort Year

In Washington state, cohort year is determined by the year a student entered 9th grade. A student’s graduation requirement rules are based on this graduation cohort regardless of the year that they actually graduate from high school. The following examples help illustrate this point:

- 11th grade student graduating this year – follows the 2020 graduation rules
- 12th grade student (who started 9th grade in 2016-2017) graduating this year – follows the 2019 graduation rules
- 12th Grade (5th Year Senior) student that graduates this year – follows the 2018 graduation rules

Use the table below to determine your Graduate Cohort

Year Entered 9 th Grade	Current Grade in High School	Graduation Cohort Year
2019-2020	9 th Grade	2023*
2018-2019	10 th Grade	2022*
2017-2018	11 th Grade	2021*
2016-2017	12 th Grade	2020*
2015-2016	12 th Grade (5 th Year Senior)	2019*
2014-2015	12 th Grade (6 th Year Senior)	2018*

* The 24-credit “Career- and College-Ready Graduation Requirements” begin with Graduation Cohort Year 2019

Required Credits for Graduation

State rules require students to complete a High School and Beyond Plan as part of their graduation requirements. Insight requires all students to complete an Individualized Learning Plan (ILP) with their homeroom teacher each year which is updated each Fall and Spring. By completing an ILP, students meet the High School and Beyond Plan requirement.

Subject	Cohort 2015	Cohorts 2016 to 2018	Cohort 2019
English	3.0	4.0	4.0
Math*	3.0	3.0	3.0+
Science	2.0 (1 Lab)	2.0 (1 Lab)	3.0 (2 Lab)+
Social Studies	2.5	3.0**	3.0**
Physical Education/Health	2.0#	PE 1.5 Health 0.5	PE 1.5 Health 0.5

Occupational Education/CTE	1.0	1.0	1.0
Arts	1.0	1.0	2.0^
World Language	Not Required	Not Required	2.0^
Electives	6.5	5.0	4.0
Total Credits	21	21	24

* Students must pass Algebra 1, Geometry, and Algebra II or an approved CTE Math Class.

** All students are required to earn at least 1.0 credit of American History, .5 credit of American Government (Civics), .5 credit of Pacific Northwest History (if passed in Middle School select another Social Studies Elective), and 1.0 credit of Contemporary World Issues (Sociology, Anthropology, Geography, Economics, World History-2nd Term, or Civics – only if above and beyond the government/civics requirement).

+The 3rd credit of science and the 3rd credit of math are chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, of if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal.

^1 credit of the arts and both credits of the World Language can be a Personalized Pathway Requirement. Per the State Board of Education "Personalized Pathway Requirement are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning."
(<http://sbe.wa.gov/GradRequirements/ClassOf2019.php#.VZw0XOYmekA>)

Credit for Homeroom

Students are awarded credit for completing our homeroom curriculum. Grades will use a Credit/No Credit format and therefore will not be included in GPA calculations. Students will earn .167 (1/6th) credit per 1st and 2nd trimester and .166 on 3rd trimester for a total of .50 (1/2) credit per school year. Homeroom credit will count as an elective credit in the graduation plan.

Other Graduation Requirements

In addition to credits students also must meet the following non-credit requirements:

- Complete a High School and Beyond Plan
- Complete Pacific Northwest History/Washington State History (may or may not have high school credit)
- Language Arts and Math Proficiency:
 - Language Arts: Typically done by passing the SBA ELA Test. See your counselor with questions.
 - Mathematics: Typically done by passing SBA Math. See your counselor with questions.

Graduation Residency Requirements & Diploma Eligibility

Insight School of Washington is accredited by Cognia (formerly AdvancED) . ISWA's affiliation with this organization is an important aspect in regard to providing families the assurance of an organization built to provide a high level of service and quality to our students and families. (<https://www.cognia.org/accreditation-certification/>) As such, there are certain assurances Insight School of Washington has to adhere to in order to

maintain our accreditation. One such criterion is our ability to meet the Cognia assurance on student diploma eligibility.

In order to earn a diploma at ISWA, students must complete at least 25% of the courses required for graduation at the institution during their enrollment at Insight School of Washington or through a dual enrollment opportunity (Running Start or Skills Center) as defined by Insight School of Washington enrollment policy. Students must also maintain Washington State residency as defined by state rules. For cohort years 2016-2018, a student must earn 5.25 credits from ISWA. For cohort year 2019 and beyond students must earn at least 6 credits from ISWA.

Under certain provisions or under specialized circumstances, Insight School of Washington may modify this eligibility requirement for a student on a case-by-case basis. To receive a diploma ONE of the following criteria must be met:

- Students will earn 25% of their required credits through their enrollment at ISWA OR
- Students earn credit and complete three trimesters at ISWA OR
- Students who enroll and are outside of their cohort year of graduation and successfully complete credits with ISWA and meet the ISWA diploma requirements as established by Quillayute Valley School District OR
- Students who enroll and due to military family relocation request in writing a special circumstances exception and meet all applicable Washington State and ISWA graduation requirements. OR
- Other circumstance as deemed necessary through administrative interpretation

Upon enrollment all potential seniors will meet with an assigned academic counselor who will review and discuss these provisions and determine if specialized circumstances may apply. A decision will be made in regard to student enrollment and expectations in regard to earning and awarding credits and the issuance of a high school diploma. During this intake conversation an academic counselor will review the follow:

- 1) A review of all state assessment criteria and success in regard to diploma eligibility as defined by the State of Washington
- 2) A thorough review of a student's education history from other public school or accredited institution(s) for the purpose of determining whether a credits are acceptable and meet State of Washington Criteria
- 3) A review of graduation credit requirements that meet the expectations set by the State of Washington.
- 4) A review of afore mentioned criteria and its relationship to the ability of a student to meet this policy.

If the above conditions are met, students will be approved for enrollment and a plan to complete all necessary graduation criteria will be created in conjunction with ISWA's Individual Learning Plan and Washington State Learning Plan criteria.

Graduation Ceremonies & Exercises

ISWA graduation exercises will be held at one or more locations that will be communicated to graduates and their families in a timely manner. In order to participate in the ceremony, students must have met, or be on

schedule to meet all credit, district and state graduation requirements. Students waiting for test scores or summer school credit are eligible to participate in the ceremony. All school fines/fees must be paid in full. In addition, students currently under suspension may be allowed to participate only with the prior written permission of the Principal which may be denied in the Principal's discretion.

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

Honor Graduate


Students will be able to graduate with honors if they have a final GPA of 3.3 or higher.













































National Honor Society Graduate

Students who are members of National Honor Society in good standing are recognized during graduation.

Graduation Planners

Class of 2017 & 2018

Each  = .5 credit


English (4).....	 	 	 	 
	English I	English II	English III	English Elective
Math (3.0).....	 	 	 	
	Algebra I	Geometry	Algebra II*	
Social Studies** (3.0).....	 	 		
	Current World Issues	US History	US Government or Civics	PNW History or Elective
Science (2.0).....	 	 		
	Science	Lab Science		
Health/Fitness (2.0).....	 	 		
	PE PE	PE Health		
Occupational (1.0).....	 			
Fine Arts (1.0).....	 			
Electives (5.0).....	      			
	  			
Proficiency				
	English Test	Math Test		



















































*Upon parent, student, and counselor approval, course may be replaced with career related equivalent.

*** All students are required to earn at least 1.0 credit of American History, .5 credit of American Government/Civics. Students who completed Pacific Northwest History (PNW) - during middle school must take a Social Studies Elective unless high school credit was earned for PNW. Contemporary World Issues includes the following courses: Sociology, Anthropology, Geography, Economics, World History-2nd term, or Civics (Only IF the Civics requirement was met with Gov't).

