

OREGON CHARTER ACADEMY

STUDENT/PARENT HANDBOOK

2022-2023



The mission of Oregon Charter Academy is to prepare all students for success in a global society through an inclusive, rigorous, academic environment where students have daily live interaction with highly qualified teachers and continuous access to curriculum. Oregon Charter Academy staff partners with families in a transparent, collaborative school environment to support all students in their academic journey.

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SCHOOL OVERVIEW, VISION, AND MISSION

Vision

Oregon Charter Academy students will utilize 21st Century Skills of communication, collaboration, creativity and critical thinking for the rapidly changing economies of tomorrow.

Mission

The mission of Oregon Charter Academy is to prepare all students for success in a global society through an inclusive, rigorous, academic environment where students have daily live interaction with highly qualified teachers and continuous access to curriculum.

Nondiscrimination Statement

Oregon Charter Academy does not condone practices that exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, marital status, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, terms of an individualized education program, income level, athletic performance, language proficiency in English or another language, prior academic achievement, or age in the admission to, participation in, or receipt of the services of the school, or in employment practices. Discrimination on the basis of any of the afore mentioned characteristics is strictly prohibited. Age limitations may only be imposed in response to mandatory state-specific requirements established by Oregon law.

The nondiscrimination statement is in accordance with the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended (ADA), the Age Discrimination Act of 1975, the Individuals with Disabilities Education Act of 2004 (IDEA), and ORS Chapter 338.

Oregon Charter Academy has adopted and published grievance procedures detailed below providing for prompt and equitable resolution of any complaint alleging any action that would be prohibited by state and federal law.

School Commitments

- The school will provide a quality instructional program including curriculum, instructional materials, and a certified, well-trained teaching staff.
- The school will support the student and family with the training needed to learn how to use Canvas and provide encouragement needed to fulfill their responsibilities.
- The school will make a strong effort to incorporate all stakeholders' feedback for the continued improvement of the program.
- The school will encourage the student's social interaction with other school students and families by supporting community coordinators and school staff in their efforts to organize various field trips and community events.



- For students with disabilities, the school will follow Individualized Education Programs (IEPs) to provide a Free and Appropriate Public Education (FAPE). The school will also follow students' Section 504 plan requirements for accommodations to address each eligible student's individual needs as required by law or regulation.
- The school will support Caretakers in providing school records or other required information when seeking to transfer their student to another educational program where proper procedure is followed in accordance with state and federal law.
- The school will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA).
- The school will comply with the provisions of the Children's Online Privacy Protection Act of 1998 (COPPA)
- The school will provide approved Caretakers access to student records and related school information in accordance with applicable federal and state law.
- The school will always operate with the best interests of the student in mind, and in accordance with state and federal laws.
- The school will operate in compliance with the terms of the Charter Agreement with the Santiam Canyon School District and Oregon's charter school law, ORS Chapter 338.

SCHOOL ORGANIZATION AND ROLES

Roles and Responsibilities

Parent or Legal Guardian

All parent(s) and/or legal guardian(s) who enroll the student are automatically given the role of performing some duties from home. They may designate other adults to fulfill these obligations. They include but are not limited to: reviewing lessons, providing supervision, encouraging participation and communicating with teachers. All parent(s) and/or legal guardian(s) are expected to create Canvas Observer accounts to provide daily oversight of the student's school work and school-related activities. The parent(s) and/or legal guardian(s) always have full and final responsibility for the child's education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student's educational and other school-related needs.

Parent(s) and/or legal guardian(s) may also allow other adults supporting Oregon Charter Academy students to create Canvas Observer accounts. Adults with Canvas Observer accounts for a student are presumed to be approved contacts for the school to communicate with about your student's academics. If you do not want the school to communicate with observers associated with your student, please do NOT create an account for those adult(s).

Under certain circumstances, a student who is 18 years of age or older, or an emancipated minor, may request to complete the above-referenced duties themselves. To discuss this option, the student should contact his or her grade-level administrator.



Student

The student's role is to learn and be an integral part of our school's learning community. Therefore, students should expect to take age-appropriate individual responsibility for their own learning. This is accomplished by attending live class daily, completing all learning and educational activities in a timely manner prescribed by classroom teachers, reviewing grade feedback, responding to teacher contact attempts and upholding Oregon Charter Academy's [Code of Conduct](#).

Staff

The role of each and every staff member at the school involves ensuring all students are prepared for success in a global society through an inclusive, rigorous, academic environment. All staff members partner with students, parents, and legal guardians in a transparent, collaborative school environment to support all students in their academic journey.

School Information

| | |
|--|--|
| School Location | 833 NW Santiam Blvd Mill City, OR 97360 |
| School Phone Number | 503-897-2272 |
| School Fax Number | 503-897-3376 |
| School Hours | 8 a.m. – 4 p.m., M-F |
| Technical Support | helpdesk@oregoncharter.org |
| School Executive Director | Allison Galvin |
| Civil Rights and Title IX Contact | Lori Walter, HR Director TitleIX@oregoncharter.org |
| School Board of Directors | Joseph Brown — President Kim Thatcher — Vice President Marsha Moyer — Secretary Bobbie Jager — Member Vacancy — Member |

Required Student Safety Trainings for School Staff

School staff are required to successfully complete various annual trainings to ensure student safety including trainings around internet safety, students in distress, student welfare and child abuse trainings, recognizing and responding to bullying including cyberbullying and sexual harassment, as well as professional behavior towards students.



School Schedule

All students and full-time staff members are expected to be available on designated school days for participation in live classes or other learning activities.

[The 2022-2023 School Calendar is viewable via this link.](#)

Required Instructional Hours

Based on a 180 day school year:

- Grade K = 810 hours per year (4.5 hours per day).
- Grades 1-3 = 810 hours per year (4.5 hours per day).
- Grades 4-8 = 900 hours per year (5 hours per day).
- Grades 9-12 = 990 hours per year (5.5 hours per day).
- Grade 12 = 966 hours per year (5.5 hours per day)

Note that these are the minimum hours required by the state and students are responsible for mastering all material, which may require additional time.

Emergency Closure Plans

If the school office closes due to an emergency such as hazardous weather conditions, the school will send families communication via Canvas Observer accounts and if enabled text message alerts explaining the details of closure. In the event of an office closure, all school activities and required attendance by students will be held as scheduled unless otherwise notified by the school.

Enrollments and Withdrawals

Oregon Charter Academy abides by all federal, state and local policies and guidelines for student enrollment and does not impose enrollment requirements that are inconsistent with these policies and guidelines. These policies and guidelines include compliance with the McKinney-Vento Act regarding homeless students, including but not limited to, enrolling homeless students in a timely manner even if the student is unable to produce records normally required for enrollment, and providing those students with services comparable to services offered to students not experiencing homelessness. The school designates a staff member who serves as the liaison for homeless students.

Maximum Age to Enroll

The maximum enrollment age of a student is determined by state law. The maximum enrollment age may also vary by student, dependent upon the program in which a student is enrolled. In Oregon, the maximum age limits are:

- General education students who turn 19 on or before the first day of school are not eligible to enroll.
- Students who receive special education and related services who turn 21 on or before the first day of school are not eligible to enroll.



Maximum age limits also apply to students who choose to re-enroll. For more information regarding the maximum enrollment age, please contact the school counselor or administrator.

Kindergarten and First Grade Admissions Policies

Consistent with Oregon law a kindergarten student may enroll in Oregon Charter Academy if the student is five years of age on or before September 1. There are no exceptions to this policy.

A first-grade student may enroll in Oregon Charter Academy if the student is six years of age before September 1 of the current school year.

All children entering kindergarten are required by the state to participate in the Oregon Kindergarten Readiness Assessment. All kindergarten students enrolled in the first six weeks of the school year will be required to participate in assessment activities that focus on early literacy and math skills at one of our testing locations in Oregon, or one-on-one in a virtual classroom with a teacher in August or September. The test should only take 15-20 minutes and does not impact your student's academic grades.

Enrollment after the Start of the School Year

Students may enroll after the start of the school year or semester. Families enrolling after the start of the school year or semester are subject to all the same enrollment requirements as families that enroll prior to the start of the school year or semester.

Additional Information for High School

High school students entering mid-semester must submit report cards, progress reports and/or teacher notes from their previous school as part of the enrollment process. The placement team attempts to match the courses from the student's previous school as closely as possible. Students may start at the beginning of any assigned course or may start at the point at which the class currently finds itself, dependent upon a demonstration of mastery of material previously learned in those courses at the prior school. Contact your student's subject-specific teacher for more information about course adjustments for late start students. The student's teachers have sole discretion in determining whether mastery has been demonstrated and in adjusting course material accordingly.

Dual Enrollment in another K-12 Program

Because Oregon Charter Academy is a full-time program, students may not be concurrently enrolled in another public school on a full or part-time basis. Students that are determined to be enrolled simultaneously in another public school in Oregon will be withdrawn from Oregon Charter Academy pending confirmation of dual attendance unless the student's family provides evidence that the student was dropped from the attendance rolls of the other public school. In certain special circumstances, it may be possible for a student to participate in a non-credit course or extra-curricular activity at another local school within the parameters described below.



Seeking such permission should be initiated after the start of the Oregon Charter Academy school year. The parent(s)/legal guardian(s) decision whether or not to enroll in Oregon Charter Academy should not be contingent on approval to participate in a course or activity at another institution.

Please note that the administration has no influence on whether your local school will allow students to participate in local school activities while enrolled at Oregon Charter Academy.

Dual Enrollment in a College or University

Interested students who are academically and socially ready may wish to consider supplementing their Oregon Charter Academy schooling with college-level courses at schools where dual enrollment in a college or university is available. While this option will apply primarily to high school students, some advanced middle school students may also wish to consider this option where permitted. All students and parent(s)/legal guardian(s) should consult with the school counselor before enrolling in college courses to be sure they are fully informed about specific Oregon requirements as well as the benefits and responsibilities of adding one or more college course(s) to their workload.

Withdrawing from School

Parent(s)/Legal Guardian(s) may withdraw their student from the school at any time, provided that they provide the school with either evidence of homeschool registration consistent with Oregon requirements, or the name and location of another schooling option that the student will attend and the date on which the student's enrollment commences.

Prior to withdrawing, the parent(s)/legal guardian(s) should discuss with a school staff member the reason(s) for withdrawing as it may be possible to address issues so that the student does not need to withdraw. If a student or parent(s)/legal guardian(s) is/are experiencing an issue, they should contact the grade appropriate School Administrator to discuss possible solutions other than withdrawal.

The parent(s)/legal guardian(s) may initiate the withdrawal process by contacting the school office or the student's home room or advisory teacher.

Oregon state law mandates that Oregon public schools, including charter schools, withdraw students who have accumulated 10 consecutive days of absence regardless of the reason for absence.

Location Change

In the event of a student's location for doing school changing, it is the responsibility of the parent(s)/legal guardian(s) to inform the school to discuss the change and ensure the student remains compliant with all Oregon Charter Academy, local, state and other applicable regulations and policies.



Assessment

An essential part of the learning process is valid assessment of progress. Oregon Charter Academy uses the following assessment strategy to determine student progress.

Methods of Assessment

All classrooms and courses will utilize assessments within the Canvas platform. Examples include but are not limited to: quizzes, discussions and projects. Assessment types assigned within a subject or grade level inside of Canvas may vary and are up to the classroom teacher to assign, grade and provide timely feedback. All students are expected to read and consider feedback provided.

Formative Assessment

Oregon Charter Academy may assign to students an assessment outside of their regular coursework to establish any of the following: baseline or proficiency level in an academic subject, state-testing readiness, or most appropriate course placement in an academic subject. The results of such testing will not be tied to any course grade, but will be used to ensure instruction is targeted toward student learning needs.

