Student/Parent Handbook 2024-2025
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Policies and procedures listed in this handbook may be changed at the discretion of Insight School of Oregon Painted Hills, hereinafter referred to as ISOR-PH in this handbook, without prior notice. Any alterations to this document will be communicated to the affected parties by mail and e-mail.

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

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

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Insight School of Oregon Painted Hills Board Policy Manual

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

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

CORE VALUES
The core values of ISOR-PH include, but are not limited to:
- Accountability
- Collaboration
- Connection
- Inclusivity

SCHOOL COMMUNITY EXPECTATIONS
Student Expectations
- Log in daily by following the daily schedule.
- Complete all assignments daily.
- Participate in live sessions with video and audio.
- Use proper netiquette for online learning.
- Maintain academic integrity.

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

Learning Coach Expectations
- Designate a quiet, consistent learning space.
- Ensure student logs in daily and on time to classes.
- Communicate regularly with teachers and school staff during regular business hours.
- Monitor and verify student completion of all daily assignments.
- Assist with instructing your student in their academic learning/courses.
- Allow your student to struggle! It will take time for them to become independent learners.

SCHOOL CONTACT INFORMATION

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

ADDITIONAL RESOURCES

School	School Website	Enrollment Website	Enrollment Help and Document Fax Information
Insight School of Oregon School Painted Hills	https://or-ph.insightschools.net	https://or-ph.insightschools.net/how-enroll	Enrollment/Pal Line: 855- 534- 6303 Enrollment Local Fax: 541.566.7201 Enrollment Email: isorphfax@k12.com
Destinations Career Academy of Oregon	https://ordca.k12.com	https://ordca.k12.com/how-enroll	Enrollment/Pal Line: 855.773.3255 Enrollment Local Fax: 541- 981- 5170 Enrollment Email: ordcafax@k12.com
Cascade Virtual Academy	https://cva.k12.com	https://cva.k12.com/how-enroll	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	866-968-7512	https://k12parentportal.force.com/portal_sitelogin?schoolid=7255
K12 Help Desk	866-512-2273	http://help.k12.com

2023-2024 ACADEMIC CALENDAR

[ISORPH 7-8 Calendar](#)
[ISORPH 9-12 Calendar](#)

ACADEMIC ENGAGEMENT AND SUPPORT 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 required Class Connect sessions which may include but not limited to
    - General live sessions
    - Small groups
    - Homeroom
    - Testing sessions
    - Assemblies

- Maintain course progress in assigned classes
  - Complete required assignments daily
  - Maintain academic integrity
  - Check gradebook regularly
  - Attend office hours as needed
  - Check grad plans each quarter (Grades 9-12)
- Communicate with teachers and support staff
  - Read and respond to emails daily
  - Return phone calls with 24 hours
- Attend mandatory state testing

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

All Learning Coach Support Requirements
- Log into L.C. account daily to check emails & student grades
- Communicate with teachers (24-hour response)
- Set up a quiet workspace
- Headphones required if shared workspace
- Always provide computer & internet access, create back up plan (technical issues do not excuse students from assignments)
- Transport to required testing (April/May) if required.

7-12
- Ensure mastery of lessons on the plan daily
- Ensure completion of all assignments in a timely manner
- Monitor student engagement of live sessions
- Monitor student grades of submitted/unsubmitted work
- Check grad plan with student each semester (9-12 only)

Camera Expectations
We expect you to be on camera during live sessions. If there is a challenge, contact your teacher to work out a plan. Active engagement in class is required. Students will be transferred to a missing in action breakout room when not engaging in class.

Staff Qualifications
Teachers at ISOR-PH must meet the following minimum qualifications:
- Hold a Bachelor's Degree; and
- Hold a current Oregon teaching certificate in their content area and be highly qualified or
- Hold an Oregon certificate of conditional assignment permit (for a period not to exceed three years).

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

Responsibilities and Duties: Teacher

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

Student Privacy

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

Student records are open for review and inspection by parents/guardians or students 18 years of age or older. Students 16 years of age or older or who are emancipated have the right to give informed consent regarding their records, with some exceptions. Information regarding students 14 years of age or older with HIV/AIDS or a STD may be released by the student only. Appointments may be made with the School Counselor, Academic Administrator or Executive Director for viewing cumulative records of grades, achievement test scores.

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

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

b. Request amendment of the student's education records that the parent(s) and/or guardian(s) or eligible student believes to be inaccurate, misleading, or in violation of the student's rights to privacy. They should write the school, clearly identify the part of the record to be amended as well as specify why the information in question is inaccurate, misleading, or in violation of the student's rights to privacy. If the School decides not to amend the record as requested by the parent(s)/guardian(s) or eligible student, the school will notify the parent(s)/guardian(s) or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s) and/or guardian(s) or eligible student when notified of the right to a hearing;

c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff

and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special test (such as attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility;

d. File a complaint with the U.S. Department of Education under Section 99.64 concerning alleged failures by ISOR-PH to comply with the requirements of

> Family Policy Compliance Office
> U.S. Department of Education
> 600 Independence AVE SW
> Washington, DC 20202-4605

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

Student Expectations

The "I understand statements" for ISOR-PH….

