



2019 – 2020  
Student/Parent Handbook

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Registered with:  
The Oregon Department of Education

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*Policies and procedures listed in this handbook may be changed at the discretion of Destination Career Academy of Oregon, hereinafter referred to as ORDCA 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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Destination Career Academy of Oregon does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, sexual orientation<sup>1</sup> or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

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

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#### [Authorization](#)

Destination Career Academy of Oregon (ORDCA) is an online charter authorized by Mitchell School District and operating statewide as registered by the Oregon Department of Education, Institution identification number 5441.

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## Vision Statement

Preparing our students for post-secondary opportunities focused on careers and industry.

## Mission Statement

The mission of Destinations Career Academy of Oregon is to inspire our students through relevant, individualized, and engaging learning opportunities in an online setting and to prepare all graduates for successful careers in the 21st century.

## Student Privacy

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

1. Student records are open for review and inspection by parents/guardians or students 18 years of age or older. Students 16 years of age or older or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students 14 years of age or older with HIV/AIDS or a STD may be released by the student only.
2. Appointments may be made with the School Counselor, Academic Administrator or Head of School for viewing cumulative records of grades, achievement test scores.
3. ORDCA, in compliance with the Family Educational Rights and Privacy Act (FERPA) permits parents and/or guardians or students to do the following:
  - a. Inspect and review the student's education records within 45 days of the day the School receives a request for access. Under state public disclosure law, the School must acknowledge the request in writing with five (5) working days, and unless the documents are presented at that time, an estimate will be provided as to when they will be available within the 45-day response period. Parent(s) and/or guardian(s) or eligible student should submit to the school (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Head of School or designee will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected;
  - b. Request amendment of the student's education records that the parent(s) and/or guardian(s) or eligible student believes to be inaccurate, misleading, or in violation of the student's rights to privacy. They should write the school, clearly identify the part of the record to be amended as well as specify why the information in question is inaccurate, misleading, or in violation of the student's rights to privacy. If the School decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the School will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s) and/or guardian(s) or eligible student when notified of the right to a hearing;
  - c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special test (such as attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or



grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility;

- d. File a complaint with the U.S. Department of Education under Section 99.64 concerning alleged failures by ORDCA to comply with the requirements of Family Policy Compliance Office  
U.S. Department of Education  
600 Independence AVE SW  
Washington, DC 20202-4605

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

### Core Values

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

## Student Expectations

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

Teachers and staff will expect the following from every student enrolled in ISOR-PH:

- Complete assignments and log into all courses daily
- Attend all live class connect sessions
- Initiate or respond to emails daily
- Ask questions early (do not wait until the last minute)
- All work must be your own
- Appropriate attire must be worn at all school functions
- **Complete all STAR and SBAC assessments**

Be responsible:

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

## School Contacts

2019-20 School Year				
Insight School of Oregon Painted Hills ~ Destinations Career Academy of Oregon ~ Cascade Virtual Academy				
603 NW 3rd St Prineville, OR 97754				
Staff Name	Contact Phone	School(s)	Position	Email
<b>LEADERSHIP TEAM</b>				
Tim Jalkanen	(810) 956-2310 (Cell) (541) 823-5010 # 1006	ISORPH ORDCA CVA	Head of School	<a href="mailto:tjalkanen@k12.com">tjalkanen@k12.com</a>
Steve Boynton	(541) 699-6131 (Cell) (541) 823-5010 # 2123	ISORPH ORDCA	Academic Administrator Principal: ISORPH & ORDCA	<a href="mailto:sboynton@k12.com">sboynton@k12.com</a>
Tara Bourland	541-903-2058 (Cell) (541) 823-5010 # 2133	CVA	Academic Administrator Principal: CVA	<a href="mailto:tbourland@k12.com">tbourland@k12.com</a>
Cheryl Doe	(760) 676-9965 (Cell) (541) 823-5010 # 1010	ISORPH ORDCA CVA	Special Programs Administrator	<a href="mailto:cdoe@k12.com">cdoe@k12.com</a>
Robin Holly	(541) 699-6329 (Cell) (541) 823-5010 # 2116	ISORPH ORDCA CVA	Student Support Team Administrator	<a href="mailto:rholly@k12insightor.org">rholly@k12insightor.org</a>
Yancey Fall	(541) 233-9872 (Cell) (541) 823-5010 # 1005	ISORPH ORDCA CVA	Operations Manager	<a href="mailto:yfall@k12insightor.org">yfall@k12insightor.org</a>
Barb Myers	(541) 823-5010 # 1004	ORDCA	CTE Coordinator	<a href="mailto:bmyers@onlineoregon.org">bmyers@onlineoregon.org</a>
<b>Teachers, Counselors, Student Supports and School Support Staff</b>				
Art Gould	(541) 823-5010 # 1101 Zipwhip: (503) 575-1513	ISORPH ORDCA CVA	Teacher - Music - Math	<a href="mailto:agould@k12insightor.org">agould@k12insightor.org</a>
Arthur Witkowski	(541) 823-5010 # 2143 Zipwhip: TBD	ISORPH ORDCA	Teacher - CTE	<a href="mailto:awitkowski@k12insightor.org">awitkowski@k12insightor.org</a>
Astrid Witt-Laido	(541) 823-5010 # 2140 Zipwhip: (503) 575-1526	ISORPH ORDCA CVA	Teacher - Science	<a href="mailto:awitt-laido@k12insightor.org">awitt-laido@k12insightor.org</a>
Carla Borovicka	(541) 823-5010 # 1102 Zipwhip: (503) 575-1515	ISORPH ORDCA	Teacher - CTE	<a href="mailto:cborovicka@k12insightor.org">cborovicka@k12insightor.org</a>
Chris Eidemiller	(541) 823-5010 # 1008 ZipWhip: (503) 575-1512	ISORPH ORDCA	Teacher - Spanish	<a href="mailto:ceidemiller@k12insightor.org">ceidemiller@k12insightor.org</a>
Colleen Bauer	(541) 823-5010 X 2137	ISORPH ORDCA CVA	Teacher - ELL	<a href="mailto:cbauer@k12insightor.org">cbauer@k12insightor.org</a>
Connie Spitael	(541) 254-4176 (Cell) (541) 823-5010 # 1119	ISORPH ORDCA CVA	Counselor - CVA and ORDCA Students GL K-11 ISOR-PH GL 9, Seniors last names M-Z	<a href="mailto:cspitael@k12insightor.org">cspitael@k12insightor.org</a>
Crystal Alexander	(541) 823-5010 #1003	ISORPH ORDCA CVA	Special Education Clerk	<a href="mailto:calexander@k12insightor.org">calexander@k12insightor.org</a>
Denise Brumels	(541) 823-5010 # 2118 Zipwhip: (503) 575-1528	ISORPH ORDCA CVA	Academic Advisor	<a href="mailto:dbrumels@k12insightor.org">dbrumels@k12insightor.org</a>
Dianne Hendrix	(541) 362-6230 (Cell) (541) 823-5010 # 1001	ISORPH ORDCA CVA	HR Generalist - Office Manager	<a href="mailto:dhendrix@k12insightor.org">dhendrix@k12insightor.org</a>
Emily Fast	(541) 823-5010 # 2141	ISORPH ORDCA CVA	Records Clerk Drop Out Prevention Specialist	<a href="mailto:efast@k12insightor.org">efast@k12insightor.org</a>
Emy McGowan	(541) 823-5010 # 2125 ZipWhip: (503) 575-1538	ISORPH ORDCA CVA	Advisor	<a href="mailto:emcgowan@k12insightor.org">emcgowan@k12insightor.org</a>
Erik Kjall	(541) 823-5010 # 2138 ZipWhip: (503) 575-1539	ISORPH ORDCA CVA	Teacher - Social Studies	<a href="mailto:ekjall@k12insightor.org">ekjall@k12insightor.org</a>
Amber Myrick	(541) 823-5010 # 2131 Zipwhip: (503) 575-1530	ISORPH ORDCA CVA	Teacher - ELA	<a href="mailto:amyrick@k12insightor.org">amyrick@k12insightor.org</a>

School Contacts, continued

Teachers, Counselors, Student Supports and School Support Staff				
Gary Potratz	(541) 823-5010 # 1125 Zipwhip: (503) 575-1520	ISORPH ORDCA CVA	Teacher - Special Education	<a href="mailto:gpotratz@k12insightor.org">gpotratz@k12insightor.org</a>
Jaclyn Jay-Maleski	(541) 823-5010 # 2135	ISORPH	Counselor - ISOR-PH GL 6-8 & 10-11 Seniors last names A - L	<a href="mailto:jjay-maleski@k12insightor.org">jjay-maleski@k12insightor.org</a>
Joni Ortiz	(541) 823-5010 # 2129 Zipwhip: (503) 575-1519	ISORPH ORDCA CVA	Teacher - Science	<a href="mailto:jortiz@k12insightor.org">jortiz@k12insightor.org</a>
Karen Koliadko	(971) 718-6054 (cell) (541) 8723-5010 # 2142 Zipwhip: (503) 575-1527	ISORPH ORDCA CVA	Student Attendance Specialist	<a href="mailto:kkoliadko@k12insightor.org">kkoliadko@k12insightor.org</a>
Katie Rarick	(541) 823-5010 # 1123 Zipwhip: (503) 575-1517	ISORPH ORDCA	Teacher - Language Arts - GL 7-8	<a href="mailto:krarick@k12insightor.org">krarick@k12insightor.org</a>
Kayla Millard	(541) 823-5010 # 2128	CVA	Teacher - Elementary	<a href="mailto:kmillard@onlineoregon.org">kmillard@onlineoregon.org</a>
Kristin Constantinescu	(541) 823-5010 # 2010 Zipwhip: (503) 575-1540	ISORPH ORDCA CVA	Teacher - Special Education	<a href="mailto:kconstantinescu@k12insightor.org">kconstantinescu@k12insightor.org</a>
Lily Reishman	(541) 823-5010 # 2009	CVA	Teacher - Elementary	<a href="mailto:lhammers@onlineoregon.org">lhammers@onlineoregon.org</a>
Lorene Callahan	(971) 930 - 9937 (Cell) (541) 823- 5010 # 2122	ISORPH ORDCA CVA	Student Resource Coordinator	<a href="mailto:lcallahan@k12insightor.org">lcallahan@k12insightor.org</a>
Lori Ohanesian	(541) 823-5010 # 2132 Zipwhip: (503) 575-1509	ISORPH ORDCA CVA	Teacher - Math	<a href="mailto:lohanesian@k12insightor.org">lohanesian@k12insightor.org</a>
Luke Weeks	(541) 823-5010 # 2126 Zipwhip: (503) 575-1518	ISORPH ORDCA	Teacher - ELA	<a href="mailto:lweeks@k12insightor.org">lweeks@k12insightor.org</a>
Lynique Oveson	(541) 823-5010 # 2139 Zipwhip: (503) 575-1522	ISORPH ORDCA CVA	Teacher - PE/Health	<a href="mailto:loveson@k12insightor.org">loveson@k12insightor.org</a>
Mary Blazer	(541) 823-5010 # 1009 Zipwhip: (503) 575-1536	ISORPH ORDCA	Academic Advisor	<a href="mailto:mblazer@k12insightor.org">mblazer@k12insightor.org</a>
Matt Simpson	(541) 823-5010 # 1100 Zipwhip: (503) 575-1509	ISORPH ORDCA CVA	Teacher - CTE	<a href="mailto:msimpson@k12insightor.org">msimpson@k12insightor.org</a>
Melanie Adams	(541) 823-5010 # 2119 Zipwhip: (503) 575-1511	ISORPH ORDCA CVA	Teacher - Special Education	<a href="mailto:mbilliu@k12insightor.org">mbilliu@k12insightor.org</a>
Morgan Willer	(541) 823-5010 # 1115 Zipwhip: (503) 575-1514	ISORPH ORDCA	Teacher - Social Studies - GL -7-12	<a href="mailto:mwiller@k12insightor.org">mwiller@k12insightor.org</a>
Phil Burleson	(541) 823-5010 # 2014	ISORPH ORDCA CVA	Assistant Operations Manager	<a href="mailto:pburleson@k12insightor.org">pburleson@k12insightor.org</a>
Baird Swedman	(541) 823-5010 # 2011 Zipwhip: (503) 575-1537	ISORPH ORDCA	Teacher - Mathematics	<a href="mailto:bswedman@k12insightor.org">bswedman@k12insightor.org</a>
Theresa Beemer	(541) 823-5010 # 2145	ISORPH ORDCA CVA	Teacher - Special Education	<a href="mailto:tbeemer@k12insightor.org">tbeemer@k12insightor.org</a>
Tracy Lawrence	(541) 823-5010 # 2130	CVA	Teacher - Elementary	<a href="mailto:tlawrence@onlineoregon.org">tlawrence@onlineoregon.org</a>
Vivian Stock	(541) 823-5010 # 1002	ISORPH ORDCA CVA	Registrar - Records Manager	<a href="mailto:vstock@k12insightor.org">vstock@k12insightor.org</a>