21.0 Credits Required for Graduation

Class of 2019-2023

Each  = .5 credit

English (4).....								
	English I		English II		English III		English Elective	
Math (3.0).....								
	Algebra I		Geometry		Algebra II*			
Social Studies** (3.0).....								
	Current World Issues		US History		US Government or Civics		PNW History or Elective	
Science (3.0).....								
	Science		Lab Science		Lab Science			
Health/Fitness (2.0).....								
	PE	PE	PE	Health				
Occupational (1.0).....								
Fine Arts (2.0)+.....								
World Language (2.0)+.....								
Electives (4.0).....								
Proficiency								
		English Test		Math Test				

+ 1 credit of Fine Arts and 2 credits of World Language can be replaced by a Personal Pathway Requirement as stated in the High School and Beyond Plan
 *Upon parent, student, and counselor approval, course may be replaced with career related equivalent.

*** All students are required to earn at least 1.0 credit of American History, .5 credit of American Government/Civics. Students who completed Pacific Northwest History (PNW) - during middle school must take a Social Studies Elective unless high school credit was earned for PNW. Contemporary World Issues includes the following courses: Sociology, Anthropology, Geography, Economics, World History-2nd Term, or Civics (Only IF the Civics requirement was met with Gov't).

24.0 Credits Required for Graduation

College Preparation and Testing

National Standardized Achievement Testing

Because the following standardized achievement and proficiency tests are often important to college admissions, ISWA will provide students with information about the following tests:

- ACT (American College Testing);
- PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test);
- SAT (Scholastic Aptitude Test) ; and
- AP (Advanced Placement).

ISWA has an established school code with the College Board of **480129**.

PSAT Registration and Testing Dates

To find a school administering the test: <https://psatordering.collegeboard.com/pno/public/search.do>

To register or get additional information check the PSAT website:

<http://www.collegeboard.com/student/testing/psat/about.html>

SAT Registration and Testing Dates

To register: <http://sat.collegeboard.org/home>

ISWA has an established school code with the College Board of **480129**.

ACT Registration and Testing Dates

To register: <http://www.actstudent.org/> has an established school code with the College Board of **480129**.

Admissions to Four Year Colleges in WA

To be eligible for admissions to most 4-year universities or colleges, students are expected to take a rigorous academic schedule. Beginning with the graduating class of 2012, students planning to apply to a university must complete a minimum of 3 college academic distribution requirements (CADRs) each year of high school, including the senior year. CADR credits include English, Math, Lab Science, Foreign Language, and Social Studies. Students are encouraged to pursue additional course work beyond these minimums.

For the most current information regarding CADR requirements, please see the Washington Student Achievement Council website (www.wsac.wa.gov) – formally known as the Washington Higher Education Coordinating Board (HECB).

Two-Year Community College Course Planning

There are no specific course requirements for admissions to any community college within the State of Washington; however, some programs within the colleges may have specific prerequisites (i.e., Chemistry is a prerequisite for entry in a nursing program).

College Testing

Four-year colleges not only require certain course requirements for entrance, but also require that students have completed certain tests. Students applying to four-year colleges will be required to take the Scholastic Assessment Test (SAT) www.collegeboard.org or American College Test (ACT) www.act.org. Students should check early in their junior year for test dates and determine which test should be taken. Students should consider taking classes that would help him/her prepare for such tests. You must register for these tests six weeks prior to testing date.

Financial Aid Application Process

Financial aid for college comes in the forms of loans, grants, scholarships, and jobs.

- **Loans** are monies that must be repaid by the student or parents. They are at a low interest rate and the repayment schedule varies.
- **Grants** are monies which do not have to be repaid by the student, nor do you have to work at a job to receive them. Grants are almost always based upon need and no other qualifications are necessary.
- **Scholarships** are monies that do not have to be repaid by the student. They may be based upon need or upon some special skill or talent.
- **Jobs or Work Study** are payments or cash made to the student who has a job that has been arranged by the college work-study program.

*Complete the confidential Free Application for Federal Student Aid form (FAFSA) available at www.fafsa.ed.gov in November. FAFSA forms cannot be submitted until after Jan. 1, each year. <https://fafsa.ed.gov/>

NCAA Clearance for College Athletes

As of the Fall of 2014, Insight courses are no longer accepted by the NCAA. Student athletes need to contact their Academic Counselor for other educational options.

ISWA Programs and Supports

ISWA students have access to multiple optional programs for earning college credit, completing credit recovery, and career technical educational certifications. ISWA students will also receive accommodations and all student services outlined in their individual 504 plan or Individual Education Plan (IEP).

Destinations Career Academy at Insight Washington (DCA)

All ISWA students have the opportunity to participate in a variety of career technical education courses which meet either the occupational education or elective requirements for graduation.

Students starting 9th or 10th grade at ISWA can begin working on a specific career pathway. Pathways include courses in a career cluster, taken over 2-3 years. Pathways also include opportunities to take industry certification tests as well as participate in work-based learning and internships.

For 2019-2020, ISWA offers pathways in two career clusters: Information Technology (IT) and Business.

INFORMATION TECHNOLOGY (IT)		
Cluster Description	Building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.	
Pathway	Web & Digital Communication	Digital Design
Pathway Description (Marketing)	This pathway prepares students to create, design, and produce interactive multimedia products and services.	This pathway prepares students to produce digitally generated or computer-enhanced media used in business, training, entertainment, communications, and marketing.
Required Pathway Courses:		
Course 1	IT Explorations (PBL)	IT Explorations (PBL)
Course 2	Digital Arts 1 (PBL)	Digital Arts 1 (PBL)
Course 3	Digital Arts 2 (PBL)	Digital Arts 2 (PBL)
Course 4	Adobe Illustrator	Adobe Photoshop
Course 5	Adobe Dreamweaver	Adobe InDesign
Pathway Certifications	Adobe ACA - Web Authoring Using Adobe Dreamweaver Adobe ACA - Graphic Design & Illustration Using Adobe Illustrator	Adobe ACA - Visual comm. Using Adobe Photoshop Adobe ACA - Print & Digital Media Pub. Using Adobe InDesign

General Certifications	ACT Natl Career Readiness Cert. (NCRC)	ACT Natl Career Readiness Cert. (NCRC)
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BUSINESS

Cluster Description	Planning, managing and performing marketing activities to reach organizational objectives.
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Pathway	General Management	Business Finance	Marketing Communications
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Pathway Description (Marketing)	This pathway prepares students to lead and manage others, improve processes and policies, and manage a range of personnel issues and concerns while focusing on the bottom line.	This pathway prepares students to manage policy and strategy and implement them for an organization's capital structure, budgeting, acquisition and investment, financial modeling and planning, funding, dividends, and taxation.	This pathway prepares students to plan, coordinate, and implement marketing strategies, advertising, promotion, and public relations activities.
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Required Pathway Courses:			
Course 1	Business and Marketing Explorations (PBL)	Business and Marketing Explorations (PBL)	Business and Marketing Explorations (PBL)
Course 2	Accounting 1	Accounting 1	Marketing 1 (PBL)
Course 3	Accounting 2	Accounting 2	Marketing 2 (PBL)
Course 4			Advertising & Sales Promotion

Also Required:	Computer Literacy (PBL)	Computer Literacy (PBL)	Computer Literacy (PBL)
	Microsoft Office 1 (PBL)	Microsoft Office 1 (PBL)	Microsoft Office 1 (PBL)
	Microsoft Office 2 (PBL)	Microsoft Office 2 (PBL)	Microsoft Office 2 (PBL)

Pathway Certifications	NOCTI General Management	NOCTI Financial and Managerial Accounting	NOCTI Advertising & Design
	A*S*K Entrepreneurship/Management	A*S*K Finance	A*S*K Fundamental Marketing Concepts Exam

General Certifications	Microsoft Office Specialist Excel	Microsoft Office Specialist Excel	Microsoft Office Specialist Excel
	Microsoft Office Specialist Word	Microsoft Office Specialist Word	Microsoft Office Specialist Word

Enrollment in DCA

Students in 9th and 10th grade who wish to complete a full pathway in the DCA program can contact their guidance counselor to review current graduation plan and the student's course schedule. Students will then be enrolled in the program in addition to their general course work toward graduation and a diploma.

Opting out of DCA

Students who do not wish to continue in the DCA pathways will have opportunities each trimester to communicate their desires to opt out to their counselor or DCA administrators.