Mandatory Testing

Students attending Oregon Charter Academy are required to complete standardized testing as required by state law. For the 2022-23 school year, the state of Oregon will continue to test using the state assessments. All students in grades 3-8 and 11 must be tested in Language Arts and Mathematics. Students in grades 5, 8, and 11 will also be required to take the Science assessment. The testing window will be in the spring of 2023. Students will only be given one opportunity to test.

More information about the administration of the tests will be posted by the Manager of State Testing once the school year is underway, including specific dates and locations.

Placement and Schedule Changes

During the enrollment process, the parent(s)/legal guardian(s) must submit academic documentation for the student that includes the student's most recent academic progress. The information is reviewed by Oregon Charter Academy's enrollment team. Students may also be requested to complete a skills assessment that will help determine mastery of previously completed coursework. Counselors, administrators and teachers work together to ensure that each student's initial placement is accurate and appropriate. Although it is possible to request a change in initial placement after the student is enrolled, the school recommends the student and parent(s)/legal guardian(s) work closely with the student's teacher(s), counselor(s), and support staff to overcome any specific challenge(s) the student is having with the course work and/or grade-level placement. All teachers tailor their course curriculum to best meet the student's individual needs.



During the School Year

To request a course placement change, the parent(s)/legal guardian(s) or student must contact the student's teacher(s), academic advisor, counselor, or administrator to request the change. Not all placement or schedule changes are approved as many factors go into the decision. The grade appropriate administrator will have the final say in approving placement changes. High school students should reference below the "Student Schedules" section below for more information around schedule changes.

Course Completion Policy

All course assignments must be turned in on time as defined by the classroom teacher, and such deadline definitions are at the sole discretion of the classroom teacher. No coursework may be completed after the end of the final day of the course, which will occur on the final day of the first semester or the final day of the second semester. Accommodations deviating from such deadlines are defined by a student's special education IEP or 504 plan, or based on the sole judgment of the school leader or his/her/their designee.

ATTENDANCE

In accordance with guidelines outlined for Comprehensive Distance Learning (as virtual schools must comply with), attendance is recorded daily. In order for students to earn their daily attendance, students **MUST** engage in their school work each day.

Engaging in school must be academic in nature and may include communication with teachers, attending live class and/or submitting assigned coursework. If a student does not login and complete coursework, attend live class or communicate with a teacher, the student will be marked absent for the day and an automated message will be sent to the household via phone informing them of the student's absence from school.

Truancy

In order to maximize student learning, regular attendance is imperative. Oregon Charter Academy has zero tolerance for truancy. Parent(s)/Legal Guardian(s) are held legally responsible for ensuring that their student(s) is/are fully participating in and attending school, even if they have designated another adult to assist the student with school in the home. The information below is intended to help parent(s)/legal guardian(s) on how to avoid having their student be considered truant and to understand the consequences of truancy.

- The student completes assigned lessons, activities and assessments in a timely manner.
- The student actively engages with teachers every day with two-way academic communication.
- The student is available for regularly scheduled classes or calls with teachers.
- The student attends all live classes.
- The student attends mandatory state testing.



According to Oregon state law, a student who has four full-day or eight half-day absences within a four-week period is considered truant. Students who are considered truant may be referred to a truancy officer, which may lead to fines and/or court appearances for parent(s)/legal guardian(s).

Compulsory Attendance Policy

Except as provided under Oregon Law, a child between 5 and 18 years of age, who has not completed the 12th grade, is required to regularly attend a public full-time school. It also states that every person having control of any child between the ages of 5 and 18 who has not completed the 12th grade is required to send such child to and maintain such child in regular attendance at a public full-time school during the entire school term. Students who do not meet minimum attendance policies are subject to being reported for truancy.

Attendance Codes

The following attendance codes are used in Oregon Charter Academy

| Code | Definition of Code | Who enters the code? |
|------|--------------------|----------------------|
| P | Present | The school |
| A | Absent | The school |

GRADING AND STUDENT EVALUATION

A student's grade in a course is a representation of their current level of mastery within the grade-level and/or subject area. Students are evaluated in a variety of learning activities and assessments, including but not limited to: student projects, quizzes, exams, attending live classes, participation and daily work. Teachers and substitute teachers are solely responsible for grading student work. Only the teacher or substitute teacher is allowed to issue the final proficiency levels or grades for the course.

Canvas Gradebook and Proficiency Reports

The Canvas gradebook allows all parent(s)/legal guardian(s) and students to view proficiency levels and/or grades for all graded assignments in class. The gradebook is available 24 hours a day, seven days a week. It reflects both the student's current proficiencies and scores, where applicable.

Promotion and Retention

For grades kindergarten through eighth grade, promotion to the next grade level is based on the following criteria:

- Successful completion of English Language Arts and Mathematics coursework.
- Performance across all coursework.



- Attendance.
- Proficiency levels on assessments, including mandatory state testing.
- Special education status and plans, including IEP and 504.
- Age of student.

Decisions about retaining students due to inadequate progress or lack of proficiency will be made on a case-by-case basis, and in accordance with applicable state regulations including the state's age requirements, by the school leader. Teachers, school administrators and school leaders review and discuss the recommendation of the school leader to ensure the best decision is made for the student.

For information regarding High School Promotion and Retention, please see the High School Program and Policies section of this handbook.

High School Coursework Completed in Middle School

Students not yet in high school who are academically ready to take high school courses may do so with appropriate approval. Students and parents/guardians should be aware that issuing high school credit is required for any course taken for high school credit and these courses will appear on the student's official high school transcript. Please see the High School Program and Policies for information regarding high school coursework.

Honor Roll: Grades 6-12

The Honor Roll designation is awarded to middle school and high school students only once per year at the end of the second semester for a student's academic performance over the entire school year. To be placed on the Honor Roll, all of the following criteria must be met:

- All courses must be completed.
- An average class score of a minimum of 85 percent or 3.5 GPA must be present.
- All school assessments — including state tests — must be completed.
- Must be "present" for 90 percent or more of the school year. Please see attendance requirements above.

Please note that one instance of plagiarism or violation of the Code of Conduct may disqualify a student from the Honor Roll designation for the entirety/remainder of the school year.

National Honor Society/National Junior Honor Society

Students who are in good academic standing, have attended Oregon Charter Academy for at least one semester and meet other eligibility requirements, may be eligible to join the National Honor Society or the National Junior Honor Society. Please contact the school for more details.

HIGH SCHOOL PROGRAMS AND POLICIES

High School Credit

Only completed high school-level classes provide high school credit toward graduation (unless permitted by a student's IEP team). High school credit is only awarded for completed courses.



Partial credit for incomplete courses is not awarded in the event of a student withdrawal. In some cases, students who are dually enrolled with a college or university may also earn high school credits for those courses. Check with the school counselor and administrator for more specific information.

Placement

During the enrollment process, the student's parent(s)/legal guardian(s) must submit academic documentation that provides a record of the high school credits the student has earned and attempted, and any courses in progress, during his/her/their high school career. This documentation is used to assist the school counselor with determining what courses are needed for the student. Initial course placement and grade-level placement will be based on high school credit(s) earned and alignment with graduation requirements, typical course sequences, and post-secondary goals established by the student during enrollment.

Please note that Oregon Charter Academy may make a decision regarding placement that may differ from the student's previous placement; however, for students with an IEP, placement will be in accordance with the student's IEP.

Graduation Policies

In order to graduate with an Oregon Charter Academy diploma, students are required to be enrolled for at least one semester and earn a minimum of 5.0 credits from the school.

Students wishing to graduate before their fourth year of high school must complete the Application for Early Graduation. The application form should be completed in collaboration with the student's counselor and must be approved by the high school administrator.

Area and Subject Requirements

Students must earn the following credits in the following areas and subjects in order to graduate:

| Subject Area | # Credits |
|----------------------------------|-----------|
| Language Arts | 4 |
| Mathematics - Algebra 1 or above | 3 |
| Lab Science | 2 |
| Other Science | 1 |



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|---|----|
| Social Studies | 3 |
| Health | 1 |
| Physical Education | 1 |
| Second Language, The Arts, and Career & Technical Education | 3 |
| Career Education - includes extended application | 1 |
| Electives | 5 |
| Total | 24 |

Students must also demonstrate proficiency in Oregon's Career Related Learning Standards via tasks assigned in their Career Education courses.

Oregon Charter Academy uses a standard whereby one credit equals approximately 180 hours of instruction (sometimes referred to as Carnegie Units).

Modified Diploma

The modified diploma is awarded to a student who has earned some units of credit through either modified regular education courses with or without accommodations and/or through modified courses.

Note: ORCA may award a modified diploma to a student only upon the consent of the Parent(s)/Legal Guardian(s) of the student. The consent must be in writing and received during the school year in which the modified diploma is awarded. The requirement for obtaining the consent of a student's Parent(s)/Legal Guardian(s) does not apply to a student who is emancipated or has reached the age of majority of 18 years of age or older at the time the modified diploma is awarded.

The modified diploma is designed for any student who has:

- A documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers inherent in the student, or,
- A documented history of a medical condition or disability that creates a barrier to achievement.

Students who have demonstrated an inability to meet the full set of academic content standards, even with reasonable modifications and accommodations, and who fulfill all state requirements for the modified diploma may receive a modified diploma.



“Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

“Instructional barrier” means a significant physical, cognitive or emotional barrier that impairs a student’s ability to maintain grade level achievement.

“Modified course” means a course that has been systematically changed or altered for a student only after reasonable alternative instructional strategies (e.g. accommodations, remediation) are exhausted.

The student’s school team (which must include the student, the student’s parent(s)/legal guardian(s), the student’s counselor and/or teachers) decides if a student will work toward obtaining a regular diploma, modified diploma, or alternative certificate. If the student has a 504 Plan or IEP, the director and case manager may also attend the team meetings. Students who receive special education and related services shall have their school team determined by Oregon Charter Academy’s Special Education Services team.

A student’s school team shall decide that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than two years before the student’s anticipated exit from high school. Beginning in grade five, the school shall annually provide information to Parent(s)/Legal Guardian(s) of students taking an alternate assessment of the availability of a modified diploma, and of the requirements for the modified diploma.

The student’s school team may decide, when a student is less than two years from anticipated exit from high school, that a student who was not previously working towards a modified diploma should instead work toward a modified diploma if the documented history of the student has changed in such a way that a modified diploma is determined to be an appropriate option.

Credit Requirements for Modified Diploma

Units of Credits shall be completed as follows:

| Subject Area | # Credits |
|---------------------|------------------|
| Language Arts | 3 |
| Mathematics | 2 |
| Science | 2 |
| Social Studies | 2 |
| Health | 1 |



| | |
|---|----|
| Physical Education | 1 |
| Second Language, The Arts, and Career & Technical Education | 1 |
| Career Education - includes extended application | 1 |
| Electives | 11 |
| Total | 24 |

Students must also demonstrate proficiency in Oregon's Career Related Learning Standards via tasks assigned in their career preparation advisory group. A student will remain in this advisory until all required CRLS tasks have been completed and designated as such on the student's transcript.

All students, including those earning a modified diploma, must meet the other requirements for receiving an Oregon diploma. Specifically, students receiving a modified diploma must:

- Develop an educational plan.
- Build an educational profile.
- Build a collection of evidence to demonstrate extended application of the standards.

Extended Diploma

The extended diploma is awarded to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations as recommended by the student's IEP team.

Note: An extended diploma may be awarded to a student only upon the written consent of the Parent(s)/Legal Guardian(s) of the student during the school year in which the extended diploma is awarded. The requirement for obtaining the consent of a student's Parent(s)/Legal Guardian(s) does not apply to a student who is emancipated or has reached the age of majority of 18 years of age or older at the time the extended diploma is awarded.

