



# **Student Handbook**

## **School Year 2023-2024**

## *FOREWORD*

This Student Handbook was developed to answer many commonly asked questions you and your parents may have during the school year and provide specific information about certain Board policies and guidelines. Please take time to become familiar with the following important information in this handbook and keep the handbook available for frequent reference by you and your parents. If you have questions not addressed in this handbook, you are encouraged to talk to the Head of School. This handbook does not equate to an irrevocable contractual commitment to the student but only reflects the status of the Board's policies and the school's rules. If any policies or administrative guidelines referenced herein are revised after the Board's approval, the language in the most current policy or administrative guideline prevails.

## *MISSION*

The Virtual Preparatory Academy of Oregon's mission is to reach all students with an individualized, career-focused education in an interactive learning environment rooted in rigor and innovation. We are dedicated to academic excellence that empowers and prepares students for a world of opportunity.

## *NON-DISCRIMINATION POLICY*

Virtual Preparatory Academy of Oregon does not discriminate on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, need for special education services, or any other grounds prohibited by law. Virtual Preparatory Academy of Oregon serves students with disabilities and English Learners and provides services to students as required by state and federal law. In most cases, the services required by a student with disabilities can be provided at the Virtual Preparatory Academy of Oregon. In some cases, a student's needs require that they be placed at a different program or location as determined by an IEP or Section 504 team.

SCHOOL CALENDAR

| JULY '23 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       | 31 |    |    |    |    |    |

| JANUARY '24 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             | 1  | 2  | 3  | 4  | 5  | 6  |
| 7           | 8  | 9  | 10 | 11 | 12 | 13 |
| 14          | 15 | 16 | 17 | 18 | 19 | 20 |
| 21          | 22 | 23 | 24 | 25 | 26 | 27 |
| 28          | 29 | 30 | 31 |    |    |    |

1-2 Winter Break – School Closed  
 15 MLK Day – School Closed  
 17 Q2/S1 Ends  
 18 Q3 Begins

20 instructional days

| AUGUST '23 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    | 1  | 2  | 3  | 4  | 5  |
| 6          | 7  | 8  | 9  | 10 | 11 | 12 |
| 13         | 14 | 15 | 16 | 17 | 18 | 19 |
| 20         | 21 | 22 | 23 | 24 | 25 | 26 |
| 27         | 28 | 29 | 30 | 31 |    |    |

7-18 Staff Development  
 21 First Day of School

9 instructional days

| FEBRUARY '24 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    |    |    | 1  | 2  | 3  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 |    |    |

19 Presidents' Day – School Closed

20 instructional days

| SEPTEMBER '23 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            | 31 |    |    |    |    |    |

4 Labor Day – School Closed

20 instructional days

| MARCH '24 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
|           |    |    |    |    |    | 1  |
| 2         | 3  | 4  | 5  | 6  | 7  | 8  |
| 9         | 10 | 11 | 12 | 13 | 14 | 15 |
| 16        | 17 | 18 | 19 | 20 | 21 | 22 |
| 23        | 24 | 25 | 26 | 27 | 28 | 29 |
| 30        | 31 |    |    |    |    |    |

25-29 Spring Break – School Closed  
 21 Q3 Ends  
 22 Q4 Begins, Asynch Day for Students/PD for Teachers

16 instructional days

| OCTOBER '23 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             |    |    |    |    |    | 1  |
| 2           | 3  | 4  | 5  | 6  | 7  | 8  |
| 9           | 10 | 11 | 12 | 13 | 14 | 15 |
| 16          | 17 | 18 | 19 | 20 | 21 | 22 |
| 23          | 24 | 25 | 26 | 27 | 28 | 29 |
| 30          | 31 |    |    |    |    |    |

23 Q1 Ends  
 24 Q2 Begins, Asynch Day for Students/PD for Teachers

22 instructional days

| APRIL '24 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
|           |    |    |    |    |    | 1  |
| 2         | 3  | 4  | 5  | 6  | 7  | 8  |
| 9         | 10 | 11 | 12 | 13 | 14 | 15 |
| 16        | 17 | 18 | 19 | 20 | 21 | 22 |
| 23        | 24 | 25 | 26 | 27 | 28 | 29 |
| 30        | 31 |    |    |    |    |    |

22 instructional days

| NOVEMBER '23 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    |    |    |    |    | 1  |
| 2            | 3  | 4  | 5  | 6  | 7  | 8  |
| 9            | 10 | 11 | 12 | 13 | 14 | 15 |
| 16           | 17 | 18 | 19 | 20 | 21 | 22 |
| 23           | 24 | 25 | 26 | 27 | 28 | 29 |
| 30           | 31 |    |    |    |    |    |

10 Veterans' Day  
 22-24 Thanksgiving Holidays – School Closed

18 instructional days

| MAY '24 |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| S       | M  | T  | W  | Th | F  | S  |
|         |    |    |    |    |    | 1  |
| 2       | 3  | 4  | 5  | 6  | 7  | 8  |
| 9       | 10 | 11 | 12 | 13 | 14 | 15 |
| 16      | 17 | 18 | 19 | 20 | 21 | 22 |
| 23      | 24 | 25 | 26 | 27 | 28 | 29 |
| 30      | 31 |    |    |    |    |    |

27 Memorial Day – School Closed  
 31 Last Day of School, Q4/S2 Ends

22 instructional days

| DECEMBER '23 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    |    |    |    |    | 1  |
| 2            | 3  | 4  | 5  | 6  | 7  | 8  |
| 9            | 10 | 11 | 12 | 13 | 14 | 15 |
| 16           | 17 | 18 | 19 | 20 | 21 | 22 |
| 23           | 24 | 25 | 26 | 27 | 28 | 29 |
| 30           | 31 |    |    |    |    |    |

20-29 Winter Break – School Closed

11 instructional days

| JUNE '24 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       | 31 |    |    |    |    |    |

3-7 Staff In-Service

180 Total Instructional Days  
 17 Staff In-Service Days

\* A minimum of 6 in-person outings will be scheduled throughout the academic year for students.

## ***APPLICATION - REGISTRATION - ADMISSION***

The Virtual Prep Academy of Oregon is an online public school recognized by the state of Oregon for grades Kindergarten through Eighth. Admission is open to students on a statewide basis. Submission of an application within the online enrollment portal represents the first step in a multi-step process. By completing, signing, submitting the online Application, and uploading all required documents, the Parent or Guardian expresses a desire to have his/her child attend the school. The submission of the online Application and associated documents begin the admissions process. It does not mean the student will be enrolled. As part of the process, the Parent or Guardian will submit copies of the Student's:

- Proof of Identity
- Current Immunization Record
- Proof of Residence
- Proof of resident district notification

Additional documents are requested through the enrollment process.

- Copy of most recent report card and/or transcript
- Vision screening
- Dental screening

After applying, all required documents must be uploaded via the online enrollment portal within 30 days. For assistance with uploading documents, please call 888-454-3724 or email [enrollment@vprepor.org](mailto:enrollment@vprepor.org), or fax to 1-541-201-2525. Once they are received and accepted, you will receive notification of your student's official enrollment. Your student will be considered fully enrolled when:

1. All required enrollment documents are received and accepted by the School;
2. Student completes onboarding and orientation before beginning any online coursework.

In order to maintain a student's enrollment, the Guardian must:

1. Ensure that a working phone and internet connection are maintained at the location where the student is being educated at all times.
2. Stay current with attendance and academic requirements.
3. Inform the School, via updated proof of residence, of all parent or student address and phone number changes as soon as possible; and
4. Adhere to all requirements of the Parent-Student Handbook.

*If you fail to provide any of the above, the Parent and Student may be locked out of the student learning platform or removed from the school due to lack of engagement.*

## ***CHANGE OF ADDRESS, PHONE NUMBER, OR CUSTODY***

The Parent/Guardian/Student is responsible for informing the School Office of any change of address or phone number. If you have a change of address, you are required to provide the corrected student information and proof of residency documentation to the School Office by emailing our office. If there is a change of custody for the student, you are required to provide the corrected student information, including the current custody order, to the School Office.