Career Technical Student Organizations (CTSO)

ISWA currently offers all students the opportunity to participate in a CTSO called DECA. This organization is optional and can involve:

- Weekly chapter meetings
- Election of students as chapter officers
- Online and face to face competitions
- Leadership conferences

As with any club or program at ISWA, students participating in CTSOs are expected to abide by all ISWA codes of academic and behavior conduct in their dealings with fellow students and staff. Failure to comply with these expectations may result in disciplinary action.

Running Start Program

The Running Start Program was created by the Washington State Legislature. It provides an opportunity for eligible juniors and seniors, based on number of credits as QVSD policy, who are affiliated with a public high school to enroll in college courses at Community and Technical Colleges. The program provides academically qualified students an opportunity to take college courses as part of their high school program.

Students may enroll simultaneously in classes at ISWA and classes at a community or technical college. It is always important to remember that Insight School requires all students to take a minimum of 4 classes, we do not allow partial enrollment. As part of the 4 class minimum at Insight, students may take up to 15-18 credit hours at the community/technical college with prior approval by Insight academic counselors. Insight students earn both high school and college credit for college level classes taken at the college. Classes taken at the college as part of the Running Start Program are limited to "college level courses" (most classes numbered 100 or above qualify). Tuition is paid for by the school district. Books, class related fees and transportation are the responsibility of the student.

Students participating in Running Start programs may be funded up to a combined maximum enrollment of 1.20 full-time equivalent (FTE) enrollment. Insight School of Washington students may elect to participate in the Running Start program at their local community colleges.

Prior to enrolling in the Running Start program, a **Running Start Enrollment Verification Form** must be completed and signed by the Academic Counselor for all students. This form can be obtained through the student's Academic Counselor or the community college, and outlines the funding limits. Once completed by the college, the student should be given a copy of the form.

Important notice about eligibility: Students who participate in running start are required to meet all compliances established by Insight School of Washington including monthly progress conferences and weekly contact.

Students whose combined high school schedule and their college schedule exceed 1.20 FTE during any college quarter will pay college tuition on the additional credits over the combined 1.20 FTE. Students may elect to surpass the 1.20 FTE limit if they are willing to pay the appropriate college tuition.

Students enrolled at the high school, at a Skills Center, and in Running Start can be claimed for up to a combined 1.80 FTE. The FTE limitation for students enrolled at both a Skills Center and a high school remains at 1.60 FTE (WAC 392-121-136).

Insight allows the following combination of Running Start and Insight courses per trimester:

Insight Course(s)	Running Start Course(s)	Credits
4 Insight courses	1 Running Start course	2-5 credit course
3 Insight courses	1-2 Running Start courses	2-5 credit course
2 Insight courses	2-3 Running Start courses	2-5 credit course
1 Insight course	3 Running Start courses	Not to exceed 15 credits
0 Insight courses (Full-Time Running Start)	4 Running Start courses	Not to exceed 15 credits

High School/College Credit Equivalency

Successfully completed classes receive both high school and college credit (must be 100 Level or above).

College Credit	High School Credit
1.0	0.20
2.0	0.40
3.0	0.60
4.0	0.80

5.0	1.00
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The school district allocates the amount of required credit to be granted (versus elective) on a course-by-course basis. Graduation requirements are established by ISWA and students must consult with their high school counselor regarding these requirements.

Transfer of Credits

Credits from the college are transferable to all other Washington State public colleges and universities and most Washington State private colleges, according to the guidelines of the receiving institution. Students are encouraged to contact out of state colleges regarding their transfer policies.

Typical Admissions Requirements

- Be of Junior or Senior status.
- Be at least 16 years of age.
- Meet application quarterly deadlines at the community/technical colleges.
- Take English, Reading and/or Math assessment tests at the college. (Requirements vary)

Is Running Start right for you?

Parents and students should give careful consideration to the appropriateness of this program before enrolling. This is one of several options students have for the completion of high school. All options should be considered.

Advantages:

- Students can earn tuition-free college credit while finishing high school. The high school district pays the tuition.
- Students have an opportunity to experience post-secondary education while in high school. This experience can be helpful in making the transition from home to college away from home, and in making future educational plans.
- The independence of students on the college campus affords the opportunity to develop personal responsibility.

Challenges to Consider:

- Parents should take into consideration the maturity level of their student when considering Running Start. Some students who are academically ready may find the independence and fast pace of college classes overwhelming and would benefit from remaining in the high school. The material covered in an 11-week quarter at the college is the equivalent to that which is covered in a year of high school.
- Socialization may be an issue for some students. There is great age diversity on the college campus. Students could be attending classes with adults their parents' age. Some may find this uncomfortable; most find it an enriching experience.
- Transportation to college courses is the responsibility of the student. Dependable transportation is a must and student should take into consideration travel time and parking time when planning class schedule.
- Books and class fees are expensive! Books can cost up to \$100 per book, fees can be similarly expensive.

- The college operates on the quarter system while high schools operate on a trimester system causing time conflict with holidays and vacation periods. Students who attend the college full time will be in school when their friends at the high school are on vacation and vice versa. Students who attend both the college and the high school will always be in school except for an extended vacation period during December. Again, Insight's online flexibility will ease these conflicts, but the different schedules will still require attention and consideration.
- Insight School of Washington is the final authority on what is required for high school graduation. Care must be given to work closely with the Insight counselor to insure graduation requirements will be met.

Running Start Enrollment

- Start the discussion with your ISWA Academic Counselor if you are considering participating in the Running Start Program.
- Contact the community/technical college where you will be attending for their admission requirements/timelines after speaking to the Academic Counselor.
- Start the testing and admission paperwork at the college.
- Meet with your counselor to confirm class selection.
- Have your ISWA academic counselor and/or administrator sign paperwork and return to the college.
- Register for classes at college.

Running Start for 2nd Year Seniors

State law will allow students who have not completed their high school program to attend Running Start before their scheduled cohort graduation date – students who are in their 5th year and beyond. Because these students are outside of their cohort graduation year, they are only allow to take courses that will meet high school graduation requirements and no additional courses. Once graduation requirements are met, students will be graduated from high school and ineligible for Running Start.

Washington State Skill Center Courses

Skills Centers are in integral part of the K-12 system, operating as an extension of the high school within a local region by providing high school students with job preparation skills. The primary purpose of Skills Centers is to give students the academic and work skills to successfully enter the job market or advanced education/training. Skills Centers provide cost effective, quality job training in programs that would be too expensive to offer at every high school.

Students between the ages of 16-21 or in grades 11-12 have the option of full-time enrollment at ISWA, and obtaining up to 4 additional high school credits in a full-year job training program through their local Skills Center as part of the public educational system at no cost to the student.

Students considering classes need to contact ISWA administration so arrangements can be made between QVSD and the particular skill center to allow the student to attend.

To learn more, please visit the Washington State Skills Center website to review the options available at the Skills Center closest to you. Contact your Academic Counselor to discuss adding this program to your schedule.

It is the responsibility of the parent/guardian and student to notify their ISWA Academic Counselor of their enrollment in a Washington State Skill Center Course.

<http://www.washingtonskillscenters.com/index.php>

Graduation Alliance

ISWA works closely with the Graduation Alliance program to provide students multiple opportunities for success, credit recovery and alternate pathways to graduation or a General Education Development completion. Families can request more information about Graduation Alliance from the student's academic counselor.

Graduation Alliance students are still enrolled at ISWA and, as such, must complete school requirements such as (but not limited to):

- Weekly contact (through Graduation Alliance)
- Monthly progress conferences (through Graduation Alliance)
- State mandated assessments (through Insight Washington)
- Re-registration processes to return the following school year (through Insight Washington)

If any of these requirements are not completed, students may be removed from Graduation Alliance and possibly withdrawn from ISWA and their choice transfer revoked.

In addition to contact, assessment, and re-registration requirements listed above, students participating in Graduation Alliance programs are subject to all conduct requirements in this handbook.