To be eligible for an extended diploma, a student must:

- Have a documented history of an inability to maintain grade-level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement; or
- A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.



Credit Requirements for Extended Diploma

While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

| Subject Area | # Credits |
|---|------------------|
| Language Arts | 2 |
| Mathematics | 2 |
| Science | 2 |
| Social Studies (history, geography, economics, or civics) | 3 |
| Health | 1 |
| Physical Education | 1 |
| Second Language or The Arts | 1 |
| Total | 12 |

Alternative Certificate

An alternative certificate is available to students as an alternative for those who do not obtain the regular or modified diploma and have participated in an alternative program as outlined in their IEP during high school. This decision will be made by the Special Education IEP team made up of the student's teacher(s), including the special education case manager, and the student's Parent(s)/Legal Guardian(s). The criteria are as follows:

- The student must have an active IEP indicating significant learning disabilities that prevent him/her from earning a modified diploma or extended diploma.
- The student must attend Specially Designed Instruction (SDI) live class sessions to receive direct services and meet ORCA's minimum weekly attendance requirements.
- The student must attend ORCA for 4 years as a high school student, taking a minimum of 4 classes per semester. The courses will be at the student's instructional level.

National Collegiate Athletic Association (NCAA) Eligibility

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to taking NCAA-approved high school courses. Many of Oregon Charter Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them



meet NCAA requirements. Families should refer to our [Family Guide](#) for more information, or visit the [NCAA Eligibility Center](#) website.

Grades and Grade Point Averages (GPA)

Students are awarded credit only for courses in which they have earned a grade of D- (60 percent) or higher. This applies both to courses taken at Oregon Charter Academy and at other schools. Courses required for graduation must be retaken by the student if a grade of D- (60 percent) or higher is not earned, and retaking such courses may delay the student's graduation. The grading scale is provided below.

| Grade | Percentage | Passing | Non-weighted | Weighted (Honors) | Weighted (AP) |
|--------------|-------------------|----------------|---------------------|--------------------------|----------------------|
| A+ | 97-100 | Yes | 4.00 | 4.50 | 5.00 |
| A | 93-96 | Yes | 4.00 | 4.50 | 5.00 |
| A- | 90-92 | Yes | 3.67 | 4.17 | 4.67 |
| B+ | 87-89 | Yes | 3.33 | 3.83 | 4.33 |
| B | 83-86 | Yes | 3.00 | 3.50 | 4.00 |
| B- | 80-82 | Yes | 2.67 | 3.17 | 3.67 |
| C+ | 77-79 | Yes | 2.33 | 2.83 | 3.33 |
| C | 73-76 | Yes | 2.00 | 2.50 | 3.00 |
| C- | 70-72 | Yes | 1.67 | 2.17 | 2.67 |
| D+ | 67-69 | Yes | 1.33 | 1.83 | 2.33 |
| D | 63-66 | Yes | 1.00 | 1.50 | 2.00 |
| D- | 60-62 | Yes | 0.67 | 1.17 | 1.67 |
| F | 0-59 | No | 0.00 | 0.00 | 0.00 |

Semester and year-end GPA calculations follow a four point scale. Grade point averages only include graded courses; pass/fail courses are not averaged into a student's GPA. Passing grades for Honors courses are weighted with one-half (0.5) extra grade point. Passing grades for Advanced Placement (AP) courses are weighted with one (1) extra grade point



Class Rank

For the purposes of calculating the class rank, the student's cumulative GPA will be used, which may include weighted grades for Honors or Advanced Placement courses. Credit for courses transferred in from other accredited institutions will also be used to calculate the class rank as long as there is a grade assigned for that transferred course.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same hundredth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is not included on the student's official high school transcript, but is available for release upon written request.

Maximum Age

Incoming students that are not on an Individualized Education Program (IEP) who are 19 years of age or older prior to the first day of the school year are not eligible to enroll in Oregon Charter Academy. A person whose 19th birthday occurs during the school year may continue with Oregon Charter Academy for the remainder of the school year.

Under Oregon law, Oregon Charter Academy will admit an otherwise ineligible person who is under 21 years of age prior to the beginning of the current school year if the person is:

1. Receiving special education (is currently on an Individualized Education Program) and has not yet received a high school diploma; or
2. Receiving special education and has received a modified diploma, an extended diploma or an alternative certificate.

Release of High School Educational Records

Oregon Charter Academy will provide educational records, including official high school transcripts, class rank, and test scores, to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's Parent(s)/Legal Guardian(s), or from the student if he/she is aged 18 or older or an emancipated minor. In addition, students may request letters of recommendation by contacting their subject-specific teacher.

In order to ensure that application deadlines are successfully met, we require advance notice of at least 10 working days for requests to provide educational records to students, parent(s)/legal guardian(s), and/or third parties. We require 30 days prior notice for letters of recommendation.

Requests for records should be made using the Authorization for Release of High School Records. Official transcript and letter(s) of recommendation requests should be submitted through Naviance for all college applications. Official transcripts for any other purpose should be requested from the school Registrar. Recommendations for any other purpose should be



requested from the staff member whose recommendation is being requested. All requests require a completed Authorization for Release of High School Records form.

Student Schedules

Course Placements: Students will be placed in courses according to Oregon diploma requirements, typical course sequences, and post-secondary goals. Students and parents have the opportunity to work with the counselor to determine a personalized academic plan. A standard full-time student schedule at Oregon Charter Academy will contain six courses per semester up to a maximum of eight courses. Requests for more than eight courses in a semester or 16 courses in a school year need to be approved by a high school administrator.

Prerequisites: Students must meet all prerequisite requirements in order to register to take a course. Prerequisites are listed by each course overview in the course catalog. Semesters A and B of the same course cannot be taken concurrently (during the same semester).

Schedule Changes: Schedule changes may only be requested within the first six weeks after enrolling, or within the first six weeks of the semester. To add or drop a course, a parent/legal guardian must submit a request to the school counselor or the student's advisory or homeroom teacher.

Duplicate Course Work: Repeating a Course

A student earning a grade of D or F may repeat the course, with school counselor approval, in order to improve their grade. The student's transcript will show the same course reflected twice, but only the retake grade will be calculated in the student's GPA.

Transcripts

Students are able to access ongoing information about their courses through their PowerSchool online portal at any time. To request an official copy of a transcript, families must complete the Authorization for Release of High School Records Form and submit it to the Registrar for processing. Official transcripts are generated at the school. Parent(s)/Legal Guardian(s) are able to view and print an unofficial copy of the transcript through PowerSchool.

Credit from Other Schools

As part of the enrollment process, families must submit their students' most recent report cards and/or transcripts from the previous school. Counselors analyze previously earned credits and determine which credits transfer to the school. Not all credits from a previous school may align with the school's offerings, and counselors may adjust a student's schedule accordingly. The school counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of school for final credit transfer approval and for final course approval. Only high school credits reported on an official transcript from an accredited institution will be directly transferred to the Oregon Charter Academy transcript. Credit will not be awarded for courses partially completed at the student's previous school prior to withdrawal/transfer unless partial credit is indicated on an official transcript from the student's previous school.



Upon graduation from Oregon Charter Academy or withdrawal from the school, the official transcript will display both the credits earned at Oregon Charter Academy as well as transfer credits from other institutions.

Credit for Coursework Completed in a Non-Standard School Program

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools.

There are three options for requesting and being granted credit by Oregon Charter Academy for coursework completed in a non-standard school program:

1. *Competency*: Based on the prior academic history submitted during enrollment, the counselor determines appropriate course placement for the student. After the student has completed one full semester at the school, the counselor reviews the student's progress in the school's course(s). If the student earns a passing grade in the school's course that follows a course taken in a non-standard school, the counselor awards credit(s) for the course(s) taken in the non-standard school. This method of placement is only applicable to foreign language courses and certain other courses that occur in a clearly linear sequence.
2. *Assessment*: The student takes and achieves a passing grade (D-, or 60 percent or higher) on the relevant and necessary exam(s) associated with the course. This may be the mid-term and final exam or other proficiency exam as determined by the content area teacher. If the student achieves a score of "Proficient" or higher he/she/they is/are granted credit for that course. The test(s) must be taken in a school-approved proctored setting.
3. *Portfolio*: The student submits a portfolio documenting coursework, which may include the following:
 - a. Samples of prior work
 - b. List of texts used in prior courses
 - c. Artwork
 - d. Writing samples
 - e. Report card from prior school/homeschool
 - f. Student interview
 - g. Other materials as requested by the school counselor

The portfolio is reviewed by each content area teacher. The content area teachers make final decisions about credit(s) to be granted for the student's prior coursework.

For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, is granted credit by each content area teacher for each of the courses documented and is placed in Oregon Charter Academy at the grade level appropriate for the number of credits granted.



The school counselor and/or high school administrators may review the student's portfolio along with the content area teachers, but the final decision is up to the content area teachers who are responsible for determining if the student is indeed proficient in the specific subject and whether or not credit is to be granted.

Students may use any combination of the above-listed methods for requesting credit. For example, a student may choose option #1 for mathematics and foreign language courses, #2 for science courses, and #3 for humanities courses.

Credits for courses completed in a non-standard school program are granted as described above, but no letter grades are assigned. Students receiving credit for courses completed in a non-standard school program are given a grade of "Pass," which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester in Oregon Charter Academy.

High School Courses Taken in Middle School

Students may earn high school credit for high school level courses taken during the middle school years. A middle school course for which high school credit is granted must cover the same content as the equivalent high school course, and must be taught by a teacher licensed at the high school level. For example a middle school student taking Algebra 1 may earn high school credit at Oregon Charter Academy. Check with the homeroom teacher or school counselor for more specific information.

Dual Credit for College Courses

Families must consult with the school counselor for permission to earn high school credit for college courses taken while the student is still enrolled in Oregon Charter Academy. Students wishing to earn high school credit for college courses must have written approval of the school counselor in advance. Students must be in good standing at the school to be permitted to enroll in college courses. The school counselor will work with the parent(s)/legal guardian(s) and student to determine the amount of high school credit that a college course could earn. In order to receive high school credit for a college course, the student must pass the course with a grade of C or higher. College credits and letter grades from dual enrollment courses will appear on the high school transcript. Please note that only selected Oregon Charter Academy courses that qualify are eligible for students to receive dual credit. Please contact the school counselor or administrator for more detail.

ASCEND - Career and Technical Education

Mission and Vision

Our Vision is to empower all ASCEND students to confidently and successfully transition into postsecondary and career opportunities with 21st Century skills and become positive, contributing members of society.



The mission of the ASCEND program is to prepare students for career pathways in the global marketplace by offering opportunities for work-based learning, postsecondary credits, and industry certifications. ASCEND students will gain technical and high-level academic skills, equipping them to be lifelong learners.

Available Pathways

Oregon Charter Academy's ASCEND program offers five pathways of education and training in the following fields: Business and Management, Computer Science, Education, Veterinary Sciences, and the Medical Sciences. For more information on pathways, please visit the ASCEND link on the Oregon Charter Webpage.

Expectations of Participation

For more information regarding student expectations for enrollment and participation, please see this document or contact the ASCEND administrator, John Meyer.

Credit for Other Experiences

Many students are involved in additional enrichment activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, work experience, and participation on athletic teams. While Oregon Charter Academy recognizes the value of these activities, they cannot be used to earn high school credit.

GED Program

As an alternative to the traditional Oregon High School Diploma, Oregon Charter Academy offers an approved GED Option program to students meeting specific criteria.