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

Be responsible:
- The student's grade is earned, not given
- The student is responsible for logging on daily
- The student is responsible for contacting teachers
- The student is responsible for their attendance
- The student is responsible for all class work
- The student is responsible for watching recordings of all missed classes
- Be respectful always
- Use appropriate language in class connect chat sessions (all chat and Q&A chat), while using the microphone, on assignments/online educational games, on assignments and in emails
- Use Newrow tools appropriately during live class connect sessions at all times.
- Be on time
- Stay on topic in live sessions

- Be polite in all emails
- The student will not use online spam bots during activities involving educational websites

Promotion and Retention

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

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

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

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

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

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

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

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

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

K12 Zone Student Discipline Policy

Welcome to the ISORPH/CVA/ORDCA K12 ZONE

The K12 Zone is a new and innovative tool that Insight School of Oregon-Painted Hills is implementing to improve engagement, retention, and socialization among our students. It is Insight School of Oregon-Painted Hill's goal to ensure that every student is able to communicate and collaborate in a safe and reliable environment.

Student expectations follow our ISORPH Student Handbook The purpose of this policy is to identify specific offenses that constitute disciplinary actions within the K12 Zone, identify specific procedures for staff to respond to a reported offense, outline the Discipline Ladder for each ban from the system, as well as identify specific offenses that can result in automatic semester and full year bans.

If a student has a concern in the Zone, he/she can either make a request for help or file a report. Reports can be filed for a variety of reasons:

- Harassment or bullying
- Hate speech, symbols
- Sales or promotion of drugs
- Nudity or inappropriate use of camera or video
- Self-injury
- Violence or threat of violence
- Other

Once a request or report is made, an admin monitoring the Zone will click the notification link to be taken directly to the student who filed the report. After speaking with the student(s), if it is determined that it is a disciplinary issue (and not a misunderstanding or a 'misclick'), admin will issue a verbal warning to the student for minor infractions.

If the issue is more serious, admin will follow these steps:

- Zone admin will tell the student he/she is being banned immediately from the Zone.
- Zone admin will mark the student as banned and will remove the student immediately.
- Zone admin will notify the Teacher and Principal of the infraction. Team will determine how long student will be banned (typically one to two weeks for first infraction, depending on severity).
- Zone admin will make a note in TVS to document the infraction.
- When the ban expires, if another infraction occurs within the same school year, the student will be immediately banned again and sent a Non-compliance notice. Team may determine to ban the student indefinitely or through the end of the school year, depending on severity of infraction.

Specific Offense:

The following behaviors are specific offenses that constitute disciplinary actions within the K12 Zone.
1. Violence
2. Threat of Violence
3. Nudity
4. Display of Photo/Video that Violates Privacy
5. Self-Injury
6. Hate Speech
7. Hate Symbols
8. Harassment
9. Bullying
10. Sales or Promotion of Drugs
11. Other/Minor Offenses:
    a. Obscene language, materials, gestures or behavior, attendance problems, defiant behavior, deceitful behavior (false accusations, forgery, plagiarism, lying, cheating, etc.), as well as any offense that a teacher or administrator deems inappropriate for this specific virtual setting.

Disciplinary Process:
Any offenses will be documented in TVS and communicated; the below ban process will be followed. The suspension/ban can also be adjusted based on the severity of the offense.

Discipline Ladder:
1. First Offense – One Day Ban
2. Second Offense – One Week Ban
3. Third Offense – One Month Ban
4. Fourth Offense – One Semester Ban
5. Fifth Offense – One Academic Year Ban
6. Sixth Offense – Indefinite Ban

Thank you for supporting ISORPH K12 Zone Community and please reach out with any questions.

INSIGHT SCHOOL OF OREGON PAINTED HILLS
Insight School of Oregon-Painted Hills (ISOR-PH) is a full-time online public charter school serving Oregon students in grades 7-12 and focuses on credit recovery for students who have fallen behind in high school credit or need more academic support. As part of the Oregon public school system, ISOR-PH is tuition-free, and gives parents and families the choice to access the curriculum provided by K12, Inc.

Grading Policy Grades (7-12)
We fundamentally believe that all ISORPH students:
- Can learn at high levels;
- Will earn a high school diploma;

- Will be contributing members of society after high school.

We know that ISORPH students:
- Have unique and varied backgrounds and lives;
- Face personal challenges on a daily basis;
- Learn at different rates and in different ways;
- Desire independence and success.

To support student success, we:
- Commit to a fast grading: fair, accurate, specific, and timely.
- Base final grades on learning, growth, on progress and proficiency over compliance. This means we do not use extra credit / bonus points to inflate a grade, and that grades are not based on effort, attendance, or participation. Grades are based on learning, growth, progress, and proficiency.
-
- Provide students opportunities to retake quizzes and tests:
  - Teachers may require students to attend a CC session and/or complete a relevant assignment before allowing a student to retake a quiz or test;
  - Teachers may elect to provide an alternative assessment that measures the same standards as the quiz/test.;
  - Teachers may elect to require students to correct their errors in place of a retake;
  - Teachers may elect to require students to complete a self-analysis in place of a retake. A self-analysis requires students to indicate why their response was incorrect and to provide the correct response; and
- Provide students opportunities to redo written assignments:
  - Teachers may require students to attend a CC session and/or complete a relevant assignment (including reading) before allowing a student to submit a rewritten assignment;
- Provide due dates on all assignments:
  - Students are encouraged to submit quality work before or on the due date to maintain pace with the course, and to receive relevant and meaningful feedback.
  - Quizzes and tests that are built into the online middle and high school (OMHS) platform are accepted through the final date of each semester on the calendar and provided by school staff and administration; and
  - Teacher-graded assignments (I.e., assignments that a student must upload through a Dropbox) should be submitted by the due date to ensure meaningful feedback and opportunity to make revisions.
-
- Due to our internal grading and scheduling processes, the end of the term is a hard deadline, and we cannot extend the term for students. All assignments must be submitted by midnight on the final date of the term. However, administration will consider special circumstances on a case-by-case basis.
- HS school calendars and course syllables and calendars for deadline dates for each term.