## Additional Resources

School	School Website	Enrollment Website	Enrollment help and document fax information
Insight School of Oregon School Painted Hills	<a href="https://or-ph.insightschools.net/">https://or-ph.insightschools.net/</a>	<a href="https://or-ph.insightschools.net/how-enroll">https://or-ph.insightschools.net/how-enroll</a>	Enrollment/Pal Line: 855-534-6303 Enrollment Local Fax: 541.566.7201 Enrollment Email: isorphfax@k12.com
Destinations Career Academy of Oregon	<a href="https://ordca.k12.com/">https://ordca.k12.com/</a>	<a href="https://ordca.k12.com/how-enroll">https://ordca.k12.com/how-enroll</a>	Enrollment/Pal Line: 855.773.3255 Enrollment Local Fax: 541-981-5170 Enrollment Email: ordcafax@k12.com
Cascade Virtual Academy	<a href="https://cva.k12.com/">https://cva.k12.com/</a>	<a href="https://cva.k12.com/how-enroll">https://cva.k12.com/how-enroll</a>	Enrollment/Pal Line: 855.777.0682 Enrollment Local Fax: 541-981-5181 Enrollment Email: cvafax@k12.com
Additional Resources		Phone	Website
K12 Parent Portal Assistance for Log in help for all three schools and Parent Portal Site:		866-968-7512	<a href="https://k12parentportal.force.com/portal_site/login?SchoolID=7255">https://k12parentportal.force.com/portal_site/login?SchoolID=7255</a>
<i>K12 Help Desk for all three schools</i> Technical Support for Students/LC's		866.512.2273	<a href="http://help.k12.com">http://help.k12.com</a>

**Academic Calendar - 2019-2020**

2019-20 School Calendar													
Insight School of Oregon Painted Hills, Destinations Career Academy of Oregon and Cascade Virtual Academy													
<b>July 2019</b>							<b>August 2019</b>						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	18	19	20	21	22	23	24
28	29	30	31				25	26	27	28	29	30	31
7/4/19 Fourth of July													
<b>September 2019</b>							<b>October 2019</b>						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	13	14	15	16	17	18	19
22	23	24	25	26	27	28	20	21	22	23	24	25	26
29	30						27	28	29	30	31		
9/2/19 Labor Day Holiday, No School 9/3/19 - 1st day of school							10/11/19 No school, Statewide inservice day 10/31/19 Student support day, Help Sessions						
<b>November 2019</b>							<b>December 2019</b>						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	29	30	31				
11/1/19 Student support day, Help Sessions 11/11/19 Veteran's Day Holiday, No School 11/27/19 - 11/29/19, Thanksgiving Holidays							12/23/19-1/3/20 Winter break, No School						

Legend	
<span style="background-color: red; color: white;">■</span>	Holiday No School
<span style="background-color: green; color: white;">■</span>	First/Last Day of School/Semester
<span style="background-color: yellow; color: black;">■</span>	Grading Day No School
<span style="background-color: lightblue; color: black;">■</span>	Student Support Day
<span style="background-color: orange; color: black;">■</span>	Staff Inservice No School
<span style="background-color: purple; color: white;">■</span>	Graduation

