



Insight[®]

SCHOOL OF WASHINGTON

POWERED BY K12

A PROGRAM OF QUILLAYUTE SCHOOL DISTRICT

ISWA High School 2023-2024 Student Handbook

Authorized by
Quillayute Valley School District #402 (QVSD)

Last updated 09.01.2023

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Welcome to Insight School of Washington!

Dear Insight School of Washington Students and Learning Coaches:

It is with great pleasure that we welcome you to the 2023-2024 school year and present to you the ISWA Student Handbook.

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

At ISWA, we believe that EACH of you can succeed in school and in life, no matter who you are or where you come from. We know that each student has the capacity for high achievement, and we're committed to providing each student with the supports and tools they need to grow.

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

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

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

Phone: 1.866.800.0017 – Option 4

Fax (Main Office): 1.866.221.7831

[Click here for "Who to Contact" Directory](#)

We look forward to an exciting school year that will help you meet your goals. Please always feel free to share with us your ideas on ways to improve our school and make the 2023-2024 school year the best experience for all involved.

Best Regards,

Myron Hammond, Executive Director

Darice Bales, Director of Academics

Jennifer Chevalier, Director of Career and College Prep

Jenna Buswell, Special Programs Manager

David Perkins, Assistant Principal, grades K – 8

Kelly Martin, Assistant Principal, grades 9 - 12

Diana Figula, Student Support Administrator

Shelly Perry, Operations Manager

Diana Reaume, Superintendent, QVSD

ISWA's Commitment to Equity and Diversity

Mission and Vision

At Insight School of Washington our motto is, "We Care, and We Don't Give Up." This means that we are dedicated to providing a constant nurturing learning environment, even in the midst of changes. We take actions to ensure that all students, regardless of demographic category (Special Education, 504, homeless, socioeconomic status, race, ethnicity, LGBTQ+, etc.) are treated with mutual respect. We see ourselves as facilitators of learning in an educational partnership with all of our students. As an online school, ISWA has several advantages that foster a more equitable environment, including:

- Few to no visual cues of a student's race, gender identify, or socioeconomic status; and
- Little transference of knowledge of a student's previous school performance, disciplinary action, etc., to teachers.

However, being an online school also impacts our ability to support students as quickly and as flexibly as we'd like. We commit to continue to work to overcome these barriers and serve all students by:

- Seeking out and providing support and resource information to students experiencing homelessness;
- Improving our outreach and support to students in the foster care;
- Customizing online curriculum to differentiate instruction as needed; and
- Assessing cultural sensitivity in all online curriculum and making adjustments where needed.

Our commitment to the diversity of our student body and equity of our student services continues and is supported by our school mission and vision.

ISWA Mission: Why do we exist?

Insight School of Washington is an established innovative virtual school that sees students as people with individual and unique needs. We believe in collaboration, inclusivity, and positivity. We value meeting students where they are at and watching them grow both academically and social emotionally.

ISWA Vision: How do we fulfill our mission?

We want all learners to leave feeling valued, respected, and accepted for who they are; to not only earn a high school diploma but also to find their passion in life; to leave feeling prepared to embark on their next journey in life within their chosen pathway; and to leave knowing they have accomplished their goals and will continue to accomplish great things.

2023-2024 High School Calendar

2023-2024 ISWA High School Calendar

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

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

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

4 Labor Day (no school)
5 First day of school

2 Cohort 2 Begins
23 Cohort 3 Begins

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

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

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

10 Veteran's Day Holiday (no school)
22 End of Trimester 1
23 Thanksgiving Break (no school)
24 Native American Heritage Day (no school)
27 and 28 Teacher Work Days (no school)
29 Trimester 2 Begins

Dec 18 - Jan 1 Winter Break (no school)

2 Return to school
8 Cohort 2 Begins
15 Martin Luther King Jr. Day (no school)

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

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

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

12 Cohort 3 Begins
19 President's Day (no school)

13 End of Trimester 2
14 & 15 Teacher Work Days (no school)
18 Trimester 3 Begins

1 - 5 Spring Break (no school)

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

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

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

27 Memorial Day (no school)

18 Last Day of School

Finding Success as an Online Student

Why Choose an Online High School?

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

What Does Success Look Like?

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

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

Who Can Help You Get There?

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

- **Homeroom Teacher:** Your Homeroom Teacher should be your first phone call – every time. Students are assigned a Homeroom Teacher and a homeroom class as soon as they enroll. This Homeroom Teacher will stay with students throughout their time at Insight. Your Homeroom Teacher is a certified teacher who can help answer general school questions, help build a successful individualized student learning plan, consult and connect with your content teachers, and be a point person of any questions you may

have. They are a great advocate and resource for students and families.

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

2023-2024 Professional School Counselors & Technicians

| Student Type | Group | Professional School Counselor | Counselor Technician |
|-------------------|----------------|--|---|
| Special Education | K – 12 | Keayleen Carosino kecarosino@k12insightwa.org x 7252 | Nate Tepper ntepper@k12insightwa.org x 7399 |
| General Education | A – Com | Stacey Marshall smarshall@k12insightwa.org x 7165 | Daphne Booker dbooker@k12insightwa.org x 7454 |
| | Con – Hn | Jillian Ralston jralston@k12insightwa.org x 7306 | Daphne Booker dbooker@k12insightwa.org x 7454 |
| | Ho – <u>Mz</u> | Julie Powers jpowers@k12insightwa.org x 7171 | Nate Tepper ntepper@k12insightwa.org x 7399 |
| | N – Si | Rachel McGaffey ramcgaffey@k12insightwa.org x 7338 | Colleen Dempster cdempster@k12insightwa.org x 7434 |
| | Sj – Z | Lisa Humphries lhumphries@k12insightwa.org x 7157 | Colleen Dempster cdempster@k12insightwa.org x 7434 |

Commitments and Responsibilities of Online Students and Staff

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

| | Teacher/Staff Commitments | Student Commitments |
|---------------|---|--|
| Communication | <p>Teachers commit to communicate with students regularly. They will respond to emails and messages within 1 school day.</p> <p>Staff are available between 8am and 4pm, Monday through Friday.</p> | <p>Students must commit to maintain communication with their various teachers through school email, attending Class Connects or by phone/text.</p> <p>Students and families must commit to responding to all emails and calls from teachers and ISWA staff. This helps the school run smoothly and keeps you up to date on all requirements. Emails and phone calls from ISWA staff are meant for you even if you attend Running Start or Graduation Alliance. All of you are still ISWA students!</p> |
| Course Work | <p>Teachers commit to grading all assignments within 3 school days - so students have feedback on their assignments quickly. Larger projects or papers may require additional grading time.</p> | <p>Students must commit to ensuring that they keep up with due dates and submit work on a weekly basis and to maintain at least a 60% average grade in all courses.</p> |
| Live Sessions | <p>Teachers commit to holding live Class Connect sessions for students, providing direct instruction on learning standards within the course. Teachers commit to recording all course sessions and posting them in their classrooms for students to review if needed.</p> | <p>Students must commit to attending live Class Connect sessions with their content teachers. For tracking purposes, these sessions MUST be launched from the student's homepage using the <i>student</i> account (not the learning coach account).</p> <p>NOTE: Watching recorded sessions DOES NOT qualify as meeting the attendance requirement; however, you should watch recordings for any sessions you miss so you can stay caught up with your schoolwork.</p> |

A special note about communication: Our primary mode of communication is email. Please be sure to check your spam/junk folders to make sure you are not missing our communications. Learning Coaches are encouraged to log into their LC accounts at least once a week to check email and monitor your student's progress in classes. We encourage students and Learning Coaches to save the contact information of the Homeroom Teacher offline. This will help you communicate with your Homeroom Teacher when you cannot access your laptop.

Although we are an online school, we are a public school and follow the same attendance and reporting rules as all other public schools in Washington State. Please communicate the following with your / your student's Homeroom Teacher:

- Your internet is not working, and your student will not be able to log on for 3 or more consecutive

school days.

- Your student is ill and will not be online for 3 or more consecutive school days.
- You will be on vacation for more than 3 consecutive school days.
- Your student is having technical issues accessing Newrow, the schedule, assignments, the gradebook, etc.

If your Homeroom Teacher is unable to resolve your issue, you will be directed to contact K12 Stride Tech Support at 1-866-512-2273. When you have connected with Tech Support, you will be provided with a Ticket Number. Be sure to save the Ticket Number and provide it to your Homeroom Teacher or another staff member if you are asked to verify you contacted Tech Support.

Washington Office of the Education Ombuds

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about school.

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en> ; email oeoinfo@gov.wa.gov , or call: 1-866-297-2597 (interpretation available). (English)

La Oficina de Educación del Gobernador del Estado de Washington (OEO, por sus siglas en inglés) es una agencia estatal independiente que ayuda a reducir las brechas de oportunidades educativas al apoyar a familias, estudiantes, educadores y otras partes interesadas en las comunidades de WA para comprender el sistema escolar K-12 y resolver inquietudes colaborativamente. Los servicios de OEO son gratuitos y confidenciales. Cualquiera puede comunicarse con la OEO si tiene alguna pregunta o inquietud acerca de la escuela.

La OEO escucha, comparte información y referencias, y trabaja de manera informal con las familias, las comunidades y las escuelas para abordar las inquietudes para que todos los estudiantes puedan participar plenamente y prosperar en las escuelas públicas de nuestro estado. OEO brinda apoyo en varios idiomas y tiene interpretación telefónica disponible. Para obtener ayuda u obtener más información sobre lo que hace la OEO, visite nuestro sitio web: <https://www.oeo.wa.gov/es> ; envíe un correo electrónico a oeoinfo@gov.wa.gov , o llame al: 1-866-297-2597 (interpretación disponible).

Admissions & Withdrawal

Online Registration

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

- **Student & Family Information** – Demographic data for the student and their responsible guardians including contact information.
- **Agreements & Required Forms**– These include:
 - Proof of age (Birth Certificate),
 - New Student Form,
 - Request for District Release (Choice Form),
 - Family Income Form,
 - Certificate of Immunization, and
 - Other various agreements.
- **Course Selection** – Students must select the courses they wish to be enrolled in while at ISWA. We encourage families to provide an unofficial transcript to assist in accurate course placement. Course selections will be granted if there is enough space in the course/section, and after review and approval from a Professional School Counselor to ensure proper placement and graduation progress.

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

Age Restrictions

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

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

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

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

Adult Students

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

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

Washington State Residency Requirement

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

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

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

Student out of state travel or residency cannot be more than 20 days during the school year. Please contact a school administrator if you have questions about this policy.

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

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

Students Experiencing Homelessness – McKinney Vento

About the McKinney-Vento Homeless Assistance Act

The [McKinney-Vento Homeless Assistance Act of 1986](#) is a federal law that provides money for homeless shelter programs. "Homeless" children are also entitled to the protections of the McKinney-Vento Act.

The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence." The act provides examples of children who would fall under this definition:

1. Children sharing housing due to economic hardship or loss of housing.
2. Children living in "motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations".
3. Children living in "emergency or transitional shelters".
4. Children "awaiting foster care placement".
5. Children whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.).
6. Children living in "cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations..."

The McKinney-Vento Act ensures children experiencing homelessness transportation to and from school free of charge, allowing children to attend their school of origin (last school enrolled or the school they attended when

they first become homeless) regardless of what district the family resides in. It requires schools to register homeless children even if they lack normally required documents, such as immunization records or proof of residence.

Washington State's Role

The McKinney-Vento Act is a conditional funding act—the federal government gives grants to states and, in return, the grantee states are bound by the terms of the act. If a state chooses not to accept federal funds for these purposes, it does not have to implement the act.

To implement the McKinney-Vento Act, the state must designate a statewide homeless coordinator to review policies and create procedures, including dispute resolution procedures, to ensure that homeless children are able to attend school.

Quillayute Valley District Liaison

Kyle Weakley

Email: kyle.weakley@qvschools.org

Phone: (360) 374-6262

ISWA Student Resource Coordinator

Smita Corpron

Phone: 425-533-2700 X 7440

Text: 425-533-2681

Email: scorpron@k12insightwa.org

Admission for Special Education Students

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

Discipline Records

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

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

ISWA reserves the right to require the student's family to provide, through the school of most recent enrollment, reasonably current and reliable information to meet the school standard, for the review and determination of the appropriateness of the ISWA program for their student. If ISWA is not provided with the most recent information, or a family is evasive in revealing the existence of current academic information, entrance into ISWA

may be denied.