Incomplete Tasks

- "Students who do not submit an assignment or demonstrate basic proficiency on an assignment will receive a minimum grade of 50% as a placeholder until the assignment is completed and resubmitted. However, students must demonstrate proficiency in key course standards to pass the class. If a student has not shown proficiency, they will receive an F.

Disengaged Students (9-12)

- Students are considered disengaged from a course if they have not attended class, submitted work, or communicated with the teacher for 7 school days.
- Students not attending class or turning in work will receive an 'NG' (No Grade) until they reengage in school.
- Once reengaged, students may complete missing work and earn credit if they can demonstrate course proficiency before the end of the term.

If proficiency cannot be demonstrated, the 'NG' will remain for the term, and the student will need to retake the course in a future term to earn credit towards graduation requirements

Grade Scale/Grade Point value

The following grade scale will be used to determine letter grades for middle school and high school:

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

Grade Point Average

The grade point average for ISOR-PH students is calculated as follows:
- Each student's grade point average is the sum of the point values of all the grades received for

all the courses attempted divided by the sum of the credits for all courses attempted.

- The grade point value is calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.
- The minimal passing mark is 60%.
- Additional weight will be given for classes designated as Advanced Placement and Honors. AP courses will receive 1.0 GPA points and Honors courses a weight of .5 GPA points.

Valedictorian and Salutatorian

Students ranking as #1 in the class will receive the distinction of Valedictorian, Students ranking #2 and #3 will receive the distinction of Salutatorian. Class rank is determined by the transcript tool in Total View School. The system bases class rank on a student's GPA and uses all courses and weights to calculate a student's GPA and rank. If there is a tie in GPA and rank all students receiving the top 3 GPA amounts will be recognized accordingly.

Transfer Grades

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

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

Add/Drop Policy

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.

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.

Objection to Instructional Materials

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

Furthermore, if the quality of learning in the schools is to be judged on its contribution to the development of a free person solving individual problems and cooperating in seeking solutions to the problems of a community in a free society, then students must be permitted to express such differences

with all the resources, which they may bring to bear. It also follows those ample resources representative of different views must be made available to students.

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

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

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

Appeal Process for Final Course Grade

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

- Submit a written request for a detailed copy of the student's gradebook 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, they may request an evaluation of the identified assignments by the Administrator. The student must submit all the documentation from the process described above. The Administrator's decision will be final.

Academic Honesty

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

Plagiarism is not tolerated at ISOR-PH. Plagiarism includes (but is not limited to) the following:

- Using someone else's words or ideas without proper citation

- Copying someone else's work and calling it your own
- Copying and citing a work that is longer than a paragraph (print or online sources)

Cheating is work that does not reflect your own effort and understanding. This can take many forms and will not be tolerated at ISOR-PH.

Cheating includes (but is not limited to) the following:
- Looking at others' answers on tests and homework
- Taking someone else's assignment and putting your name on it
- Copying someone else's work, answer for answer
- Rearranging words from someone else's work
- Allowing someone to copy from your assignment
- Telling someone else the answers on an assignment or test
- Having someone else do your work for you (Friends, Family, Learning Coach, etc.)

There are other forms of academic dishonesty that will not be tolerated at ISOR-PH. They include:
- Making up data for an assignment
- Claiming to have handed in an assignment when the student knows they have not
- Sabotaging someone else's work

Teachers and administrators will work together to address cases of academic dishonesty.
- **First Offense:**
  - The student will receive a zero on the assignment.
    The student's learning coach will be informed.
  - The plagiarism policy will be explained, including the specific violation and how to avoid future mistakes.
  - The student will have the opportunity to complete the original assignment or an alternative assignment that accurately assesses their knowledge and skills.
  - The student can earn full credit for the resubmitted or alternative assignment.

  Subsequent Offenses:
  - The student will receive a zero on the assignment.
  - The student will be required to attend a meeting with the teacher and school administration.
  - The student will be allowed to complete the original assignment or an alternative assignment, but will only be eligible to earn partial credit.

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

School Based and State Assessments

The school provides many opportunities for students to be assessed for proficiency in the areas of reading, writing and math (and other subjects). ISOR-PH requires that all students take the Readiness and Interim assessments in the courses, the STAR360 Benchmark assessment and the Oregon Statewide Assessments known as the SBAC.

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

You may opt out of state SBAC testing by reviewing and filling out the opt-out form and returning it to ISOR-PH's Testing Coordinator. Opting out applies to English and mathematics only. *Please Note: Opting out ONLY applies to SBAC testing. Students are required to take the STAR360 Benchmark Assessments.*

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

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

Work Samples

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

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

National Standardized Achievement Testing

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

Dual Credit Offerings

ISOR-PH students can take dual credit courses through various partnerships that have been established through the Destinations Career Academy of Oregon. Please contact the school counselor for inquiries about ISOR-PH courses with their associated credits and descriptions.