Legend	
<span style="background-color: red; color: white;">■</span>	Holiday No School
<span style="background-color: green; color: white;">■</span>	First/Last Day of School/Semester
<span style="background-color: yellow; color: black;">■</span>	Grading Day No School
<span style="background-color: lightblue; color: black;">■</span>	Student Support Day
<span style="background-color: orange; color: black;">■</span>	Staff Inservice No School
<span style="background-color: purple; color: white;">■</span>	Graduation

January 2020							February 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1
5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
1/1/20 - 1/3-20 Winter break, No School 1/20/20 Martin Luther King Holiday, No School 1/24/20 Last day of Sem 1 1/27/20 - 1/28/20, Grading days/No School 1/29/20, Second semester starts							2/17/20 Presidents Day Holiday, No School						
March 2020							April 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30		
Spring break 3/23-3/27, No School							4/9/19 - 4/10/20 Student support days, Help Sessions						
May 2020							June 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31							6/6/20 Graduation 6/12/20 Last Day of School						
5/25/20 Memorial Day Holiday, No School													

Legend		Dates	Interim Assessment Windows
<span style="background-color: red; color: white;"> </span>	Holiday No School	8/30 - 9/13	STAR360
<span style="background-color: green; color: white;"> </span>	First/Last Day of School/Semester	11/1 - 11/8	STAR360
<span style="background-color: yellow; color: black;"> </span>	Grading Day No School	1/24 - 2/7	STAR360
<span style="background-color: lightblue; color: black;"> </span>	Student Support Day	4/3 - 4/10	STAR360
<span style="background-color: orange; color: black;"> </span>	Staff Inservice No School	5/29 - 6/12	STAR360
<span style="background-color: purple; color: white;"> </span>	Graduation		

## Admission

### Placement Forms – Full Time and Late Start

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

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

- Complete Language Use Survey (LUS)

Other documentation that may need to be submitted includes:

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

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

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

### Full-Time Status

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

### Part-Time Status

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

### Minimum Admission Requirements

1. Students must complete the admission requirements per the K12 admissions process listed on the admission page.
2. All courses will include baseline assessment for placement and tiered instruction to better meet the needs of individuals.
3. All students will complete **all onboarding** requirements within 2 weeks of enrollment approval.
4. All students in grades 7-8 and 11 are required to participate in all **STAR** and State Assessments.
5. Families may be able to opt out of state testing by completing a form provided by the school prior to the start of the testing season.
6. ISOR-PH reserves the right to require the student's family to provide, through the school of most recent enrollment, reasonably current and reliable information to meet the school standard, for the review and determination of the appropriateness of the ISOR-PH program for their student.
7. ISOR-PH works with the student's family to collect, from the school of most recent enrollment, current and reliable information to meet the school standards for entry.



## Grade Restrictions

ORDCA serves grades 9 through 12

## Age Restrictions

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

## Criminal Background

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

## Homeless Students

### Definitions

1. “Enrollment” means attending classes and participating fully in school activities.
2. “School of origin” means the school that the student attended when permanently housed or the school where last enrolled.
3. “Homeless student” means individuals who lack a fixed, regular and adequate nighttime residence and includes:
  - a. Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement;
  - b. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - c. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
  - d. Migratory students who qualify as homeless because the students are living in circumstances described in a.-c.
4. “Unaccompanied student” includes a student not in the physical custody of a parent or guardian.

## Assignment to School

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

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

## Enrollment

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

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

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

## Records

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

## Enrollment Disputes

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

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

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

## Student Services

### Special Programs

## Contacts for Special Programs Department

Special Programs Manager	Cheryl Doe	cdoe@k12.com
MTSS Coordinator	Connie Spitael	Cspitael@k12insightor.org
Homeless Liaison	Lorene Callahan	lcallahan@k12insightor.org
504 Coordinator	Connie Spitael	cspitael@k12insightor.org
ELL Teacher	Colleen Bauer	cbauer@k12insightor.org
Child Find/Special Education	Cheryl Doe	cdoe@k12.com
TAG Coordinator	Cheryl Doe	cdoe@k12.com
Pregnant and Parenting	Lorene Callahan	lcallahan@k12insightor.org

### Child Find

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

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

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

### Multitiered System of Support (MTSS)

The following Multitiered System of Support (MTSS) will be followed to identify students who may need evaluation for special education services or other supports. ORDCA teachers, advisors, and other staff members may refer students needing Tier II supports by using the Student Support Services Tracker to begin the process and comply with child find requirements. Consultation with the student's Advisor is always a required first step prior to completing a referral.

#### **Tier I – ONGOING UNIVERSAL SUPPORT:**

All students are assigned to an Advisor. In this Advisor Model, students will have an opportunity to build enduring relationships with their advisor; be provided guidance, appropriate supports and early interventions when needed. This year long system of support includes collaboration between advisor and other staff to give our students assistance when needed and the best chance for success.

#### **Tier II - STUDENT SUPPORT TEAM REFERRAL**

When teachers or staff recognize a concern that may need increased support, a referral is made using the Student Support Services Tracker. When a student is referred for additional interventions, next steps regarding student support will be documented before, during and after the weekly team meeting. The referral will be assigned to a team member for appropriate interventions and monitoring through a support classroom. Student will remain in the support team classroom until the referral is closed and the student is back on track. Student referrals will be reviewed regularly for additional interventions/progress. If the student's academic progress or engagement is impeding their learning, the team will consider possible Special Education referral or escalated interventions.