## *ANNUALLY REQUIRED DOCUMENTS*

After initial enrollment, each year, the school will distribute the following forms and documents to all parents and students. Some of the documentation will need to be filled out and returned. It is the parent's responsibility to update the necessary information as appropriate. This list is illustrative and subject to change.

- Parent/Student Handbook & Agreement
- Household Income Verification Form (used by the state to inform some streams of school funding levels)
- Emergency Medical Authorization

## *HANDBOOK ACKNOWLEDGEMENT*

Both the Parent and Student are required to sign the Handbook Agreement Form and submit it at the time of admission and then annually while enrolled. The signed Agreement Form is kept in the student's cumulative file and, among other things, expresses the acceptance of the Handbook content by both the Parent and the Student.

## *HEALTH CERTIFICATION AND IMMUNIZATION REQUIREMENTS*

Immunizations have been proven to help prevent the spread of certain contagious diseases and, in some cases, have eradicated disease. The Oregon Department of Health determines the schedule of childhood immunizations required for school attendance. Schools, including online schools, must adhere to the current immunization schedule. Visit the DOE website to view the current required immunizations for school attendance. In special circumstances, your physician may recommend additional immunizations.

If the parent chooses to have their child exempted from immunizations due to legally permissible medical or nonmedical reasons, the parent must complete the state-required process.

For medical vaccine exemptions, there are two kinds of medical exemptions, temporary and permanent. Temporary medical exemptions are given an expiration date, after which the child will need to receive the vaccine, or the physician will need to write a request for an extension for re-review by the local health department. With a permanent medical exemption, the child will never be required to receive the vaccine.

To apply for a medical exemption for a child, the parent must submit to the school a letter signed by a licensed physician stating the following:

- Child's name
- Birth date
- Medical condition that contraindicates vaccine
- List of vaccines contraindicated
- Approximate time until the condition resolves, if applicable
- Physician's signature
- Physician's contact information, including the phone number

For nonmedical vaccine exemptions, the parent may complete an online vaccine education module and submit a certificate of completion or talk to the health care provider and submit the Vaccine Education Certificate signed by the physician.

<https://www.oregon.gov/OHA/PH/PreventionWellness/VaccinesImmunization/GettingImmunized/Pages/non-medical-exemption.aspx>

The form for nonmedical vaccine exemptions is the Oregon Certificate of immunization Status.

<https://www.oregon.gov/oha/PH/PREVENTIONWELLNESS/VACCINESIMMUNIZATION/GETTINGIMMUNIZED/Documents/SchCISform.pdf>

### *AGE REQUIREMENTS*

Students must reside in the state of Oregon to be eligible for enrollment. Age eligibility is as follows: ORS 339.010, ORS 339.115, ORS 329.451

- Must be age five by September 1<sup>st</sup> of the current school year to enter Kindergarten.
- Students 18 years of age but have not graduated from high school will be allowed to attend.
- Students 19 years of age: Students who turn 19 during the school year shall continue to be eligible for free and appropriate public education for the remainder of the school year.
- Students 21 years of age: The district shall admit otherwise eligible students who have not yet attained 21 years of age before the beginning of the current school year if they are shown to need additional education in order to receive a diploma or are receiving special education services and have not yet received a regular high school diploma. These students may attend school without paying tuition for the remainder of the school year.

### *STUDENT CODE OF CONDUCT*

The Code of Conduct applies to any conduct that occurs on or off School property and at any School activity, function, or event or during travel to or from said activity, function, or event.

The Code of Conduct also applies to conduct that occurs via the internet if it is directed at School students, officials, or personnel or to the extent it affects the learning environment. The following infractions are examples of prohibited behavior and will be subject to consequences, including but not limited to potential suspension or expulsion. The list of infractions is not intended to be exhaustive, and every incident will be evaluated individually. If a student leaves The School for any reason, whether through voluntary withdrawal, engagement/attendance based withdraw, or expulsion, he/she must return all school property including, but not limited to, the computer, hardware, software, textbooks, workbooks, and other materials and supplies loaned by The School or its Management Company. In addition to the consequences enforced by the school, law enforcement will be contacted in instances where criminal acts are committed:

- Cheating – to act dishonestly; copying or using someone else's work.
- Plagiarism – to use another's work without proper citation; to pass off another's work as your own.
- Insubordination – not accepting directions; refusing to cooperate with school employees, agents, and/or other representatives.
- Theft – to take the property of another without right or permission.
- Fighting – to participate in physical contact with one or more students, faculty, or staff of the school or any other person with the intent to injure.
- Possession or intake of a controlled substance or alcohol.
- Vandalism – purposeful destruction, misuse, or defacing of the school's property or other's personal property (including the computer) and/or hardware on loan to the student.

- Profane/obscene language or gestures toward students/staff/teacher/others – use of unacceptable, disrespectful words, terms, or gestures intended to embarrass or insult.
- Inappropriate use of internet access, as detailed later in this handbook.
- Wrongful conduct – any action or inaction not specifically referenced in the listing above that, in the opinion of the Superintendent, impedes, obstructs, interferes, or violates the mission; philosophy, policies, procedures, rules, and/or regulations of the school and/or is disrespectful, harmful, or offensive to others or property.
- Intimidation/interference/hazing of Student or staff –threatening to physically or verbally harm, interfere, or degrade another student or staff.
- False alarms/bomb threat – purposefully engaging in a false alarm.
- Use/possession/sale/transmission/concealment of any drug or look-alike drug or other illegal or controlled substance (other than tobacco or alcohol).
- Use/possession/sale/transmission of tobacco of any kind, as well as vaporizers and e-cigarettes.
- Use, possession, sale, or distribution of a firearm (or look-alike firearm) – a firearm is any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; or possession of a 'weapon' may result in immediate suspension or expulsion.
- Use, possession, sale, or distribution of a dangerous weapon (or look-alike) other than a firearm of explosive, incendiary, or poison gas – a weapon, device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury.
- Use, possession, sale, or distribution of any explosive, incendiary, or poison gas and any destructive device (or look-alike), which includes a bomb, a grenade, or a rocket.
- Unwelcome sexual conduct – unwelcomed sexual advances, requests for sexual favors, other physical or verbal conduct, or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment i.e., pinching, grabbing, suggestive comments, gestures, jokes, or pressure to engage in sexual activity.
- Harassment, intimidation, bullying, or cyberbullying behavior as defined herein and in the School's Policy on Harassment, Intimidation, Bullying, or Cyberbullying.
- Gang involvement – participation in gang-related actions, dress, and/or activities; and
- Abuse or misuse of any school property or materials

### ***DUE PROCESS***

Due process assures the protection of individual rights in the process leading to disciplinary action. The process meets the criteria of fairness. Fairness includes the following:

- Notice of the charge.
- The right to be heard.
- Privilege against self-incrimination.
- Right to counsel or other representation.
- Right to review by the School Board.

### ***DISCIPLINARY HEARINGS***

A hearing may be required for any severe rule infraction, or a pattern of chronic rule infractions as determined by the administration. They determine whether students will be expelled from school or allowed to continue.

## *SUSPENSION AND EXPULSION PROCEDURES*

Rules of suspension and expulsion follow due process requirements as mandated by the laws of the State of Oregon.

### *SUSPENSION*

Suspension temporarily removes from the student the privilege of attending school and all school activities until a reinstatement procedure has been accomplished. In special circumstances, a suspension may be continued until specific pending action occurs, such as a court hearing, a medical or psychiatric evaluation, or a review by a probation officer. Suspensions are made by the principal or his/her designee with the approval of the principal, and they are not to exceed ten (10) calendar days unless special circumstances exist, as mentioned above.

- a) A student must be notified of the charge and the reason for the suspension.
- b) The parent will be contacted by telephone prior to the student's dismissal from school.
- c) The parents may request a conference with the Principal, or the Principal may require a parent conference before re-admission following the suspension.
- d) On occasion, there are students who, despite reprimands, parental conferences, or suspensions, still cause a loss of much classroom time. In those cases, students may be expelled.