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

Physical Education Requirements

Physical education activities must meet academic content standards for physical education. They must be sequential, developmentally appropriate, and develop students' abilities to adopt and maintain

physical activity throughout their lives. Fifty percent of physical education time should be spent in actual physical activity with as much time as possible being spent in moderate intensity physical activity.

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

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

Career and Technical Education (CTE) Program

Career and Technical Education (CTE) teaches the college and career skills students need to be successful after high school. In addition to core courses required for graduation, student's electives allow them to explore different career fields and gain skills that can help them be successful in the workplace and college.

Whether students intend to go to college, are working on their career field now, or plan to enlist or start their career right out of high school, the occupational programs offered can combine passion and interest with the skills needed to compete for jobs in high demand fields.

ISORPH's Career Technical Education Program includes courses taught by highly qualified professionals with industry experience. CTE students also have opportunities to participate in project-based learning, earned dual college credit and industry recognized technical certifications as well as seek student leadership roles in national career and technical student organizations (CTSO)

Students in grades 9-12 may choose to opt into CTE courses. Students may choose to opt out by emailing the CTE Director.

If you would like more information about opting out, please contact the CTE director, Keri Green: kgreen@onlineoregon.org.

Credit Recovery Options

Graduation Express

Graduation express is an independent study program that allows students to focus on proficiency. Enrollment in this program is based on student need. Students may participate in this for the program if they meet one of the following
- Juniors or Seniors that are credit deficient
- Pregnant or parenting students

- Students who work full time
- Students receiving medical/mental health treatment that prevent attending live sessions
- Students who are referred to the program by the Student Success team
- To stay enrolled in the program students MUST check in for attendance regularly per the requirements of the program coordinator and State of Oregon requirements. Students must also complete 3 classes every quarter and actively work in classes to remain in the program. Students who fail to check in regularly and/or fail to complete classes will be withdrawn from the program.

Withdrawal- Students may be withdrawn from the program and/ or the school for failure to meet the minimum requirements of the program. Students withdrawn from GE with be enrolled in regular semester/quarter classes in their corresponding school. They will not be able to re-enter Graduation Express till the following school year. Learning coaches/Legal Guardian/Self-enrolling students may appeal the withdrawal from Graduation express within 2 weeks of removal from the program. An Administrative Action meeting will be convened to hear the appeal and decide on the student's participation in Graduation Express.

GRADUATION
Graduation Requirements
To earn a diploma, students must meet ISOR-PH and Oregon state graduation requirements. These are the minimum diploma requirements set by the state. Individual districts may have additional requirements.

SUBJECT	CREDITS
English	4
Mathematics	3 * Δ
Social Studies	3
Science	3 *◊
Physical Education	1
Health	1
Second Language / Art / Career & Electives**	3 6
TOTAL CREDITS	24

* Applied and integrated courses aligned to standards can meet credit requirements.
◊ Lab experiences (2 credits) can take place outside of the school in field-based experiences.
Δ Algebra I or higher
** Will include several elements of learning in an online, independent study environment and planning around the student's current goals and future plans. (1) Career Related Learning Experiences (CREL's); (2) Grad Plan review.

In addition to these credit requirements, Oregon law requires that every student demonstrate completion of the following for graduation:
- Demonstrate proficiency in certain "essential skills" – skills that are deemed critical for future

success. To graduate, students will need to meet the essential skills in reading, writing, and math.

- Develop an education plan and build an education profile;
- Build a collection of evidence, or include evidence in existing collections(s), to demonstrate extended application;
- Demonstrate career-related knowledge and skills in the following areas: personal management, problem solving, communication, teamwork, employment foundations, and career development; and participate in career-related learning experiences.

Valedictorian

CVA counselors will select the valedictorian by choosing the highest unweighted GPA in the four year cohort graduating class.

Accelerated Graduation

Graduation at an accelerated rate will be considered upon petition, subject to school policy, and requires the Executive Director'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 Executive Director.

Authorization

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

GED Request (Exemption from Compulsory Attendance)

If a student is interested in participating in a GED Option Program, the student must complete and submit a GED Request for Release from Compulsory Attendance form to 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, and has enrolled in a local GED program.

STUDENT ADMISSIONS

Enrollment Forms –

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

- Proof of Residency (Utility bill, Mortgage/Rental Statement, etc.)

- Proof of student's age
- Signed Release of Records
- District Notice of Intent to Enroll
- District Approval for Intent to Enroll
- Immunization Record
- Complete Language Use Survey (LUS)
- Current transcript from last school attended

Other documentation that may need to be submitted includes:
- McKinney-Vento Form
- Family Income Form (digital)
- Copy of special education records where applicable (Submitted by the student or district)
- Copy of 504
- Other forms upon request.

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

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

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.

Withdrawn Students

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

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.

Immunizations

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

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

Placement Process

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

Cascade Virtual Academy
https://cva.k12.com/how-enroll.html

Insight School of Oregon-Painted Hills
https://or-ph.insightschools.net/how-enroll.html

Destinations Career Academy of Oregon
https://ordca.k12.com/how-enroll.html

Full-Time Status

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

Part-Time Status

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

Minimum Admission Requirements

1. Students must complete the admission requirements per the K12 admissions process listed on the admission page.
2. All courses will include baseline assessment for placement and tiered instruction to better meet the needs of individuals.
3. All students will complete onboarding/orientation requirements within 2 weeks of enrollment approval.
4. All students are required to participate in STAR360, Interim Assessments, and State Assessments.