Exceptions that will go straight to referral:

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

### **Tier III - STUDENT SUPPORT TEAM ESCALATION**

After at least 8 weeks of targeted interventions, if a student's academic progress or engagement continues to impede their learning, the team will consider additional referrals/meetings that may include: referral to special education team for review, 504 coordinators for review, Social Worker referral, Student Attendance Specialist referral, Administrative Action Meeting, and/or Learning Coach support. Any truancy or excessive absenteeism concerns will be addressed as a Tier III escalation. The SST team may include any of the following support staff: Advisor, Teacher, Student Support Administrator, Principal, School Counselor, Student Attendance Specialist, Special Programs Administrator and Student Resource Coordinator (social worker).

#### **Special Education**

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

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

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

ORDCA shall be responsible for:

- Referring students for evaluation when a disability is suspected and

providing information requested by the district necessary to complete the evaluation;

- Participation in IEP meetings, when invited;
- Implementation of any accommodations and modifications required on an IEP;
- Compliance with applicable statutory requirements related to education records; and
- Execution of due process in accordance with IDEA.

ORDCA Special Education Teachers will:

- Conduct special education transition processes according to federal guidelines (assessment, coordinate with transition agencies, etc.)
- Meet with students in Class Connect sessions for academic service time, focusing on IEP goals
- Assist classroom teachers in modification/differentiation of instruction
- Provide classroom teachers with necessary information about each individual student. (Provide classroom teachers and counselors with a full IEP, password protected according to school guidelines).
- Encourage the use of teacher office hours for help with homework in general education courses
- Verify that accommodations are being met in regular classroom

## 504 Plans

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

### Eligibility

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

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

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

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

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

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

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

### Talented and Gifted

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

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

### English Language Learners (ELL)

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

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

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

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

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

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

### Special Education for ELL students

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

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

1. The reasons for the identification of their student as limited English proficient and in need of placement in a language instruction educational program;
2. The student's level of English proficiency, how such level was assessed and the status of the student's academic achievement;
3. The methods of instruction used in the program, in which their student is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. How the program, in which their student is or will be participating, will meet the educational strengths and needs of their students;
5. How such program will specifically help their student learn English, and meet age-



- appropriate academic achievement standards for grade promotion and graduation;
6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient students, and the expected rate of graduation from secondary school for such programs;
  7. In the case of a student with a disability, how such program meets the objectives of the Individualized Education Program (IEP) of the student;
  8. Parental rights that include written guidance:
    - a. Detailing the right to have their student immediately removed from such program upon their request;
    - b. Detailing the options that parents have, to decline to enroll their student in such program or to choose another program or method of instruction, if available;
    - c. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the public charter school.

## Homeless Students

### Definitions

1. “Enrollment” means attending classes and participating fully in school activities.
2. “School of origin” means the school that the student attended when permanently housed or the school where last enrolled.
3. “Homeless student” means individuals who lack a fixed, regular and adequate nighttime residence and includes:
  - a. Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement;
  - b. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - c. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
  - d. Migratory students who qualify as homeless because the students are living in circumstances described in a.-c.
4. “Unaccompanied student” includes a student not in the physical custody of a parent or guardian.

### Assignment to School

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

1. To the extent feasible, keep a homeless student in the school of origin, unless doing so is contrary to the wishes of the student’s parent or guardian;
2. Provide a written explanation, including a statement regarding the right to



appeal, if the district sends a homeless student to a school other than the school of origin or a school requested by the parent or guardian;

3. In the case of an unaccompanied student, ensure that the school's liaison helps in placement or enrollment decisions, considers the views of the student and provides notice of the right to appeal placement and enrollment decisions.

### Enrollment

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

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

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

### Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion,

when a homeless student enters a new school or school district, consistent with state and federal law.

### Enrollment Disputes

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

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

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

### Coordination

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

## School Liaison- Family Resource Coordinator

The ISOR-PH liaison with the title *Student Resource Coordinator* (*Lorene Callahan*, [lcallahan@k12insightor.org](mailto:lcallahan@k12insightor.org) (541) 823-5010 #2122) will ensure that:

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

## Pregnant and Parenting

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

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

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

ORDCA may require a physician's certificate from a pregnant student stating that she is physically and emotionally able to return to school, so long as such a certification is required of

all students for other physical or emotional conditions requiring the attention of a physician.

ORDCA Social worker will work with the student to determine community and schoolwide supports that are available to help the student access and support her education. For information on support of pregnant and parenting students contact:

Lorene Callahan @ [lcallahan@k12insightor.org](mailto:lcallahan@k12insightor.org).

### Expelled/Suspended Students

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

### Withdrawn Students

Students who are withdrawn from ISOR-PH for enrollment, attendance, academic reasons, or discipline reasons may not be allowed back to continue their education with ISOR-PH until the semester following the withdrawal unless an administrative action meeting takes place which includes the student, parent, and an administrator. This action must be initiated by adult student or parent to the school Student Attendance Specialist. An agreed upon plan to re-enroll must

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

NOTE: If enrollment has closed for the term, the request can be made for re-enrollment in the following term through the parent portal.

### Emergency Medical Treatment

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

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

### Immunization

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

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

### Human Sexuality, HIV/AIDS and Sexually Transmitted Disease Instruction

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

### Student Support Services

The First Step in Growing Students is Knowing Them.