Voluntary Withdrawal from the School

Voluntary withdrawal from the school may be initiated by the parent/guardian by informing School Administration and/or the Homeroom Teacher of the intention to withdraw. An Exit Interview must be completed and forwarded to the school registrar for processing. Parents must provide the name of the student's new school for students under the age of 18. Please allow up to 1 week for a withdrawal to be processed through our systems. You will be contacted by the reclamation department at K12 who will provide instructions for returning your computer and any returnable school materials. If you haven't completed an exit interview and are withdrawing from the school, please contact your registrar immediately at registrar@k12insightwa.org.

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

Parent Exit Interview Link: <https://bit.ly/ParentWD>

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

Involuntary Withdrawal from the School

Upon enrollment at Insight Washington, each student or legal guardian signed and agreed to the following statement: "I understand that approval of this request shall be dependent upon the acceptance and rejection standards stated in the nonresident school district's policy, and rescindment (revoking) of this transfer may occur in accordance to the conditions listed in the nonresident school district's policy."

Students must remain in good standing at ISWA to retain their status at a choice school. Students who do not follow established policies or meet communicated requirements could be recommended for withdrawal from ISWA. Students will become candidates for involuntary dismissal from ISWA under the following conditions:

- Students who accumulate excessive unexcused absences;
- Students on academic probation who do not meet requirements to remain in good standing (see [academic probation section](#) below for complete guidelines);
- Students who fail to complete required monthly progress conferences;
- Students who fail to complete required Star360 assessments;
- Students who fail to complete required state assessments;
- Students with three or more consecutive months of unsatisfactory progress as determined by the monthly progress conference;
- Students who fail to contact teachers through live class connect sessions, emails, course assignments, and returned phone calls; (see [attendance policy](#))
- Students with multiple violations of school code of conduct after due process and administrative review.
- Students who are do not engage or stay in good standing while participating in the Graduation Alliance program. (See [Graduation Alliance](#) section below for complete guidelines)

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

Students who are withdrawn involuntarily may be required to submit a new choice form if re-instatement is approved upon appeal. Re-instated students will be placed on Academic Probation and must continue to meet student learning plan goals to remain in good standing with ISWA. Re-instated students who fail to make

adequate progress during any month of the remaining school year may be involuntarily dismissed, and their appeal revoked. If an appeal is denied or revoked, ISWA may require students to wait one calendar year prior to being allowed to re-enroll at ISWA. The decision can be appealed through the Director of Academics by completing a formal application for re-admittance, a face-to-face interview with the student and parent, and an action plan to ensure improved academic performance and engagement.

Becca Bill (RCW 13.32A)

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

Non-Starting Students

Students who do not attend an orientation and submit coursework within the first ten consecutive school days from the student's start date will be considered non-starting and will be considered voluntarily withdrawn from school and subject to dismissal from ISWA. Students will be sent a notification of dismissal. Students may reapply the following trimester subject to administrative interview. This policy also applies to students who do not return contact attempts to get their high school courses scheduled within 10 days of enrollment approval.

Students Withdrawing for a GED

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

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

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

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

- **Students that are withdrawn from ISWA:** ISWA will not award a GED release for students who contact us after dismissal or withdrawal from our program.

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

Returning to Insight Next Year

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

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

All students MUST signal this re-registration decision, including Graduation Alliance and Running Start students. Students who have not communicated a re-registration decision in a timely manner run the risk of not receiving a schedule, desired courses, or materials in time for the following school year.

Choice Forms

Students are required to provide Insight School of Washington a new signed Choice Transfer Form (Request for Release) from their resident district annually. Additionally, if a student moves out of their resident district to a new resident district during the school year, they must obtain a new Choice Form from their new school district and submit it to our enrollment office within seven days of the move. Per RCW28A.225.225, Choice Transfers can be revoked if a student repeatedly fails to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations. Failure to keep a valid choice form on file with our office may result in being withdrawn.

Updating Contact Information

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

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

Learning coaches can update email addresses and phone numbers in the Online School under account profile. Address changes must be requested by completing a change request survey: <https://bit.ly/ISWAdemographic>

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

Student Names, Pronouns, and Gender Designations

As a public school in Washington, ISWA has a responsibility to provide a safe and nondiscriminatory environment for all students, including transgender and gender-expansive students. Students in Washington public schools have the right to be addressed by their requested name, pronoun (e.g., he/him, she/her, they/them, etc.), and gender designation. Per OSPI, a legal name or gender designation change is not required in order for public schools to use the student's requested name, pronoun, and gender designation during class, on tests and assignments, confidential health and education information, communication, and on other public school records. Students who would like to change their name and/or gender to a preferred name and/or gender should contact

one of their teachers or their Professional School Counselor.

Internet Access

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

Insight School of Washington does not pay for or subsidize internet service for its students. If you or your student are experiencing hardship with maintaining internet service, please contact the Student Resource Coordinator at 425-533-2700 X 7440.

Academic Policies and Student Expectations

Academic Freedom/Student Rights

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

- No student shall be unlawfully denied an equal education opportunity or be unlawfully discriminated against because of national origin, race, religion, economic status, gender, sexual orientation, pregnancy, marital status, previous arrest, previous incarceration or a physical, mental or sensory handicap.
- All students possess the constitutional right to freedom of speech and press, the constitutional right to peaceably assemble (see Freedom of Assembly) and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place and manner of exercising such right.
- All students possess the constitutional right to be secure in their persons, papers and effects against unreasonable searches and seizures.
- All students shall have the right to be free from unlawful interference in their pursuit of an education while in custody of a common school district.
- No student shall be deprived of the right to an equal educational opportunity in whole or in part by a school district without due process of law.
- The foregoing enumeration of rights shall not be construed to deny or disparage other rights set forth in the constitution and the laws of the State of Washington or the rights retained by the people.
-Cf. WAC 180-40-215

Teacher and Family Communication

Parent-Teacher communication is a vital cornerstone to maintain the unique partnership between the school and parents. Parents should plan to communicate with ISWA staff for the same reasons they communicated with staff at prior schools. Please note that email is the primary mode of communication for ISWA. If you are not receiving emails, be sure to check your spam/junk folder. Teachers are the parents' first point of contact for academic questions. Respectful, productive communication is expected between parents and teachers. The teacher is also an important link of communication from the ISWA administrative office. Parent/Learning Coach phone conversations with teachers or administrative staff which include profanity and/or uncontrolled anger or shouting will not be permitted. If parent or learning coach behavior is disrespectful in this manner, the

conversation will revert to written communication only. Parents/Learning Coaches are expected to maintain responsiveness to email, newsletters, and phone communication with the teacher and the school. Professional, courteous two-way communication is always encouraged.

Academic Probation

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

- **Phase 1: Academic Warning:** Students are placed on academic warning if they fail to pass classes and earn zero high school credit in core classes (i.e., all classes but Homeroom) in one full trimester. Students on academic warning can return to good academic standing the following trimester if they pass 50% of their classes during the following term (i.e., the term they are on probation.)
- **Phase 2: Academic Probation:** If students on academic warning do not pass 50% of their courses during the following trimester, they shall be placed on academic probation. A student on academic probation is required to meet with their Professional School Counselor to discuss and secure approval for their current course schedule, which can be reduced to fewer courses (2) to help the student find success. Students on academic probation can return to good academic standing the following trimester if they pass at least two of their core content classes (not including Homeroom) during the following term (i.e. the term they are on probation.)
- **Phase 3: Administrative Review of Choice Transfer Status:** Upon enrollment at Insight Washington, each student or legal guardian signed and agreed to the following statement: “I understand that approval of this request shall be dependent upon the acceptance and rejection standards stated in the nonresident school district’s policy, and rescindment (revoking) of this transfer may occur in accordance to the conditions listed in the nonresident school district’s policy.” If a student on academic probation does not meet the requirements to be removed from academic probation (phase 2), they will be placed in administrative review status. At this point, the choice transfer status shall be reviewed per the agreement outlined above. Administration may choose to rescind the choice transfer immediately or not accept enrollment at ISWA for the following school year.

If the administration deems student withdrawal to be the most appropriate step, the student and family will be notified of the withdrawal from school and the choice form shall be revoked. The student’s resident district will be notified of the withdrawal. Students under 18 must immediately enroll in their resident school district to avoid violation of Washington truancy laws. Per RCW28A.225.225, Choice Transfers can be revoked if a student repeatedly fails to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations.

Students who are dismissed via these academic probation policies can appeal the decision but must do so in the prescribed time limit in order to be considered for return. Students who do not appeal or who are denied on appeal, will not be allowed to return to Insight Washington for one full school year. At that point, the administration will review any requests for reinstatement.

Monthly Progress Conferences

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

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

Progress Determination – First Month of School

A student who has made ‘**satisfactory progress**’ during the first month is a student who has started working in courses and is actively attending school. A student who has ‘**unsatisfactory progress**’ during the first month has not started working in courses.

Progress Determination – Subsequent Months of School After 1st Month

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

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

Unsatisfactory Progress: If a student does not meet the requirements listed above at the time of the conference, an unsatisfactory progress MPC and Intervention Plan must be logged.

Multiple Months of Unsatisfactory Progress

Insight School of Washington expects all students to maintain satisfactory progress every month. Students with consecutive months of unsatisfactory progress put their enrollment in our program in jeopardy.

Automatic Satisfactory Progress Conferences

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

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

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

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

As outlined in the involuntary withdrawal section above, completing monthly progress conferences is a requirement for a student to stay in good standing at Insight Washington, as it is a requirement by the state. Students who refuse to complete monthly progress conferences may be recommended for withdrawal from ISWA.

Required Assessments

School Based Assessments – STAR360

All ISWA High School students in grades 9 and 10 are required to participate in Star360 assessments in reading and math. These assessments are not to receive a grade, nor do the results impact a student’s standing at ISWA.

It’s helpful to think of the assessment as a learning snapshot, or a learning survey and not a traditional test or assessment. The survey data is used to help ISWA teachers customize their instruction and interventions for each student. The data also measures how much each student has grown over their time at ISWA.

This learning survey will present a student with questions about a topic – as the student answers questions correctly, the questions get harder. As the student answers questions incorrectly, the questions tend to get easier. The learning survey is trying to see where you are at right now. Your teachers, counselors and administration use this information better understand your academic needs and monitor your academic growth over the year.

The Star360 assessment is proctored in a class connect session with the student’s homeroom teacher who is available to answer questions, help student’s feel comfortable and do their best. Students should not complete the assessments unless they are in a live Star360 session with their teacher.

Each high school student in grades 9 and 10 is required to complete math and reading assessments THREE TIMES per year – fall, winter, and spring. We hold STAR DAYS when only Star360 testing will occur throughout the year.

Data collected from these tests are used by ISWA to report student growth to both the state of Washington, Quillayute Valley School District and the ISWA School accreditation agency. Students who do not participate and complete Star360 assessments put their choice transfer status in jeopardy and may not be approved to return to ISWA the following school year.

State Standardized Achievement Testing

The state of Washington requires students to participate in the State Standardized Achievement Testing program. These tests are all given in a face-to-face environment. Families will need to provide transportation to the test site. As a virtual program, ISWA does not provide any transportation services.

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

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

| Grade Level | Required Tests | Testing Window |
|-------------|--|---|
| 10 | <ul style="list-style-type: none">Smarter Balanced English Language Arts (SBA ELA)Smarter Balanced Math (SBA Math) | Spring 2024 Spring 2024 |
| 11 | <ul style="list-style-type: none">Smarter Balanced English Language Arts (SBA ELA)*Smarter Balanced Math (SBA Math)*WCAS (Science) | Spring 2024 Spring 2024 Spring 2024 |

The Smarter Balanced assessments and the Washington Comprehensive Assessment of Science (WCAS) are normally given in spring.

*11th and 12th grade students have the opportunity to retake the SBA assessments as required for them to meet a

graduation pathway.

School administration will review student attendance and test completion at all required testing sessions. Students who do not attend and complete ALL required state assessments put their choice transfer status in jeopardy and may not be approved to return to ISWA the following school year. Although students can meet their graduation pathway requirement without using state tests, participation in state testing is a federal and state requirement (RCW 28A.230.095). Both Stride and the state evaluates ISWA on its participation rate, known as the Accountability Index. When schools fall below a 95% participation rate, the students who refuse to participate put ISWA in jeopardy of eligibility for any state or federal awards or recognitions. Additionally, they put the entire program at ISWA in jeopardy of not being able to continue to provide an alternative and online educational program.