ISOR-PH reserves the right to require the student's family to provide, through the school of most recent enrollment, reasonably current and reliable records to meet the school standard, for the review and determination of the appropriateness of the ISOR-PH program for their student. ISOR-PH works with

the student's family to collect, from the school of most recent enrollment, current and reliable information/records to meet the school standards for entry.

Grade Restrictions

Insight School of Oregon Painted Hills serves grades 7-12.

Age Restrictions

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

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

SCHOOL OPERATIONS

Change of Student Information

- Students/ Legal Guardians should inform ISOR-PH via this email address addresschange@onlineoregon.org when there is a change in the mailing or physical address. *
- Students, parents, and learning coaches must update their own telephone number and personal e-mail address by logging into the school platform and editing the "My Info" section.
- For emergency contact(s), or any other important directory information that changes please contact the registrar within two (2) school days of the change. 541-823-5010 x . 2116

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

Withdrawal

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

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 homeroom teacher for withdrawal requests in writing as far in advance of the withdrawal as possible.

2. The homeroom teacher will e-mail a link to the parent withdrawal form. The parent must complete the form 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 may access the return via http://help.k12.com. K12 will send the student pre-addressed postage-paid shipping labels for shipment via FedEx. Each family is responsible for packaging and sending computer and materials back. Each family withdrawing will be asked to complete a withdrawal request supporting the reason for withdrawal.

Progress Reports
Students/Parents/Guardians have this information at their fingertips 24/7 by logging into the Learning Coach account in the Online School.

Report Cards
Report cards are generated and emailed after the conclusion of each grading period . Please note, all assignments and final course grades can be accessed by the student and Learning Coach at any time during the quarter 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 Scribs request through the ISORPH school website: Insight School of Oregon - Painted Hills Transcripts and Records Requests by Scribbles Software (scriborder.com). Contact school registrar at registrars@onlineoregon.org for additional information. 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 Scribs request through the CVA school website: Insight School of Oregon - Painted Hills Transcripts and Records Requests by Scribbles Software (scriborder.com) Contact school registrar at registrars@onlineoregon.org for additional information. Please allow 24 hours to fulfill the request.

Transcript Information
The following information will be included on the student's official and unofficial transcripts:
- Student's full legal name
- Student's birth date
- School name

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

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

GRADE CODE	EXPLANATION
A, B, C, D	Letter Grade: Credit Earned for Course
F	Fail
P	Pass, Credit Earned for Course

Transfer Credits

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

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

Student Privacy (FERPA)

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

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

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

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

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

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

- Request amendment of the student's education records that the parent(s) and/or guardian(s) or eligible student believes to be inaccurate, misleading, or in violation of the student's rights to privacy. They should write to the school, clearly identify the part of the record to be amended as well as specify why the information in question is inaccurate, misleading, or in violation of the student's rights to privacy.

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

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

A school official is:

- a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel);

- a person serving on the School Board; a person or company with whom the school has contracted to perform a special test (such as attorney, auditor, medical consultant, or therapist);

- or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks;

- contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services, or function;

- to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer;

- A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

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

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

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

Disclosure of Personally Identifiable Information

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

Directory Information

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

- Student's name;
- Student's photograph;
- Grade level;
- Participation in officially recognized sports and activities;
- Dates of attendance;
- Degrees or awards received;

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

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

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

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

1. Political affiliations or beliefs of the student or student's parent
2. Mental or psychological problems of the student or student's family
3. Sex behavior or attitudes

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

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

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

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

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

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

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

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

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

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

MATERIALS AND TECHNOLOGY

Inventory Identification

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

Acceptable Use Policy

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

Distribution of Textbooks, Materials & Technology

ISOR-PH will provide textbooks, software, and required materials for all academic courses required for graduation.

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

Insurance Coverage

School insurance will not cover stolen, lost or fire-damaged equipment. ISOR-PH highly recommends adding the laptop to the parent's/guardian's homeowner's/renter's insurance policy. Without the insurance protection against stolen, lost or fire- damaged equipment, the student and their family are

financially responsible for the replacement costs for any equipment damaged by fire, lost or stolen. All technology packages should be insured up to $2,000.

Return of Textbooks, Materials & Technology

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

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

WHO TO CONTACT?

Contact K12 Help Desk if…

- Using Fire Fox Browser
- Track shipping status - materials & computer equipment OLS account
- Learning Coach account set up
- Internet browsers - clear cache and cookies student OLS Account set up
- Learn which course materials will need to be returned (K12 Public Schools)
- Computer equipment returns FAQs
- Recommended browsers
- OLS Account - user name or password retrieval

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

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

Contact HOMEROOM TEACHER if…

- I don't know who to reach, or I don't know how to reach "xx" …
- I would like to withdraw from school…
- When will I receive my laptop/printer?
- Add a Learning Coach?
- How to login into accounts
- Update information on accounts
- Help setting up LC & student accounts

- Return call for new student onboarding
- How does attendance work in an online school?
- I'm having trouble managing my time and getting things done, what can I do?

Contact CLASSROOM or CONTENT TEACHERS if….
- I don't understand the assignment.
- Did I get all 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?