The GED Option program provides study and testing that lead to a GED high-school equivalency certificate as well as high school credit. The GED consists of four subject areas: Language Arts, Math, Science, and Social Studies. Students must pass all subject areas tests in order to receive their GED. Students may enroll in the program for up to one year and are required to regularly attend class until ALL tests have been passed. Oregon Charter Academy will cover the cost of the first testing attempt in each subject.

If interested in this program, please contact your student's assigned counselor/advisor. For more detailed information, please reference our GED Option Handbook.

Students Driving to Sanctioned Events

First and foremost, we highly recommend to Parent(s)/Legal Guardian(s) that students not be permitted to drive unaccompanied to school sanctioned events or state testing venues. Preferred options include having parent(s)/legal guardian(s) or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an event without supervision from an adult. In order to be able to drive unaccompanied to a sanctioned event students must meet the following guidelines:



- Must be 16 years of age.
- Must possess a valid driver's license.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Must obtain school permission to drive unaccompanied to events.

In addition, it is the responsibility of the student who attends an event without a parent/legal guardian or designated adult to do the following:

- Document parental permission to drive to events for the current school year by submitting a completed and signed Student Driving and Attendance Authorization Form to the School (form available at the school).
- Document school permission to drive to events by obtaining the School Leader's (or designee) signature on the Sanctioned Event Student Driving and Attendance Authorization.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules and procedures for events.

Under no circumstances shall the school be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at events remains the responsibility of their parent(s)/legal guardian(s). If a student driving to or from an event is involved in an accident, Oregon Charter Academy is not liable for any injuries or damage; all liability rests with the student, his/her parent(s)/legal guardian(s) and/or any insurance maintained by the parent(s)/legal guardian(s) and/or the student. Parent(s)/Legal Guardian(s) must provide the school with their student's medical emergency contact information.

Under no circumstances shall students drive other students to an event, unless the other students are family members living in the same household. If a student nevertheless permits another student or students to ride with him/her, Oregon Charter Academy shall not be liable for any injuries or damage to any parties. The student, the student's parent(s)/legal guardian(s), and/or any insurance maintained by the family and/or the student is responsible for any and all injuries and/or any damage that may occur.

Even if a parent/legal guardian does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the school at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for events, may have their permission to drive unaccompanied to school events revoked by the School. Furthermore,



students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

SERVICES FOR SPECIAL POPULATIONS

Individuals with Disabilities Education Act (IDEA) Eligible Students

The school complies with the requirements described in the IDEA as well as state special education regulations and statutes in order to provide a Free Appropriate Public Education (FAPE) to students who have a qualifying disability under IDEA. In general, and in cooperation with the school's sponsoring school district, Santiam Canyon School District, this includes but is not limited to identifying and evaluating the needs of students with disabilities under the IDEA, developing and revising Individualized Education Programs (IEPs), determining appropriate placement in the least restrictive environment for students with IEPs, implementing IEPs in the appropriate placement determined by the IEP team, considering continued eligibility for special education and related services, and developing and implementing transition plans to prepare for post-secondary transition after high school. When a student enrolls at Oregon Charter Academy with an existing IEP, the school either implements the IEP as written or provides the student with comparable services until a new IEP is developed or amended by the IEP team.

The School complies with the requirements of the National Instructional Materials Accessibility Standard (NIMAS). As of August 2006, federal law requires publishers of K–12 curriculum to provide a digital version of textbooks and other related materials. The IDEA established the format of these digital versions as the NIMAS. The NIMAS applies to printed textbooks and related printed core materials that are written and published primarily for use in elementary and secondary schools for use by students. Students eligible to receive specialized formats produced by NIMAS files include students who are (a) blind (a visual acuity of 20/200 or less in the better eye after correction or fields less than 20 degrees), (b) visually impaired (a visual impairment with corrections and regardless of optical measurement that prevents the student from reading standard print), (c) physically disabled (a physical limitation that prevents the student from reading standard print), and (d) print disabled (having a reading disability resulting from an organic dysfunction and of sufficient severity that it prevents the student from reading printed materials).

The IEP team determines the instructional program, modifications, and accommodations needed for students with disabilities, including the need for accessible instructional materials and assistive technology. In accordance with legal requirements, accessible formats and assistive technology will be provided to students who need alternative access with these accommodations documented in an IEP or Section 504 plan.

Enrollment Requirements

At the time of enrollment, all Parent(s)/Legal Guardian(s) who indicate their student has special needs are asked to submit a copy of the student's most recent Individualized Education



Program (IEP). It is important that the IEP is current and complete, and that any educational assessments and evaluation reports that support the IEP are also submitted.

All documents are reviewed by the Director of Special Education, and if necessary, a member of the special education staff contacts the family to discuss specific student needs or to clarify the information.

The student's annual review date is noted, and once enrollment is complete the team begins to schedule IEP meetings, as necessary.

During the School Year

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

Conducting IEP Meetings

The special education team plans and schedules all annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Although typically held virtually, the IEP meetings occur in compliance with all state and federal laws.

Special Education and Related Services

According to their IEPs, some students qualify to receive special education and related services. Due to the virtual nature of the school, these services are provided virtually over the internet with real-time conferencing software or through the use of software programs provided to the family for use on school computers. The IEP team ensures the service is provided in compliance with the IEP. The team locates and secures the provider and handles all contracting and financial issues. In order to receive the Specially Designed Instruction as outlined in the IEP, students are to attend all scheduled BOOST sessions to support access and learning in general education.

New Referrals/Child Find

Throughout the year, both teachers and Parent(s)/Legal Guardian(s) may detect that a student is having difficulties with learning and they may believe there could be a need for special education assistance. If this is suspected, the teacher will first help the parent/legal guardian implement a series of program accommodations. If those documented strategies fail, he/she will then refer the student to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and current academic performance in grade level courses. They may even consult with a member of the special education team. If after all the recommended strategies fail, the SST (along with the parent/legal guardian) will consider referral to the school's special education team, complying with Child Find. Once the team receives the referral they will begin the process of monitoring academic progress and begin the process of determining if the student is in need of a special education evaluation, an IEP, and



ultimately special education services if determined appropriate through the evaluation and data collection process..

Rehabilitation Act of 1973: Section 504 Eligible Students

Section 504 of the Rehabilitation Act of 1973 (the “Act”), is a federal statute designed to prohibit discrimination and to ensure that disabled students have educational opportunities and benefits comparable to those of non-disabled students. A “Section 504-Eligible Student” is a student who either (a) has, (b) has a record of having, or (c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks. Section 504 plans are typically written for students who are disabled as defined in Section 504 of the Act, and who require accommodations and modifications to their instructional program (which may include services and/or assistive technology) but who do not require specialized instruction in order to receive a free appropriate public education. When a student enters Oregon Charter Academy with a Section 504 plan developed by his/ her previous school, the School will review the plan and supporting documentation and comply with Section 504 of the Act. The Section 504 team will adopt and implement the plan as is or will propose a revision to the plan if appropriate, due to the nature of the virtual setting. The School requires staff members to be cognizant of the needs of Section 504 students and to ensure that students receive appropriate accommodations. Students with Section 504 plans will have periodic review of their plans and needs through Section 504 team meetings. [Please see this page for a complete description of district Section 504 Policy.](#)

Enrollment Requirements

Parent(s)/Legal Guardian(s) of students with Section 504 plans seeking to enroll in the School are asked to submit a copy of the Section 504 plan during the enrollment and academic placement process. When a student enters the school with a Section 504 plan developed by a prior school, the school will review the plan and supporting documentation.

During the School Year

At the beginning of the school year, the 504 Coordinator ensures that teachers have access to a student’s 504 Plan. The teachers are made aware of each student’s special learning needs and are given guidance on how to make the necessary program accommodations.

Students who have Section 504 plans will participate in the regular education environment, with the use of supplementary aid and services. The regular education teachers (with the support of the Section 504 coordinator and/or special education staff) will implement the provisions of Section 504 plans. A case manager will be assigned to notify teachers about the accommodations and to assist with and monitor implementation of the Section 504 plan.

Reevaluation

The School shall establish procedures for periodic reevaluation of students, consistent with the requirements of Section 504. Transitions from primary grades to intermediate grades,



elementary school to middle school, and middle school to high school are often appropriate times to review and update a student's Section 504 plan. For students who enter the School with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, changes to the student's impairment, etc.

Section 504 Accommodations

According to their Section 504 plans, some students qualify for accommodations and modifications to their educational program. Due to the virtual nature of the School, the services are typically provided virtually over the internet with real-time conferencing software. The 504 Coordinator ensures the service is provided in compliance with the student's Section 504 plan.

New Referrals

Throughout the year, both teachers and Parent(s)/Legal Guardian(s) may detect that a student is having difficulties with learning and they may believe there could be a need for accommodations and modifications, supplemental aid and services as required under Section 504. If documented strategies fail, the student will be referred to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team and/or Section 504 Committee. If all the recommended strategies fail, the team (along with the parent/legal guardian) will consider a referral to the school's special education team and/or Section 504 Committee. Once the team receives the referral they will begin the process of determining if the student is in need of evaluations and a Section 504 plan.

Federal law requires Oregon Charter Academy to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. Oregon Charter Academy is committed to providing its students with equal access to its education program. We provide students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support when deemed appropriate by the 504 team.

If your student is in need of assistance in order to fully participate in Oregon Charter Academy's education program, please contact the school's special education coordinator or the school's 504 coordinator.

English Learners

Federal and state regulations require that schools determine students' "primary or home language" and take "appropriate action to overcome language barriers that impede equal participation by [their] students in [their] instructional programs." To meet this requirement, Oregon Charter Academy requires parent(s)/legal guardian(s) to complete a primary language use survey. Responses are then reviewed to identify all students whose primary or home



language is not English. The School will then administer English Language Proficiency assessments to determine students' language acquisition levels in compliance with federal and/or state law and to determine students' language acquisition levels. Children receive a planned instructional program of English language development (ELD) instruction at their developmental and instructional level to facilitate the acquisition of English language skills. This instruction is provided by a certified EL teacher with frequency determined by students' language proficiency levels. This may include consultation with the Parent(s)/Legal Guardian(s), teacher modification of content lessons and/or assessments, and direct instruction via live class sessions pursuant to state requirements. Services that promote language acquisition include instructional support to help EL students attain proficiency in listening, speaking, reading, and writing. Students with limited English proficiency receive individualized attention that facilitates fluency in English and is based on the Sheltered Instruction Observation Protocol (SIOP) framework. The proficiency of ELP students is assessed annually using state-specific instruments. Students who are exited from EL programming enter into a monitoring phase to ensure continued English language proficiency.

Gifted Students

Students whose instructional level is above their age- or grade-level may receive challenges or other differentiations from their content or classroom teacher within their age-appropriate classroom. This is to ensure all students are included in their age-appropriate classroom at their instructional level.

COMMUNITY EVENTS AND ACTIVITIES

Oregon Charter Academy strongly encourages families to get together for events, trips, study sessions, and other activities. The activities may have educational and/or socialization benefits for students and are generally organized by volunteer parent(s)/legal guardian(s) or school staff.

Sanctioned vs. Non-sanctioned Events

Certain field trips are sanctioned events, sponsored by the school; others are non-sanctioned events that do not involve the school.

Families participating in both sanctioned and non-sanctioned events do so voluntarily and assume and accept all risks associated with their participation. Families participating in these events agree to release and hold harmless the school, its affiliates, directors, officers, employees, agents, and volunteers from any and all liability in the event of an accident or incident in route to, during, and returning from, which is related to, arises out of, or is in any way connected with the non-sanctioned event. The school will not accept financial responsibility for any necessary emergency care and/or transportation for anyone attending a non-sanctioned event.