Attendance at ISWA

Insight School of Washington believes that there is a direct relationship between good attendance and high achievement. Students with good attendance earn higher grades, enjoy school more, realize success, gain necessary credits for graduation and learn positive habits they will carry for a lifetime. Few students have been able to earn credit by working completely independently.

We see it as the responsibility of each parent, guardian, teacher, administrator and staff member to promote and stress the value of good attendance. It is also the responsibility of the staff to carry out all attendance policies in a very consistent, yet firm, manner.

Alternative Learning Experience schools (ALE) in the state of Washington, are required by state law to have attendance policies and to provide a set procedure of interventions. These interventions are created and set in place to help students avoid any type of disciplinary actions and help identify any underlying barriers preventing them from attending school regularly. Student attendance at ISWA is monitored on a weekly basis and communications/interventions provided to non-attending students each week.

Importance of School Attendance

At ISWA, we have multiple support personnel available to encourage and assist our students. All students have access to their counselor, homeroom teacher, course teachers, and the Student Support Team. We believe strongly that all students need to attend school to be successful and stay on track to graduate on time. The Attendance Department has developed multiple ways to positively intervene and help students and families overcome and/or work with any barriers preventing the student from attending regularly. We encourage all families and students to utilize ISWA's support staff and ask about further resources on Washington State attendance laws and requirements.

Attendance Expectations

The following are the attendance expectations and requirements for ALL students who take any courses at ISWA:

- Students are required to maintain communication with their teachers on a weekly basis (excluding holiday breaks).
- Students are expected to attend their live class connect sessions. If a student must miss any classes, they must notify the teacher.
- Students must login to the Online High School system daily and complete their course work.
- Students must complete a Monthly Progress Conference with their homeroom teacher.

IMPORTANT: Each and ALL of these expectations is required by law for Insight Washington to be able to report a student's enrollment to the state each month. Fulfilling one or some of these expectations will not satisfy attendance and enrollment requirements.

Definition of absence from synchronous and asynchronous instruction:

- (1) A student is absent from asynchronous online instruction when the student does not log in to the synchronous meeting/class.
- (2) A student is absent from asynchronous instruction when there is no evidence that the student accessed the planned asynchronous activity.
- (3) Evidence of student participation in asynchronous activities must occur daily, within a twenty-four-hour time frame of when the participation is planned or expected. *WAC 392-401-016.*

Adherence to attendance requirements is monitored weekly. Students who are unable to satisfy these policies over the previous week will be notified immediately and the learning coach made aware via email or phone call. If a student continues to accrue absences, ISWA will implement the progressive intervention processing to help the student get back on track (see below).

In an effort to help families remain aware of their student's attendance and log in to the system, we will send you an automated message every school afternoon if your student has not logged in that day. This message will serve as a reminder that students need to log in every day and complete work in their courses.

Excusing Absences

We encourage Learning Coaches and students to save the phone number of their Homeroom Teacher to notify the Homeroom Teacher in the event there is an issue with the student's laptop or internet services lasting more than three (3) days.

The state allows the following absences to be excused:

- Physical or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible.
- Family emergency including but not limited to a death or illness in the family.
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religions or cultural instruction.
- Court, judicial proceeding, court-ordered activity, or jury service.
- Post-secondary technical school or apprenticeship program visitation or scholarship interview.
- State-recognized search and rescue activities consistent with RCE 28A.225.055.
- Absence directly related to the student's homeless or foster care/dependency status.
- Absences related to the deployment activities of a parent or legal guardian who is an active-duty member consistent with RCW 28A.705.010.
- Absences due to student safety concerns, including absences related to threats, assaults, or bullying.
- Absences due to a student's migrant status.
- Absences due to an approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth; and
- Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

(WAC 392-401-020)

ISWA's attendance is measured on a weekly basis. Student attendance is only monitored for calendared school days. If a student cannot complete all expectations listed above for **one full school week or more**, the learning coach may submit a request for an excused absence. Documentation (medical or other) may be required for excused absence requests and must be submitted within two school days of notification of the absence(s).

- Students are not allowed to excuse their own absences if they are under the age of 18.
- The student’s parent or guardian must contact the school to excuse any absence(s).
- To request an excused absence of one school week or more, the parent/guardian should email attendance@k12insightwa.org from their Learning Coach email address. In the email, please provide the student’s information (name, student ID number, dates of absences, reason for absences and support documentation such as a note from a Health Care Provider (depending on the circumstances).

Once a request has been approved or rejected, the attendance department will notify the parent or guardian.

Reminder: The email MUST come from the Learning Coach email address in order to be processed.

Attendance Review and Required Interventions

As stated above, ISWA provides consistent and mandatory interventions to all students who do not engage, attend, and/or meet attendance expectations over the duration of each school week. These interventions will escalate as students accrue multiple weeks of absences.

ISWA will monitor consecutive AND cumulative (total) weeks of unexcused absences in the 2023-2024 school year, as directed and implemented by Washington State. If a student consecutively accrues absences, getting absences multiple weeks in a row, they will go through the following interventions:

- 1st week (5 unexcused absences) – Email notification sent to Learning Coach AND student from attendance@k12insightwa.org. Requests to excuse absences for the prior week only must be submitted to attendance@k12insightwa.org within 2 days of the date and time the notification was sent.
- 2nd week (10 unexcused absences) - Email notification sent to Learning Coach AND student from attendance@k12insightwa.org. Requests to excuse the absences for the **prior week only** must be submitted to attendance@k12insightwa.org within 2 days of the date and time the notification was sent.
- 3rd week (15 unexcused absences) - Letter from Truancy Liaison notifying the Learning Coach and student to attend a mandatory Re-engagement Meeting. This meeting will be scheduled in an online platform with the date/time of the meeting in the notice. There will be a voluntary Risk and Needs assessment sent to the Learning Coach and student prior to the meeting from the Student Resource Coordinator. This assessment is an opportunity to help identify any barriers preventing the student from attending school regularly, while ensuring the student is being offered the resources and support needed to be successful. Requests to excuse the absences for the **prior week only** must be submitted to attendance@k12insightwa.org within 2 days of the date and time the notification was sent.
- 4th week (20 unexcused absences) - If a student accrues 4 weeks of not meeting attendance and teacher contact policies, they will be recommended for an Administrative Withdrawal from Insight School of Washington. Students and Learning Coaches will be notified of the appeal process and the deadline to submit an appeal. The appeal may be approved, approved with conditions, or denied and the student and Learning Coach will be notified of the decision. If the appeal is denied or if the student or Learning Coach does not appeal by the given deadline, the student will be recommended to Administration for an involuntary withdraw. See page 11 for additional information on Involuntary Withdraws. If the student is under the age of 18, they may be reported to their local juvenile court for truancy and administration will notify their home school district Truancy Liaison. We will not retroactively excuse absences for students who receive notice of 20 unexcused absences because there was an opportunity to do this at the notice of 5, 10 and 15 unexcused absences.

Course Assignments and Earning Credit

Enrollment Period and Course Load

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

| | Trimester 1 | Trimester 2 | Trimester 3 |
|---|--------------------|--------------------|--------------------|
| Cohort 1 Start Date (on time start) | 9/5/2023 | 11/29/2023 | 3/18/2024 |
| Cohort 2 Start Date (within trimester) | 10/2/2023 | 1/8/2024 | |
| Cohort 3 Start Date (within trimester) | 10/23/2023 | 2/12/2024 | |
| Trimester End Date | 11/22/2023 | 3/13/2024 | 6/18/2024 |

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

| | |
|-----------------|--|
| Cohort 1 | -4 Courses* (7 hours/week per course) -Broader course selection |
| Cohort 2 | -Max of 2 Courses* -Credit Recovery ELA & Math available -Limited course selection |
| Cohort 3 | -Max of 1 Course* -Limited course selection |

Students cannot fall below the minimum number of courses without approval from the Director of Academics or Executive Director.

Extra Class Policy (5th class)

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

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

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

Low Enrollment Courses

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

Credit for Courses

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

To earn a passing letter grade credit for a course at ISWA, students must earn at least 60% of the total points possible in the course. Any course-specific departures from this policy are clearly stated in the course syllabus and supersede this policy.

Students with extenuating circumstances may petition the Director of Academics to receive pass/fail, credit/no credit, or satisfactory/unsatisfactory credit for an academic course. The Director of Academics will be the final

authority in accepting such petitions.

Course Extensions

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

Maximum Outside Credit Acceptance

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

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

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

Home School Courses for HS Credit

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

Course Scheduling Policies

Credit Recovery Scheduling Policy

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

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

Any exceptions to this policy must be approved by the administration.

Course Add Policy

Courses can only be added within 10 school days of the course start date. Course adds outside of this timeframe must be approved by administration and will only be allowed for one of the following reasons:

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

compliance with our enrollment agreement.

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

Course counts cannot exceed established maximums.

Course Drops: Parent/Student Request

Requests by a parent/student to drop a course can only be done within 10 school days of the course start date. After 10 school days, the course will remain on the student's schedule and graded out following school policy. Students must maintain course enrollment minimums.

Course Drops: Other Reasons

At times student circumstances may warrant the dropping of classes outside of the 10 school day drop period allowed in the Add/Drop policy or through the current Intervention Plan policy. Add/Drops outside of these reasons must be approved by administration. Families must start this process through their Professional School Counselor.

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

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

Withdrawal Grade

Courses dropped after the 10-school day drop period, will remain on the student's transcript and graded out with a "W" – withdrawal grade. A W grade is not calculated in the student's GPA.

Online High School Expectations

Course Calendar (Class Plan)

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

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

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

Discussions (Asynchronous)

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

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

ISWA reserves the right to remove any posts that violate school policy and expectations. Students who violate this policy can also be subject to school discipline.

Electronic Notifications

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

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

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

Webcam, Video, and Electronic Student Submissions

Within the Online High School users have the ability to upload a profile picture, create videos or submit projects with electronic content. Inside of the Class Connect (Newrow) environment, users also may use their video camera during live classes. The following guidelines apply to profile pictures and live video camera use:

Images, video submissions, or live webcam video **MUST NOT:**

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

Insight School of Washington reserves the right to remove any images that it deems inappropriate and turn off student webcam access in live Class Connect sessions. Students may be subjected to school discipline if they do not follow these guidelines, which also apply to assignment submissions as well as any extra-curricular content generated by students.

Student Grades and Assignments

Alternative Assignments

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

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

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

While we can provide alternatives to meeting learning standards, we cannot exempt a student from learning standards.

Guest Speakers

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

Grading and Feedback

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

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

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

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

Teachers are expected to grade submitted work within three ***school days*** for assignments submitted on time, and within five school days for assignments submitted after the due date. Teachers are given two additional school days to grade written work when the graded assignments are lengthy and/or when the course enrollment is high.

Appeals Process

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

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

Grade Point Average

To facilitate standardization for college and scholarship applications, ISWA transcripts will show a maximum GPA of 4.0.

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

1. Each student's grade point average is the sum of the point values of all the grades received for all of the courses attempted divided by the sum of the credits for all courses attempted.
2. The grade point value is calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.
3. The minimal passing mark is D (1.0).
4. Pass/Fail and Credit/No Credit marks may be used as agreed upon by the instructor and school administrator. These non-numbered marks will be clearly identified and excluded from the calculation of grade point average.
5. Marks for Incompletes ("I") will be calculated as a 0.0 until the grade is replaced by a letter grade.
6. Courses marked as Withdrawals ("W") will not be included in GPA calculations.