Graduation Alliance ALE/Diploma Program

This program is full time and provides students an opportunity to make up high school credits at a faster pace as needed to meet graduation requirements and receive a diploma. Students take no more than 2 classes at a time and can earn up to one full high school credit per month.

Students interested in the GA ALE/Diploma Program should contact their academic counselor. Students will be referred to GA upon counselor and administrator review of student need, attendance, and course progress.

Eligibility:

Students are eligible to participate and continue participating in the Graduation Alliance ALE/Diploma program if they:

- Are credit deficient, missing enough credits that they cannot graduate 'on time' (within their grad cohort year)
- Maintain good standing with ISWA attendance policies
- Submit required enrollment documents as requested annually
- Participate in state-mandated assessments as required
- Consistently earn credit and make progress toward graduation
- Complete all contact requirements, including monthly progress conferences

Students who do not meet the above listed requirements will not be recommended for enrollment or continued enrollment in the Graduation Alliance program.

Graduation Alliance 14-18/GED Program

This program is full time and provides the students an opportunity to earn a GED (General Education Development) as an ISWA student. This program is appropriate for students who would like a GED instead of a diploma or students who cannot complete enough credits to earn a diploma before they turn 21 years of age.

Students interested in the Graduation Alliance 14-18/GED Program should contact their academic counselor. Students will be referred to Graduation Alliance upon counselor and administrator review of student need, attendance, and course progress.

Eligibility:

Students are eligible to participate and continue participating in the Graduation Alliance 14-18/GED program if they:

- Are at least 16 years of age
- Maintain good standing with ISWA attendance policies while in Graduation Alliance
- Submit required enrollment documents as requested annually
- Participate in state-mandated assessments as required
- Consistently meet face to face check in requirements
- Consistently meet all other contact requirements and progress toward the GED test.

Graduation Alliance – Removal or Withdrawal

Students in the Graduation Alliance program are still ISWA students and, as such, are required to meet all ISWA requirements and code of conduct expectations.

ISWA administration continually monitors GA student performance and completion of expectations. Students not meeting expectations can be removed from the GA program at any time and returned to ISWA classes. Students in flagrant violation of the requirements, including all ISWA requirements listed herein, can be recommended for withdrawal from ISWA at any time and their choice transfer release revoked.

Students who have their choice transfer revoked due to non-compliance in Graduation Alliance will not be accepted for enrollment at ISWA for one full school year.

Student Services

The Insight School of Washington supports students with disabilities through 504 Plans and Individualized Education Plans (IEPs). Every student in a school must have access to a Free and Appropriate Education (FAPE). This does not mean that every student receives the same services or accommodations. Each student must be considered as an individual.

Section 504 of the Rehabilitation Act of 1973 is federal legislation that impacts schools and other entities that receive federal funding. The Act is a civil rights statute designed to eliminate discrimination against individuals in schools and the workplace because of disability. The Americans with Disabilities Act (ADA) incorporates all Section 504 provisions, and its protections are guaranteed regardless of federal funding. The regulations are very broadly written and intended to cover a wide range of public entities to prohibit discrimination on the basis of disability.

Taken together, Section 504 and the ADA prohibit discrimination by school districts against persons with disabilities, including students, their parents who have disabilities, and staff members. Included are all programs or activities of the school district receiving federal funds, regardless of whether the specific program or activity involved is a direct recipient of those funds. There is no state or federal funding provided to help schools comply with the requirements of Section 504.

Individuals who are disabled under the Individuals with Disabilities Education Improvement Act (IDEA) are also protected under Section 504/ADA. While Section 504 provides for services similar to those available through special education, the intent and requirements of the acts are different. IDEA is a mandate to provide special education and related services to students who meet specific eligibility criteria for one or more of 13 categories of disability and need special education and related services in order to access and make progress in the general school curriculum. Section 504 provides broader and different coverage than does the IDEA with a focus on providing equal opportunity to all students through “reasonable accommodations”. It is important to note that Section 504 is not a consolation prize for students who do not meet the eligibility requirements of IDEA.

When appropriate, Academic Counselors develop or modify 504 Plans in collaboration with students, parents, and teachers. Academic Counselors annually provide information on the student’s rights under a 504 Plan.

Special Education Teachers, also referred to as “Case Managers”, develop or modify IEPs in collaboration with students, parents, teachers, school psychologists, and administrators. Students receiving special education services are provided specially designed instruction in areas of eligibility, such as Reading, Writing, Math, Social/Emotional/Behavior, Organization, and Transition. When designated by an evaluation, students have access to related services include Speech-Language Therapy, Physical / Occupational Therapy, etc. Related Services are provided by contracted providers who maintain appropriate licensure and credentials in Washington State. The Insight School of Washington offers a continuum of services from general education with accommodations to resource room instruction to self-contained programming to meet the individual student’s unique learning needs. Whenever possible, students with disabilities are educated with their non-disabled peers. The IEP team will determine the least restrictive environment for the individual student. Case Managers annually provide information about student rights under an IEP.

All teachers at Insight are regularly provided information about the accommodations of students in their courses. Students and parents should feel comfortable discussing accommodations with teachers.

A parent who suspects their student has a disability should contact the student’s Academic Counselor to discuss the concerns. Not all students who have disabilities are eligible for special education services.

A parent who believes their student requires specially designed instruction should submit a request for a special education evaluation in writing to the student’s Academic Counselor. A team consisting of at least one general education teacher, a counselor, a school psychologist, an administrator, and a representative of special education will review and discuss the request with the student and parent in a meeting. Students are expected to actively participate in their meetings.

Parents who have questions about Special Services at Insight should contact the Special Education Administrator.

Student Events

ISWA events will be held at various locations in the state and will be chaperoned by administrators and instructional staff. Students are expected to abide by the school code of conduct. Transportation to and from the event is the responsibility of the student and/or family.

ISWA students inviting non-ISWA students must notify the Principal using a Guest Pass provided by ISWA Administration.

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.

As an optional learning opportunity, students and their families are responsible for any costs associated with the activity or experience, as well as transportation to and from the event.

Students attending a field trip will be required to submit a completed permission slip to the school/Homeroom teacher prior to attending the trip.

Student Clubs

In compliance with state and federal law, ISWA shall not discriminate against any duly formed non-curricular student club on the basis of religious, political, philosophical or other content speech expressed in online classrooms or forums during non-curricular time.

Curricular and Non-Curricular Student Clubs

Student clubs that meet in online classrooms, online forums, or, on occasion, in physical facilities owned or leased by ISWA, must abide by the following guidelines:

- As a part of the K¹² network of schools, ISWA students have access to clubs offered nationally through K¹². Information regarding these clubs will be made available to students throughout the year.
- Participation in all clubs and club events shall be considered voluntary. Parents shall be notified of all student clubs that have been authorized. Information provided to parents about non-curricular student clubs shall include a statement which highlights the following:
 - Non-curricular student clubs are not endorsed by The School, nor do they reflect the personal, political, religious or social beliefs of any school employee. Non-curricular student clubs may be formed to encourage and promote the extracurricular experiences of the students.
- Student clubs are allowed to meet using an online forum during non-instructional activities. Non-instructional, or non-curriculum time shall be defined as time scheduled through an online forum by a student club homeroom teacher or student club sponsor.
- Students interested in starting a non-curricular club can contact their Homeroom Teacher for more information.

National Honor Society

ISWA is proud to have the first ever online chapter of the National Honor Society. Applications for membership are accepted at specific times during the school year and align to the national NHS policies. To be eligible for the ISWA NHS, students must meet the following criteria:

- Currently enrolled in grades 10-12; and
- Have completed one full trimester at ISWA; and
- Have a cumulative GPA of 3.0 or better, on a 4.0 scale;
OR
- Provide evidence of membership in NHS at the student's previous school (immediately preceding enrollment at ISWA).

Code of Conduct and Student Discipline

Overview

QVSD/ISWA 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. To this end, 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 well-being of students. For this reason, it is important that the school have clear expectations and guidelines for students.