Sanctioned Events

Sanctioned events extend and enrich the standard curriculum and provide opportunities for socialization between students, families, and staff. Sanctioned events must have educational and/or social value and must be pre-approved by the School Leader or designee. The School will have all adults in attendance sign a permission form on behalf of attending student(s). If the adult supervising the student(s) at a sanctioned event is not the Parent/Legal Guardian, he/she/they must provide the school event representative with a signed, written note from the Parent/Legal Guardian confirming that the designated adult has permission to supervise the student at the sanctioned event and is authorized to execute the permission form as an agent of the Parent/Legal Guardian.

Non-Sanctioned Events

Non-sanctioned events do not involve the school nor are sponsored by the school.

Non-sanctioned events have not been approved by the school leader or the school leader's designee. Staff should not assist with planning a non-sanctioned event, nor should anyone from the school attend.

Information and Media Sharing

Parent(s)/Legal Guardian(s) will indicate on the Waiver form if they do not grant permission for media consent. This includes reporter interviews, photos and Newsletter photos. The school leader or the school outreach manager should be contacted if media is present at any event.

Parent/Legal Guardian Responsibility for Students at Events

The parent(s)/legal guardian is responsible for and in care of their student and all minors who accompany them to the Sanctioned Event. *If a student or minor is one who requires life-saving medication (e.g. an epi-pen, inhaler, etc.), it is the responsibility of the parent/legal guardian to remain with their child throughout the duration of the Sanctioned Event.*

Payment for Events

No checks will be sent to the school and no money in any form will be collected at an event. Events that require payments from the family must be made in advance via the school's digital payment system.

Special Arrangements for Sanctioned Events

Certain factors will or may require additional planning and collaboration with the school staff and/or community coordinators. These include but are not limited to:

- Board and School Leader required approvals for out-of-state or overnight events.
- Swimming events, which require a licensed lifeguard to be on duty.
- Renting any facility, equipment, or transportation, which all require School Leader approval.
- Others as needed or deemed necessary by School Officials.



DIGITAL PLATFORMS, ACCEPTABLE USE, AND EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL

Overview of Digital Platforms

Students create, edit, and share work primarily through Google Apps for Education, using applications such as Docs for word processing, Slides for presentations, and Drive to store media. Every student has a secure Google account hosted by Oregon Charter Academy, and student work completed in Google is stored digitally in the cloud. Teachers are able to view, comment, edit, and assign work through these applications.

Students find most of their coursework in Canvas, a learning management system where teachers assign work. Students log in through a school Canvas portal and instantly have access to all of their enrolled courses. This includes all assigned lessons, discussion boards, quizzes, projects, and other learning tools. In Canvas, students create and collaborate on project-and inquiry-based learning.

Students will attend live class sessions on their schedule, which happen in the virtual classroom using Zoom. This is an environment where students communicate, collaborate and create with each other and their teacher in real-time. While work given in Google Apps and Canvas happens largely on the student's own time, the live class sessions in Zoom are an integral and synchronous part of Oregon Charter Academy's educational program.

Lastly, every student and parents/guardians will have access to our Student Information System (SIS), PowerSchool. High School Transcripts and report cards can be accessed at any time through PowerSchool.

Child Internet Protection Act (CIPA)

The school district is required by CIPA to have technology measures and policies in place which protect students from harmful materials, including obscene and pornographic. Oregon Charter Academy steps taken include but are not limited to:

- Securely, a web content monitoring and auditing service.
- Deactivating Incognito Mode in Chrome
- Disabling Guest Access on Chromebook devices
- Enforcing SafeSearch for Google searches
- Enabling Moderate Restricted Mode for YouTube browsing (grades 6-10)
- Enabling the AdBlock extension to remove unwanted advertising
- Preventing emails sent with objectionable language
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
- Unauthorized access to school and network usage.



Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13 years of age. By default, Google advertising is turned off for Apps for Education users. No personal student information is collected for commercial purposes. This policy permits the school to act as an agent for the parents/legal guardians in the collection of information within the school context. The school's use of information is solely for educational purposes.

Technology and Materials Provided by Oregon Charter Academy

All students attending Oregon Charter Academy are to be provided with a Chromebook or equivalent computer for the sole purpose of accessing his/her/their virtual education. In addition, Oregon Charter Academy may provide all students with any necessary materials for their coursework. Any provided technology or materials are property of Oregon Charter Academy.

Required Technology

All students attending Oregon Charter Academy only require the use of the school-provided Chromebook or other materials. No printer or other personal equipment is required.

Technology Support

Technology support for students and parent(s)/legal guardian(s) is provided by SYS Education. To contact student and family technical support, [please email helpdesk@syseducation.org](mailto:helpdesk@syseducation.org)

Acceptable Use, Privacy, and Safety

This acceptable use policy pertains to students at Oregon Charter Academy.

Google Apps for Education and Canvas are for educational use. Students may use Google Apps for Education for personal use subject to the restrictions below:

- *Privacy*: Students have no expectation of privacy from school faculty when using a school issued material or domain. School staff, administrators, and parents/legal guardians all have access to student email, chat, and web history for monitoring purposes.
- *Limited Personal Use*: Students may use Apps for Education for personal projects but may not use them for unlawful activities, commercial purposes, personal financial gain, inappropriate or offensive content, threatening another person, misrepresentation of Oregon Charter Academy staff or students, or any other violation of the Code of Conduct.
- *Data Security*: Student files and email are safe and secure within Apps for Education and Canvas. It is solely the responsibility of the student to download and save information they want to keep for personal use.
- *Website Content*: There are some educational resources that take students outside of the Oregon Charter Academy domain, such as YouTube for high school students. Students are to maintain educational usage of these resources, including not engaging with any resource or person outside of Oregon Charter Academy.



Email and Communication Systems

Students may only use email or other school communication systems for school-related purposes. Students will be able to send and receive messages from only teachers. All other outside email or messaging is blocked automatically and will remain so unless a school official has made prior accommodations for a school-related activity.

Safety Policy

It is the policy of Oregon Charter Academy to:

- Prevent user access over its computer network to, or transmission of inappropriate material via internet, electronic mail, or other forms of direct electronic communications.
- Prevent unauthorized access to and other unlawful online activity related to inappropriate material via the internet.
- Prevent unauthorized online disclosure, use, or dissemination of personally identifiable information.
- Comply with CIPA, COPPA, and FERPA.

The School will provide age-appropriate training for students. The training provided will be designed to promote this Acceptable Use policy and Student safety with regard to safety on the internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

The following policy states rules for safe and inclusive student use of the internet, technology, and materials. The rules include but are not limited to:

1. Students should not post personal contact information about themselves or other people. This includes addresses and phone numbers.
2. Students will not agree to meet with someone they have met online without their parent/guardian's approval.
3. Students will tell their teacher or other school employee about any message they receive that is inappropriate or makes them feel uncomfortable.
4. Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account, including not allowing other students to use the same Chromebook. Under no conditions should a student provide their password to another person.

Digital Citizenship

- Treat others as you want to be treated. Be respectful in your interactions and comments with your peers. If you would not feel comfortable saying to someone's face, please think twice before typing it. All school attendees have the right to free speech, but it is limited within a school to ensure a safe and inclusive learning environment for all and others in the community.
- Represent yourself in an honest, open manner. Share photos or artistic representations of themselves to help classmates feel closer within the digital environment. To this end, avatars and personal profile pictures are expected to represent the user and may not



depict any of the state of Oregon's designated symbols of hate including a confederate flag, a noose, or a swastika.

- Produce your own work. This includes submitting original work that was produced only by you or, in the case of a group project, your group. This also means not altering or removing another student's work without their explicit permission. Staff may request live desktop sharing or other proof of work if originality is in question. Plagiarism, or presenting another's work or ideas as your own, is taken seriously and may result in administrative action. See the Academic Honesty component of the Code of Conduct for more information.
- Oregon Charter Academy recognizes that every student has the right of free expression and encourages students to exercise this right but to do so responsibly. School administrators have a duty to prevent the distribution of malicious, defamatory or obscene material or material that will clearly disrupt the educational process. Student publications will be free from discrimination, harassment, prejudice and racism. Therefore, publications and student speeches are subject to reasonable review and approval by the school administration.

Internet Requirements

Families enrolling in or enrolled at Oregon Charter Academy must provide their own internet, as an internet connection is required to attend Oregon Charter Academy. If a student is unable to access the internet within their household, the parents/guardians may request a hotspot to be issued from the school where students will be able to access platforms and web-based learning sites only. Please contact the school for any questions or concerns.

Malfunction/Damage/Loss/Theft of School-Provided Equipment and Materials

All school educational materials remain the property of the school and/or the school's contractors. Restrictions to the use of the school's educational materials are as follows:

- The resale, attempted resale, or refusal to return any educational materials constitutes theft and may subject the seller to invoicing and/or legal action.
- The use of the Chromebook by anyone except the student or parent/legal guardian with the purpose of supporting his/her/their student educationally is strictly prohibited.
- Any attempt to copy, reproduce, republish, download, post, broadcast, transmit, make available to the public, or otherwise use the educational materials in any way except as specifically directed by the school is not permitted.
- Any use of school material except as specifically directed by the school requires prior written permission from the school or owner of the materials.

Accidental Damage to Equipment

Accidental damage to equipment includes but is not limited to damage caused by carelessness or negligence such as leaving equipment in an area where it is exposed to excessive heat or cold, damage to equipment caused by spills or liquid, dropping equipment, etc.



Where damage to the equipment and/or software is not intentional (accidental) but is caused by user negligence or carelessness, the school reserves the right to invoice the Caretaker. The school will limit Caretaker liability for repairs for the first instance to a maximum of \$250 plus the cost of shipping. The school will cover the portion of the cost over \$250 for the first incident.

For all subsequent accidental damage, the school reserves the right, where permitted by state law and/or regulation, to invoice the parent(s)/legal guardian(s) for the full cost of the repair or replacement plus the cost of shipping.

Non-Accidental Damage to Equipment

Where damage to the equipment and/or software is caused by a user and is not accidental or is the result of repeated failures to follow the school's policies and directions, the school reserves the right to invoice the parent(s)/legal guardian(s), where permitted by state law and/or regulation, for the full cost of the repair or replacement plus shipping.

Examples of such damage include, but are not limited to: vandalism, intentional harm or malicious destruction, installation/removal of any hardware or software components without school permission, or manipulation of the computer casing or settings.

Loss or Theft

On the first occurrence, where there has been a loss or theft of school-issued materials, parent(s)/legal guardian(s) may be responsible for a replacement charge, plus the cost of shipping a replacement, provided that the following information is submitted to the school:

- A copy of a filed police report or insurance loss report;
- Documentation from the insurance carrier confirming that no reimbursement is available under homeowner's or renter's policies or a notarized letter from the parent/legal guardian indicating that they are not insured.

If this documentation is not provided--or if there are any subsequent incidents of loss or theft--parent(s)/legal guardian(s) may be responsible for the full replacement cost of any equipment or materials.

Returning School-Provided Equipment and Materials

All school-provided non-consumable materials and equipment must be returned for any of the following reasons:

- The school year or applicable coursework has ended and the materials are no longer needed.
- The student is no longer enrolled for any reason.
- The school is upgrading or replacing the equipment.
- Equipment and/or materials were sent in error.



CODE OF CONDUCT, DUE PROCESS, AND COMPLAINT PROCEDURES

Drug, Alcohol, Controlled Substance, and Tobacco-Free School

Oregon Charter Academy is a drug-free, alcohol-free and tobacco-free environment. The use of controlled substances, drugs, marijuana, alcohol and/or tobacco is prohibited at all face-to-face school events and activities such as but not limited to field trips, testing, and graduation ceremonies. This applies to all members of the school community including students and their families, teachers, staff, and visitors.