Grade Scale/Grade Point Value

The following grade scale is used to determine letter grades:

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

Grading Policies

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

We fundamentally believe all ISWA Students:

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

We know ISWA Students:

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

To support student success, we:

- Commit to FAST grading: fair, accurate, specific, and timely.
- Base final grades on learning, growth, on proficiency over compliance. This means that we do not use extra credit / bonus points to inflate a grade, and that grades are not based on effort, attendance, or participation. Grades are based solely on learning, growth, and proficiency;
- Use zeros in the gradebook to indicate that an assignment has not been completed. The zero indicates the grade will be changed when the student submits the specific missing assignment.
- Provide students opportunities to retake quizzes and tests:
 - Teachers may require students to attend a CC session and/or complete a relevant assignment before allowing a student to retake a quiz or test;
 - Teachers may elect to provide an alternative assessment that measures the same standards as the quiz/test;
 - Teachers may elect to require students to correct their errors in place of a retake; and
 - Teachers may elect to require students to complete a Self-Analysis in place of a retake. A self-analysis requires students to indicate why their response was incorrect and to provide the correct

- response; and
- Teachers may impose a limit to the number of retakes.
- **NOTE:** When unit tests include a teacher-graded (written) assignment, the ability to redo the written portion is up to each individual teacher;
- Provide students opportunities to redo written assignments:
 - When a teacher has assigned a series of assignments leading to a final draft, including a rough draft, only those students who have completed the series of assignments leading to the final draft will have opportunity to revise and resubmit a final draft, provided it is submitted prior to the final day of the grading term.
 - Teachers may require students to attend a CC session and/or complete a relevant assignment (including reading) before allowing a student to submit a rewritten assignment;
 - **NOTE:** When unit tests include a teacher-graded (written) assignment, the ability to redo the written portion is up to each individual teacher;
- Provide due dates on all assignments:
 - Students are encouraged to submit quality work before or on the due date to maintain pace with the course, and to receive relevant and meaningful feedback.
 - Quizzes and tests that are built into the online high school are accepted through the final date of each term; and
 - Teacher-graded assignments (i.e., assignments that a student must upload through a dropbox) should be submitted by the due date to ensure meaningful feedback and opportunity to make revisions.
 - Teacher-graded assignments have two deadlines: the middle of the term and one week prior to the end of the term. Teacher-graded assignments submitted after a deadline will not be penalized if the student submits a written explanation for the lateness of the work. Students who submit teacher-graded assignments after the deadline and who have not submitted a written explanation for the lateness of the assignment will be penalized 10%. Teachers will honor 504 Plans / IEPs that provide accommodations for due dates by not penalizing students within the allowable time based on the 504 / IEP. The deadline of one week prior to the end of the term for teacher-graded assignments provides teachers needed time to grade.
 - Trimester 1:
 - Deadline 1: Teacher-graded assignments with due dates up to September 29, 2023, must be submitted no later than midnight on October 6, 2023.
 - Deadline 2: All teacher-graded assignments must be submitted no later than midnight on November 9, 2023.
 - Trimester 2:
 - Deadline 1: Teacher-graded assignments with due dates up to January 19, 2024 must be submitted no later than midnight on January 26, 2024.
 - Deadline 2: All teacher-graded assignments must be submitted no later than midnight on March 1, 2024.
 - Trimester 3:
 - Deadline 1: Teacher-graded assignments with due dates up to April 26, 2024 must be submitted no later than midnight on May 3, 2024.
 - Deadline 2: All teacher-graded assignments must be submitted no later than midnight on June 7, 2024.
- Due to our internal processes related to grading and scheduling, the end of the term is a hard deadline. We cannot extend the term for students. All assignments must be submitted before midnight on the final date of the term. There are no exceptions.
- Consider unique situations when presented by the student and/or Learning Coach.

Progress Reports & Report Cards

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

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

Honor Roll Certificates

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

High School Credits and Transcripts

Final grades for all course attempts in grades 9-12 are added to a student's high school transcript. This includes the following types of courses -

- Courses completed during our traditional school year – including credit recovery
- Courses completed during Summer School – including credit recovery
- Courses completed through Running Start or Skills Center
- Courses completed through the Graduation Alliance partnership
- Courses that were dropped after the add/drop period will show a grade of "W"

NOTE: In certain cases, eighth grade students take high school courses. QVSD Policy 2410 allows students in grades 7 and 8 to earn high school credit in Algebra I and Geometry as long as the course is aligned to high school standards. At ISWA, these courses are offered within the high school. Middle school students can participate in the high school Algebra I or Geometry class while attending ISWA Middle School. This policy does not allow 7th and 8th grade students to participate in other courses for high school credit. Completed high school courses are automatically transcribed and added to the student's high school transcript – even though they were completed prior to entering high school. Per board policy, families can opt out of this. Contact your counselor for details.

Graduation

Graduation Residency Requirements and Diploma Eligibility

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

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

2018, a student must earn 5.25 credits from ISWA. For cohort year 2019 and beyond students must earn at least 6 credits from ISWA.

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

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

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

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

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

Graduation Cohort Year

In Washington state, cohort year is determined by the year a student entered 9th grade. A student’s graduation requirement rules are based on this graduation cohort regardless of the year that they actually graduate from high school. Therefore, high school students do not repeat a grade until they reach grade 12. Students remain in 12th grade until they have met the requirements to earn a high school diploma or until they age out of public education.

Use the table below to determine your Graduation Cohort:

| Year Entered 9 th Grade | Current Grade in High School | Graduation Cohort Year |
|------------------------------------|--|------------------------|
| 2023-2024 | 9 th Grade | 2027 |
| 2022-2023 | 10 th Grade | 2026 |
| 2021-2022 | 11 th Grade | 2025 |
| 2020-2021 | 12 th Grade | 2024 |
| 2019-2020 | 12 th Grade (5 th Year Senior) | 2023 |
| 2018-2019 | 12 th Grade (6 th Year Senior) | 2022 |

Required Credits for Graduation

Students need to earn 24 credits in designated areas to earn a high school diploma from ISWA. Families should contact the student’s Professional School Counselor for more information.

Credit for Homeroom

Students are awarded credit for completing our homeroom curriculum and activities. Grades will use a Credit/No Credit format and therefore will not be included in GPA calculations. Students may earn .50 (1/2) credit per school year for Homeroom. Final grades for Homeroom are submitted at the end of the school year. Homeroom credit will count as an elective credit in the graduation plan.

Other Graduation Requirements

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

- Complete a High School and Beyond Plan
- Complete Pacific Northwest History/Washington State History (may or may not have high school credit)
- Complete Graduation Pathway Option as indicated on your High School and Beyond Plan:
 - *Pass the SBA Math/SBA ELA exams
 - *ACT / SAT / AP / IB Exams: Take and pass assessment with qualifying score
 - *Dual Credit Courses: Take and earn credit in a college course that is 100 level or above
 - *Transition Course (Bridge to College): If done prior to attending ISWA. ISWA does not currently offer these courses
 - *Armed Services Vocational Aptitude Battery (ASVAB) Test: Take and pass assessment with qualifying score. Military enlistment is not required.
 - Career and Technical Education Sequence of Courses: Complete a sequence of courses approved by our school (see academic counselor for more information)

**You can use more than one pathway to demonstrate math and English Language Arts proficiency.*

Graduation Requirements Worksheet – Class of 2019 and Beyond

| Graduation Requirement | Credits Required | Notes and Details: Each ISWA course = 0.5 credit |
|----------------------------------|------------------|---|
| Art [^] | 2 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Career and College Readiness | 1 | <input type="checkbox"/> <input type="checkbox"/> |
| Electives | 4 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| English | 4 | English 9: <input type="checkbox"/> <input type="checkbox"/> English 10: <input type="checkbox"/> <input type="checkbox"/> English 11 / 12 or English Electives: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Health | 0.5 | <input type="checkbox"/> |
| Mathematics * | 3 | Algebra I: <input type="checkbox"/> <input type="checkbox"/> Geometry: <input type="checkbox"/> <input type="checkbox"/> Algebra II / Third Year Math: <input type="checkbox"/> <input type="checkbox"/> |
| Physical Education | 1.5 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| Science | 3 | Lab Science: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Science: <input type="checkbox"/> <input type="checkbox"/> |
| Social Studies** | 3 | US History: <input type="checkbox"/> <input type="checkbox"/> US Government: <input type="checkbox"/> Contemporary World Problems: <input type="checkbox"/> WA State History / Soc Studies Elective: <input type="checkbox"/> Social Studies Elective: <input type="checkbox"/> |
| World Language^^ | 2.0 | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| High School & Beyond Plan (HSBP) | Requirement | |
| Graduation Pathway | Requirement | |
| Total Credits Required | 24 | |

**Students must pass Algebra I, Geometry, and Algebra II or an approved CTE Math Course.*

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

****If the Washington State History requirement was met in middle school this becomes a required social studies elective.*

^1.0 credits in Fine Arts can be a Personalized Pathway Requirement as dictated by the student's High School and Beyond Plan.

^^2.0 credits in World Language can be a Personalized Pathway Requirement as dictated by the student's High School and Beyond Plan

Graduation Ceremonies & Exercises

ISWA graduation exercises will be held at one or more locations that will be communicated to graduates and their families in a timely manner. In order to participate in the ceremony, students must have met, or be on schedule to meet all credit, district and state graduation requirements. Students waiting for test scores or summer school credit are eligible to participate in the ceremony. Students receiving special education services past their graduation cohort year as outlined in their IEP are eligible to participate in graduation ceremonies with their original four-year cohort class.

Students currently under suspension may be allowed to participate only with the prior written permission of the Director of Academics which may be denied in the Director of Academics sole discretion.

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

Honor Graduate

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

National Honor Society Graduate

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

College Preparation and Testing

National Standardized Achievement Testing

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

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

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

PSAT Registration and Testing Dates

- To find a school administering the test: <https://psatordering.collegeboard.com/pno/public/search.do>
- To register or get additional information check the PSAT website: <http://www.collegeboard.com/student/testing/psat/about.html>

SAT Registration and Testing Dates

- To register: <http://sat.collegeboard.org/home>
- ISWA has an established school code with the College Board of **480129**.

ACT Registration and Testing Dates

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

Admissions to Four Year Colleges in WA

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

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

Two-Year Community College Course Planning

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

College Testing

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

Financial Aid Application Process

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

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

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

Washington Guaranteed Admissions Program

The Washington Guaranteed Admissions Program (WAGAP) supports a college-going culture and guaranteed admission efforts at Central Washington University, Eastern Washington University, The Evergreen State College, Washington State University, and Western Washington University. For more information, go to <https://bit.ly/WaGap>

NCAA Clearance for College Athletes

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

ISWA Programs and Supports

ISWA recognizes that high school students need flexibility as they work to navigate their busy lives. We have numerous options to help students reach their goals. Students must meet the qualification to enroll in the program and continue to meet requirements to remain enrolled. A brief view of some of ISWA High School's offerings can be found in the table below, with more detail in the following sections.

| Program | Description | How to Qualify for Program |
|---------------------------------------|--|---|
| Stride Career and College Prep | Career and College Prep program including courses required for graduation, pathways, technical certifications, and specialized clubs. | Students in grades 6-11 are automatically enrolled in Stride Career & College Prep. 12 th grade students can enroll at any time. Contact school counselor if interested. |
| SOAR | Students are not required to attend live instructional sessions but are required to attend Homeroom to meet compliance items and are required to consistently maintain satisfactory progress. | Eligible students will be invited to apply for the SOAR program. Eligible students meet all the following criteria: complete at least one term at ISWA, earn at least 1.5 credits in the previous term at ISWA, complete all Monthly Progress Conferences, complete STAR testing, complete state testing when required, and have had fewer than 15 unexcused absences in the previous term. |
| Credit Recovery | Students can enroll in a credit recovery course or courses. Courses offered: English 9A Algebra 1A English 9B Algebra 1B English 10A Geometry A English 10B Geometry B | Prior course attempt is required. Contact the counselor if interested. |
| Full Time Running Start | Student takes 100% of their classes with the local college | Student must be a junior or senior and applied to a local college. Restrictions apply to 5+ year seniors. |
| Part Time Running Start | Student takes some courses with their college and some with ISWA | Student must be a junior or senior and applied to a local college. Restrictions apply to 5+ year seniors. |

| | | |
|--|---|---|
| Graduation Alliance Diploma Program | 2 courses assigned to be completed within a 3-week period. | Junior or Senior at ISWA with good study habits and fewer than 15 unexcused absences. Must earn 1.0 credit per month to remain in good standing. |
| GED Program | Students take GED prep courses through Graduation Alliance. ISWA will cover the cost of one test attempt. | Students must be 16 before 9/1 and live in an area supported by our GED partner. |
| Skills Center | Student is co-enrolled in a local Skills Center. | Student must qualify for the skills center program and our district must have an agreement with the Skills Center. |

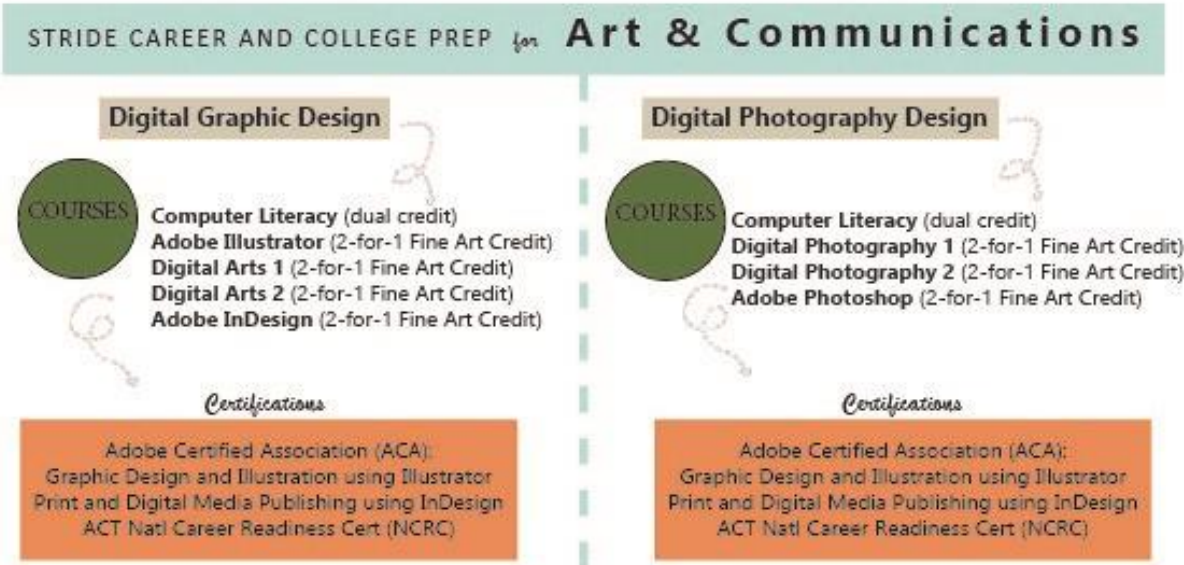
ISWA students will also receive accommodations and all student services outlined in their individual 504 plan or Individual Education Plan (IEP).