### *EXPULSION*

Expulsion denies the student attendance of all school activities for the remainder of the semester or, in some cases, for up to one calendar year. A school district Board, Superintendent, or Hearing Officer shall not expel a student without a hearing unless his parents waive, in writing, the right to a hearing. The following procedure shall be followed:

- a) The student is notified in writing of the specific charge or charges, when and where the hearing will take place and his/her right to a representative.
- b) A notice will also be sent to the parent by certified mail, citing the specific acts that support the charge or charges.
- c) Unless otherwise provided by the district School Board, the Superintendent of the school district or his designee will conduct the Disciplinary Hearing.
- d) Prior to recommending a student for expulsion, the school administrator shall provide the student and his/her parent(s) or guardian(s) information on available alternative education programs.
  - i. The programs shall be registered with the Oregon Department of Education as alternative education programs.
  - ii. The programs shall be based on the student's learning styles and needs.
  - iii. The alternative education programs shall be local and accessible to the student.
  - iv. The procedure for enrolling the student in the proposed programs shall be explained.

### *APPEAL OF EXPULSION*

Upon receipt of a written appeal, the Board shall hold a meeting to consider the written evidence and arguments presented at the expulsion meeting. The Board may then decide to uphold the expulsion, authorize alternative disciplinary action, or decide that no disciplinary action is necessary. The student or his/her parents may appeal the Board's decision to the appropriate court.



## *STUDENTS WITH DISABILITIES*

### **Disciplinary Removals for Up to 10 School Days**

VPA of Oregon may suspend students with disabilities from their current educational placement for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities. The school is not required to provide services to special education students unless services are provided to students without disabilities during this time. For drug and alcohol offenses committed by students with disabilities with IEPs, special education due process protections will be followed.

If a student with a disability under Section 504 commits a drug/alcohol offense (such as possession, sale, or distribution of drugs/alcohol) and is currently engaged in the illegal use of drugs or alcohol, a school may impose any disciplinary measures imposed on students without disabilities. No manifestation determination or other Section 504 due process procedures are required.

### **Disciplinary Removals of More Than 10 School Days (Consecutive or Cumulative)**

When a student is removed for disciplinary reasons, it is considered a change of placement if:

- The removal is for more than 10 CONSECUTIVE school days or;
- The removal is for more than 10 CUMULATIVE school days, and those removals constitute a pattern.

### **Manifestation Determination**

A Manifestation Determination meeting will be held within 10 school days of a decision to change the student's placement because of a violation of a code of conduct. Relevant members of the IEP team, including the parent, will review all relevant information to determine:

- If the conduct was caused by or had a direct and substantial relationship to the student's disability; or
- If the conduct was the direct result of the District's failure to implement the student's IEP.

If either of the above two bulleted items is applicable to the student, the conduct shall be determined to be a manifestation of the child's disability. The IEP team will conduct a functional behavioral assessment and create a behavior intervention plan OR review and modify the current behavior intervention plan if one exists as necessary to address the behavior. In either case, VPA of Oregon will return the student to the placement from which the student was removed unless:

- The student is removed to an interim alternative educational setting for no more than 45 school days due to drugs, weapons, or the infliction of serious bodily injury; or
- The parent and the school agree to a change of placement; or
- The student's placement is changed based on an IEP team decision.

If the IEP team determines that the student's behavior is NOT a manifestation of the disability, the VPA of Oregon may proceed with disciplinary action applicable to students without disabilities in the same manner in which it would apply to students without disabilities. VPA of Oregon will:

- Ensure that the special education and disciplinary records of the student are transmitted for consideration by the school personnel making the final determination for disciplinary action.

- Provide the services in an Alternative Educational Setting, determined by the IEP team, that are necessary for the student to continue to participate in the general curriculum, and progress toward achieving the goals in the student's IEP.
- Ensure that the student receives, as appropriate, a functional behavioral assessment, behavior intervention services, and modifications that are designed to address the behavior violation, so it does not recur.
- Provide prior written notice of change of placement if the student's educational placement changes.

### **Removal to an Interim Alternative Educational Setting for Drugs, Weapons, or the Infliction of Serious Bodily Injury**

For a drug or weapon violation, or if the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or district, for each incidence, a student may be removed from the current educational placement to an Interim Alternative Educational Setting for the same amount of time that a student without a disability would be subject to discipline, but NOT for more than 45 school days.

Even if the IEP team determines the student's behavior is a manifestation of the student's disability, the VPA of Oregon may continue the student's placement in the Interim Educational Setting until the end of the 45-school day period. This removal is a change in placement.

VPA of Oregon will schedule an IEP meeting which will be convened within 10 school days.

Parents will be provided with notice of disciplinary action for a suspension or expulsion and with a Notice of Procedural Safeguards on the date the decision is made to remove the student.

## ***ANTI-HARASSMENT, INTIMIDATION, BULLYING, and CYBERBULLYING POLICY***

### ***INTRODUCTION***

It is the policy of the school that any form of Bullying behavior, whether in the classroom, on school property, including, without limitation, school buses, to and from School, at School-Sponsored Events, or via electronic act (defined as an act committed using a cellular telephone, computer, pager, personal communication device, or other electronic communication devices) is expressly forbidden. Periodically, the School shall review the policy and consult with parents, school employees, school volunteers, students, and community members regarding necessary revisions.

- A. Students who have been determined to have engaged in prohibited behaviors are subject to disciplinary action, including suspension or expulsion from school. The school's commitment to addressing such prohibited behaviors, however, involves a multifaceted approach, which includes education and the promotion of a school atmosphere in which students, faculty, or school personnel will not tolerate Harassment, Intimidation, Bullying, or Cyberbullying.
- B. It is imperative that Harassment, Intimidation, Bullying, or Cyberbullying be identified only when the specific elements of the definition are met because the designation of such prohibited incidents carries special statutory obligations. However, misconduct by one Student against another student, whether or not appropriately defined or not, will result in appropriate disciplinary consequences for the perpetrator.

## I. Definition of Harassment, Intimidation, Bullying, or Cyberbullying

"Harassment, Intimidation, Bullying, or Cyberbullying" means either of the following:

"Cyberbullying" means the use of any electronic communication device to harass, intimidate or bully.

"Harassment, intimidation or bullying" means any act that:

- A. Substantially interferes with a student's educational benefits, opportunities, or performance;
- B. Takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop;
- C. Has the effect of:
  - a) Physically harming a student or damaging a student's property;
  - b) Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
  - c) Creating a hostile educational environment, including interfering with the psychological well-being of a student; and
- D. May be based on, but not limited to, the protected class status of a person.

"Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income, or disability.

In evaluating whether conduct constitutes Harassment, Intimidation, Bullying, or Cyberbullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim and whether the victim's reaction was reasonable or foreseeable under the circumstances, and the perpetrator's motivation, either admitted or appropriately inferred.

A School-Sponsored Event shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized, or organized by the school or on behalf of the school.

## II. Types of Conduct

Harassment, Intimidation, Bullying, or Cyberbullying can include many different behaviors, including overt intent to ridicule, humiliate or intimidate another student or school personnel. Examples of conduct that could constitute prohibited behaviors include, but are not limited to:

- Physical violence and/or attacks.
- Threats, taunts, and intimidation through words and/or gestures.
- Extortion, damage, or stealing of money and/or possessions.
- Exclusion from the peer group or spreading rumors; and
- Repetitive and hostile behavior with the intent to harm others using information and communication technologies and other Web-based/online sites (also known as "cyberbullying"), such as the following:
  - Posting slurs on Web sites where students congregate or on Web logs (personal online journals or diaries).
  - Sending abusive or threatening instant messages or emails.

- Using camera phones to take embarrassing photographs of students and posting them online or sending them to third parties; and,
- Using Web sites to circulate gossip and rumors to other students; and
- Excluding others from an online group by falsely reporting them for inappropriate language to Internet service providers.

### **III. Complaints**

#### Written Complaints

Students and/or their parents or guardians may file reports regarding suspected Harassment, Intimidation, Bullying, or Cyberbullying. Such written reports shall be reasonably specific, including the person(s) involved, the number of times and places of the alleged conduct, the target of suspected Harassment, Intimidation, Bullying, or Cyberbullying, 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 the building principal for review and action in accordance with this policy.