Contact STUDENT RESOURCE COORDINATOR 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 if…
- I need a copy of my transcript.
- When will I get my report card?
- I need proof of enrollment. DMV, employment, insurance, etc.
- I need to change my address.

Contact OFFICE MANAGER if…
- I need to replace my student ID card.
- Questions about bi-yearly Internet Stipend Program.

ATTENDANCE

Instructional Hours

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

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

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

OAR Instructional Hours policy

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

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

Oregon Administrative Rules establishes that school attendance is compulsory for students between the ages of six (6) and eighteen (18), unless the student has completed grade 12. ISOR-PH is one of the public-school options available to parents to fulfill this obligation. Parents should understand that ISOR-PH is a public school, not a home school alternative. As a part of the public-school system, ISOR-PH has responsibility to account for the attendance and progress of each individual student enrolled and for which ISOR-PH 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

ISOR-PH Attendance Goals and Expectations

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

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

"Attendance" Definition:

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

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

"Extraordinary Circumstances" Definition:

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

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

If recorded and reported attendance falls below the above-defined acceptable standards, the Executive Director 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. ISOR-PH staff will monitor and report violations of the state compulsory attendance law. ORS 339.020

Additionally, ISOR-PH 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. Students must log on daily, attend all live teacher-led instruction classes and progress in their coursework.

Absence/Truancy Notification

ISOR-PH staff will notify parents/guardians each day if their child has failed to progress in their coursework via an automated phone call. If their student has failed to attend their live class connects per their online schedule an email warning will be sent

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

The ISOR-PH 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 requests must be submitted in writing to the ISOR-PH Executive Director and include documentation of the student's employment by the employer, or enrollment status by the school. The ISOR-PH requires notification should the student's employment or enrollment status be terminated. Requests will be considered only following a conference with school administration.

Approved exemptions will be in writing and include information on alternative education programs of instruction or instruction combined with counseling that may be available. Exemptions will be granted for a limited time only, must be renewed on a semi-annual basis and will be reviewed by the school no later than the [second week] of each quarter.

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

Habitually Truant Students

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

ISOR-PH will make all possible attempts to contact students and families of students who are not regularly attending required live sessions. ISOR-PH 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 class attendance, families will be contacted for school interventions.

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

Transportation Policy

ISOR-PH does not provide transportation to or from any school sponsored events*, (Success Centers, State Testing, Face to Face events, Prom or Graduation). All such transportation for school events is the sole responsibility of the Legal Guardian or Self-Enrolling student 18 or over.

*Exceptions apply for students who qualify for the McKinney Vento Act, Foster Care, or as a student with a disability. Please contact Kinsey Owen at kowen@onlineoregon.com if you qualify under one of these

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.

Immunizations

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.

STUDENT ACTIVITIES

Extra-Curricular Activities

ISOR-PH, ISOR-PH & CVA are OSAA associate members. Any students seeking to participate in extra-curricular activities at their local school must contact their Resident School District Athletic Director.

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

School Sponsored Outings

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

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

Dances

ISOR-PH dances may be held online or 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 being eligible to chaperone. ISOR-PH students inviting non-ISOR-PH students must notify the Executive Director using a form provided by ISOR-PH Administration. ISOR- PH Administration may not be able to qualify all non ISOR-PH students to be eligible to attend dances.

Dance Pass Requests

Students submitting Dance Pass Requests to attend dances at a local school must 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 (registrars@onlineoregon.org), or phone call (541-823-5010 ext. 1002). The family must allow 24 hours to fulfill the request.

Graduation Ceremonies & Exercises

ISOR-PH graduation exercises may be held at one or more locations around the State or online. 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.

SPECIAL PROGRAMS

Contacts for Special Programs Department

Special Programs Administrator	Korrinne Ross	kross2@k12.com
Child Find/Special Education	Korrinne Ross	kross2@k12.com
Pregnant and Parenting	Kinsey Owen	kowen@onlineoregon.org
MTSSCoordinator	Samantha Love	slove@onlineoregon.org
TAG Coordinator	Samantha Love	slove@onlineoregon.org
504 Coordinator	Samantha Love	slove@onlineoregon.org
McKinney Vento Liaison	Kinsey Owen	kowen@onlineoregon.org
Foster Care Liaison	Kinsey Owen	kowen@onlineoregon.org
EL Coordinator	Mitch Page	mpage@onlineoregon.org
Migrant Education Coordinator	Mitch Page	mpage@onlineoregon.org

Child Find

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

ISOR-PH 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 Korrinne Ross, Special Programs Administrator. 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.

Multi-Tiered 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. CVA teachers, advisors, and other staff members may refer students needing Tier II supports to begin the process and comply with child find requirements. Consultation with the student's homeroom teacher or counselor is always a required first step prior to completing a referral. Contact our K-8 or 9-12 MTSS Coordinator for additional information and supports for your student.

Special Education

ISOR-PH in partnership with Mitchell School District has been assigned the responsibility to provide all required special education and related services to students who have been identified as students with disabilities under the Individuals with Disabilities Education Act (IDEA). ISOR-PH will identify if any of the listed students have an Individual Education Program (IEP) at placement, are in the process of evaluation (including a referral for an evaluation) or are receiving interventions that may lead to a referral for an evaluation. ISOR-PH will convene an IEP/placement meeting in which a representative from ISOR-PH will participate. Both the resident district and ISOR-PH will maintain records according to all applicable statutes and rules.