The use of tobacco, including smoking tobacco, chewing tobacco, e-cigarettes, or snuff, or the possession of or use of any of the following by any member of the school community while on school premises or at a school event or activity as described above, will be considered a violation of this policy :

1. Alcoholic beverage(s)
2. Marijuana
3. Illegal, controlled, and/or dangerous substances and/or narcotics (unless prescribed by a physician for medical purposes, and properly documented as such), or substances purported to be such. Illegal, dangerous or controlled substances and substances purported to be such include, but are not limited to, narcotics, amphetamines, marijuana, cocaine, heroin, hallucinogens, barbiturates, prescription or non-prescription drugs of any nature and medications such as diet pills, caffeine pills, bath salts and others.
4. Drug paraphernalia

It is also a violation of this policy for any member of the school community to sell or distribute, or attempt to sell or distribute, tobacco products; e-cigarettes; drugs or drug paraphernalia; marijuana; illegal, dangerous or controlled substances, or any substances purported to be such, while on school property or at school events or activities.

If a student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance, marijuana or alcohol, the student's Parent(s)/Legal Guardian(s) and local authorities will be notified. The student's Parent(s)/Legal Guardian(s) will be notified if a student is found to be in possession of or using alcohol, marijuana, tobacco products or e-cigarettes. Parent(s)/Legal Guardian(s) will be required to make arrangements for immediately removing the student from the school event or activity in this case.

Any non-student member of the school community who attends a school event or activity under the influence of or in possession of alcohol, marijuana or illegal, dangerous, or controlled substances or substances purported to be such will be asked to remove themselves from the school event or activity. Local authorities may be notified at the discretion of the school leader depending on the nature of the violation. Any non-student member of the school community who attends a school event or activity and uses tobacco products, marijuana or e-cigarettes will be



informed of the school's tobacco/marijuana-free policy for a first violation. If more than one violation occurs, further action may be taken by the school.

If a student is found to be engaged in communications arranging for the sale or exchange of alcohol, marijuana or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity, the student will be removed from the school event or activity and the school will contact both the student's Parent/Legal Guardian and local authorities to report this behavior. Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol, marijuana or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed from the school event or activity and the school will contact local authorities.

Students who fail to comply with this drug-free, alcohol-free, and tobacco-free policy will be subject to disciplinary action in accordance with this handbook and policy. All other school community members in violation of this policy will be asked to leave the event or activity and/or will be reported to local authorities. In all cases, this policy is implemented in accordance with any applicable state laws.

Bullying and Other Forms or Prohibited Behavior

Oregon Charter Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, threats of harm, violence towards others, use of weapons and/or hazing toward any member of the school community, whether by or toward any student, staff, parent/legal guardian or other third parties, is strictly prohibited and will not be tolerated. Violations of this policy may be grounds for disciplinary action to be taken including suspension or expulsion. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as gender, sexual orientation, race, color, national origin, marital status or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.



Harassment — any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

Bullying — a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion or threat of harm to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber-harassment, physical assault or coercion and may be directed persistently towards particular victims.

Cyber-bullying — the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites/apps, etc. to support deliberate and hostile behavior by an individual or group, that either is (i) intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others.

Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

Hazing — the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

Intimidation — a course of behavior with the intention of instilling fear or a sense of inadequacy.

Violence within a dating relationship — any behavior by a student exhibited toward that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

Sexting — knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above is prohibited.

Sexual Harassment — The act of subjecting any student, parent/legal guardian, staff member, or other third party such as volunteers, visitors, or others in the community to sexual harassment via email, phone, and other forms of communication as well as at in-person school sanctioned events. This includes, but is not limited to, unwelcome sexual advances, requests for sexual



favors and other verbal, nonverbal, written or physical conduct of a sexual nature when: the conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits; submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student, or the conduct has a severe, persistent, or pervasive effect and unreasonably interferes with a student's educational performance or creates an intimidating, offensive, or hostile educational environment. Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature, displaying sexually explicit drawings, pictures and/or written materials, making sexual gestures or telling obscene jokes, touching oneself sexually or talking about one's sexuality in front of others, any unwelcome sexual advances or spreading rumors about or rating other students or others based on appearance, sexual activity or performance.

Prohibited behaviors include all of the above.

The School Administration and the School Board will not tolerate any gestures, comments, threats or actions which (i) cause, threaten to cause, or, an objective and reasoned third-party would find was intended to cause bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent/legal guardian or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as live class sessions, participation in clubs and activities, school messages, text messages, discussions, telephonic communications, and Canvas/Google messaging; and in-person activities, such as state testing, field trips, open houses and any other in-person school-related activities. This policy also applies to those activities or engagements which occur off school property if a student, employee or third parties such as families and guardians of students or employees, volunteers, visitors, or others in the community are at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's parent/legal guardian who believes that student, any other student, or other third-party, has been or is the recipient of any of the above described prohibited behaviors should immediately report the situation to the school counselor, school administrator. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official. Complaints about prohibited behavior against the School Leader should be filed with the Board President.

Every student is encouraged, and every staff member is required to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, he/she should report it



and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not make a written report of an incident of prohibited behavior in a timely manner shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process.

All reported complaints about prohibited behavior shall be kept confidential and be promptly investigated by the appropriate school staff. The School Leader or appropriate administrator shall prepare a written report of the investigation upon completion. Such a report shall include findings of fact, and a determination of whether any prohibited behavior(s) were verified. When prohibited acts are verified a recommendation for intervention, including disciplinary action to be taken, shall be in the report. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with this written copy of the rights, protections, and support services available to him/her/them. If there is any evidence that the student has experienced physical or emotional harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, parents/legal guardians, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for parents/legal guardians, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in this Handbook.

When appropriate and to the extent allowed under applicable law, the target(s) of the prohibited behavior (and/or such target(s) Parent(s)/Legal Guardian(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification care will be taken to respect the privacy rights of the target, all witnesses and other people involved in the incident, and the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the School Leader or appropriate administrator shall notify in writing the Parent/Legal Guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such students, and subject to all applicable rights of appeal and in compliance with state and federal law, a description of such discipline shall be included in the notification and documented in the student's disciplinary record.



Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

Notwithstanding the foregoing, the school shall not infringe upon the First Amendment rights of students, parents/legal guardians, employees or other persons (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by state or federal law).

Complaints

Students and/or their Parent(s)/Legal Guardian(s) may file written reports regarding any suspected prohibited behavior by sending this to the school's administration [via this electronic form](#) for reporting violations. Such reports should be reasonably specific including the person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s) and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to school administration for review, investigation, and action.

Students and/or their Parent(s)/Legal Guardian(s) may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including the person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior and the names of any potential student or staff witnesses. This report shall be promptly forwarded by the school staff member and/or administrator to school administration for review, investigation, and appropriate action.

Privacy/Confidentiality

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Discipline and Due Process for Students

All students enrolled in Oregon Charter Academy are expected to conduct themselves in accordance with the rules for the school, and Parent(s)/Legal Guardian(s) are expected to cooperate with the school staff in helping students to maintain this conduct. Student codes of



conduct are set forth in this Handbook. School students are also guaranteed due process of law to the extent required by the 14th Amendment to the Constitution

Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. All discipline will be carried out in accordance with applicable Oregon law pertaining to student conduct and discipline. The following summaries for each and corresponding disciplinary actions that may occur.

1. *Warning*

Students who receive warnings from the school will have such warning(s) documented and provided to their Parent(s)/Legal Guardian(s) and the school administrator(s). The incident will be formally documented in writing and may become part of the student's permanent record. Students do not have a disruption in schooling. Warnings are issued when a student demonstrates a breach of the Code of Conduct but not as serious as those listed under suspension and/or expulsion categories.

2. *Suspension* (no more than ten (10) days)

When a student is suspended, the student is temporarily removed from class or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension is documented in writing and becomes part of a student's permanent record. During a period of suspension as defined by the School Leader, a student's permission to access or use parts of Canvas and other school systems is restricted. Violations that may lead to suspension include, but are not limited to, the following breaches of conduct defined below in addition to the previously defined Prohibited Behaviors of bullying, cyber-bullying, harassment in any form, hazing, violence, or sexting. Repeated violation of any school policy and/or ongoing disciplinary issues may also result in a suspension.

Academic Dishonesty: A student who knowingly participates in plagiarism, copying, using another's work, and representing it as his/her/their own (for example, students transmitting their work electronically for another student's use), or who provide other students with test answers or otherwise uses unauthorized materials in an assignment or assessment situation.

Abusive Conduct: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.

Vandalism: A student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).



Theft and Robbery: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.

An informal hearing will be convened with the Student, Parent/Legal Guardian, school administrators, and other staff members as appropriate. The school administrator will inform the student and parent/legal guardian of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his/her version of the occurrence. If the school administrator determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her/their parent(s)/legal guardian(s). The student will be provided all due process as required by law.

3. *Expulsion*

When a student is expelled, the student is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion is documented in writing and becomes part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, being under the influence of or possession of, or sale of illegal and controlled substances or paraphernalia.

The use of expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The school shall consider the age of the student and the student's past pattern of behavior prior to imposing the expulsion. The school will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole. Parents can appeal an expulsion to the school's Board of Directors. Expulsion will not extend beyond one calendar year.

Notification of Student's District of Residence: The school administrator will notify the local school district in the event of a pupil expulsion. The school and the District shall extend full faith and credit to the suspension and expulsion of a student, unless both parties agree in writing to a variance from this requirement.



No student may be expelled without a hearing unless the student's parents waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of the site administrator. The site administrator or his/her designee may modify the expulsion of a student on a case-by-case basis.

When an expulsion hearing is not waived, the following procedure shall be used to assure that a student and parent/guardian have notice of an expulsion hearing, notice of the charges supporting the proposed expulsion, and the opportunity to present evidence at that hearing.

Notice will be given to the student and the parent by personal service or by certified mail at least five days prior to the scheduled hearing. Notice will include: (1) the specific charge or charges; (2) the conduct constituting the alleged violation, including the nature of the evidence of the violation; (3) a recommendation for expulsion; (4) the student's right to a hearing; (5) when and where the hearing will take place; and (6) the right to representation.

The Executive Director or designee will act as hearings officer and will conduct the hearing. The hearings officer will not be associated with the initial actions of the building administrators. Expulsion hearings will be conducted in private.

In case the parent or student has difficulty understanding the English language or has a disability that requires accommodation in order to participate in the expulsion hearing, the district will provide a translator or other reasonable accommodation. If such accommodations are necessary, requests must be made in advance of the hearing.

The student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney or parent. The school's attorney may be present.

The student will be afforded the right to present his/her version of the charges and to introduce evidence by testimony, writings or other exhibits. The student will be permitted to be present and to hear the evidence presented by the school.

The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include relevant past history and student education records. The hearing shall be recorded either by audiotape or by manual recording of the proceedings at the discretion of the hearings officer.

Findings of fact as to whether the student has committed the alleged conduct will be submitted to the Board, along with the officer's decision on disciplinary action, if any,



including the duration of any expulsion. This decision will be available in identical form to the Board, the student and the student's parents at the same time.

The Hearings Officer's decision is final. However, this decision may be appealed to the Board. In order to appeal a decision of the hearings officer, a parent or student must file a written request to appeal the decision to the School Board within five (5) days from the time the hearings officer's decision is received by the student or parent. The written request to appeal shall be sent to the school's office. Failure to appeal the hearings officer's decision within 5 days to the school's office renders the decision final and not reviewable by the School Board.

At its next regular meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision. Parents of students who wish to appeal the hearings officer's decision will have the opportunity to be heard at the time the Board reviews the decision.