Stride Career & College Prep

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

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

For 2023-2024, ISWA offers pathways in three career clusters: Information Technology (IT), Business & Marketing, Arts & Communication, and Health Sciences.



STRIDE CAREER AND COLLEGE PREP for **Business and Marketing**

Business Finance

COURSES

Computer Literacy (dual credit)
 Business/Marketing Explorations
 Microsoft Office 1 (Dual Credit)
 Microsoft Office 2 (Dual Credit)
 Accounting 1 (2-for-1 3rd Year Math)
 Accounting 2 (2-for-1 3rd Year Math, Dual Credit)

Certifications

NOCTI Financial and Managerial Accounting
 NOCTI Accounting- Basic or Advanced
 A*SK Finance
 Microsoft Office Specialist
 ACT Natl Career Readiness Cert (NCRC)

Marketing

COURSES

Computer Literacy (dual credit)
 Business/Marketing Explorations
 Microsoft Office 1 (Dual Credit)
 Microsoft Office 2 (Dual Credit)
 Marketing 1 (Dual Credit)
 Marketing 2 (Dual Credit)

Certifications

NOCTI Advertising and Design
 A*SK Fundamental Marketing Concepts
 Microsoft Office Specialist
 ACT Natl Career Readiness Cert (NCRC)

STRIDE CAREER AND COLLEGE PREP for **Information Technology**

Game Design

COURSES

Computer Science Principles
 Microsoft Office 2 (Dual Credit)
 Video Game Design 1 (2-for-1 Fine Art Credit)
 Video Game Design 2 (2-for-1 Fine Art Credit)
 Python Programming 1
 Python Programming 2

Certifications

Certiport Game Design
 Certiport Python
 Microsoft Office Specialist (Excel)
 ACT Natl Career Readiness Cert (NCRC)

Programming/Cybersecurity

COURSES

Computer Science Principles
 Microsoft Office 2 (Dual Credit)
 Fundamentals of Cybersecurity
 Cybersecurity 1
 Cybersecurity 2
 Python Programming 1
 Python Programming 2

Certifications

Certiport Python
 Certiport Cybersecurity
 Microsoft Office Specialist (Excel)
 ACT Natl Career Readiness Cert (NCRC)

Pharmacy Technician

COURSES

- Computer Literacy (Dual Credit)
- Health (2-for-1 Health)
- Anatomy and Physiology A (2-for-1 Science, DC)
- Anatomy and Physiology B (2-for-1 Science, DC)
- Healthcare Explorations
- Pharmacy Tech A
- Pharmacy Tech B

Certifications

Certified Pharmacy Technician (ExCPT)

CTE GRADUATION PATHWAY OPTIONS

Four courses out of a cluster complete a graduation pathway. One of the classes must be a Dual Credit (DC) or Prep/IRC (P) course.

| Business and Marketing | Skilled and Technical Science |
|---|--|
| Accounting 1 (P) Accounting 2 (DC) Business and Marketing Explorations Computer Literacy (DC) Computer Science Principles (DC) Fundamentals of Cybersecurity (P) Cybersecurity 1 (P) Cybersecurity 2 (P) Microsoft Office 1 (DC) Microsoft Office 2 (DC) Marketing 1 (DC) Marketing 2 (DC) Python Programming 1 (P) Python Programming 2 (P) | Digital Photo 1 (DC) Digital Photo 2 Adobe Photoshop (DC) Video Game Design 1 (P) Video Game Design 2 (P) Digital Art 1 (DC) Digital Art 2 Adobe Illustrator (DC) Adobe InDesign (DC) Achieving Career and College Goals (DC) |
| Health Sciences Anatomy and Physiology A (DC) Anatomy and Physiology B (DC) Healthcare Explorations Medical Terminology Pharmacy Tech A (P) Pharmacy Tech B (P) Achieving Career and College Goals (DC) | |

Enrollment in Stride Career and College Prep

Students in grades 6 to 11 are automatically enrolled and able to complete a full pathway in the Stride Career and College Prep program. Students will work with their guidance counselor to review their current graduation plan and the student’s course schedule.

Opting out of Stride Career and College Prep

Students who do not wish to continue in the Stride Career and College Prep pathways will have opportunities each trimester to communicate their desires to opt out to their counselor or CTE administrator.

Career Technical Student Organizations (CTSO)

ISWA currently offers all students the opportunity to participate in a CTSO. We have two different CTSOs that each offer unique opportunities for our students. We have Future Business Leaders of America (FBLA) and SkillsUSA. These organizations are optional and can involve:

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

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

CTSO organizations identified above may change based on school program needs.

SOAR at ISWA High School

ISWA offers a flexible program for motivated students that allows them to opt out of attending live instructional sessions without counting against the attendance policy. Students with a proven history of earning credits in the prior trimester and meeting all other requirements credits will be invited to apply for this program.

Students are eligible for this program after one full successful term at ISWA where they:

- Complete all required MPCs,
- Complete all required Star360 assessments,
- Earn at least 1.5 credits that term, and
- Participate in WIDA and/or state assessments.

Students who are working full-time or have extenuating reasons that prevent them from regularly attending live Class Connect sessions may be eligible for SOAR2. Students can contact their Homeroom Teacher or School Counselor if they have questions or would like more information about SOAR/SOAR2.

Running Start Program

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

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

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

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

Important notice about eligibility: Students who participate in Running Start while also taking courses at ISWA (part-time running start students) must meet all compliances established by Insight School of Washington including monthly progress conferences and weekly contact to remain eligible for the program.

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

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

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

| Insight Course(s) | Running Start Course(s) | Credits |
|-------------------|-------------------------|-------------------|
| 4 Insight courses | 1 Running Start course | 2-5 credit course |

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

High School/College Credit Equivalency

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

| College Credit | High School Credit |
|----------------|--------------------|
| 1.0 | 0.20 |
| 2.0 | 0.40 |
| 3.0 | 0.60 |
| 4.0 | 0.80 |
| 5.0 | 1.00 |

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

All grades will be transcribed to the Insight School of Washington transcript – including grades of I, W and F.

Transfer of Credits

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

Typical Admissions Requirements

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

Is Running Start right for you?

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

Advantages:

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

Challenges to Consider:

- High School Students taking college courses have the same educational privacy rights as other college students. Parents and guardians will not have access to student grades and progress *unless their student shares it with them OR until they are transcribed on a high school transcript.*
- Parents should take into consideration the maturity level of their student when considering Running Start. Some students who are academically ready may find the independence and fast pace of college classes overwhelming and would benefit from remaining in the high school. The material covered in an 11-week quarter at the college is the equivalent to that which is covered in a year of high school.
- Socialization may be an issue for some students. There is great age diversity on the college campus. Students could be attending classes with adults their parents' age. Some may find this uncomfortable; most find it an enriching experience.
- Transportation to college courses is the responsibility of the student. Dependable transportation is a must and student should take into consideration travel time and parking time when planning class schedule.
- Books and class fees are expensive! Books can cost up to \$100 per book, fees can be similarly expensive.
- The college operates on the quarter system while high schools operate on a trimester system causing time conflict with holidays and vacation periods. Students who attend the college full time will be in school when their friends at the high school are on vacation and vice versa. Students who attend both the college and the high school will always be in school except for an extended vacation period during December. Again, Insight's online flexibility will ease these conflicts, but the different schedules will still require attention and consideration.
- Insight School of Washington is the final authority on what is required for high school graduation. Care must be given to work closely with the Insight counselor to insure graduation requirements will be met.

Running Start Enrollment

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

Running Start for 2nd Year Seniors

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

Washington State Skill Center Courses

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

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

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

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

It is the responsibility of the parent/guardian and student to notify their ISWA Professional School Counselor of their enrollment in a Washington State Skill Center Course. <http://www.washingtonskillscenters.com/index.php>

Graduation Alliance

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

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

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

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

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

Graduation Alliance ALE/Diploma Program

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

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

Eligibility:

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

- Are credit deficient, missing enough credits that they cannot graduate 'on time' (within their grad cohort year)
- Maintain good standing with ISWA attendance policies
- Submit required enrollment documents as requested annually

- Participate in state-mandated assessments as required
- Consistently earn credit and make progress toward graduation (at least 1.0 credit a month)
- Complete all contact requirements, including monthly progress conferences

Students who do not meet the above listed requirements will not be recommended for enrollment or continued enrollment in the Graduation Alliance program. **Students who have been notified of 10 or more unexcused absences are not eligible for enrollment at Graduation Alliance.** Students who are interested in Graduation Alliance should contact their Professional School Counselor.

Program Overview:

- Upon approval, students are referred to Graduation Alliance
- Students remain enrolled in all ISWA courses until enrollment at Graduation Alliance is completed. Motivated students can complete enrollment within 1 to 2 days. Interested students must complete the GA enrollment process within 10 days. Prior to approving enrollment GA requires the following –
 - Signed Technology agreement
 - Star360 reading and Star360 math tests (taken with GA, tests completed at ISWA do not transfer)
 - Complete the “I will Graduate Course”
- Once approved for GA Enrollment
 - Students are assigned 2 courses to complete over a 3 week period
 - Zeros are entered every week for missing work
 - Students who don’t finish courses, will be dropped from those courses with new courses added
 - Students must earn 1.0 credit every month to remain in good standing
- Dismissal from GA – Once a student is dismissed by GA, they may not be able to return to GA or ISWA. **GA has their own enrollment rules and expectations.** Students can be dismissed by GA for ANY of the following reasons. -
 - Not earning at least 1.0 credit every month
 - Not completing monthly progress conferences / weekly contact
 - Not maintaining ISWA enrollment

Graduation Alliance 14-18/GED Program

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

Students interested in the Graduation Alliance 14-18/GED Program should contact their Professional School Counselor. Students will be referred to Graduation Alliance upon counselor and administrator review of student need, attendance, and course progress. **Students who have been notified of 10 or more unexcused absences are not eligible for enrollment at Graduation Alliance.**

Eligibility:

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

- Are at least 16 years of age as of September 1st of the current school year.
- Maintain good standing with ISWA attendance policies while in Graduation Alliance
- Submit required enrollment documents as requested annually
- Participate in state-mandated assessments as required
- Consistently meet face to face check in requirements
- Consistently meet all other contact requirements and progress toward the GED test.