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

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

ISOR-PH Special Education Teachers will:
1. Conduct special education transition processes according to federal guidelines (assessment, coordinate with transition agencies, etc.)
2. Meet with students in Class Connect sessions for academic service time, focusing on IEP goals
3. Assist classroom teachers in modification/differentiation of instruction
4. Provide classroom teachers with necessary information about each individual student through an IEP at a Glance document housed in Sharepoint. Encourage the use of teacher office hours for

help with homework in general education courses

5. 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 ISOR-PH 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 ISOR-PH 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 504 Coordinator 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:

1. Current psycho-educational evaluations;
2. Standardized achievement data;
3. Curriculum-based assessments;
4. Medical information;
5. Grades;
6. Attendance records;
7. Discipline records;
8. 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 legal guardians or staff for review by MTSS/TAG Coordinator. The school screens each student, develops a student profile and a team reviews the profile to determine if the student qualifies for TAG services. The legal guardian is notified by the school of the team's decision if the student qualifies for TAG. If the student qualifies, the legal guardian provides input to the staff which is developing the student's instructional plan. Following are some of the key features of the state's TAG administrative rules:

- To be identified, a student must demonstrate exceptional performance when compared to applicable developmental or learning progressions and require differentiated instructional services or programs to address their strengths and needs.
- 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 ISOR-PH 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 ELPA21 Screener will be placed in the ELD program. The ELD teacher 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 ELPA21scores 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 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.

1. 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:
2. The reasons for the identification of their student as limited English proficient and in need of placement in a language instruction educational program;
3. The student's level of English proficiency, how such level was assessed and the status of the student's academic achievement;
4. 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;
5. How the program, in which their student is or will be participating, will meet the educational strengths and needs of their students;
6. How such program will specifically help their student learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
7. 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;
8. In the case of a student with a disability, how such program meets the objectives of the Individualized Education Program (IEP) of the student;
9. 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.

Pregnant and Parenting

ISOR-PH 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 it is deemed medically necessary by the student's physician. When the student returns, they will be reinstated to the status which they held when the leave began. ISOR-PH 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.

ISOR-PH may require a physician's certificate from a pregnant student stating they are 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.

The ISOR-PH Student Resource Coordinator will work with the student to determine community and schoolwide supports that are available to help the student access and support their education. For information on support of pregnant and parenting students contact Korrinne Ross kross2@k12.com

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

MKV Assignment to School
The school shall, according to the student's best interest, continue the student's education in the school of origin for the duration of homelessness. In determining the best interest of the student, the school shall:
   • To the extent feasible, keep a student experiencing homelessness in the school of origin, unless doing so is contrary to the wishes of the student's parent or guardian;
   • Provide a written explanation, including a statement regarding the right to appeal, if the district sends a student experiencing homelessness to a school other than the school of origin or a school requested by the parent or guardian;
   • In the case of an unaccompanied student, ensure that the school's liaison helps in placement or enrollment decisions, considers the views of the student and provides notice of the right to appeal

placement and enrollment decisions.

MKV 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, (with the exception of the digital documents and the Letter of Intent), such as academic records, medical records, proof of residency or other documentation are waived.

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.

MKV Records

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

MKV 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.

MKV Support Services

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

School Liaison- Student Resource Coordinator

The ISOR-PH liaison with the title Student Resource Coordinator (Kinsey Owen,

kowen@onlineoregon.org) will ensure that:

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

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

CONDUCT AND DISCIPLINE

Student Code of Conduct

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

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

Successful disciplinary practices have the following characteristics:

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

8. They build a sense of community and its capacity for resolving conflict, while maintaining a positive school culture.

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

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

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

Discipline- General Guidelines

Discipline in the district is based upon a guidance-counseling philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments. The major objectives of the school discipline program are to teach the following fundamental concepts for living:
- Understanding and respect for the rights, dignity, and safety of all individuals.
- Understanding and respect for the law, district policies, procedures, rules and regulations.
- Understanding of and respect for public and private property rights.

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

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

CUMULATIVE DISCIPLINE REFERRALS

Number of Referrals	Consequence
1	Administrator conference
2	Administrator, student, parent conference
3	The above and Executive Director 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 Executive Director office within ten (10) school business days with an official request for an appeal hearing. Melissa Hausmann, mhausmann@k12.com, Fax (541)447-6616 or mail to 603 NW 3rd St. Prineville, OR 97754

Use of Restraint and/or Seclusion

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

A documented debriefing meeting must be held within two (2) school days after the use of restraint and/or seclusion; staff members involved in the intervention must be included in the meeting. The debriefing team shall include the Executive Director.

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 suspends a student's access to their education for more than 10 days, then the LEA needs to hold an IEP meeting to determine if the behavior that resulted in the suspension was a result of the student's disability. Citations: OAR 581-015-2420 Manifestation Determination.

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

The manifestation determination team will consist of a representative from the ISOR-PH, the parent, legal guardian, or student (if over 18) and members of the student's IEP team. Parents have the right to request other individuals who have educational interest in the student and understand their academic performance and behavior to attend the meeting.
The team will decide the following:
Was the child's behavior caused by, or had a direct relationship to his or her disability and,
was the conduct that resulted in at risk of being 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 the 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 Executive Director, 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 Executive Director is the subject of the complaint, the complaint may be filed with ISOR-PH 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 Executive Director within five school days of receipt of the response to the informal complaint. The Executive Director 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 Executive Director, a written appeal may be filed with ISOR-PH board within five school days of receipt of the director's response to Step 1. To resolve the complaint, ISOR-PH board shall meet with the concerned parties and their representative at the next regular or special Board meeting. A copy of ISOR-PH 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. This includes the chat feature, the typing tools, use of online educational games that require students' to enter their name, and the microphone.
- Students must abide by rules established by the course instructor.
- Students must comply with usage instructions communicated orally or in writing by the instructor.