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

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

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

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

The **Student Support Administrator** promotes and enhances the school's academic mission by improving levels of student and family engagement and ensuring this increased engagement leads to improved academic achievement. The SSA oversees the services provided to build capacity within students and Learning Coaches to assist in their student's education. Questions regarding student support services can be sent to Robin Holly at [rholly@k12insightor.org](mailto:rholly@k12insightor.org).

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

## Who to go to when you need help:

Technical Issues: K12 Customer Support Available 24/7 263 days a year.	Phone: 866-512-2273 (remember to ask for/record your ticket #) Online: <a href="http://help.k12.com/">http://help.k12.com/</a>
How to log attendance, access a class, submit an assignment, work the programs	Advisor (grade 6-12)
School resources	Advisor (grade 6-12)
Questions about a lesson, how to work a problem, teacher graded assignments	Content / classroom specific teacher
Testing questions	Advisor (grade 6-12)

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

## Instruction

### Staff Qualifications

Teachers at ORDCA must meet the following minimum qualifications:

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

ORDCA requires all administrators, counselors and instructors to be certified in their subject area.

### Responsibilities and Duties: Teacher

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

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

## Responsibilities and Duties: Learning Coach

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

- Complete the school orientation which includes the Online Learning Course, designed to familiarize students and learning coaches with the Online platform,
- Assure that students are making contact —Oregon requires a minimum of two contacts, on different days, per week between the student and the teacher via phone, class connect sessions, email, text or in person,
- Assure students are completing academic work— approximately one hour per day for each course,
- Maintain communication with the school and teachers through phone conferences and/or live meetings,
- Check email daily,
- Provide and update (within 5 days of change) working phone number, email address and current mailing, physical and shipping addresses,
- Assure that students in grades 7-8 and 11 participate in the state assessments,
- Maintain internet access—a monthly stipend (to be paid out at the end of each semester 1 and again semester 2) is available for families who submit the required paperwork and for students who are in good standing (attending and passing),
- Return computers, textbooks, software and/or supplementary materials upon request.

## Academic Engagement Requirements

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

All Student Learning Requirements:

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

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

## Curriculum

### Selection of Curriculum and Materials

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

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

### Course Offerings

Please contact your student's counselor [cspitael@k12insightor.org](mailto:cspitael@k12insightor.org) for inquiries about ORDCA courses with their associated credits and descriptions.

### Alignment to State Standards/Common Core State Standards

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

### Course Registration

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

### Course Fees

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

### Low-Enrolling Courses

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

### Credit for Courses

Credit for coursework completed at ORDCA can be earned on a Letter grade or pass/fail basis. To earn credit for a course at ISOR-PH, students must earn a minimum of 60% of the total

points possible in the course. Any course-specific departures from this policy are clearly stated in the course syllabus and supersede this policy.

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

### Dual Enrollment

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

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



## School Operations

### Placement Process

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

### Change of Student Information

- Students should inform ORDCA via this email address [addresschange@k12insightor.org](mailto:addresschange@k12insightor.org) when there is a change in the mailing or physical address. \*
- Students, parents, and learning coaches must update their own telephone number and personal e-mail address by logging into the school platform and editing the, “My Info” section.
- For emergency contact(s), or any other important directory information that changes please contact the registrar within two (2) school days of the change. 541-823-5010 x 1001.

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

### Withdrawal

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

Neighborhood school

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

Process:

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

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

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

## Progress Reports

Students/Parents/Guardians have this information at their fingertips 24/7 by logging into the Learning Coach account in the New Online School; change to student view and 4 tutorials will pop up on how to find student courses, grades, etc. after reviewing these tutorials they can see student progress on any assigned course.

## Report Cards

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

## Transcripts

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

Families/Students requesting transcripts must submit a “transcript request form” (located on the ORDCA school website) to [vstock@k12insightor.org](mailto:vstock@k12insightor.org) or faxed to 541-447-6616. The family must allow 24 hours to fulfill the request.

## Unofficial Transcripts

Unofficial transcripts contain all the information contained on an official transcript. These transcripts are mailed or emailed to current or former students upon request. To request an unofficial transcript, Families/Students must submit a “transcript request form” (located on the ORDCA school website) to [vstock@k12insightor.org](mailto:vstock@k12insightor.org). Please allow 24 hours to fulfill the request.

## Transcript Information

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

- Student’s full legal name;
- Student’s birth date;
- School name;
- School address;

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

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

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

### Transfer Credits

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

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

### Student Privacy

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

1. Student records are open for review and inspection by parents/guardians or students 18 years of age or older. Students 16 years of age or older or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students 14 years of age or older with HIV/AIDS or a STD may be released by the student only.
2. Appointments may be made with the School Counselor, Academic Administrator or Head of School for viewing cumulative records of grades, achievement test scores.
3. ISOR-PH, in compliance with the Family Educational Rights and Privacy Act (FERPA) permits parents and/or guardians or students to do the following:
  - a. Inspect and review the student’s education records within 45 days of the day the School receives a request for access. Under state public disclosure law, the School must acknowledge the request in writing with five (5) working
  - b. days, and unless the documents are presented at that time, an estimate will be

provided as to when they will be available within the 45-day response period. Parent(s) and/or guardian(s) or eligible student should submit to the school (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Head of School or designee will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected;

- c. Request amendment of the student's education records that the parent(s) and/or guardian(s) or eligible student believes to be inaccurate, misleading, or in violation of the student's rights to privacy. They should write the school, clearly identify the part of the record to be amended as well as specify why the information in question is inaccurate, misleading, or in violation of the student's rights to privacy. If the School decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the School will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s) and/or guardian(s) or eligible student when notified of the right to a hearing;
- d. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special test (such as attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility;
- e. File a complaint with the U.S. Department of Education under Section 99.64 concerning alleged failures by ORDCA to comply with the requirements of Family Policy Compliance Office
  - i. U.S. Department of Education
  - ii. 600 Independence AVE SW
  - iii. Washington, DC 20202-4605

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

### Disclosure of Personally Identifiable Information

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

ORDCA Head of School or designee regarding the release to the public of such information within ten (10) calendar days following notice of these rights to students.