Program Overview:

- Upon approval, students are referred to Graduation Alliance
- Students remain enrolled in all ISWA courses until enrollment at Graduation Alliance is completed. Motivated students can complete enrollment within 1 to 2 days. The GA GED program requires students to complete their first meet-up prior to enrollment. We want students to complete the meet-up within 10 days, but the final deadline for completing the initial meet-up is 30 days. Prior to approving enrollment GA requires the following –
 - Signed Technology agreement
 - Star360 reading and Star360 math tests (taken with GA, tests completed at ISWA do not transfer)
 - Complete the “I will Graduate Course”
 - Attend a meetup (virtual or in person) with an advocate
- Once approved for GA Enrollment
 - Students must meet with an advocate in person for two hours withing their first month of enrollment in the program [WAC 392-700-053(3)]. Students are able to meet virtually after they have completed the two hours in person
 - Complete at least 1 GED test during a quarter OR complete at least 1 Occupational Education class during the quarter
- Dismissal from GA – Once a student is dismissed by GA, they may not be able to return to GA or ISWA. **GA has their own enrollment rules and expectations.** Students can be dismissed by GA for ANY of the following reasons. -
 - Not taking passing a GED exam OR complete the required course in a quarter
 - Not completing the required monthly meet-ups
 - Not maintaining ISWA enrollment

Graduation Alliance – Removal or Withdrawal

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

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

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

Student Support Programs

Stride and ISWA make every effort to identify students needing additional support including English Language Development during the enrollment process. Finding the children who need special education and related services is a basic function of the special education system. Without an effective child find process in place, the structure of the entire system is compromised. This process is called Child Find. Child Find questions are completed by the parent within the online enrollment portal. During the enrollment process, parents/guardians are asked if their student currently has or previously had a 504 or an IEP, and/or if the student received English Language support. For any student who the parent provides a positive response, ISWA staff explore the student’s academic history to determine if the student should be referred to the ELD Coordinator, the 504 Coordinator, and/or the Special Programs Manager. Parents, Learning Coaches, and Staff may directly refer a student by contacting the student’s Professional School Counselor. You will find contact information for each in the following sections on ELD, 504, and Special Education.

Pursuant to WAC 392-172A-0240, all school districts in Washington State must conduct child find activities calculated to reach all students with a suspected disability for the purpose of locating, evaluating, and identifying students who are in need of special education and related services.

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a framework for enhancing the adoption and implementation of a continuum of evidence-based practices to achieve important outcomes for every student. The MTSS framework builds on a public health approach that is preventative and focuses on organizing the efforts of adults within systems to be more efficient and effective. MTSS helps to ensure students benefit from nurturing environments and equitable access to universal instruction and supports that are culturally and linguistically responsive, universally designed, and differentiated to meet their unique needs. (OSPI).

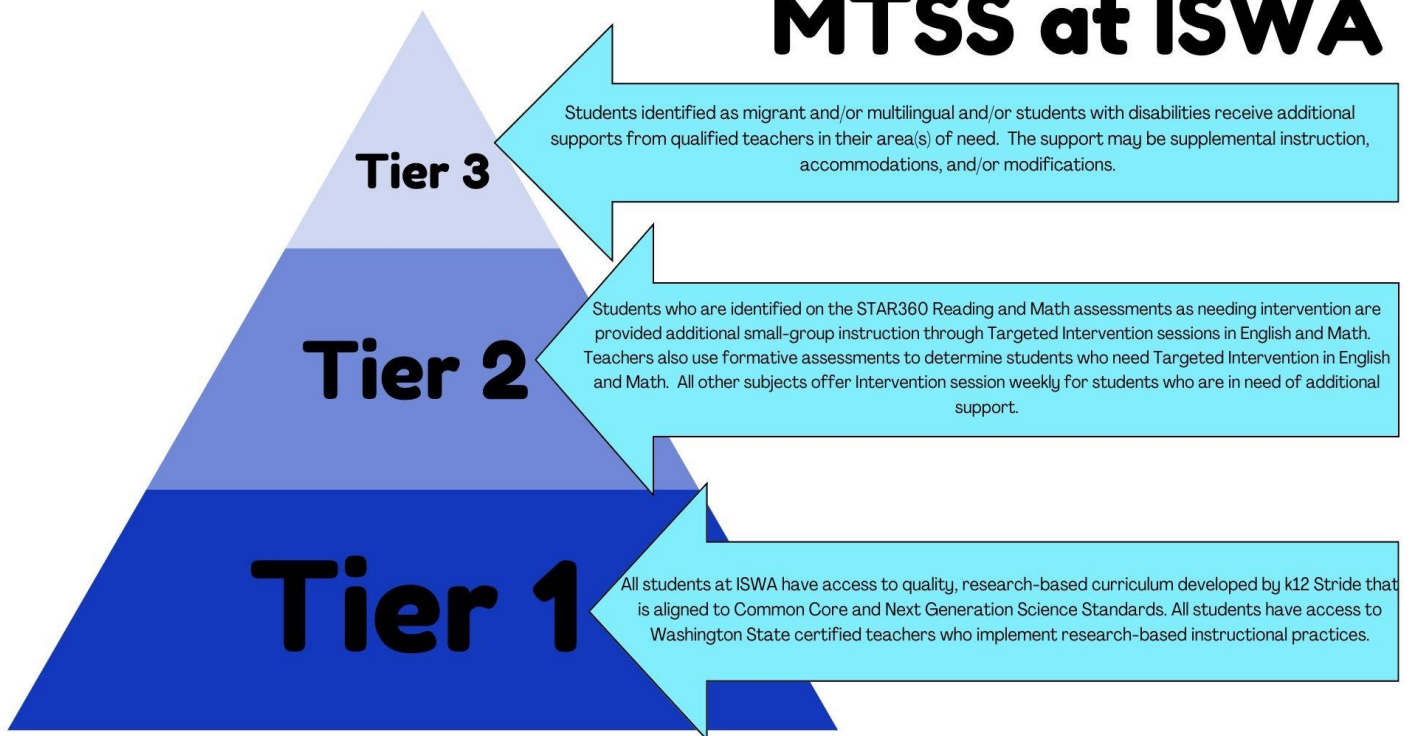
The Insight School of Washington offers students high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports. ISWA utilizes the core principles of the MTSS process which combines systematic assessment, decision-making and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students, in alignment with QVSD Policy 2163.



Targeted Support and Intervention

- Targeted Instruction: ELA & Math teachers offer small group targeted instruction sessions to students whose Star scores indicate they need support and/or whose classroom assessment information indicates they would benefit from additional support. Targeted Instruction sessions are required and are in addition to whole-class instruction sessions.
- Intervention: Teachers in all other subject areas offer intervention sessions to students whose classroom assessment information indicates they would benefit from additional support. Intervention sessions are required and are in addition to whole-class instruction sessions.

MTSS at ISWA



ISWA MTSS Coordinator:

Darice Bales, Director of Academics.

Email: dbales@k12insightwa.org

Phone: 425-533-2700 x 2004

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

Section 504

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

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

Individuals who are disabled under the Individuals with Disabilities Education Improvement Act (IDEA) are also

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

When appropriate, the ISWA 504 Coordinator develops or modifies 504 Plans in collaboration with students, parents, and teachers. The ISWA 504 Coordinator annually provides information on the student’s rights under a 504 Plan.

Students typically do not need to continue **health plans** when transferring to ISWA due to the virtual setting. However, all students with seizure disorders must have a health plan in place, pursuant to RCW 28A.210.355. Students with health plans from previous schools for health conditions such as diabetes, allergies, or immunocompromised conditions and students who need medication while participating in state testing in person should have a **health plan or 504 plan** in place. Families should contact the 504 Coordinator to discuss the student’s needs during in-person state testing.

ISWA 504 Coordinator

Courtney Vela

Email: cvela@k12insightwa.org

Phone: 425-533-2700 X 7410

Special Education

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

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

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

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

to actively participate in their meetings.

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

Special Programs Administrator/ADA Compliance:

Jenna Buswell

Email: jbuswell@k12insightwa.org

Phone: 425-533-2700 X 7389

English Language Learner Program

Students who do not identify English as their first language are screened to see if they are eligible for English learner support at ISWA. This support includes supplemental instruction and other elements as required by Washington state law.

Translated Materials / Access

Insight School of WA commits to ensuring all students and parents/guardians have access to translated copies of important information. Insight School of WA partners with Certified Languages International (CLI) for formal phone translation assistance. Additionally, STRIDE's Online Learning System offers a variety of translation tools. If your preferred language is not English, or if you would like to request translation assistance, please contact Darice Bales or your child's Homeroom Teacher.

Requirements for EL Students:

Screening – Per state and federal law, Insight School of WA is required to provide a language proficiency screener to students who speak, spoke, or first learned a language other than English. Federal law requires this screener to be administered within the student's first 10 days of enrollment.

Annual Exam – Students who have been identified as eligible for services through the English Language Development Program remain eligible for services until they meet WA state exit criteria. All schools are federally required to test 100% of their state-identified English Language Learners annually with the state approved language proficiency exam called the WIDA.

Services – Students who are determined to be eligible for ELD Program services must be provided access to English Language Development Program services each year until they meet WA state exit criteria.

ISWA English Learner Coordinator:

Darice Bales

Email: dbales@k12insightwa.org

Phone: 425-533-2700 X2004

Student Clubs

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

Curricular and Non-Curricular Student Clubs

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

- ISWA High School sponsored clubs for the 2023-2024 school year include: Associated Student Body, Cooking, Art, Genders and Sexualities Alliance, Career Tech Student Organizations, eSports, and National Honor Society. Students can register for these ISWA specific clubs by visiting the [Club Sign-Up](#) page.
- Participation in all clubs and club events shall be considered voluntary. Parents shall be notified of all student clubs that have been authorized. Information provided to parents about non-curricular student clubs shall include a statement which highlights the following:
 - Non-curricular student clubs are not endorsed by ISWA, nor do they reflect the personal, political, religious, or social beliefs of any school employee. Non-curricular student clubs may be formed to encourage and promote the extracurricular experiences of the students.
- Student clubs are allowed to meet using an online forum during non-instructional hours. Non-instructional, or non-curriculum time shall be defined as time scheduled through an online forum by a student club homeroom teacher or student club sponsor.
- Students interested in starting a non-curricular club can contact their Homeroom Teacher for more information.

Questions about clubs can be referred to the homeroom teacher or to the Student Support Manager. Diana Figula – dfigula@k12insightwa.org

ASB

ISWA is excited to offer ASB for the first time ever. Applications for membership are accepted at specific times during the school year and align with the Associated Student Body policies. To be eligible for the ISWA ASB, students must meet the following criteria:

- All Student Council members must have and maintain Satisfactory Progress as defined below:
 - • Complete 100% of their Monthly Progress Conferences •
 - Middle School: o Have no more than two unsatisfactory conferences in a semester
 -
 - High School: o Have no more than one unsatisfactory conference in a trimester
- Requirements for all Student Council Members during their period of service shall be:
 - President: Grade 11 or 12
 - High School Vice President: Grades 9-12
 - Middle School Vice President: Grades 6-8
 - Treasurer: Grades 9-12
 - Secretary: Grades 6-12
- A student must have completed a full term at Insight Washington
- High School students can have no more than 5 unexcused absences per trimester (missed one week of weekly contact)
- Middle School students can have no more than 10 unexcused absences per semester (missed two weeks of weekly contact)
 - Attendance requirement may be waived for certain specific conditions.
- Attendance at student council meetings is required. If absent, a substitute should be appointed.

National Honor Society

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

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

Student ID Cards

Insight School of Washington has partnered with Academic Excellence to provide student ID cards; there is a \$2.55 fee for each ID card. Families that qualify for free/reduced lunch can order cards with no cost to the family. ID cards can be ordered at <http://studentid.k12.com>.

Code of Conduct and Student Discipline

Overview

QVSD/ISWA recognizes and strives to meet the individual needs of each student through programs which promote the development of self-esteem, cooperation and vision. This expanded view of school will result in well-educated, productive and socially responsible citizens. To this end, we believe the school should reflect the desired expectations held by our community for our children, and that the school must provide an environment that ensures the safety and well-being of students. For this reason, it is important that the school have clear expectations and guidelines for students.

Academic Honesty/Plagiarism

ISWA does not tolerate academic dishonesty. Cheating (giving or receiving information) and plagiarism on class work is unethical and does not accurately reflect student progress and growth.

K12 uses Turnitin to determine the authenticity of student work. Turnitin will inform teachers of how much of a student's submission is authentic, human writing versus AI-generated (e.g., ChatGPT). Additionally, Turnitin will inform teachers if the student submission contains information that is from other sources. It will determine if student submissions are directly or indirectly from another source without proper citation.