Students who violate the virtual classroom rules of conduct will be warned by the instructor to correct their behavior. If the student does not comply with the instructor's instructions, he/she will be removed from the virtual classroom for the rest of the session. The second time a student is removed from a classroom; the student will receive read-only privileges in the virtual classroom for the rest of the quarter or until the instructor deems it appropriate to restore chat privileges to the student. A third offense will result in a referral to the Multi-Tiered System of Supports (MTSS) team for interventionist support. At any time, the teacher may contact the learning coach on file to report the issue or issues taking place with the student.

School Event Conduct

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

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 in person and during online interactions.

Defiance

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

Weapons

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

Threats

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

Tobacco/Drugs/Alcohol

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

Title IX

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

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

General Procedures

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

Sexual Harassment Complaint Procedure

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

Name	Position	Phone	Email
Melissa Hausmann	Executive Director	541-823-5010 Ext. 1006	mhausmann@k12.com

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

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

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the administrator.

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

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

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

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

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

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

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

Harassment, Intimidation and Bullying

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

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

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

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

Cyber Bullying

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

The following tones, language, materials, and behaviors are strictly prohibited:
- Posting personally identifiable information such as phone number, IM, email address or street address in any format other than a private message.
- Antagonism or prejudice of any kind with respect to race, religion, gender, intelligence, age, orientation, disability, or socioeconomic status.
- Posting material including photographs and videos inappropriate for minors. (A minor is anyone under the age of 18 years)
- Any criminal or illegal activity including encouraging the unlawful use, possession, manufacture or distribution of tobacco, drugs, or alcohol.
- Illegally posting, distributing, uploading, or downloading copyrighted work (music, video, drawing, words, images, pictures, software, or otherwise), or providing any information to circumvent copyright protection devices or software.
- Sharing quiz, test, assessment, essay or term paper questions or answers or undertaking any other action that would violate any code of conduct, expectations or rules of your school or teachers regarding academic honesty or that would defeat the intent of any quiz, test, assessment, essay, term paper or other academic assignment.
- Threats to anyone's physical or mental well-being.
- Threats to school or personal property.
- Stalking behaviors.
- Harassment of any kind.
- Explicit language or sexuality.
- Explicit or graphic violence.
- Disruption of the server or host software.
- Impersonation of others' identities, including employees/representatives of ISOR-PH.
- Use of codes, software, or passwords that may grant unauthorized access to ISOR-PH software or third-party software of any kind.
- Soliciting passwords or personal identifying information from other users.
- Content that poses any threat to homeland security.

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

Academic Freedom/Student Rights

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

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

Technology Usage

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

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

Internet Stipend

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

Each family that applies by the communicated deadline will be reimbursed $15 per month after semester 1 and again semester 2. Information will be sent out via email twice per year.
- Families with more than one student enrolled will receive $15 per month, per family (not student).
- Families must submit statements by the deadline set forth in the school's communication for claiming the internet stipend.
- Stipends are provided for the following months:

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

Email

Students utilize email for academic purposes within ISOR-PH. Monitoring the contents of e mails sent and received is not an unreasonable search. Email is the preferred method of communication and can be viewed at any time in the student's account.

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

Reporting of Suspected Abuse of a Child

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

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

Recognizing the different types of child abuse
Emotional abuse can severely damage a child's mental health or social development. Examples of emotional child abuse include:
- Constant belittling, shaming, and humiliating a child
- Calling names and making negative comparisons to others
- Telling a child he or she is "no good," "worthless," "bad," or "a mistake"
- Frequent yelling, threatening, or bullying
- Ignoring or rejecting a child as punishment, giving him or her the silent treatment
- Limited physical contact with the child-no hugs, or other signs of affection
- Exposing the child to violence or the abuse of others, whether it be the abuse of a parent, a sibling, or even a pet

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

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

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

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

Warning signs of physical abuse in children
- Frequent injuries or unexplained bruises, welts, or cuts
- Is always watchful and "on alert," as if waiting for something bad to happen
- Injuries appear to have a pattern such as marks from a hand or belt
- Shies away from touch, flinches at sudden movements, or seems afraid to go home
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days

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

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

Sexual Harassment

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

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

Crisis Plan

ISOR-PH Crisis Plan

Human Sexuality, HIV/AID 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.

AUTHORIZATION

Insight School of Oregon Painted Hills (ISOR-PH) is an online charter authorized by Mitchell School District and operating statewide as registered by the Oregon Department of Education, Institution identification number 5440.

ACCREDITATION

Accrediting Body

ISOR-PH was granted accreditation renewal by Cognia in February 2021.

Accreditation Process

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

- Standard 1: Purpose and Direction
- Standard 2: Governance
- Standard 3: Teaching and Assessing for Learning
- Standard 4: Resources and Support Systems

- Standard 5: Using Results for Continuous Improvement

Additional information on the standards and indicators can be found online at -Cognia Home- Cognia

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 considered 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.