#### Verbal Complaints

Students and/or their parents or guardians may make verbal complaints of conduct that they consider to be Harassment, Intimidation, Bullying, or Cyberbullying by verbal report to a teacher, school administrator, or other school personnel. Such verbal complaints shall be reasonably specific as to the actions giving rise to the suspicion of Harassment, Intimidation, Bullying, or Cyberbullying, including the person(s) involved, the number of times and places of the alleged conduct, the target of the prohibited behavior(s), and the names of any potential student or staff witnesses. A school staff member or administrator who receives a verbal complaint shall promptly document the complaint in writing, including the above information. This written report by the school staff member and/or administrator shall be promptly forwarded to the building principal for review and action in accordance with this policy.

#### Protection of Person Filing Complaint

Individuals who make complaints as set forth above may request that their name be maintained in confidence by the school staff member(s) and administrator(s) who receive the complaint. The complaints shall be reviewed, and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint and (2) is consistent with the due process rights of the student (s) alleged to have committed acts of Harassment, Intimidation, Bullying, or Cyberbullying.

#### False Complaint

It is a violation of this policy and procedure to knowingly report false allegations of Harassment, Intimidation, Bullying, or Cyberbullying. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

### **IV. School Personnel Responsibilities**

#### Teachers and Other School Staff

Teachers and other school staff, who witness acts of Harassment, Intimidation, Bullying, or Cyberbullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected Harassment, Intimidation, Bullying, or Cyberbullying shall promptly notify the building principal and/or his/her designee of such report(s). If

the report is a written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is a verbal complaint by a student that a teacher or other professional employee receives, he or she shall prepare a written report of the verbal complaint, which shall be promptly forwarded (no later than the next school day) to the building principal or his/her designee.

In addition to addressing written and verbal complaints, school personnel is encouraged to address the issue of Harassment, Intimidation, Bullying, or Cyberbullying in other interactions with students. School personnel may find opportunities to educate students about Harassment, Intimidation, Bullying, or Cyberbullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student/school personnel, even if such conduct does not meet the formal definition of "Harassment, Intimidation, Bullying, or Cyberbullying."

#### Administrator Responsibilities

##### Investigation

The principal and or his/her designee shall be promptly notified of any written or verbal complaint of suspected Harassment, Intimidation, Bullying, or Cyberbullying. Under the direction of the building principal or his/her designee, all such complaints shall be investigated promptly. A written report of the investigation shall be prepared when the investigation is complete. Such report shall include findings of fact, a determination of whether acts of Harassment, Intimidation, Bullying, or Cyberbullying were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be included in the report. Where appropriate, written witness statements shall be attached to the report.

- a. Notwithstanding the foregoing, when a student making a verbal complaint has requested anonymity, the investigation of such complaint shall be limited as is appropriate in view of the anonymity of the complaint. Such limitation of investigation may include restricting action to a simple review of the complaint (with or without discussing it with the alleged perpetrator), subject to receipt of further information and/or the withdrawal by the complaining Student of the condition that his/her report be anonymous.

##### Remedial Actions

- b. Verified acts of Harassment, Intimidation, Bullying, or Cyberbullying shall result in an intervention by the building principal or his/her designee that is intended to ensure the prohibition against Harassment, Intimidation, Bullying, or Cyberbullying behavior is enforced, with the goal that any such prohibited behavior will cease.
- c. Harassment, Intimidation, Bullying, or Cyberbullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of Harassment, Intimidation, Bullying, or Cyberbullying. While conduct that rises to the level of Harassment, Intimidation, Bullying, or Cyberbullying, as defined above, will generally warrant disciplinary action against the perpetrator of such prohibited behaviors, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension; or expulsion) is a matter for the professional discretion of the building principal.

## **V. Reporting Obligations**

### **Report to the Parent or Guardian of the Perpetrator**

If, after investigation, acts of Harassment, Intimidation, Bullying, or Cyberbullying by a specific student are verified, the building principal or his/her designee shall notify in writing the parent or guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such a Student, a description of such discipline shall be included in such notification.

### **Reports to the victim and his/her parent or guardian**

If, after investigation, acts of Harassment, Intimidation, Bullying, or Cyberbullying against a specific student are verified, the building principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator of such Harassment, Intimidation, Bullying, or Cyberbullying.

### **List of verified acts of Harassment, Intimidation, Bullying, or Cyberbullying**

The school principal/administrator shall semiannually provide the president of the school board a written summary of all reported incidents and post the summary on the district Web site if one exists. The list shall be limited to the number of verified acts of Harassment, Intimidation, Bullying, or Cyberbullying, whether in the classroom, on school property, to and from School, at school-sponsored events, or via electronic act.

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions or debate conducted at appropriate times and places and is protected by State or Federal Law.

## **VI. Police and Child Protective Services**

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse must be reported to the Department of Human Services, per required timelines. The school must also investigate for the purpose of determining whether there has been a violation of the School Policy or Procedure, even if DHS is also investigating. All School personnel must cooperate with investigations by outside agencies.

## ***ADDITIONAL POLICIES***

### ***SECTION 504***

The Rehabilitation Act of 1973 includes Section 504 to prevent discrimination based on a disability. The Section 504 civil rights statute requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled. The Virtual Prep Academy of Oregon will provide a "free appropriate public education" (FAPE) to each qualified Student with a disability under Section 504. An individual with a disability means any person who: "(i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)].

### ***CHILD FIND POLICY***

Virtual Preparatory Academy of Oregon will follow the Child Find requirements of OAR 581-015-2080, as well as the requirements of the Individuals with Disabilities Education Improvement Act (IDEA 2004), Section 504 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act (FERPA). Parents/Guardians will have the opportunity to provide any previous special education documentation during the enrollment process.

Students may be referred for special education evaluation by their parent/guardians, teacher, or the Student Support Team (SST). The team, consisting of general education teachers, special education staff, and school administrators, will regularly review data on students that are not progressing as expected. The SST will consult with the parent/guardians and address struggling students' needs through the MTSS/RtII process. The teacher will implement and document interventions and the student's responses to interventions. If a student is referred for an evaluation, the student's response to MTSS/RtII efforts is used as one data metric in the determination of special education eligibility. These interventions will not be used to delay or deny a parent / guardian-requested special education evaluation. The team will verify that the struggling student has received appropriate instruction and that the student's difficulties are not related to Limited English Proficiency. Data related to academic achievement, behavior concerns, intervention results, and academic progress will also be reviewed by the team.

The Virtual Preparatory Academy of Oregon will provide Child Find information to school staff, parent/guardians, and state and local organizations and agencies. These efforts will include compliance with the special education referral process, providing professional development to the Virtual Preparatory Academy of Oregon staff and Student Support Team, participating in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) process, including universal screening procedures, creating and maintaining written policies, and procedures related to Child Find, and involvement in public awareness activities related to Child Find of implementation of students enrolled in Virtual Preparatory Academy of Oregon.

Parents, guardians, relatives, and public and private agency employees are used to helping schools find any child, birth through age 21, who may have a disability and need special education and related services. If you are aware of a child who may have special needs, please notify the School's Administrator.

### *HOMELESS STUDENT POLICY*

Children who meet the Federal definition of "homeless" will be provided with a free and appropriate public education in the same manner as all other students at the school. To that end, homeless students will not be stigmatized or segregated based on their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is actually living. Pursuant to the School's Open Enrollment Policy, any homeless child in the State of Oregon is eligible to attend the school. No homeless student will be denied enrollment based on a lack of proof of residency. No Board policy, administrative guidelines, or practice will be interpreted or applied in such a way as to inhibit the enrollment attendance or school success of homeless children.

Homeless students will be provided services comparable to other students in the school, including:

- Transportation
- Educational services for which the homeless student meets eligibility criteria, including services provided under Title I of the Elementary and Secondary Education Act or similar State and local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifts and talented students
- School nutrition programs

## **McKinney-Vento Homeless Children and Youth Program Overview**

The Head of School shall serve as the local liaison for homeless children and youth. To the extent that the school receives assistance from the Federal Program for Education for Homeless Children and Youth, it shall comply with requirements to coordinate services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.