Academic Honesty

ISWA 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 may 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. The student will not receive credit for the assignment in question. Depending on the severity of the situation, the instructor may allow the student to resubmit original work.
3. Multiple offenses will be referred to administration -
 - a. The instructor sends the Principal an e-mail identifying the alleged infraction(s) and providing evidence to support the allegation(s). 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.
 - b. Administration contacts student and parent/guardian and may result in additional disciplinary action

Students/Parents can appeal the teacher's actions regarding identification of cheating or other forms of academic dishonesty by contacting school administration.

Defiance

Students should follow the requests of school staff; failure to do so is 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.

Dress Code

Appropriate attire shall be worn at school activities.

Personal Respect

ISWA administrators, instructors and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.

Online Student Conduct

ISWA Facebook Pages

We encourage an open and honest exchange of ideas and expect all users of our Facebook pages to respect the rights of others. If you have any questions regarding our Facebook pages, please contact us at 425 533 2700.

ISWA staff members monitor messages posted on official ISWA Facebook pages and may remove messages that are considered offensive.

Users of ISWA social networking tools should use common sense when posting messages. They agree not to post anything false and defamatory, harassing, intimidating, inaccurate, abusive, vulgar, bullying, hateful, obscene, profane, sexually oriented, threatening, invasive of a person's privacy, or otherwise in violation of law.

Messages that are posted for advertising purposes to promote the buying, selling or trading of any commercial product, service or item are not allowed.

While it is impractical to list every possible violation of our policies, the above should be used as guidelines. The ISWA team reserves the right to suspend privileges of anyone who is found violating the above policies.

Technology Usage

ISWA performs 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 school owned computers. On receiving K12 technology, students and learning coaches agree to the Acceptable Use Agreement which stipulates the on-loan Hardware (compute/printer) Computers provided by ISWA are for the exclusive use of students while doing school work.

Students who are found to be in breach of the Acceptable Use Agreement must return the computer and printer to ISWA. Students/Families who do not comply with the return request will be liable for the cost of the equipment.

Students may 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.

Virtual Classroom Conduct

In order 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 can be removed from the virtual classroom for the rest of the session.

If a student has been removed from a virtual classroom three times within a month, the student will receive read-only privileges in the virtual classroom for the rest of the trimester, or until the instructor deems it appropriate to restore write privileges to the student.

Code of Conduct for State Assessments

- Quiet is to be observed in all testing room areas.
- All participants shall show respect for the property and facilities used during this event and assume financial responsibility for any damages they cause.
- Act with courtesy at all times.
- Comply with requests and direction from Facility staff, instructors, and facilitators who are acting in the performance of their duties.
- Unauthorized use of facility computers or equipment is prohibited.
- Carrying or concealing objects that may be used as weapons is prohibited.
- No use or possession of illegal chemicals or alcohol is allowed.
- Children ages 8 and under must be under the direct supervision of a parent/adult.
- Do not obstruct access to facility entrances, hallways or passageways.
- Smoking in authorized areas only.
- Cell phones must be powered off and turned into the testing proctor as requested during the assessment.
- Food and beverages are not allowed in the lobby.
- **Pets or animals, other than service animals directly within the control of the individual with an ADA-certified disability, are not allowed in the facility.**
- Be considerate of others when using the facility. Keep feet off of chairs, tables, counters, and treat furnishings, facilities and equipment with care. Reclining or sleeping on the furniture is prohibited.
- The safety and security of your child is our highest priority, and we are committed to provide a safe learning environment for your child. If you have any questions or concerns, please contact your testing coordinator.

Anti-Discrimination & Harassment Policies

Bullying/Harassment Policy

Bullying is unwanted, aggressive behavior among school aged children or adults that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes

actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. (www.stopbullying.gov)

It is the policy of the Quillayute Valley School District to maintain a learning and working environment that is free from bullying based on a person's race, color, sex, national origin, disability, sexual orientation and/or economic status. The School District prohibits any and all forms of bullying as bullying violates the basic right of students and staff to be in a safe, orderly learning environment. This policy seeks to promote positive interpersonal relationships between all members of the school community.

It shall be a violation of district policy for any student or staff member to bully another student or staff member while attending school or school-sponsored events. It shall also be a violation of this policy for any school staff member to tolerate bullying during school or at school sponsored events.

For the purposes of this policy, the term "school staff" includes board members, school employees, agents, volunteers, contractors or other persons subject to the supervision and control of the District.

The School District will promptly and thoroughly investigate reports of bullying, whether of a physical or of a nonphysical form. If the district determines that bullying has occurred, it will act appropriately within the discipline codes of the District and will take reasonable action to end the bullying. Hazing and other "rites of passage" are also not to be tolerated.

Definition of Bullying

For the purpose of this policy, bullying consists of repeated* systematic abuse and harassment of a person or persons by another. Bullying is characterized by 7 elements:

1. Intent to hurt or harm motivates the perpetrator.
2. This desire to hurt or harm results in hurtful or harmful action(s) taken by the perpetrator.
3. A formal or informal power imbalance exists between the perpetrator and the victim.
4. The action(s) taken by the perpetrator are manifestations of the unjust use of power.
5. The perpetrator enjoys carrying out the action(s).
6. The victim has a sense of being oppressed.
7. The perpetrator typically repeats the hurtful or harmful actions against the victim.

*It is vital to understand that a single incident may meet this definition if it is egregious, violates criminal law or involves unreasonable harm to the victim.

Harassment

No one should be subjected to harassment at school for any reason. Therefore, it is the policy of the Quillayute Valley School District 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, rude conduct, jokes, pictures, slurs or ridicules are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group on the basis of race, ethnicity, religion, gender, sexual orientation, creed, age, disability or other extraneous factors is prohibited and shall be grounds for disciplinary action.

Harassment, Intimidation and Bullying

ISWA will 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 cannot be tolerated, and the natural consequence is to be barred from interactions with others.

The school district will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. If it is determined that either has occurred, the School will act appropriately within the discipline codes of the district and will take reasonable action to end bullying.

Sexual Harassment Policy

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

ISWA will not tolerate abuse of the online educational platform. Sexual harassment online can occur in a variety of ways and through various mediums. Some of these mediums include, but are not limited to:

- Classroom Discussion Boards
- Class Connect Chat box
- Class Connect Whiteboard
- Email or Text Messaging

Discipline

Philosophy

Discipline should be thought of as a learning experience with behavior modification as its objective. Unwanted behaviors are modified easiest when the school and parents work together as a team. In addition, any consequences that are used to modify unwanted behaviors should be: supported at home, imposed immediately, firm, fair, consistent and progressive.

Process

The most effective discipline is taught and managed before problems arise. It is a learning process that should be Instructor directed. This being said, when applicable, internal interventions will be utilized prior to the referral process.

If a warning is ignored and the behavior continues, the student will be referred to the Principal and Counselor. The instructor will e-mail the Principal and Counselor a referral which states the nature of the problem.

Within one school day of receipt of the referral, the student will write out an explanation of what caused him/her to be excluded from the classroom and will develop a three-step plan to resolve the problem.

If a solution cannot be reached, the student will be suspended from class access for the remainder of the day.

The Principal will contact the student's parent. If the parent receives contact by e-mail, he or she must reply to the e-mail acknowledging receipt of the e-mail.

The student will miss the virtual classroom session from which he/she was sent, and is responsible for viewing the archive. If necessary, he/she will be blocked from participating live sessions.

Instructors will not re-admit a student to live class connect sessions until they have read and agreed to the student's plan. If the student has been blocked from live sessions, access will not be restored until the instructor has read and agreed to the student's plan.

If the student doesn't follow through with the agreed-upon plan, he/she will be referred to the Principal and Counselor again.

With each additional referral, the student will be assigned a consequence or disciplinary step to be determined based on the student's behavior.

The third referral in one day, or within the same week, will result in a one-day out-of-school suspension. If the student chooses to earn another referral with that same week, he/she will be suspended for the remainder of that day plus one additional day.

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 Principal.

Students that are involved in egregious behaviors like bullying, intimidation, threats or harassment may have their Choice Transfer Form revoked or be subject to emergency expulsion depending of the severity of the situation.