## **Grading and Testing**

### Grading Policy Grades (9-12)

#### ORDCA Grading Policy

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

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

All grades are points earned out of points possible

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

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

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

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

\*Indicates working hours

### Grade Scale/Grade Point Value

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

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

## Grade Point Average

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

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

## Class Standing

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

## Transfer Grades

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

## Add/Drop Policy

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

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

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

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

## Appeal Process for Final Course Grade

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

- Submit a written request for a detailed copy of the student's grade-book from the course instructor;

- Identify in writing any assignments that he/she would like re-evaluated;
- Explain in writing why the student believes the grade on each of the identified assignments should be revised; and
- Submit identifications and explanations to the course instructor.

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

### Assessments

The school provides many opportunities for students to be assessed for proficiency in the areas of reading, writing and math (and other subjects). ORDCA requires that students take the Readiness and Interim assessments in these courses, as well as Oregon Statewide Assessments.

All students enrolled in grade 11 are required to participate in annual statewide assessments developed by the Oregon Department of Education.

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

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

### Work Samples

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

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

- The first purpose is to provide an option to fulfill the annual local performance assessment requirement that ensures that students in Grades 9 to 11 are afforded opportunities to learn and to receive feedback regarding their progress toward meeting specific state standards throughout their years in public schools.
- The second purpose is to provide an option for students to fulfill the Essential Skills requirement for a high school diploma.

## National Standardized Achievement Testing

ORDCA's sister school, Insight school of Oregon Painted Hills' code for College Board testing is 380953. Students interested in College Board testing (PSAT, SAT) should search for testing locations on [www.collegeboard.com](http://www.collegeboard.com)

## PROMOTION, RETENTION AND GRADE LEVEL PLACEMENT OF STUDENTS

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

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

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

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

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

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

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

## Graduation

### Graduation Requirements

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

Subject	Credits
English	4
Mathematics	3 * Δ



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

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

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

△ Algebra I or higher

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

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

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

Participate in career-related learning experiences.

### Accelerated Graduation

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

### Authorization

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

## GED Request (Exemption from Compulsory Attendance)

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

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

## Conduct and Discipline

### Student Code of Conduct

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

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

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

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

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

### Discipline- General Guidelines

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

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

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

### Discipline- Appeal Process

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

### Manifestation Determination

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

Citations: OAR 581-015-2420 Manifestation Determination.

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

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

The team will decide the following:

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

If the team determines that the behavior was not a result of the student’s disability, then the team will discuss discipline and placement options for the student. In determining placement, the team must decide if attending school online will continue to meet the student’s needs or if

an alternative option exists. Regardless of outcome the IEP team will conduct a functional behavioral Assessment (FBA) to determine an appropriate behavior plan for the student.

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

The team will consider all the following information

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

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

### Discrimination Complaint/Grievance Procedure

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

#### Informal Procedure

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

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

#### Formal Procedure

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

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

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

### Virtual Classroom Conduct

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

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

Students who violate the virtual classroom rules of conduct will be warned by the instructor to correct their behavior. If the student does not comply with the instructor's instructions, he/she will be removed from the virtual classroom for the rest of the session. The second time a student is removed from a classroom; the student will receive read-only privileges in the virtual classroom for the rest of the semester or until the instructor deems it appropriate to restore writing privileges to the student.

### Use of Language, Images and Personal Respect

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

Examples of inappropriate behavior include but is not limited to:

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

### Dress Code

Appropriate attire shall be worn at all School activities.

### Defiance

Students should follow the requests of ORDCA staff. Failure to do so will be deemed

defiance toward School personnel or rules. Defiance is defined as defying instructions of School personnel, the bold resistance of School authority, and/or contemptuous behavior or attitude that is manifested by breaking of School rules. Acts of defiance may result in disciplinary action.

### Weapons

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

### Threats

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

### Tobacco/Drugs/Alcohol

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

### Title IX

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

### Title IX Coordinator

The Director of Title IX and Compliance is the individual designated to coordinate its efforts to comply with Title IX, Section 504 and other equal opportunity and affirmative action regulations and laws. Questions or concerns about Title IX, Section 504 should be directed to Connie Spitael at [cspitael@k12insightor.org](mailto:cspitael@k12insightor.org) (541) 823-8010 # 1119

## Harassment, Intimidation and Bullying

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

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

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

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

## Cyber Bullying

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

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

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



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

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

### Academic Honesty

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

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

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

\*\*\*Additional disciplinary action may be taken.