### *SCHOOL RECORDS*

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within forty-five (45) days after the day the school receives a request for access. Parents or eligible students should submit to the school administrator a written request that identifies the records they wish to inspect. The school administrator will make arrangements for access and notify the parent or eligible Student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write to the school administrator, clearly identify the part of the record they want to be changed and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible Student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the Student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

A "school official" is a person employed, contracted, or volunteering at the School in an administrative, supervisory, academic, or support staff position, including but not limited to school employees (whether employed directly by the Board or by a third party on behalf of the Board); a member of the school law enforcement unit, which consists of the School Leader; a person with whom the School has contracted to perform a special task (i.e. Attorney, auditor, outside consultant); a person serving on the Board. A School official has a "legitimate educational interest" in an education record when the official needs to review the record in order to fulfill his or her responsibility on behalf of the School, such as when the official is performing a task that is specified in his or her job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; or providing a service or benefit relating to the Student or Student's family, such as health care, counseling, assisting with the college application procedure; any other purpose that the Board deems necessary as related to a student's education. Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll.



The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

Release or inspection of student records will be handled in accordance with the Board of Directors' Student Records Policy.

### *STUDENT DIRECTORY INFORMATION*

It is the school's policy not to release personal information such as names, home addresses, and phone numbers to outside agencies or requesting parties without the direct written consent of the Parent or guardian or as otherwise required by law, such as military recruiters, etc. Unless a Parent/Guardian - or adult student (18 years of age or older) - notifies the school in writing that the Parent/Guardian or adult student permits the distribution of any personal information, the school will not release the information. Directory information, generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. The school has designated student names and grade levels as directory information and will use such information in school publications, social media publications, recognition lists, programs, and/or student directories. If you do not want the school to disclose any or all the information designated above as directory information, you must notify the school in writing, preferably via email. A sample notice has been included at the end of this handbook that you may use for that purpose.

### *AUDIO-VISUAL INFORMATION*

The school recognizes the value of audio-visual and other electronic communication in providing our students with an effective education. In communicating our school-related activities, opportunities exist to photograph and/or videotape students and their work in various activities. However, individual student records (academic or behavioral) will not be disclosed. Communications may include school newsletters, local newspapers, community access cable channels, school-sponsored web pages, marketing materials, and other publications. Highlighting the achievements and celebrating student successes in our School is an integral part of the reporting responsibility to the community.

However, we will respect your wish for privacy in this area. Please call the school should you have any questions or concerns. You may also notify the school in writing, preferably via email, if you prefer that we do not use your student's name, picture, and/or work product for presentations or other uses.

## *ACADEMICS*

### *GRADES*

The Virtual Prep Academy of Oregon has a standard grading procedure, as well as additional notations that may indicate work in progress or incomplete work. The purpose of a grade is to indicate the extent to which the student has acquired the necessary learning. In general, students are assigned grades based on assessment results, homework, projects, and classroom participation. Each teacher may place a different emphasis on these areas in determining a grade and will inform the students at the beginning of the course work. If a student is not sure how his/her grade will be determined, s/he should ask the teacher.

The Virtual Preparatory Academy of Oregon uses the following grading system for grades K-8:

|               |   |
|---------------|---|
| 90% - 100%    | A |
| 80% - 89%     | B |
| 70% - 79%     | C |
| 60% - 69%     | D |
| 59% and below | F |

### *Grading Periods*

Progress reports will be provided at the end of each quarter. Progress report grades are not final but are a snapshot in time. Report cards will be issued at the end of each semester.

### *PROMOTION, PLACEMENT, AND RETENTION*

Promotion to the next grade (or level) is based on the following criteria:

1. current level of achievement
2. potential for success at the next level
3. emotional, physical, and/or social maturity

### *ATTENDANCE AND ABSENCE POLICY*

All students are expected to attend School and regularly engage in instructional programming to receive maximum benefit from the program. The instructional experience takes place outside a regular school building; therefore, accountability of student activities and participation is measured by the student's reporting of the educational learning hours. The daily amount of expected instructional time is 5 hours of instructional time for students in grades Kindergarten-8. Oregon state law requires that the daily amount of allowed instructional time is up to 8 hours of instructional time for students in grades Kindergarten-8. Daily attendance is tracked via a combination of the following: offline time submissions submitted by Parents/Guardians, online activity reports automatically generated by the school Learning Management System when students work in courses or attend live sessions, participation in state and local assessments, contact with school staff, and other methods as dictated by the school. Any student who has not logged into the system and completed coursework or assessments on a given day will be marked absent.

- It is expected that students will be engaged and actively participating in schoolwork each day. Students should be online, completing asynchronous lessons through the course dashboard, and attending live sessions as instructed by teachers. If students are not maintaining the expected level of engagement or not maintaining expected course progress, students will be referred to the engagement intervention program.
- Live session attendance is critical to student success in the online classroom. It is highly recommended that all students attend all live class offerings daily to interact with teachers and receive instruction and practice, especially when students are not receiving passing grades. These live sessions are recorded and available for students to view at any time.
- Students must attend in-person state testing at designated locations on assigned days.
- Failure to log into the system and complete coursework each day and/or to show up for assigned testing constitutes an unexcused absence for the student.

- Students must attend school on all official school days, complete all assignments promptly following stated class schedules, and attend live class sessions or view archived materials as directed.
- Students must connect with her/his teacher(s) every week.
- Parents/Guardians may be directed to log offline hours and/or properly document the Student's offline work.
- Parents/Guardians must provide the school with written notes documenting why absences should be excused within one day of the absence date. All communications regarding student attendance should be directed to phone at 541-304-2202 or email [attendance@vprepor.org](mailto:attendance@vprepor.org).
- Students who miss School are encouraged to review recordings of any live instructional sessions missed and to make up any daily asynchronous course assignments that were not completed during the absence.
- Students that fail to meet engagement requirements related to the completion of diagnostic assessments, state testing, live session participation, and completion of course assignments and assessments may be subject to discipline and/or interventions as outlined in the School's Student Engagement Program.

## ABSENCE CLASSIFICATIONS AND ACTIONS

In a virtual model, attendance tracking must acknowledge the correlation and interplay between attendance and engagement. A student is deemed fully present and in good standing if either of the following criteria is met:

- The high-quality curriculum and instruction paired with the academic expectations provided by Virtual Prep of Oregon are designed to fulfill the minimum time requirements set forth by the state of Oregon. A student who completes the daily assigned coursework and participates in the weekly required communication and/or live instruction will be marked present and in good standing.
- Daily attendance hours at Virtual Prep of Oregon are tracked via a combination of the following: offline time submissions submitted by Parents/Guardians, online activity reports automatically generated by the school Learning Management System when students work in courses or attend live sessions, participation in state and local assessments, contact with school staff, and other methods as dictated by the school. However, due to the inherent flexibility of virtual education, attendance will be calculated weekly. Students are expected to complete 900 hours during the school year. If course requirements have not been satisfied, every 5 hours that are deficient will result in an absence for the days delinquent. Failure to meet the time requirement will result in recording an absence for that day.

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

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

VPA of Oregon will notify the parent(s) in writing that, per the law, they will need to attend a conference with the non-attending student to discuss attendance requirements.

All student absences from School will be classified as follows:

#### Excused Absences

1. Illness, including mental and behavioral health of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Student is a dependent of a member of the U.S. Armed Forces who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
5. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

#### Unexcused Absences

- Any absence for reasons other than those listed under the excused absence.

Note: Lack of internet access will be considered an unexcused absence, as guardians must ensure consistent internet access to students enrolled in the virtual program

### TRUANCY

The VPA of Oregon intends to work with families to ensure that they are supported and successful in our model.

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

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

A student must be withdrawn from the active roll on the day following the tenth consecutive full school day of absence but may be retained on the inactive roll at the district's option. A student whose attendance is reported as hours of instruction must be withdrawn from the active roll on the day following the tenth consecutive day of absence from the program in which they are enrolled. A student must be present for at least one hour of instruction in order to restart the count of consecutive days' absence.