Appeal Process

A parent or student has a right to appeal disciplinary action. If an appeal is desired, a letter must be received by the school district office within ten (10) school business days (Monday through Friday, 8 a.m. to 5 p.m.) with an official request for an appeal hearing.

Readmission

A student who has been long-term suspended or expelled from ISWA and wishes to be considered for entrance or readmission to ISWA must appeal to the QVSD Superintendent and ISWA administration.

Incident Reporting

Should a student, Learning Coach, or staff member wish to report any incidents involving an ISWA student (including violations of school policy or code of conduct, injury, or incidences of harassment), they are invited to submit an incident report. Incident reports can be submitted at any time through the online form. This online form submission notifies the ISWA administrative staff who will follow up as needed.

Click the link to submit the form: [ISWA Incident report form](#)

Step 1: Filing an Incident Report Form

In order to protect students at ISWA from retaliation, a student or staff member need not reveal their identity when reporting an incident. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non-confidential).

Status of Reporter

- a. **Confidential:** Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, “I won’t be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.”)
- b. **Non-confidential:** Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those who need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect the complainants and witnesses.

Click the link to submit the form: [ISWA Incident report form](#)

Student Injury Protocol

Injury Protocol

If a student receives (or is suspected of having) an injury during a school sponsored activity, the staff members will follow the injury protocol to ensure safety for the student and to communicate information to the parent or guardian and appropriate staff members in a timely manner.

Staff reserve the right to call for emergency care (911) immediately if, in their professional judgment, this is the safest course of action given the student's condition. Staff will then call the immediate supervisor who will notify the parent/guardian of the situation.

Reporting and Follow-Up

The following procedures will be followed as soon as practical after a student receives an injury:

- The staff member leading the activity at the time of the injury will communicate the student’s injury to parent/guardian. This will ensure that the parent/guardian is contacted.

- The staff member will complete an Accident/Incident Form as soon as practical (immediately after the activity or incident) as well as contact their direct supervisor to notify of the incident. [ISWA Incident report form](#)
- The staff member leading the activity at the time of the injury as well as an ISWA administrator will follow up with the student several days after the incident/accident to ensure the student is making progress and/or not experiencing any difficulty from the accident/incident.

Student Records

FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99, (“FERPA”) affords parents and students over 18 years of age (each an “Eligible Student”) certain rights with respect to the student’s education records.

Access to Student Education Records

The parents and Eligible Student have the right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or the Eligible Student must submit to the Executive Director or Head of School a written request that identifies the student education record(s) they wish to inspect. The Executive Director or Head of School shall provide access to inspect and review the student education records and set a date and time for such inspection and review.

The parent or eligible student shall examine the student’s education records in the presence of the principal and/or other person(s) designated by the principal.

The record itself shall not be taken from the school building. However, upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible student at a reasonable cost.

Right to Request to Amend Student Education Records

A parent or Eligible Student may ask the school to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the Executive Director or Head of School clearly identifying the part of the record they want changed and specifying why they believe it is inaccurate, misleading or otherwise violates the privacy rights of the student.

If the School decides not to amend the record as requested by the parent or eligible student, the Executive Director or Head of School shall notify the parent or Eligible Student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or Eligible Student at that time, or sooner upon request by the parent or Eligible Student.

Right to Consent to Disclosures of Personally Identifiable Information

Generally, the school must have written permission from the parent or the Eligible Student in order to release any personally identifiable information from a student’s education record. However, FERPA authorizes Schools to disclose education records without consent under certain conditions.

The School may disclose the student’s education records without consent to School Officials (as defined below) with “Legitimate Educational Interest” (as defined below).

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 personnel);
- A person serving on the School Board;
- A person or company with whom the school has contracted to perform a special task (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 in order to fulfill his or her professional responsibility. This term includes interests directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and a student’s health and welfare. It includes a person’s need-to-know in order to:

- Perform an administrative or professional task required in the school employee’s or agent’s contract, position description or service agreement.
- Perform a supervisory or instructional task directly related to the student’s education.
- Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement, or student’s financial aid. Private educational data on students may be shared with school officials who have a legitimate educational interest in the information.
- Monitor and provide support with regard to student achievement, attendance and referral services.

The School may also disclose education records, without consent, to officials of another school district in which the student seeks or intends to enroll.

Right to File a Complaint with the U.S. Department of Education

The parent or Eligible Student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is as follows:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-5901

Directory Information

Notwithstanding the above rights, the School may disclose “Directory Information” without written consent unless the parent or Eligible Student opts out of the sharing of any or all of the information designated as “Directory Information.” “Directory Information” may include:

1. Name
2. Address
3. Telephone number
4. Date and place of birth
5. Grade level
6. Enrollment status (full- or part-time)

7. Student/User ID
8. Participation in officially recognized activities
9. Weight and height of members of athletic teams
10. Dates of attendance
11. Diplomas and awards
12. The most recent previous public or private school attended by the student

The School primarily uses “Directory Information” for such things as:

- School yearbooks and school newspapers
- Publication of student directories
- Commencement programs
- Honor rolls and other school information about students in the media
- College, university, or other post-high school recruiters
- Parent organization mailing lists

In addition, federal laws require the School to provide military recruiters, upon request, with certain Directory Information: names, addresses, and telephone listings of students. This information will be shared with military recruiters unless parents or Eligible Student have advised the School that they do not want their student’s information disclosed without their prior written consent.

Your elections (or non-election) will remain in effect until the end of the current academic year.

Official Records Requests

When a student is withdrawn from ISWA, please have their new school contact us and send an official records request for the cumulative file. ISWA will only release the file with an official records request.

Transcript Requests

Families may request official academic transcripts be sent to colleges or other institutions by contacting the ISWA registrar. Please allow at least one (1) week when requesting transcripts. Transcripts can be requested to be sent directly to the college, but ISWA is not responsible for missed application deadlines or fines. When asking ISWA to provide transcripts to colleges, it is the responsibility of the student to provide the registrar with complete college information including the full mailing address of the school. Incomplete information will delay/prevent requests from being completed. Providing the registrar with a stamped, addressed envelope will aid in this process.

Official transcripts may also be requested by the family directly. Official transcripts will be provided in sealed envelopes, signed by the registrar. Official transcripts cannot be provided for students who owe fines or dues to either ISWA or the student’s previously attended school(s). ISWA can only release official transcripts if we have received an official transcript from the most recently attended previous school. Students who fail to provide official transcripts to ISWA upon enrollment may experience delays in receiving transcripts from ISWA, as we may not have a complete historical record on the student. Families may request an unofficial transcript at any time.

Materials & Technology

Acceptable Use Policy

In enrolling with ISWA, 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 systems supplied by Insight in a responsible and appropriate manner by signing an Agreement for Use of Instructional Property, a legally binding contract.

The Agreement for Use of Instructional Property contains certain promises of students concerning the use of the course materials, and a computer and printer (“Hardware”) and other systems that ISWA may provide to its students (e.g., learning management system (LMS), student information system (SIS) and internal e-mail, (“Systems”). The Hardware, Systems and course materials (collectively, “Insight Property”) are intended to provide a means for educational activities only.

For a copy of the complete Agreement for Use of Instructional Property, please contact ISWA at (425) 533-2700.

Accessing the Online School

After enrollment approval, the learning coach will receive a welcome eMail with instructions on how to create their account for the Online School. Detailed videos on how to create accounts, using our tools and systems as well as other important school information can be found on our website - iswa.k12start.com.

Online High School

Our Online School consists of several components:

- Online High School (OHS): Every learning coach has their own login to the OHS. Their landing page allows them to monitor and see student progress in courses. **Students who are 18 years of age have BOTH accounts. It is vital that students use ONLY their student account to attend school.**
- School email: An internal email system. Students and receive a school email account and they can email any teacher or other school official. Student email accounts cannot email other students our outside of the school email system. Learning coaches use their personal email account and automatically receive a copy of all school email sent to their student(s).
- Class Connect: Live sessions held by teachers. Students and learning coaches can attend class connect sessions by using the Class Connect tool in the Online School (OLS) or the Class Connect Widget in the Online High School. Students **must** enter a Class Connect session through the **Online High School** in order for our systems to accurately track the amount of synchronous time a student attends.