Board review of the hearings officer's decision will be conducted in Executive Session unless the student or the student's parent requests a public hearing. The appeal before the school Board shall be on the record and no additional evidence may be submitted. The evidence submitted at the hearing shall comprise the record for review, together with the hearing officer's findings of fact and conclusions of law and order. The student or parent and the school representative shall each be given no more than 30 minutes for oral arguments before the Board. If an Executive Session is held by the Board or a private hearing by the hearings officer, the following will not be made public:

- a. The name of the minor student;
- b. The issues involved;
- c. The discussion;
- d. The vote of Board members, which may be taken in executive session.

Prior to expulsion, the resident district must propose alternative programs of instruction or instruction combined with counseling to a student expelled for reasons other than a weapons policy violation. The school must document to the parent of the student that proposals of alternative programs have been made.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he/she/they will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability,



the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

Academic Honesty

Oregon Charter Academy requires the original work of all students and expects academic honesty for all students so the School may validly assess and respond to current learning. In so doing, the School prohibits plagiarism of the work of others, whether intentional or unintentional. Students shall be expected to properly cite the origin of work that is not the student's own. If a student's work, excluding commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be a violation of the Code of Conduct. Actions that may be taken as a result of Academic Dishonesty might include, but are not limited to: assigning a zero for the assignment with no chance to recover the points, assigning a zero to the assignment with a chance to make up some or all points, assigning an alternative assignment, requiring conferencing with the teacher, requiring conferencing with an administrator.

Grievance Policy and Procedure for Parent(s)/Legal Guardian(s) on Educational Services

The school is committed to ensuring parent satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities include such things as: contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

If a Parent/Legal Guardian has concerns with the school's action or performance on any of the above-defined school responsibilities or disciplinary actions, he/she has the following remedies available (depending on the severity of the issue):

- For minor issues, or a first attempt at redress, contact directly the student's administrator.
- For major issues, Parent(s)/Legal Guardian(s) or students may file written reports regarding any suspected prohibited behavior by sending this to the school's administration [via this electronic form](#) for reporting violations. If a hearing is required for grievance proceedings, the parties are provided with all due process procedures as required by law.

Note that a specific complaint procedure for Gender, Title IX, Civil Rights, and Sexual Harassment is outlined at a [later point in this document](#). Upon receipt of a grievance or complaint, the following occurs:

1. The recipient of the grievance must review the issue with his/her/their supervisor and respond to the grievant within three school days.
2. If the original recipient did not resolve the grievance, the grievant should request a meeting with the recipient's supervisor. The supervisor should investigate the matter, and schedule a meeting with the parent/legal guardian, the student, if necessary, and any other staff member (if necessary), within five school days.



3. If either party does not resolve this grievance, the Caretaker should then request a meeting with the School Leader. They investigate the matter, and schedule a meeting within five school days.

If the school has not been able to address the grievant's concern through the grievance process set out above, or if there has not been a prompt and equitable resolution of the complaint, the grievant can contact the parent member on the school's Board of Directors or the school district for further recourse.

GENDER, TITLE IX, CIVIL RIGHTS, AND SEXUAL HARASSMENT POLICIES

Every Student Belongs

Purpose:

This policy is designed to create a safe and productive workplace environment for all students, staff and visitors. Every student is entitled to a high quality educational experience, every employee is entitled to work in an environment, and all visitors are entitled to participate in a school or educational environment that is free from discrimination and harassment based on age, gender identity, sexual orientation, race, religion, color, national origin, disability, marital status, the terms of an individualized education program, income level, athletic ability, familial status or parental status.

Policy Statement:

Oregon Charter Academy does not condone practices that exclude, deny benefits to, or otherwise discriminate against any person on the basis of ethnic group identification/ethnicity, marital status, race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, physical or mental disability, athletic performance, language proficiency in English or another language, the terms of an individualized education program, income level, prior academic achievement, or age in the admission to, participation in, or receipt of the services of the school, or in employment practices. Discrimination on the basis of any of the aforementioned characteristics is strictly prohibited. Age limitations may only be imposed in response to mandatory state-specific requirements established by Oregon law.

The non-discrimination statement is in accordance with the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended (ADA), the Age Discrimination Act of 1975, the Individuals with Disabilities Education Act of 2004 (IDEA), and ORS Ch. 338.

"Bias Incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias Incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups, including incidents of hate speech.



“Symbol of Hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or nation origin including the noose, swastika, or confederate flag, and whose display:

- A. Is reasonably likely to cause a substantial disruption of or material interference with school activities, or
- B. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

Oregon Charter Academy strictly prohibits bias incidents at all times and prohibits the use or display of any symbols of hate, including at a minimum the noose, swastika, or confederate flag, in any program, service, school or activity except where used in teaching curriculum that is aligned with the Oregon State Standards.

In responding to the use of any symbols of hate, Oregon Charter Academy will use non-disciplinary remedial action whenever appropriate.

Oregon Charter Academy prohibits retaliation against an individual that has filed a charge, testified, assisted or participated in an investigation, proceeding, or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal laws.

Bias Incident Complaint Procedure

The terms “bias incident” and “symbols of hate” are defined in policy. Person impacted by a bias incident or display of a symbol of hate shall be defined broadly to include persons directly targeted by an act, as well as the community of students as a whole who are likely to be impacted by the act.

If a student, staff member, or volunteer feels that they have been subjected or has knowledge of conduct to a Bias Incident or other inappropriate conduct based on race or any other protected class, they are encouraged to report this to a school employee. Reports may be made orally or in writing. Any staff member who has knowledge of conduct in violation of this policy shall immediately report their concern to a school administrator, and prioritize the safety and well-being of all persons impacted. Reports may also be made anonymously. Title IX Coordinator is Lori Walter, titleix@oregoncharter.org

Step 1: When a staff member learns of a potential bias incident or display of a symbol of hate, the staff member will prioritize the safety and well-being of all persons impacted and immediately report the incident to a school administrator.

Step 2: The administrator receiving the report of an incident shall promptly notify the executive director, the complainant, as well as the complainant’s parents/guardians, if



the complainant is the victim. The notification will include the nature of the bias incident and that an investigation has been initiated. Investigating staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and commit to preventing further harm against those persons impacted from taking place. The administrator must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The administrator will make a decision within 10 days of receiving the complaint.

The school is committed to ongoing communication throughout the investigation. All persons impacted by the act will be provided with information relating to the investigation and outcome of the investigation, including:

- Notice that an investigation has been initiated;
- Notice when an investigation has been completed;
- Findings of the investigation and the final determination based on those findings;
- Actions taken to remedy a person's behavior and prevent reoccurrence; and
- When applicable, the legal citation of any law prohibiting disclosure of any information described above, and an explanation of how that law applies to the current situation.

Step 3: If a complainant or a respondent wishes to appeal the decision of the administrator, the complainant or respondent may submit a written appeal to the executive director within 5 school days after receipt of the response to the complaint.

The executive director shall acknowledge receipt of the appeal and may meet with all parties involved. The executive director or designee will review the merits of the complaint and the administrator's decision. The executive director or designee will respond in writing to the complainant within 10 school days.

The executive director or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the executive director or designee, a written appeal may be filed with the Board within 5 school days of receipt of the executive director or designee's response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at a Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing within 10 days of this meeting.



The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to an administrator or Title IX Coordinator, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the executive director and will begin at Step 3. Complaints against the executive director or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a parent or guardian of a student who attends school or a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal the school's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.

If the principal is the subject of the complaint, the individual may start at step 2 and should file a complaint with the executive director or designee. If the executive director is the subject of the complaint, the complaint may start at Step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Administration will develop and implement instructional materials to ensure that all school employees, staff and students are made aware of the policy, this administrative regulation and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

School Response

When handling Bias Incidents, the responding building staff shall prioritize the safety and well-being of the victim. The board recognizes that in some situations, the victim of a Bias Incident may never fully heal. The district will strive to minimize and mitigate harm experienced by the victim.

Victims of Bias Incidents are entitled to know that an investigation has been initiated, and they shall be notified when the investigation has been completed and, as appropriate and when authorized by law, the findings of the investigation and any action that has been taken. When the findings cannot be shared, the reason shall be communicated clearly to the victim and/or family. Victims will be provided with support and resources.



When substantial disruption to a student's education could occur, accommodations to ensure the safety and well-being of the victim shall be made, as appropriate and with the support of the victim and/or the victim's family.

The school will strive to end inappropriate behavior by providing supportive measures and educating staff, students, and community members. This includes when conduct does not rise to the level of statutory or policy definitions or it is determined that discipline is not warranted. The goal of this policy is to not only acknowledge that Bias Incidents and hate speech occur within our school, but also to work to educate all students and staff about this fact and to move forward to create a plan of action to address it in order to create a school environment that is healthy and safe for all of our students and staff.

Management of Student Identity in School Documents and Records

School personnel should not disclose any information that may reveal a student's transgender identity except as allowed under FERPA. Under FERPA, only those school employees determined to have legitimate educational interests may have access to a student's records or information contained within those records. However, student records may be released with the written permission of the student's parent/legal guardian using the Authorization for Release of School Records Form. These rights transfer to the student when the student reaches the age of 18 or attends a school beyond the high school level.

Transgender students have the ability, as do all students, to discuss and express their gender identity and expression and decide when, with whom, and how much of their private information to share with others. The school will work closely with the student and parents in customizing an appropriate plan regarding the confidentiality of the student's transgender identity that supports the student. That may include the option to inform and educate the student's peers, or to not share the information with the student's peers.

When a transgender student new to a school is using a preferred name, school staff will their best efforts to keep the birth name confidential. The School administration will periodically review student information systems and attempt to ensure that all printed and digital materials generated for classroom and instructor use show the student's chosen name and not their legal name.

The Oregon Department of Education will change a student's gender within the Secure Student Identification System upon request from a district. ODE will allow the request from the district to serve as a "documentation to support the change" that is generally required by ODE for changes to the SSID. If a student desires to seek such a change with ODE, the school will attempt to facilitate the change.

Sexual Harassment Policy



The Board is committed to the prevention and elimination of sexual harassment. This policy applies to students, staff, parents/legal guardians, volunteers and other third parties participating in school-related activities who may be subjected to sexual harassment in a virtual setting via e-mail, phone, and other forms of communication, as well as at in person at school-sponsored events such as field trips, state testing, graduation events, etc.

Sexual harassment in any form is strictly prohibited, shall not be tolerated, and may result in disciplinary action. This includes sexual harassment of students, staff, or other third parties attending school-related events by other students, staff, Board members or third parties. "Third parties" include, but are not limited to, school volunteers, parents/legal guardians, school visitors, service contractors or others engaged in the school business such as employees of businesses or organizations participating in cooperative work programs with the district, and others not directly subject to school control at inter school and intra-school events.

School includes all physical and virtual school facilities, such as Canvas, Google Suite, all virtual classroom settings as well as physical school premises and non-school property if the student or parent/legal guardian is at any school-sponsored, school-approved or school-related activity or function, such as field trips or where persons are engaged in school activities.

Sexual harassment of students, staff, parents/legal guardians or third parties shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal, written, or physical conduct of a sexual nature when:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that interferes with a student's educational program or activity or that creates an intimidating, offensive or hostile educational environment; unwelcome conduct of a sexual nature that is physical, verbal or nonverbal that interferes with the staff member's ability to perform the job or that creates an intimidating, offensive or hostile work environment; or unwelcome conduct of a sexual nature that is physical, verbal or nonverbal and that creates an intimidating, offensive or hostile environment; and
3. Assault, dating violence or stalking: when sexual contact occurs without the student's, staff member's or third party's consent because the student staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Sexual Harassment is a form of discrimination and is subject to federal and state laws regarding civil rights. Examples of sexual harassment may include, but not be limited to physical touching or graffiti of a sexual nature, displaying or distributing sexually explicit drawings, pictures and/or written materials, making sexual gestures or telling obscene jokes, touching oneself sexually or talking about one's sexuality in front of others, any unwelcome sexual advances, commenting



on or spreading rumors about or rating other students or others based on appearance, sexual activity or performance.