### ENGAGEMENT INTERVENTION PROGRAM

The Student Services team provides timely coordination of support services to address the specific needs of each Student and foster positive academic outcomes. The assigned student services team member will continuously monitor student progress to evaluate and adapt a support plan as needed. Participation is required in order to ensure student success.

## SUPPORT LEVELS

Student Services staff, teachers, and administration will monitor attendance, course completion, assignment submission, and compliance with school and state assessment requirements to determine a student's engagement level.

Level 1: General school-wide prevention and programming.

- Onboarding, homeroom support, live instructional sessions, and student group activities
- Compliance with school policy regarding attendance, engagement, assignment completion and communication is expected

Level 2: Engagement or course progress concerns requires Student to receive additional support and progress monitoring through an intervention plan. During this period, the focus will remain on enhancing academic growth through increased contact with teachers and support staff, modification of learning goals, and/or modification of the student learning plan. Student Services staff will work with a teacher to identify barriers interfering with Student's education, set specific goals, and create an action plan to provide additional support or accountability as needed. Individual check-ins and/or additional small group sessions may be required.

- Teachers and Student Services team members identify intervention methods in conjunction with the student and learning coach. The homeroom teacher will facilitate the process, monitor progress, and provide regular, formal follow-up.
- In a review of the plan, the following actions may occur:
  - Excellent progress – Student is re-assigned to Level 1 supports
  - Moderate progress – Student continues receiving Level 2 support and review
  - No progress – Student is escalated to administration

Level 3: All available resources and interventions have been exhausted for a student. Students are escalated to administration for the next steps, including possible transfer to another school program to address their individual needs more appropriately.

Level 4: Escalation to Administration. All available resources and interventions have been exhausted. The family is not compliant or is unengaged in the process. School administration determines the course of action.

## ENGAGEMENT

All students are expected to continuously engage in instructional programming to be successful in VPA of Oregon. Daily course completion and live instructional session participation allow instructional staff insight into student development and academic support needs. Live sessions also allow students to participate in cooperative learning, ask questions and demonstrate academic growth. Regular completion of diagnostic, summative, and formative assessments is essential for promoting student development and instrumental for implementing targeted instructional techniques.

VPA of Oregon assesses student engagement levels via a combination of the following:

- Completion of course assignments
- Completion of local assessments
- Attendance in live instructional sessions
- Contact with School Staff
- Participation in state-mandated testing

## COURSE ASSIGNMENTS AND ASSESSMENTS

It is critical for student success to complete course assignments and assessments regularly so teachers can monitor progress and ensure growth and mastery of state standards. Within each course, students should complete all items on the plan for the day and stay on track with assignment due dates as set by the teacher. Students who do not follow minimum expectations of course completion will be referred to the engagement intervention protocol.

## LOCAL ASSESSMENTS

Periodically throughout the school year, the school implements diagnostic/interim assessments, short-cycle assessments, and common mock assessments to determine student's current levels of mastery and development and to target instruction. Students shall be allowed to complete such assessments within a reasonable time, consistent with administering the assessment. These timelines for completion will be communicated as each assessment is announced. Students are expected to complete all assessments given. Students who do not follow minimum expectations will be referred to the engagement intervention protocol.

## LIVE INSTRUCTION SESSIONS

The curriculum at VPA of Oregon is designed to provide flexibility to its students and allow them the opportunity to earn credit and complete assignments independently. However, students who attend and regularly participate in live class sessions are typically more successful than those who do not. Students are provided a clear schedule for live opportunities in the core subjects of Math, English, Science, and Social Studies. Although live instructional sessions are recorded and made available to students for review on their own time, students are encouraged to attend live sessions as they are provided in real-time so that they can benefit from live discussion and collaborative work with students and teachers.

## CONTACT WITH SCHOOL STAFF

There is a minimum expectation of weekly contact between the student and certified teacher for the purpose of instruction, review of assignments, testing, evaluation of student progress, or other learning activities. This can happen through live instruction. When Student is not attending live instructional sessions, teachers may mandate additional forms of contact such as one-on-one web conferences, weekly phone calls, or email communication. Students who do not meet minimum live instructional attendance expectations will be referred to our engagement intervention protocol.

## STATE MANDATED TESTING

Oregon students are tested regularly by the state to assess their progress as they move through school. Students are required to attend all state testing.

Oregon's Statewide Assessment System (OSAS) measures student achievement and growth according to Oregon Academic Standards. The summative assessments for Oregon students and assesses:

- Mathematics: Grades 3-8
- English Language Arts: Grades 3-8
- Science: Grades 5 and 8

Additional Required Assessments:

- Local Performance Assessment: Grades 3-8
- National Assessment of Education Progress, Grades 4 and 8

Some students may additionally be required to participate in the following assessments:

- English Language Proficiency: Grades K-8, required for all non-English speaking students eligible to receive English Language Development (ELD) services

## LOCAL ASSESSMENTS

All new students will be assessed for learning readiness using a computer-adaptive, nationally normed test. The results from this initial assessment will assist teachers in developing a personalized plan for each student using Oregon State Standards.

Once a student is enrolled and has finalized his/her personalized plan, the student will participate in a variety of performance assessments over time to monitor their progress and modify their academic program keeping them on track for academic success. These assessments include:

- Short Cycle Assessments
- Course-level Assessments
- Computer-adaptive Nationally Normed Assessments: The assessments are taken three times per school year by all students. Baselines (incoming assessment) are established in the first month of the school year. Once a baseline has been established, performance is also measured in the winter and spring.

## TECHNOLOGY AND ACCEPTABLE USE POLICY

The use of technology is a privilege and an important part of the Virtual Preparatory Academy of Oregon's (VPA of OR) overall curriculum. The Virtual Preparatory Academy of Oregon will offer each student a school-provided computer. If the school-provided computer is declined this policy also applies to privately-owned devices accessing the Virtual Preparatory Academy of Oregon domain/network. VPA of OR will not be liable for the communication sent via personal devices. The Virtual Prep Academy of Oregon will provide a computer that meets the requirements of the educational program and does not warrant that technology resources will meet any specific requirements that the student, or other users, may have or that it will be error-free or uninterrupted. The Virtual Preparatory Academy of Oregon will, from time to time, make determinations on whether specific uses of technology are consistent with program policies for students and employees. The Virtual Preparatory Academy of Oregon always reserves the right to monitor and log technology use, monitor cloud storage utilization by users and examine specific network usage (as may be deemed necessary) for maintenance, safety, or security of the technology resources or the safety of the user. It is the policy of The Virtual Preparatory Academy of Oregon to:

- Prevent users from accessing or transmitting access over its computer network to, or transmission of, inappropriate material via the internet, electronic mail, or other forms of direct electronic communications
- Prevent unauthorized access, other unlawful online activity, and damage to program resources.
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- Comply with the Children's Internet Protection Act [Publ. L. No. 106-554 and 47 USC 254(h)].
- Provide students with resources to help them make sound decisions regarding appropriate behavior and conduct online. We encourage you to study the International Society for Technology in Education Standards at: <https://www.iste.org/standards/for-students>

## *ACCESS TO INAPPROPRIATE MATERIAL*

To the extent practicable, technology protection measures are used to block or filter internet access to or other forms of electronic communications containing inappropriate information. Filtering and maintenance, or blocking, is applied to visual depictions of material deemed obscene, child pornography, or any material deemed harmful to minors, as defined by the Children's Internet Protection Act (CIPA). The filter serves to block minors from accessing inappropriate matters on the internet and the world wide web.

The installation of technology protection measures at the time of computer provisioning is mandatory, and the internet filter will be set at a level determined by the school. Thereafter, the guardian will be responsible for monitoring computer usage to comply with The Virtual Prep Academy of Oregon policies and the Children's Internet Protection Act. The technology protection measures may be disabled only for bona fide research or other lawful purposes as approved by the administration. Additionally, it shall be the responsibility of all members of The Virtual Prep Academy of Oregon staff to supervise and monitor the usage of the online computer network and access to the internet and ensure that the same is in accordance with this policy, including any e-mails, chat room discussions, electronic communications, and webcam usage.