Textbooks and Materials

ISWA will provide textbooks (as required by courses), software (as required by courses), and required materials for all core academic courses required for graduation.

Returning Materials

At the end of a course, materials that have been issued may need to be returned. Families will receive return shipping information directly from k12 reclamations to return these materials. As new boxes are not provided – families are encouraged to retain the original shipping materials.

Upon withdrawal or graduation, families will receive return shipping information directly from k12 reclamations to return materials. As new boxes are not provided – families are encouraged to retain the original shipping materials.

Families may be held responsible for materials not returned.

Questions should be directed to the k12 help desk 866-K12-CARE (866-512-2273).

School Laptops

During the admission process if the student qualifies for a student computer based on established school policies, they will be given the option to opt-out/opt-in of receiving school issued computer equipment.

If a family elects to receive a loaner laptop from the school, computer hardware will be shipped to students with delivery confirmation. Shipments will carry insurance to cover the cost of replacing the system. The student or a parent/guardian at least 18 years of age must sign for the package.

Laptop Eligibility

Students are eligible for a laptop if the family submits a DocuSign Statement of Family Income and they qualify for free or reduced lunch. The correct form MUST be filled out to be eligible for a laptop. The federal government requires this form ANNUALLY after July 1.

Families who do not qualify for free or reduced lunch but who still have need of a loaner laptop can email hardware@k12insightwa.org. The ISWA enrollment team will respond to this email with an appeal form and ensure that all correct forms are on file to process the eligibility appeal request. (The Statement of Family Income form is required for all laptop requests.) If the appeal is accepted, the student will receive a loaner laptop within 7-10 days.

Laptop Support

Students experiencing difficulty with their laptop should contact **Customer Support at (866) 512-2273**. In the case that a replacement laptop must be issued, shipping time is 7-10 business days.

If the issue with a laptop remains unresolved after contacting customer support, please contact your homeroom teacher.

Laptop Returns

When a student leaves or is withdrawn from ISWA, they will receive a return request. Families can also request to return the laptop at any time during the school year. The process is as follows:

- Student initiates reclamation by calling **Customer Support at (866) 512-2273**.

- Customer Support issues shipping label to Learning Coach email to reclaim problem laptop within 2 business days.
- For labels not received, please also contact Customer Support to have them reissued.
- Customer Support issues replacement laptop. Shipping time is 7-10 business days. 5.

Families have a reasonable amount of time to return the laptop once the label has arrived. K12 pays for the shipping label. The family is expected to return the laptop in its original packaging. If that is not possible, laptop boxes are available at most office supply stores for a nominal fee and at the family's expense.

Year End Reclamations for non-returning students will be communicated directly to families by Customer Support in the final months of Spring trimester. If you are returning next year and receive a label, please call ISWA at (425) 533-2700 to confirm you are properly registered for next year.

Insurance Coverage

School insurance will not cover stolen, lost or fire-damaged equipment. We highly recommend adding the laptop to your parent'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 replacement costs for any equipment damaged by fire, or is lost or stolen. All technology packages must be insured up to \$2,000.

Technical and School Support

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

ISWA has a policy of responding to student inquiries within one business day.

Questions About...(or Reporting Issues)	Students & Families Contact
OLS Login Account & Password Help	http://help.k12.com/support/account-information 866.K12CARE (866.512.2273)
Student Enrollment	Local Enrollment Office 425-533-2700 x7017
Student Schedule/Course Placement	Academic Counselor 425-533-2700, Option 5
Student Records including transcripts, DSHS enrollment verification, Child Support verification, and Housing Authority verification	School Registrar 425-533-2700, Option 4
Special Education Records	Special Education Office 425-533-2700, Option 3
Systems Issues Related to the OHS or LMS (Reporting Problems)	Contact Homeroom Teacher
Technology Hardware & Installed Software	Customer Care 866.K12CARE (866.512.2273)
Blackboard Collaborate: ClassConnect (Problems/Troubleshooting)	Contact Homeroom Teacher
ClassConnect K12 Integration (Reporting Problems)	Contact Homeroom Teacher
General Questions about "How to...in ClassConnect"	Contact Homeroom Teacher

Questions About...(or Reporting Issues)	Students & Families Contact
Materials	Contact Homeroom Teacher or http://help.k12.com/support/materials
K12 Content Suggestions, Recommendations or Errors & Omissions	HS Course Feedback & Suggestions OHS Course Feedback & Suggestions

Appendix A: ISWA Student Health Services

Hearing and Vision Screening

If you believe your student has a need for hearing or vision screening, please contact your student's Academic Counselor who will work with you to provide direction on screening services to meet student needs.

Life-Threatening Health Conditions

Meningococcal Immunizations Information Distribution

Insight School of Washington shall provide parents and guardians of students with information about meningococcal disease at the beginning of every school year. The information shall address the characteristics of the disease; where to find additional information about the diseases; vaccinations for children; and current recommendations from the Centers for Disease Control and Prevention (CDC) regarding receiving the vaccine.

Washington State Department of Health:

<http://www.doh.wa.gov/YouandYourFamily/Immunization/DiseasesandVaccines/MeningococcalVaccine>

Centers for Disease Control and Prevention:

<http://www.cdc.gov/meningococcal/index.html>

Human Papillomavirus Disease Information

At the beginning of every school year, Insight School of Washington shall provide parents and guardians with information from the state Department of Health regarding the Human Papillomavirus disease and vaccine.

Washington State Department of Health:

<http://www.doh.wa.gov/YouandYourFamily/IllnessandDisease/HumanPapillomavirusHPV>

Centers for Disease Control and Prevention

<http://www.cdc.gov/hpv/>

Acquired immunodeficiency syndrome (AIDS)

Per RCW 28A.230.070 the life-threatening dangers of acquired immunodeficiency syndrome (AIDS) and its prevention must be taught in public schools in Washington State at least once per year.

OSPI approved AIDS curriculum will be provided during a school-wide assembly to be held during second trimester. A parent session will be held prior to the school-wide student assembly. A parent or legal guardian that wishes to opt their student out of the AIDS assembly must attend the parent session. (RCW 28A.230.070.4)

Appendix B: ISWA Title IX and Non-Discrimination Notice

Title IX, Section 504, Title VI, & Title VII

INSIGHT SCHOOL OF WASHINGTON PUBLIC NOTICE OF SECTION 504, TITLE VI, TITLE VII AND TITLE IX DISCRIMINATION AND SEXUAL HARASSMENT POLICIES AND GRIEVANCE PROCEDURE

Insight School of Washington hereby advises students, parents, employees and the general public it does not discriminate on the basis of handicap (Section 504), race, color or national origin (Title VI and Title VII) or sex (Title VI, Title VII and Title IX), and offers employment and educational opportunities without regard to sex, race, color, national origin, or handicap.

Grievance procedures are available to interested persons and inquiries regarding non-discrimination policies may be directed below:

1. Section 504 Coordinator (Handicap Discrimination)

Teresa Tapao-Hunt
2601 S. 35th ST, Ste. 100
Tacoma, WA 98409
Telephone: 425-533-2700
ttapaohunt@k12.com

2. Title IX Coordinator (Sexual Discrimination)

Darice Bales
2601 S. 35th ST, Ste. 100
Tacoma, WA 98409
Telephone: 425-533-2700
dbales@k12.com

Section 504 of the Rehabilitation Act

Insight School of Washington does not discriminate on the basis of handicap condition in admission or access to its programs and activities. No person shall be denied employment because of any physical, mental or medical impairment, which is related to the person's ability to engage in the activities involved in the job for which application has been made.

Title VI (Section 601) of the Civil Rights Act of 1964

As required by Title VI of the Civil Rights Act of 1964, Insight School of Washington does not discriminate on the basis of sex, race, color or national origin.