When evaluating sexual harassment or civil right complaints relevant factors to be considered will include, but not be limited to: did the reporting or impacted individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or parent/legal guardian subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other documented incidents of sexual harassment at the school involving the same or other students or their parent(s)/legal guardian(s).

All complaints about behavior that may violate this policy will be promptly investigated pursuant to the Title IX, Civil Rights, and Sexual Harassment Complaint Procedure set forth later in this policy. Any staff member, student or parent/legal guardian who has knowledge of conduct in violation of this policy or feels he/she/they is a victim of sexual harassment must immediately report his/her/their concerns to the Title IX Coordinator, who has overall responsibility for all investigations. A student may also report concerns to a teacher, counselor, or other school official, who will promptly notify the appropriate school administrator.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the educational assignments or study environment of a student complainant, nor any terms or conditions of involvement in educational duties or participation in school activities of the parent/legal guardian. Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of harassment, intimidation or bullying, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. Making false charges shall also be regarded as a serious offense and will result in disciplinary consequences and appropriate remedial action. There shall be no retaliation by the school or Board against any person who, in good faith, reports, files a complaint, or otherwise participates in an investigation or inquiry of sexual harassment. It is the intent of the Board that appropriate corrective action will be taken by the school to stop the sexual harassment, prevent its recurrence and address any negative consequences of the harassment.

Any employee who has knowledge of incidents of sexual harassment that took place as described in this policy shall immediately report the incident to the principal or supervisor. Failure of an employee to report an act of harassment, intimidation, bullying, teen dating violence, assault or an act of cyberbullying to supervisors may be subject to remedial action, up to and including dismissal.

All complaints or reports about behavior that may violate this policy shall be promptly investigated. Any staff member who becomes aware of behavior that may violate this policy



shall immediately report to a school official so that the school official (and the reporting staff member when the victim of the harassment is a student or third party) may coordinate efforts to take any action necessary to ensure the:

1. Student is protected and to promote a non-hostile learning environment;
2. Staff member is protected and to promote a non-hostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a non-hostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions that are necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the staff member who reported to the district official. This may include, but is not limited to referral to counseling, safety planning, and no contact orders.

Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the School Leader or Board.

Additionally, the school may report individuals in violation of this policy to law enforcement officials as appropriate. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to the TSPC. The School Leader shall ensure appropriate periodic sexual harassment awareness training or information is provided to all students, parents/legal guardians, and that annually, the name and position of any and all school and/or Board officials responsible for accepting and managing sexual harassment complaints, and their contact information, is readily available. This policy as well as the complaint procedure will be made available to all students and parents/legal guardians in the school handbooks. The policy and the complaint procedure will also be posted in the school's office.

Title IX, Civil Rights, and Sexual Harassment Complaint Procedure

Oregon Charter Academy has jurisdiction over complaints. Individuals that report complaints via this process are guaranteed to be protected against retaliation for filing a grievance. In all cases of reported violations, Oregon Charter Academy will use a preponderance of the evidence as the evaluative standard used to resolve complaints. The rights established under Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, as amended (ADA), the



Agre Discrimination Act of 1975, and the Individuals with Disabilities Education Act of 2004 (IDEA) must be interpreted consistently with any federally guaranteed due process rights. Individuals have a right to file a criminal complaint and a Civil Rights, Title IX, or Sexual Harassment complaint simultaneously. Lori Walter is the school's designated Title IX Coordinator. (TitleIX@oregoncharter.org)

Complaints regarding suspected prohibited behavior, violations of school policy or other wrongful conduct shall be presented to the Title IX Coordinator in this manner:

1. *Reporting*

A report can be submitted by anyone. Written reports regarding any suspected prohibited behavior may be submitted to the school's administration [via this electronic form](#). Should the School Leader be the subject of the complaint, the complaint should be made to the Board Chair. All such information shall be submitted in writing and will include the specific nature of the complaint and corresponding dates. The complainant must furnish sufficient background material concerning the sexual harassment so as to identify the person(s) and action(s) that led to the allegation in order for the school to take action to make the harassment stop. If the student, parent or staff member reports the matter but declines to complete a complaint form, the principal or designee shall complete the complaint form, noting that the student parent, or staff member has declined to complete the form. Complainants may submit anonymous reports however this may limit the ability of the school administration to investigate the incident.

Upon receipt of a complaint from a student or the student's parents, a staff member or a third party alleging behavior that may violate this policy, the school shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(5) to the complainant.

2. *Investigating the Complaint*

A designated school official shall promptly initiate an investigation into the allegations set forth in the complaint. He/she/they will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five days, or as soon thereafter as possible depending upon the allegations, after receipt of the complaint.

An investigation should include interviews with the complainant, witnesses, and the alleged harasser. Interviews should be documented, including statements by the complainant and witnesses describing each action which may constitute sexual harassment, and other information which will help determine the validity of the complaint.

- The investigator should maintain a compassionate, non-judgmental demeanor and ask open-ended questions to obtain as full and fair record of the alleged misconduct as possible.



- If the alleged harassment would constitute child abuse, and there is reasonable suspicion that the allegations are true, an immediate report must be made in accordance with ORS 419B.010.
- The investigation should begin with an interview of the complainant. An advisor of choice may be present. In conducting the interview, the investigator should objectively ask about all instances of sexual harassment, if there are other individuals who may have complaints, and if there were any witnesses to any of the conduct. The investigator should not prejudge either side, should not give the appearance of prejudging, and should use whatever techniques are necessary to help the complainant tell the story. In no event shall the complainant and alleged harasser be interviewed together. The investigator should remind the complainant that the district's policy prohibits ongoing sexual harassment and retaliation and encourage him/her to come forward if there is further sexual harassment or retaliatory conduct.
- In most cases, the second step of the investigation should be interviewing witnesses and gathering information to interview the alleged harasser. Witnesses may have seen the events and may be able to describe the conduct as well as the complainant's reaction or response. They may also have witnessed other events or incidents corroborating or disproving the versions of the complainant or the alleged harasser. Witnesses should be advised that the conduct under investigation is sensitive and confidential (except to the extent the witness may be called to testify if the matter goes to hearing or trial), and should not be discussed outside of the investigation.
- In interviewing the alleged harasser, the investigator should remind the individual of their due process rights, review the complainant's allegations and give the alleged harasser an opportunity to admit, deny, or explain the circumstances. An advisor of choice may be present during the alleged harasser interview. The investigator should also ask the alleged harasser for names of witnesses that may substantiate his/her position. The alleged harasser should be reminded of the district's policy against sexual harassment and that retaliatory conduct is prohibited. The alleged harasser should also be told he or she is not to make any contact with the complainant pending the conclusion of the investigation.
- A complainant may withdraw his or her complaint at any time. The Title IX Coordinator will then determine if the investigation should be pursued or other action taken.

Upon conclusion of the investigation, a draft written report will be given to all parties and their advisors. Ten days are allowed to review and respond to the report in writing. The investigator will receive the responses and finalize the report. The finalized report is submitted to all parties and allowed at least 10 days before the decision making process.

3. The Decision Making Process

The decision-making process must include:



- Independent review of the investigative report and all directly related evidence, as well as party responses, by a person who did NOT serve as the investigator.
- A “modified cross-examination” process of allowing parties to submit written questions, read written responses, and submit limited follow-up questions.

The decision maker shall respond in writing to the complainant, the alleged harasser, and the parents/guardians of each within 14 days with one of the following three statements:

- (1) that the school does not have adequate evidence to conclude that harassment occurred;
- (2) that sexual harassment occurred, and delineating the corrective actions the school intends to take; or must take appropriate action to make the harassment stop.
 - Sanctions are disciplinary measures imposed on the respondent and may include requiring training and counseling to discharge or expulsion based on the behavior.
 - Remedies are designed to restore educational access for the complainant.
- (3) that the investigation is incomplete to date and will be continuing.

The complainant and the alleged harasser should also be reminded of the district’s commitment to enforcing the sexual harassment policy, and the complainant should be encouraged to come forward with any new or continuing concerns of sexual harassment or retaliation. The investigator should periodically check with the complainant as the investigation continues to see if other concerns have arisen.

This written notification shall include the outcome of the investigation to the extent allowable under state and federal student confidentiality laws. A copy of the notification letter, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Board Chair and the Title IX Coordinator.

Regardless of finding, supportive measures may stay in place or be further implemented for the complainant and respondent.

4. *Appeals*

If either party is not satisfied with the decision, he/she/they may submit a written appeal to the School Board. Such appeal must be filed within 10 working days after receipt of the decision. The School Board or designee shall provide a written decision to the complainant within 10 working days, or as soon thereafter as possible depending upon the allegations, after receipt of the appeal.

All documentation related to complaints may become part of the student’s education record as appropriate. Additionally, a copy of all complaints and documentation will be maintained as a confidential file, to the extent allowed by law, and stored in the school office.



The HR Director shall report within 30 days the name of any person holding a teaching license or registered with Teachers Standards and Practices Commission (TSPC) or participating in a practicum under the Oregon Administrative Rules when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of violating the above policies. Non licensed staff will be reported to the Oregon Department of Education.

Reports of sexual contact with a student shall be given to law enforcement representatives or Services to Children and Families representatives as possible child abuse. In the event the School Leader is the subject of the investigation, reports, when required, shall be made by the Board Chair.

Any school employee who has reasonable cause to believe that another school employee or volunteer has engaged in sexual conduct with a student must immediately notify the Oregon Department of Human Services or a law enforcement agency, and must also notify his/her/their immediate supervisor. The district will provide annual training to school employees, parents and students regarding the prevention and identification of sexual conduct. The school will provide to employees at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

COMMUNICATION

All educational and/or school related communications with teachers, School Leaders, or any school staff member are required to be conducted via the approved tools and platforms provided by Oregon Charter Academy. All communications must be appropriate and remain educationally relevant. Oregon Charter Academy reserves the right to disallow and/or disable the use of any authorized communication tool at any time if the tool is being used in violation of the Code of Conduct.

Collection and Release of Student Information by the School

The Family Educational Rights and Privacy Act (FERPA) is a federal law that gives parents/legal guardians and students over eighteen (18) years of age, attending a post-secondary institution, and/or emancipated minors (Eligible Students) certain rights regarding the student's educational records. These rights include the ability to review and correct educational records and the protection of a student's educational records and "personally identifiable information" from unauthorized disclosure.

FERPA rights are extended to both the caretaker and noncustodial parent/guardian unless the school is provided with a judicial court order (custody order, protective order etc.), state statute, or legally binding document that specifically revokes or restricts a noncustodial parent's/guardian's FERPA rights. If a state law and/or enforceable court order provides the noncustodial parent/guardian's greater or more restrictive access than provided for by FERPA, that state law and/or court order will be followed.



Other statutes protecting students include the Protection of Pupil Rights Amendment (“PPRA”) and the Children's Online Privacy Protection Act of 1998 (“COPPA”), as well as state law.

Release of Educational Records without Consent: Legitimate Educational Interest

The school may provide a student’s educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student’s new school upon request from the new school, and the provision of educational records to school officials who possess a legitimate educational interest in the student’s records, and the provision of educational records to contracted parties providing special education related services.

Release of Educational Records with Consent

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, the school must obtain written consent from the parent/legal guardian or eligible student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the parent/legal guardian or eligible student, and include the following information:

- A specific description of the information or record(s) to be released.
- The party or agency to which the information will be released and their address.
- The signature of the requestor, and the date of the request.