### Academic Freedom/Student Rights

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



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

### Technology Usage

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

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

### Internet Stipend

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

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

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

Semesters 1	Semesters 2
September	February
October	March

<b>November</b>	<b>April</b>
<b>December</b>	<b>May</b>
<b>January</b>	<b>June</b>

Email

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

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

Reporting of Suspected Abuse of a Child

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

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

Sexual Harassment

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

This can include:

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

## Record Keeping

### Records to be Maintained

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

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

### Records Storage

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

### **RETENTION OF STUDENT RECORDS**

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

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

Purge files annually.

### Instructional Hours

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

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

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

### OAR Instructional Hours policy

Oregon Administrative Rules: (1) requires that each public school adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction. Destination Career Academy of Oregon (ORDCA) requires the following hours:

Grades 9-11	990 hours
Grade 12	966 hours

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

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

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

## Attendance Tracking

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

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

### Average Daily Membership(ADM)

Active membership is defined as:

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

### Documentation of Weekly Contact

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

### ORDCA Attendance Goals and Expectations

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

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

#### "Attendance" Definition:

Student has daily activity in all required BBC classes.

1. Daily activity. Examples are, but not limited to:
  - a. Attending and participating in a live Class Connect session
  - b. Login to all required classes and complete assignments.

#### "Extraordinary Circumstances" Definition:

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

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

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

### Compulsory Attendance Law in Oregon

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

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

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

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

### Absence/truant Notification

ORDCA staff will notify parents/guardians each Friday if their child has failed to progress in their coursework for one week.

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

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

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

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

enrollment status be terminated.

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

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

Exemptions will be granted for a limited time only, must be renewed on a semi-annual basis and will be reviewed by the school no later than the [second week] of each semester.

Parents will be notified of the need to reapply for an exemption no later than the [second week] of each semester or return the student to school until a high school diploma or GED is earned or until the student reaches age 18.

## Truancy

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

## Habitually Truant Students

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

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

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

## Student/Parent Satisfaction Surveys

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

- Enrollment Process;
- Course registration process;
- Orientation process;
- Material distribution and return;
- Technology;
- Academic advising experience;
- Student/Parent Portal;
- Courses; and

- End of Year

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

### Financial Accounting Practices

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

### Transportation Policy

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

### **Student Activities**

#### Extra-Curricular Activities

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

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

#### School Event Conduct

ORDCA students are encouraged to participate in School events. Students must abide by the Student Code of Conduct when attending these events. Students/families are responsible for transportation to/from event. Students under the age of 18 must not be the driver if any non-related students will be in the vehicle. Liability waivers are required for all school events. Students and legal guardians who do not provide the required waivers prior to an event will not be permitted to attend or participate.

#### Field Trips

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

#### Dances

ORDCA dances may be held at central locations in the state and will be chaperoned by administrators and instructional staff. *Parent volunteers* must be cleared by the Oregon Department of Education before eligible to chaperone. ORDCA students inviting non-ORDCA students must notify the Head of School using a form provided by ORDCA



Administration. ORDCA administration may not be able to qualify all non ORDCA students to be eligible to attend dances.

### Dance Pass Requests

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

### Department of Motor Vehicles: Statement of Enrollment

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

### Graduation Ceremonies & Exercises

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

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

## **Materials and Technology**

### Inventory Identification

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

### Acceptable Use Policy

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

### Distribution of Textbooks, Materials & Technology

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

Computer hardware will be shipped to students with delivery confirmation. Shipments will carry insurance to cover the cost of replacing the system. Students/families will be notified

of the expected arrival date and the tracking number of the package(s). The student or a parent/guardian must sign for the package.

### Insurance Coverage

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

### Return of Textbooks, Materials & Technology

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

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

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

## Student Support Operations

### Student Inquiries

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

#### Process

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

#### Response Time

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

### FAQs

#### Directing Student Questions to the Appropriate Department

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

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

Using Fire Fox Browser

Track Shipping Status - Materials & Computer Equipment OLS Account

Learning Coach Account Set Up

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

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

Computer Equipment Returns FAQs

Recommended Browsers

OLS Account - User Name or Password Retrieval

**Visit [help.k12.com](http://help.k12.com) to view short 'how to' videos on all topics including:**

When will I receive Materials & Computer Equipment

How do I set up the OLS Account - Learning Coach and Student

Which Internet Browser works best

How to clear cache and cookies

Which course materials will need to be returned (K12 Public Schools)

How do I return computer equipment?

I forgot my user name or password

How do I get into my Class Connect Sessions?

[Contact Advisor if...](#)

I don't know who to reach, or I don't know how to reach "xx" ...

I would like to withdraw from school...

When will I receive my laptop/printer

Add a Learning Coach?

How to login into accounts Update information on accounts

Help setting up LC & Students accounts

Return call for new student onboarding

I would like to withdraw from school...

How does attendance work in an online school?

I'm having trouble managing my time and getting things done, what can I do?

[Contact Classroom Teachers if...](#)

I don't understand the assignment.

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

Can I get an extension on my work?

What is my current grade?

When is my assignment due?

Where can I find the Dropbox for my assignment?

How do I save my file in rich text format?

What is my current grade?

I'm having problems keeping up. Help!

I have a big life event coming up; what do I need to do to stay on top of things?

How do I attach a document to an email?  
I am struggling with my courses, what can I do?

[Contact Student Resource Coordinator \(social worker\) if...](#)

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

[Contact Counselors if...](#)

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

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

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

[Contact Office Manager if...](#)

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

[Contact Assistant Operations Manager if...](#)

I need to change my address.

[School Right to Modify Handbook](#)

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