Title VII of the Civil Rights Act of 1964

Title VII prohibits employment discrimination on the basis of color, national origin, and sex; therefore sexual harassment is job discrimination. As required by Title VII of the Civil Rights Act of 1964, Insight School of Washington does not discriminate on the basis of sex, race, color or national origin.

Title IX of the Education Amendments of 1972

As required by Title IX of the Education Amendments of 1972, Insight School of Washington does not discriminate on the basis of sex in the educational programs or activities that it provides. Insight School of Washington does not discriminate in employment of persons on the basis of sex, including recruitment, appointment, salary and benefits.

Title IX also protects students from unlawful sexual harassment in all of the School's programs and activities whether they take place in the facilities of the School, on a School bus, in a School's class, at a class training program sponsored by the School at any other location, or elsewhere in relation to the School or a School-related activity. Title IX protects both male and female students from sexual harassment, regardless of who the harasser is. Insight School of Washington will not tolerate any conduct against students in violation of these requirements and disciplinary action will be strictly enforced against all individuals who engage in prohibited conduct.

Sexual Harassment is defined as any unwanted sexual advances, including a request for sexual favors, or verbal or physical conduct of a sexual nature which alarms or annoys you, interferes with your privacy or creates an intimidating, hostile or offensive environment. Examples of Sexual Harassment include, but are not limited to: telling offensive jokes, questioning or commenting on someone's sexuality, displaying sexually explicit photographs, spreading sexual rumors, making comments about someone's body or attire or standing or rubbing against a person, making suggestive noises, gestures or comments.

A hostile environment is one that interferes with one's work performance and may include such events as verbal comments, displaying sexual materials and unwanted sexual contact. To be illegal, a hostile environment must be severe and pervasive, an isolated remark, or event is not sufficient to constitute a hostile environment. The incident must also be unwelcome.

Insight School of Washington is responsible under Title IX to respond to written or verbal reports of sexual harassment and sex discrimination, and all staff must report incidents of sexual harassment or sexual discrimination to appropriate administrative personnel. Title IX prohibits retaliation against anyone who has made a complaint, testified, assisted or participated in any manner in any investigation, proceeding or hearing relating to a complaint of sex discrimination and sexual harassment.

Insight School of Washington's official responsible for the coordination of activities relating to nondiscrimination on the basis of sex is Darice Bales, Title IX Coordinator. She can provide information on Title IX, including information about his position as coordinator, complaint procedures and Insight School of Washington policies to any student or employee who feels that his or her rights under Title IX have been violated by the Insight School of Washington or its officials. In addition, any student or employee may make an inquiry or complaint directly to the U.S. Department of Education, Office of Civil Rights.

Under federal law, any School receiving federal money is required to have a policy against sexual discrimination and notify employees, students and parents of this policy. The Insight School of Washington's policies can be found in this document.

QVSD Discrimination Complaint Procedure

COMPLAINTS ABOUT DISCRIMINATION, DISCRIMINATORY HARASSMENT, AND SEXUAL HARASSMENT

What is discrimination?

Discrimination is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class. Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class, or failing to accommodate a person's disability.

What is a protected class?

A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal, state, or local laws. Protected classes under Washington state law include sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, veteran or military status, and the use of a trained dog guide or service animal.

How do I file a complaint about discrimination?

If you believe that you or your child has experienced unlawful discrimination or discriminatory harassment at school based on any protected class, you have the right to file a formal complaint. For a full copy of the school district's nondiscrimination procedure, visit http://www.qvschools.org/pages/Quillayute_Valley_SD_402 or contact the school district at 360-374-6262.

Before filing a complaint, you may wish to discuss your concerns with your child's Principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Compliance Coordinator. This is often the fastest way to revolve your concerns.

Step 1: Complaint to the School District

In most cases, complaints must be filed within one year from the date of the event that is the subject matter of the complaint. A complaint must be in writing, describe what happened, and state why you believe it is discrimination. It is also helpful to include what actions you would like the district to take to resolve your complaint.

Complaints may be submitted by mail, fax, e-mail, or hand delivery to any district or school administrator or the district's Compliance Coordinator.

When the school district receives your written complaint, the Compliance Coordinator will give you a copy of the district's discrimination complaint procedure. The Compliance Coordinator will then make sure that the school district conducts a prompt and thorough investigation. You may also agree to resolve your complaint in lieu of an investigation.

The school district must respond to you in writing within 30 calendar days after receiving your complaint, unless you agree on a different date. If exceptional circumstances related to the complaint require an extension of the time limit, the school district will notify you in writing about the reasons for the extension and the anticipated response date.

When the school district responds to your complaint, it must include:

1. A summary of the results of the investigation

2. Whether or not the school district has failed to comply with civil rights requirements related to the complaint
3. Notice of your right to appeal, including where and to whom the appeal must be filed
4. Any corrective measures determined necessary to correct any noncompliance.

Step 2: Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint.

The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. At the hearing, you may bring witnesses or other information related to your appeal.

The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with OSPI.

Step 3: Complaint to OSPI

If you do not agree with the school district's appeal decision, you may file a complaint with the Office of Superintendent of Public Instruction (OSPI). A complaint must be filed with OSPI within 20 calendar days after you received the district's appeal decision. You may send your complaint to OSPI by e-mail, mail, fax, or hand-delivery:

E-mail: Equity@k12.wa.us

Fax: (360) 664-2967

Mail: OSPI Equity and Civil Rights Office, PO Box 47200, Olympia, WA 98504-7200

Complaints cannot be filed with OSPI unless they have already been raised with the school district and appealed, as outlined in Steps 1 and 2 above, or if the school district did not follow the correct complaint and appeal procedures.

For more information, visit www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at (360) 725-6162/TTY: (360) 664-3631 or by e-mail at equity@k12.wa.us.

Appendix C: District Anti-Sexual Harassment Policy

The district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:

1. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
2. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
3. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

The district will take a prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment will be reviewed and remedied, as appropriate.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. Anyone else who engages in sexual harassment on school property or at school activities will have access to school property and activities restricted, as appropriate.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

The superintendent shall develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy. All staff is responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are responsible for directing complaints to the formal complaint process.

The superintendent shall develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy shall be posted in each district building in a place available to staff, students, parents, volunteers and visitors. This policy, will be reproduced in each student, staff, volunteer and parent handbook.

The superintendent shall make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, shall be included in the report. The superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

Cross References:	Board Policy 3210	Nondiscrimination
	Board Policy 3240	Student Conduct
	Board Policy 3421	Child Abuse and Neglect and Exploitation Prevention
	Board Policy 5010	Nondiscrimination and Affirmative Action
	Board Policy 3207	Prohibition of Harassment, Intimidation and Bullying

Legal References:	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies
	WAC 392-190-056 to 058	Sexual harassment

Adoption Date: September 11, 2007
Revised Date: January 28, 2015
Quillayute Valley School District

Appendix D: Guest Speakers – District Policy

Policy No. 2331

Instruction

CONTROVERSIAL ISSUES/GUEST SPEAKERS

The district shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice and to form, hold, and express their own opinions without personal prejudice or discrimination. The district encourages staff members to provide for the free and orderly flow and examination of ideas so that students may gain the skills to gather and arrange facts, discriminate between facts and opinion, discuss differing viewpoints, analyze problems and draw their own tentative conclusions.

Teachers shall guide discussions and procedures, including the use of guest speakers to gain divergent points of view, with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of judgment and the virtue of respect for conflicting opinions. Teachers will exercise professional judgment in determining the appropriateness of the issue to the curriculum and the maturity of the students. When in doubt regarding appropriateness, the matter should be referred to the principal.

The superintendent shall establish procedures for the approval of the use of a guest speaker. When an invited speaker expresses opinions which are partisan or considered controversial by a large portion of the community, the school shall provide for the presentation of opposing views.

- A. If the teacher and the principal believe the guest speaker's topic is controversial, they will develop a plan whereby the issue(s) can be presented in an objective unbiased manner.
- B. In the event the speaker's topic is determined to be controversial, the teacher will notify students beforehand that any student who does not wish to attend the presentation may have alternative assignment.