By using the filter program, as well as staff monitoring student use, The Virtual Preparatory Academy of Oregon is attempting to provide a safe and secure medium by which students can use the internet, the world wide web, electronic mail, chat rooms, and other forms of direct electronic communications. To the extent practicable, steps are taken to promote the safety and security of users of the VPS of Oregon. Other inappropriate network usages Virtual Preparatory Academy of Oregon intends to eliminate include:

- Unauthorized access, including so-called 'hacking' and other unlawful activities; and
- Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

By signing the Parent/Student Handbook agreement form, the Parent and Student agree:

- To abide by all The Virtual Prep Academy of Oregon policies relating to the use of technology.
- To release all The Virtual Prep Academy of Oregon employees from all claims of any nature arising from the use or inability to use the technology.
- That the use of technology is a privilege; and
- That use of the technology will be monitored, and there is no expectation of privacy whatsoever in any use of the technology.

The Parent/student further agrees and understands that the user may have his/her privileges revoked or other disciplinary actions taken against them for actions and/or misuse such as, but not limited to, the following.

- Altering system technology, including but not limited to software or hardware.
- Placing unauthorized information, computer viruses, or harmful programs on or through the computer system in either public or private files or messages.
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to or disclosing materials Virtual Preparatory Academy of Oregon believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable.
- Using technology resources for commercial, political, or other unauthorized purposes since The VPA of Oregon technology resources is intended only for educational use.



- Intentionally seeking information on, obtaining copies of, or modifying files, other data, or passwords belonging to other users.
- Disrupting technology through abuse of technology, including, but not limited to, hardware or software.
- Malicious uses of technology through hate mail, harassment, profanity, vulgar statements, or discriminating remarks; Interfering with others' use of technology.
- Installation of software without the consent of VPA of Oregon.
- Allowing anyone else to use an account other than the account holder.
- Sending unsolicited mail messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material ("email spam").
- Creating or forwarding "chain letters" or other "pyramid schemes" of any type, whether or not the recipient wishes to receive such mailings.
- Malicious e-mail including, but not limited to, "mail bombing" (flooding a user or site with very large or numerous pieces of email).
- Unauthorized use, or forging, of mail header information.
- Using The Virtual Preparatory Academy of Oregon or a client account to collect replies to messages sent from another The VPA of Oregon account; and
- Use of program-owned hardware for commercial or for-profit purposes.
- Use of program-owned hardware for product advertisement or political lobbying
- Other unlawful or inappropriate behavior.

The user also acknowledges and agrees that he/she is solely responsible for the use of his/her accounts, passwords, and/or access privileges and that misuse of such may result in appropriate disciplinary actions (including but not limited to suspension or expulsion), loss of access privileges, and/or appropriate legal action. The user must also know and further agrees that:

- Should the user transfer a file, shareware, or software that infects the technology resources with a virus and causes damage, the user will be liable for any and all repair costs.
- The user will be liable to pay the cost or fee of any file, shareware, or software transferred or downloaded, whether intentionally or accidentally.
- Should the user intentionally destroy information or equipment that causes damage to technology resources, the user(s) will be liable for all costs; and
- Violation of this internet safety policy is also a violation of The Virtual Preparatory Academy of Oregon Code of Conduct and may result in any other scholastic disciplinary action other than those specifically set forth above, including but not limited to suspension or expulsion.

### ***SPECIFIC TERMS AND CONDITIONS FOR USING PROGRAM-PROVIDED COMMUNICATION TOOLS***

The VPA of Oregon offers access to live web conferencing sessions, webcams, discussion boards, collaborative documents, IT Support live chat, and email to provide parents and students access to instruction and a forum to communicate. All live web conference sessions and network e-mails are monitored and recorded to protect all participants. The Virtual Prep Academy of Oregon does not discourage criticism or healthy disagreements; however, The Virtual Prep Academy of Oregon does expect each web conference session and e-mail participant to act civilly throughout such conversations and will not tolerate vulgarity, name-calling, or attacks upon other participants in any way. These expectations also apply to interactions with IT Support team members.

Suppose, for any reason, The Virtual Preparatory Academy of Oregon does not believe that a Student/Parent or Guardian is acting in a manner that will enhance or support the mission of the School. In that case, it reserves the right to remove that person from the network (except for access to his/her teacher and course materials) in accordance with the penalty provisions provided below. Specifically, the School's in-home computers and internet connection should not be used for any of the following purposes, and acting appropriately does not include:

- Making statements that are sexually explicit or grossly offensive, including blatant expression of bigotry, racism, hatred, or profanity.
- Indulging in abusive, defamatory, or harassing behavior; insults or personal attacks; threats of harm to anyone; promoting physical harm or injury to any group or individual.
- Promoting or providing information about illegal activities.
- Indulging in activities that infringe upon anyone else's copyright(s). Specifically, he/she cannot advocate illegal conduct or participate in illegal or fraudulent schemes.
- Using chat rooms to distribute unauthorized copies of copyrighted materials, including photographs, work, text, recordings, designs, or computer programs.
- Impersonating someone else or falsely representing oneself.
- Attempting to post or use computer programs that contain destructive features including, but not limited to, viruses, worms, trojan horses, bot scripts, etc.
- Posting or transmitting unauthorized or unsolicited advertising, promotional materials, or any other forms of solicitation of other users; and
- Any other chat room behavior which, at the Administrator's sole discretion, does not support the school's mission.

While this is not a complete listing of every behavior that may be inappropriate, it gives some guidance regarding the types of actions and communications that are prohibited.

### *INAPPROPRIATE TECHNOLOGY USE PENALTY SYSTEM*

Violation of The Virtual Preparatory Academy of Oregon's Acceptable Use Policy may result in a warning, temporary, or permanent ban from the live web conferencing sessions, webcam, discussion boards, collaborative documents, and or/email, depending on the severity of the infraction. The length of any temporary ban shall be at the Administrator's sole discretion. Student access to content and instruction will not be impacted.

### *SOCIAL MEDIA/COLLABORATIVE CONTENT TOOLS*

Recognizing the benefits collaboration brings to education, The Virtual Preparatory Academy of Oregon may provide users with access to websites or tools that allow communication, collaboration, sharing, and messaging among users. Users are expected to conduct themselves in an exemplary manner, using appropriate, safe, and mindful language. Posts, chats, sharing, and messaging may be monitored by staff. Users should be careful never to share personal information in an online forum.

Violation of The VPA of Oregon's live web conference sessions, email, or webcam Policy may result in a warning, temporary, or permanent ban from the live web conferencing sessions, webcam, discussion boards, collaborative documents, and or/email, depending on the severity of the infraction. The length of any temporary ban shall be at the Administrator's sole discretion. Student access to content and instruction will not be impacted.

## *STUDENT MISUSE*

In addition to the penalties above, students who violate any Policy may be suspended or expelled in accordance with live web conferencing sessions, webcam, discussion boards, collaborative documents, and email Code of Conduct.

## *LOST, STOLEN, OR DAMAGED DEVICES*

Students are responsible for the device at all times. Any device that is misplaced or lost will attempt to be recovered. Students are ultimately responsible for any lost, stolen, or damaged devices. Guardians may be invoiced for any lost, stolen, or damaged device or associated components unless theft has been determined.

## *REPAIRING DEVICES*

All repairs, inspections, and equipment replacements MUST be made through IT Support. Do not attempt to remove or change the physical structure of the device, including the keys, screen, casing, etc. Doing so may result in guardians being responsible for the cost of repair or replacement.

## *SCHOOL LOANED PROPERTY*

- Computer and Charging Cord
- Special Education Assistive Technology

Each Student enrolled in the school may receive one computer. If you choose to waive your right to a school-provided computer, you will be asked to sign a Computer Waiver form at the time of enrollment. By signing this form, you indicate that you understand that the school is not in any way responsible for installing or maintaining any hardware, software, external connections, or peripheral equipment associated with this computer. Furthermore, you indicate that you understand that if your equipment becomes inoperable, there is a possibility that the school may not have a computer immediately available, in which case you accept the responsibility for finding a suitable or temporary solution until the school can furnish a computer.