When a staff member suspects a student has been academically dishonest, the following steps will be taken:

- The staff member will not grade the assignment in question.
- The staff member will contact the student via phone directly to discuss the assignment in question.
- The staff member will inform the LC of the offense and solution:
 - Students will be required to revise / redo the assignment independently and resubmit for full credit. In some instances, the teacher may elect to require the student to orally present the information using both camera and microphone to verify authenticity.
- The staff member will log a note in the student's records.
- Students will be referred to administration after a warning and 1st formal offense have been logged in one school year. Students may be placed on Academic Probation, and the Choice Transfer Form may be rescinded at the end of the term.

Defiance

Students should follow the requests of school staff; failure to do so is defiance toward school personnel or rules. Defiance is defined as defying instructions of school personnel, the bold resistance of school authority, and/or

contemptuous behavior or attitude that is manifested by breaking of school rules. Acts of defiance may result in disciplinary action.

Dress Code

Appropriate attire shall be worn at school activities.

Personal Respect

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

Online Student Conduct

ISWA Facebook Pages and Learning Coach Community

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

The LC Community is a growing group of ISWA parents that have access to, discussions with other learning coaches to share tips and chat, resources for nearly anything you can think of related to online school, socialization opportunities both virtual and in person when available. You can access the Learning Coach Community by downloading the K12 app.

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

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

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

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

Webcam, Video, and Electronic Student Submissions

Within the Online High School users have the ability to upload a profile picture, create videos or submit projects with electronic content. Inside of the Class Connect (Newrow) environment, users also may use their video camera during live classes. The following guidelines apply to profile pictures and live video camera use:

Images, video submissions, or live webcam video **Must Not:**

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

Insight School of Washington reserves the right to remove any images that it deems inappropriate and turn off student webcam access in live Class Connect sessions. Students may be subjected to school discipline if they do not follow these guidelines, which also apply to assignment submissions as well as any extra-curricular content generated by students.

Technology Usage

ISWA performs due diligence to protect students' personal information and to guard against cyber predators by installing anti-virus software and security settings on each student's computer. Students are responsible for installing updates and patches for anti-virus software. Students must not change the security settings of school owned computers. On receiving K12 technology, students and learning coaches agree to the Acceptable Use Agreement which stipulates the on-loan Hardware (compute/printer) Computers provided by ISWA are for the exclusive use of students while doing school work.

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

Students may not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications, including email, discussion board, listserv, virtual classroom, student websites, or in photographs. Students are prohibited from posting content from or links to suggestive, lewd or otherwise inappropriate websites.

Virtual Classroom Conduct

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

- Students' written and oral communications must be free of vulgar, belittling, or offensive language.
- Students must abide by rules established by the course instructor.
- Students must comply with usage instructions communicated orally or in writing by the instructor.
- Student webcam usage must comply with the [webcam/video policy](#) listed above.

Students who violate the virtual classroom rules of conduct will be warned by the instructor to correct their behavior. If the student does not comply with the instructor's instructions, he/she can be removed from the virtual classroom for the rest of the session.

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

Code of Conduct for Face-to-Face State Assessments

- Quiet is to be observed in all testing room areas.
- All participants shall show respect for the property and facilities used during this event and assume financial responsibility for any damages they cause.
- Act with courtesy at all times.
- Comply with requests and direction from Facility staff, instructors, and facilitators who are acting in the performance of their duties.
- Unauthorized use of facility computers or equipment is prohibited.
- Carrying or concealing objects that may be used as weapons is prohibited. Students who are found to be in possession of a weapon will be referred to the local law enforcement and their Choice Transfer may be rescinded. Additional disciplinary action may be taken, pending review by the QVSD Superintendent.
- No use or possession of illegal chemicals or alcohol is allowed. Students who are believed to be in possession of or under the influence of illegal chemicals or alcohol may be referred to local law enforcement. A parent will be

contacted and asked to remove the student from the test site, and their Choice Transfer may be rescinded.

- Act with courtesy at all times.
- Comply with requests and direction from Facility staff, instructors, and facilitators who are acting in the performance of their duties.
- Unauthorized use of facility computers or equipment is prohibited.
- Carrying or concealing objects that may be used as weapons is prohibited. Students who are found to be in possession of a weapon will be referred to the local law enforcement and their Choice Transfer may be rescinded. Additional disciplinary action may be taken, pending review by the QVSD Superintendent.
- No use or possession of illegal chemicals or alcohol is allowed. Students who are believed to be in possession of or under the influence of illegal chemicals or alcohol may be referred to local law enforcement. A parent will be contacted and asked to remove the student from the test site, and their Choice Transfer may be rescinded.
- Children ages 8 and under must be under the direct supervision of a parent/adult.
- Do not obstruct access to facility entrances, hallways or passageways.
- Smoking or vaping is not permitted at a test site. Students who smoke or vape at a test site will be asked to leave and their Choice Transfer may be rescinded. A parent or guardian will be contacted and asked to remove the student from the test site.
- Students who engage in gang activity at a test site will be asked to leave and their Choice Transfer form may be rescinded. A parent or guardian will be contacted and asked to remove the student from the test site.
- Cell phones must be powered off and turned into the testing proctor as requested during the assessment. ISWA does not accept responsibility for loss or cell phones and/or other electronic devices if they are brought to testing.
- Food and beverages are not allowed in the lobby.
 - Pets or animals, other than service animals directly within the control of the individual with an ADA- certified disability, are not allowed in the facility.
- Be considerate of others when using the facility. Keep feet off of chairs, tables, counters, and treat furnishings, facilities and equipment with care. Reclining or sleeping on the furniture is prohibited.
- The safety and security of your child is our highest priority, and we are committed to provide a safe learning environment for your child. If you have any questions or concerns, please contact your testing coordinator.

Anti-Discrimination & Harassment Policies

Bullying/Harassment Policy

Bullying is unwanted, aggressive behavior among school aged children or adults that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. (www.stopbullying.gov)

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

It shall be a violation of district policy for any student or staff member to bully another student or staff member

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

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

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

Definition of Bullying

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

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

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

Harassment

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

Harassment, Intimidation and Bullying

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

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

Sexual Harassment Policy

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of

an intimidating, hostile or offensive school or work environment. This can include:

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

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

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

To report any concerns regarding the ISWA sexual harassment policy please see the Title IX information located in [Appendix B](#).

Discipline

Philosophy

Discipline should be thought of as a learning experience with behavior modification as its objective. Unwanted behaviors are modified easiest when the school and parents work together as a team. In addition, any consequences that are used to modify unwanted behaviors should be: supported at home, imposed immediately, firm, fair, consistent and progressive, except in the case of egregious misconduct. Discipline issues are rare at ISWA due to the virtual environment. When discipline issues occur, ISWA staff will do their due diligence to resolve the situation in a timely manner that is fair and respectful of all parties involved.

Process

The most effective discipline is taught and managed before problems arise. It is a learning process that should be instructor directed. Whenever possible, teacher-directed interventions will be utilized before bringing in administrators.

Discipline issues will be referred to administration when the student is not responding to the teacher's attempts to intervene and/or the offense is egregious in nature. Egregious behaviors include but are not limited to: violence toward others, bullying harassment, intimidation, disrespect toward instructors, non-compliance, and other behaviors that a staff member deems as disruptive to an orderly learning environment. The administrator will attempt to contact the student via phone to allow the student their due process rights. If the student cannot be reached by phone or upon completion of a phone conference with the student, the administrator will contact the parent / legal guardian to determine the next steps.

The consequences imposed range from verbal / written apology to involuntary removal from a course, referral to local law enforcement, and/or involuntary withdrawal from ISWA.

Discipline issues that arise at our state testing sites will be responded to quickly. ISWA must provide for the safety of students and staff at the test sites. Unsafe behaviors and behaviors that result in damage to the test sites will

not be tolerated under any circumstances. Students who negatively impact the testing environment will be removed from the site and risk being involuntarily withdrawn.

Students with Disabilities

When students with disabilities are eligible for expulsion or long-term suspension, a manifestation determination review meeting will be convened in order to review all relevant information and the relationship between the child's disability and the behavior. Consequences for problem behaviors at ISWA will not discriminate against a child based on their disability.

Appeal Process

A parent or student has a right to appeal disciplinary action. If an appeal is desired, a letter must be received by the school district office within ten (10) school business days (Monday through Friday, 8 a.m. to 4 p.m.) with an official request for an appeal hearing.

Readmission

A student who has been involuntarily withdrawn from ISWA due to discipline and who wishes to be considered for entrance or readmission to ISWA must appeal to the QVSD Superintendent and ISWA administration.

Field Trips and Events

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

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

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

Other ISWA events

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

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

Incident Reporting

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

Filing an Incident Report Form

To protect students at ISWA from retaliation, a student or staff member need not reveal their identity when reporting an incident. The form may be filed anonymously, confidentially, or the student may choose to disclose

his or her identity (non-confidential).

Status of Reporter

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

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

Student Injury Protocol

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

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

Reporting and Follow-Up

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

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

Natural Disasters and Inclement Weather Policy

Because ISWA provides education services to students state-wide and because weather varies from region to region, ISWA does not close school for inclement weather or natural disasters. At times, specific teachers may not be available due to power outages caused by inclement weather or natural disasters. Families impacted by natural disasters can contact the Student Resource Coordinator for support. Students who have missed school due to power outages, inclement weather, and/or natural disasters should contact their homeroom teacher as soon as possible to inform the school of the absences.

ISWA Student Resource Coordinator

Smita Corpron

Phone: 425-533-2700 X 7440

Text: 425-533-2681

Email: scorpron@k12insightwa.org

Student Records

FERPA (Family Educational Rights and Privacy Act)

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

Access to Student Education Records

Parents and eligible students have the right to inspect and review the student’s education records within 45 days of the day the school receives a request for access.

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

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

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

Right to Request to Amend Student Education Records

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

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

Right to Consent to Disclosures of Personally Identifiable Information

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

The school may disclose the student’s education records without consent to School Officials (as defined below)

with “Legitimate Educational Interest” (as defined below).

A “School Official” is:

- A person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel);
- A person serving on the School Board;
- A person or company with whom the school has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); or
- A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A School Official has a “Legitimate Educational Interest” if the official needs to review an education record in order to fulfill his or her professional responsibility. This term includes interests directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and a student’s health and welfare. It includes a person’s need-to-know in order to:

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

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

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

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

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

Directory Information

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

1. Name
2. Address
3. Telephone number
4. Date and place of birth
5. Grade level
6. Enrollment status (full- or part-time)
7. Student/User ID
8. Participation in officially recognized activities

9. Weight and height of members of athletic teams
10. Dates of attendance
11. Diplomas and awards

The most recent previous public or private school attended by the student The School primarily uses “Directory Information” for such things as:

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

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

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

Official Records Requests

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

Photography Release Statement

During enrollment with Stride, the parent/guardian responds to a series of questions that must be answered, including, “Does the school and K12 have your permission to use pictures or video of your student?” All Class Connect recordings are for instructional purposes only. Student names are not visible in the recordings.

Transcript Requests

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

Official transcripts may also be requested by the family directly. Official transcripts will be provided in sealed envelopes, signed by the registrar. Students who fail to provide official transcripts to ISWA upon enrollment may experience delays in receiving transcripts from ISWA, as we may not have a complete historical record on the student. Families may request an unofficial transcript at any time by emailing the ISWA registrar:

registrar@k12insightwa.org

Students who would like to receive an official transcript with their high school diploma can request this during the graduation notification process, or by emailing the ISWA registrar at the email address above. Graduates requesting a transcript with their diploma in June must notify the registrar by May 31. Official transcript requests for graduates can be provided within three weeks after the request is made.

Materials & Technology

Acceptable Use Policy

In enrolling with ISWA, students, and if under the age of 18, their parent(s) or guardian(s) must accept the responsibility of using the computer, printer and course materials, and the systems supplied by Insight in a responsible and appropriate manner by signing an Agreement for Use of Instructional Property, a legally binding contract.

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

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

Accessing the Online School

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

Online High School

Our Online School consists of several components:

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

Textbooks and Materials

ISWA will provide textbooks (as required by courses), software (as required by courses), and required materials for all core academic courses required for graduation. Most course textbooks are embedded in the course and/or are available online and are not provided in physical form.

Returning Materials

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

Upon withdrawal or graduation, families will receive return shipping information directly from Stride

reclamations to return materials. As new boxes are not provided – families are encouraged to retain the original shipping materials.

Families may be held responsible for materials not returned.

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

School Laptops

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

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

Laptop Eligibility

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

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

Laptop Support

Students having trouble with their laptop should contact **Customer Support at (866) 512-2273 right away. We cannot help resolve the issue if we are not aware of the issue.** In the case that a replacement laptop must be issued, shipping time is 7-10 business days.