## *RETRIEVAL OF SCHOOL-ISSUED COMPUTERS*

Consistent with established educational policies enacted by School Boards throughout the United States, the School seeks to protect its property and usage interests through the following policies. Please note that as part of the handbook acknowledgment, the Parent and/or Student also consent that student computers may be activated with geolocation features to assist in the retrieval/recovery of School issued computers.

Tech Support representatives will contact a parent to commence computer recovery when any of the following occurs:

- A Parent's written notice of the intent to withdraw has been received.
- The school withdraws a student for lack of engagement or non-attendance.
- A replacement is required due to a technical issue.
- A student graduates from the school; or
- A student is expelled.

When any of the above instances occur, the Parent/Student will be contacted by the school's fulfillment vendor, who will provide details on how to return the loaned equipment. Parents/Students who are contacted by the vendor multiple times within a 30-45 day reclamation period and fail to return the

equipment will be escalated into Tier II and Tier III reclamation efforts, which may include charges, credit complaints, or criminal filings.

### *VOLUNTARY WITHDRAWAL*

The textbooks, computers, software, hardware, and other materials loaned to the parent and/or Student are the property of the school. No student and/or Parent have any right to the same except for usage in accordance with the school's educational model, Code of Conduct, rules, regulations, policies, and procedures. Students and Parents are responsible for the textbooks, computers, software, hardware, and other materials loaned to the parent and/or Student within their possession from the moment of receipt until all items have been officially returned to the school. Parents must return the materials and property if their child or children withdraw from the program or are expelled.

All students will be loaned various equipment, supplies, and services from the school, which has been determined to be necessary to ensure the functionality and connectivity of the educational program. Materials and property must be used solely in connection with the education services provided by the school.

### *COMPLAINT PROCESS*

The Virtual Preparatory Academy of Oregon is committed to fostering and achieving student/ family satisfaction. The Virtual Preparatory Academy of Oregon does not discriminate based on a protected class, including but not limited to race, color, national origin, age, religion, disability, or sex (including sexual stereotype nonconformity), in the programs or activities in which it operates or the employment therein or admission thereto. The school strictly adheres to all non-discrimination and anti-harassment laws and does not tolerate acts of harassment.

The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. Virtual Preparatory Academy of Oregon has designated several staff members as coordinators of non-discrimination and anti-harassment. The coordinators are responsible for monitoring and ensuring compliance with all non-discrimination and anti-harassing laws. The coordinators shall document all reports of discrimination or harassment and establish a protocol for recordkeeping.

Step 1: The student and parent(s), custodian(s), or legal guardian(s) should address in writing any concern or grievance to the Head of School. The Head of School will respond within ten (10) working days. If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s), or legal guardian(s) may request a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. The meeting request must be in writing. The Head of School shall investigate and respond within ten (10) working days. The Head of School contact information is in the school handbook and is listed in the Help section of the school's AMP learning system.

Step 2: If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the district superintendent.

### *NON-DISCRIMINATION AND TITLE IX/SECTION 504 NOTICE*

The school does not discriminate on the basis of religion, race, color, ethnicity, national origin, gender, sexual orientation, economic status, homelessness, or disability in its programs and activities. All

employees shall report to the Title IX coordinator at any time the employee has notice of sexual harassment, including allegations of sexual harassment.

The school is committed to a learning environment that is free from sexual harassment. It is a violation of policy for any member of the school staff to harass students or for students to harass other students through conduct or communications (verbal, written, social media, or other electronic means) of a sexual nature or to retaliate against anyone that reports sexual harassment or participates in a harassment investigation.

### ***REPORTING, INVESTIGATION, AND SANCTIONS***

Students should report all incidents of sexual harassment to a teacher, counselor, or administrator in their school building and file a complaint through the school's complaint process addressing sex-based discrimination. All reports and indications from students, district employees, and third parties must be forwarded to the school's Title IX Coordinator.

The school will initiate and conduct an investigation in accordance with the appropriate procedures addressing sex-based discrimination and sexual harassment.

All matters involving sexual harassment reports must remain confidential to the extent possible. Doing so follows applicable law and policy and does not preclude the school from responding effectively to the harassment or preventing future harassment. Filing a complaint or otherwise reporting sexual harassment will not reflect the individual's academic or employment status, affect grades, or impact team or activity participation.

The school will take appropriate corrective action to: make the harassed student whole by restoring lost educational opportunities; preventing harassment from recurring; or preventing retaliation against anyone who reports sexual harassment or participates in a harassment investigation.

All students and employees will receive periodic training related to recognizing and preventing sexual harassment. Employees must receive additional periodic training related to handling reports of sexual harassment. Training materials are available to the public on the district's website.

The following have been designated to handle inquiries regarding non-discrimination policies and can advise parents on the specific civil rights grievance procedure.

Title IX Coordinator  
Virtual Preparatory Academy of Oregon  
Head of School  
Contact Information TBD

Section 504 Coordinator  
Virtual Preparatory Academy of Oregon  
Head of School  
Contact Information TBD

### ***PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTIFICATION***

#### **Description of Intent**

The school follows a philosophy of continuous improvement and honest, objective data analysis. This philosophy requires well-planned and sometimes independent research efforts to determine the effectiveness of the school's programs and strategies. From time to time, the school will collect and analyze student performance data and various measures of effectiveness. Families may also be asked to participate in surveys or focus groups. Such research shall always be undertaken ensuring student privacy is protected and in compliance with the PPRA. For example, the names of the student, parent, and family members will not be revealed, and results will only be reported in the aggregate or by sub-groupings of sufficient size so that anonymity of the participants is safeguarded.

### **Rights Afforded by the PPRA**

The PPRA affords parents of minors' certain rights regarding the school's conduct of surveys, collection, and use of information for marketing purposes, and conduct of certain physical exams. These rights include the following:

The right to provide consent before students are required to submit to a survey that concerns one or more protected areas ("Protected Information Survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education. Protected areas include the following:

1. political affiliations or beliefs of the student or student's parent
2. mental or psychological problems of the student or student's family
3. sexual behavior or attitudes
4. illegal, antisocial, self-incriminating, or demeaning behavior
5. critical appraisals of others with whom respondents have close family relationships
6. legally recognized privileged relationships, such as with lawyers, doctors, or clergy
7. religious practices, affiliations, or beliefs of the student or parent/
8. income, other than as required by law to determine program eligibility

The right to receive notice and an opportunity to opt a student out of the following:

1. any other Protected Information Survey, regardless of funding
2. any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law
3. activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others

The right to inspection, upon request and before administration or use, of the following:

1. Protected Information Surveys of students
2. instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
3. instructional material used as part of the educational curriculum

### **Notification Procedures**

The school will work to develop and adopt policies regarding these rights in consultation with parent. The school will also work to plan to protect student privacy in the administration of Protected Information Surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The school will directly notify the parent of these policies annually in this PPRA Notice or after any substantive changes. The school will also directly notify by U.S. mail, e-mail, or other reasonably available method, the parents of students who are scheduled to participate in the specific activities or surveys described in this PPRA Notice and will provide an opportunity for the parent to opt students out of participation in the specific activity or survey. The school will make this notification to parents near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the parent will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The parent will also be provided an opportunity to review any pertinent surveys.

The following is a list of the specific activities and surveys covered under this requirement:

- collection, disclosure, or use of personal information for marketing, sales, or other distribution
- administration of any Protected Information Survey funded in whole or in part by U.S. Department of Education
- any nonemergency, invasive physical examination, or screening as described above in the Rights Afforded by the PPRA

Where a student is scheduled to participate in these activities, the student will be notified as described above.

#### **Reporting a Violation**

The parent/or student who believes his/her rights have been violated may file a complaint to the following:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to:

Kate Hildebrandt  
255 Capitol Street NE,  
Salem, Oregon 97310;  
phone 503-551-5713

OR

U.S. Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Bldg  
400 Maryland Avenue, SW  
Washington, DC 20202-1100

## DIRECTORY INFORMATION OPT-OUT

Please do not make available my student's directory information without my prior written permission.

**Student's Name:** \_\_\_\_\_  
(Please PRINT)

**Date:** \_\_\_\_\_

**Parent/Guardian Signature:** \_\_\_\_\_