If the issue with a laptop remains unresolved after contacting customer support, please contact your homeroom teacher. Students who have not contacted Customer Support to resolve any laptop issues will not have school absences excused.

Laptop Returns

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

1. The student or Learning Coach initiates reclamation by calling **Customer Support at (866) 512-2273**.
2. Customer Support issues shipping label to Learning Coach email to reclaim problem laptop within 2 business days.
3. For labels not received, please also contact Customer Support to have them reissued.
4. Customer Support issues replacement laptop. Shipping time is 7-10 business days.

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

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

Insurance Coverage

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

Handbook Acknowledgement

This handbook has been publicly disseminated to all students enrolled in Insight School of Washington. All students will be held accountable to the rules and policies stated here in. It is understood that a student's failure to follow the information outlined here may result in disciplinary action, appropriate to the area of non-compliance.

Appendix A: ISWA Student Health Services

Hearing and Vision Screening

If you believe your student has a need for hearing or vision screening, please contact Caitlin Modine at cmodine@k12insightwa.org or 425-533-2700, ext. 7266, who will work with you to provide direction on screening services to meet student needs.

Life-Threatening Health Conditions

Meningococcal Immunizations Information Distribution

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

- Washington State Department of Health:
<http://www.doh.wa.gov/YouandYourFamily/Immunization/DiseasesandVaccines/MeningococcalVaccine>
- Centers for Disease Control and Prevention:
<http://www.cdc.gov/meningococcal/index.html>

Human Papillomavirus Disease Information

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

- Washington State Department of Health:

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

- Centers for Disease Control and Prevention
<http://www.cdc.gov/hpv/>

Acquired Immunodeficiency Syndrome (AIDS)

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

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

Appendix B: ISWA Title IX and Non-Discrimination Notice

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

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

Insight School of Washington does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

As required by Title IX, Insight School of Washington does not discriminate on the basis of gender, in its educational programs and activities. The following persons have been designated to handle inquiries regarding the Title IX non-discrimination matters:

Title IX Coordinator, Diana Figula

2601 S. 35th ST, Ste. 100
Tacoma, WA 98409
Telephone: 425-533-2700 X 2024
dfigula@k12insightwa.org

Section 504/ADA Coordinator, Jenna Buswell

2601 S. 35th ST, Ste. 100
Tacoma, WA 98409
Telephone: 425-533-2700 X7389
jbuswell@k12insightwa.org

Civil Rights Compliance Coordinator, Kyle Weakley, Quillayute Valley School District

411 S. Spartan Ave
Forks, WA 98331
Telephone Number: 360-374-6262 X105
Email: kyle.weakley@qvschools.org

Additionally, you may contact the Office of Civil Rights by calling 1-800-421-3481.

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

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

QVSD Discrimination Complaint Procedure

Insight School of Washington is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. Insight School of Washington reserves the authority to address sex discrimination and sexual harassment whenever becoming aware of their potential existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below. Insight School of Washington reserves the authority to address sex discrimination and sexual harassment even if the same, similar or related circumstances are also being addressed under another policy, whether of Insight School of Washington or another entity. Furthermore, Insight School of Washington reserves the right to pursue sexual misconduct violations that fall outside of the scope of Title IX based on Insight School of Washington judgment that the alleged actions are contrary to any part of its code of conduct.

INFORMATION AND ASSISTANCE

Sex Discrimination and Sexual Harassment means conduct of a sexual nature that meets any of the following:

- Sex discrimination occurs when a person, because of their sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or
2. Unwelcome conduct that a *reasonable person* would determine is so **severe, pervasive, and objectively offensive** that it effectively denies a person equal access to the school's education program or activity; or
3. Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA). Sexual harassment can be verbal, nonverbal or physical.

Any individual, who believes they may have experienced any form of sex discrimination or sexual harassment, or who believes that they have observed such actions taking place, may receive information and assistance regarding the school's policies and reporting procedures from:

Title IX Coordinator: Diana Figula, Student Support Manager
2601 S 35th St, Ste 100, Tacoma, WA 98409
425-533-2700 X 2024

GRIEVANCE PROCEDURE Any student, parent/guardian, current or prospective employee or other individual within the school community who believes they have experienced and/or observed and/or is aware of sex discrimination or sexual harassment (“grievant”) should promptly report the matter to the school’s Title IX Coordinator, a school counselor, principal or other school administrator.

A “**formal complaint**” is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. A “**nonformal complaint**” is any notification regardless if by mail, telephone, or email, not utilizing the formal complaint form or not signed by a complainant or by the Title IX Coordinator.

Response to a Formal Complaint

In response to a formal complaint, the school will follow the defined grievance process within this procedure. With or without a formal complaint, the school, if it has actual knowledge of sexual harassment against a person in an education program or activity, will take certain steps such as offering supportive measures to the complainant to address student safety and provide equal access to the education program or activity while preserving the recipient’s discretion to address facts or circumstances present by a particular situation.

Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

Privacy Protections

The school will never use or attempt to use questions or evidence that is protected by a legally recognized privilege, unless the person holding the privilege waives the privilege.

The school cannot unilaterally access or consider a party’s records, if those records are made or maintained by a physician, psychiatrist, or other recognized professional and made for the purpose of providing treatment to the party. These records can only be accessed with the party’s voluntary written consent.

During the grievance process, questions or evidence about the Complainant’s prior sexual behavior – even with the respondent accused of sexual harassment, and even in the cases where the respondent already possesses evidence about sexual history – are never deemed relevant, with only two narrow and limited exceptions.

The grievance procedures will be as follows:

1. It is the express policy of Insight School of Washington to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Once the school has “actual knowledge” of sexual harassment, or allegations of sexual harassment, the school will respond within 24 hours. “Actual knowledge” means notice or allegations received by Title IX coordinator, school official with authority to institute corrective measures on behalf of the school, or any school employee. The school must treat a person as a complainant any time the school has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint. Further, it should be noted, there is no time limit or statute of limitations on a complainant’s decision to file a formal complaint.
2. At the time the complaint is filed, the grievant shall promptly be given a copy of these grievance procedures

and a description of the supportive measures offered by the school. A formal complaint form for such purpose can be found on our website and will also be provided to the grievant upon notification of such complaint. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and measures and answer any questions anyone has. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with Insight School of Washington's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.
4. The Title IX Coordinator will provide written notice to the parties identified in the complaint. The written notice will include, the allegations and facts that may constitute sexual harassment, the presumption of that the accused did not engage in prohibited conduct, notice that parties are entitled to an advisor of their choice, parties can request to inspect and review certain evidence, a copy of the code of conduct, false statements (if any), the opportunity to engage in informal resolution, the right to appeal, the range of possible remedies and disciplinary sanctions following determination of responsibility, and which standard of evidence will be used to reach a determination.
5. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on by the school discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation. The investigator will objectively evaluate all relevant evidence regardless of who it favors or disfavors. Where facts are in conflict, credibility determinations can be made. However, credibility determinations will not be based on a person's status as a complainant, respondent, or witness. Following the evaluation, the investigator will prepare an investigative report and will share the report with all parties before a determination regarding responsibility is reached.
6. Prior to sharing the investigation report, the Title IX Coordinator must provide all parties a copy of the evidence used to form the basis of the report, and allow all parties 10 days to submit a written response. All written responses received will be objectively reviewed and considered by the school's investigator before issuing the report. Further, the Title IX Coordinator must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
7. Finally, the school's identified decision-maker, not the Title IX Coordinator or investigator, will make a determination and provide written determination of responsibility to both parties simultaneously. The written determination will include:
 - a. Identification of the allegations potentially constituting sexual harassment as defined in §106.30; 2027
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding the application of the recipient's code of conduct to the facts;
 - e. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
 - f. The recipient's procedures and permissible bases for the complainant and respondent to appeal.
8. If after an investigation, the decision-maker determines that there is reasonable cause to believe that sex

discrimination or sexual harassment in violation of the school's policy has occurred, Insight School of Washington shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for support services that are individualized, non-disciplinary, non-punitive, protect the safety of all parties and educational environment, deter harassment, and are not unreasonably burdensome. Such support services may include, no contact orders, academic accommodations, health and mental health services, disability services, confidential counseling or training where appropriate.

Determination

Insight School of Washington will consistently apply the same "standard of evidence" in all formal complaints, in making a determination of responsibility. Per Title IX regulations, there are two "standard of evidence" options:

- **Preponderance of evidence** – a majority of the evidence proves a fact. Mathematically, it would be more than 50% of the evidence.
- **Clear and convincing evidence** – a heightened standard which requires more than a *preponderance of evidence* to prove a fact. One definition of *clear and convincing* evidence is something that is highly and substantially more probable than not.

Insight School of Washington will apply the following "standard of evidence" - clear and convincing evidence. The same standard of evidence for formal complaints will be applied for formal complaints against all parties, including but not limited to students, employees, and teachers.

Disciplinary Sanctions and Remedies

A range of different disciplinary sanctions or remedies may be implemented by the school following a determination of responsibility. Due to the unique nature of the situation and individual needs, the following is a non-exhaustive list of possible actions:

- support services may be warranted and may include, no contact orders, academic accommodations, health and mental health services, disability services, confidential counseling or training where appropriate,
- verbal or written warning,
- altered schedules to eliminate interaction opportunities,
- exclusions from certain school activities,
- access to recorded class sessions in lieu of live participation,
- involuntary withdrawal.

Appeal Process

Under § 106.45(b)(1)(viii), all parties have the right to appeal for specified reasons. Appeals must be submitted within 30 school days following the initial determination. This equal right amongst the accuser and accuse will promote a fair process that will benefit everyone and ensure parity between the parties. Thus, when a complainant or a respondent disagrees with a decision of responsibility, they have the right to appeal on the basis of the following conditions:

- 1) procedural irregularity that affected the outcome;
- 2) new evidence that was not reasonably available when the determination of responsibility was made that could affect the outcome; or
- 3) the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome.

Upon receipt of a written appeal request with evidence of one or more of the above conditions, the Title IX Coordinator will:

- notify the parties in writing and implement appeal procedures equally,
- provide both parties the equal opportunity to submit a written statement of support or disagreement to the appeal,
- identify a new and impartial decision-maker to review the original and newly submitted evidence, and
- after reviewing the new written statements, the new decision-maker will issue a decision to the parties simultaneously within 20 school days.

The determination regarding responsibility becomes final either on the date that the investigator provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where deadlines are set forth in the grievance process, a temporary delay of the grievance process or the limited extension of time frames for good cause are permitted with written notice by the Title IX Coordinator to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but are not limited to, considerations such as the absence of a party or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Record Retention

The Title IX Coordinator shall make all records of Title IX complaints and their disposition for a period of seven years.

Retaliation

Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and Insight School of Washington will take actions necessary to prevent such retaliation.

DISSEMINATION OF INFORMATION

Insight School of Washington must provide name, title, contact information of the identified Title IX Coordinator on the school's website. Further, the school shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or other professional organizations with a collective bargaining agreement with the institution that it does not discriminate on the basis of sex in the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Section 504 of the Rehabilitation Act

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

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

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

Title VII of the Civil Rights Act of 1964

Title VII prohibits employment discrimination on the basis of color, national origin, and sex; therefore sexual harassment is job discrimination. As required by Title VII of the Civil Rights Act of 1964, Insight School of

Washington does not discriminate on the basis of sex, race, color or national origin.

Title IX of the Education Amendments of 1972

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

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

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

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

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

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

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

Appendix C: District Anti-Sexual

Harassment Policy

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

Sexual harassment occurs when:

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

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

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

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

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

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

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

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

The superintendent shall make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, shall be included in the report. The

superintendent is encouraged to involve staff, students, volunteers and parents in the review process.

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

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

Adoption Date: September 11, 2007

Revised Date: January 28, 2015

Quillayute Valley School District

Appendix D: Guest Speakers – District

CONTROVERSIAL ISSUES/GUEST SPEAKERS

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

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

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

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

Appendix E: Learning Coach Contacts

Who to Contact for...

Tech / Computer Issues

| Issue | Who to Contact | Contact Information |
|--|---|--|
| My student's laptop isn't working. | K12 tech support | (866) 512-2273 or http://help.12.com |
| My student's laptop hasn't arrived yet. | Homeroom Teacher | Email, phone, or text |
| My student needs a laptop, but I did not request one or my request was denied. | Email information about appeal or student need. | hardware@k12insightwa.org |
| My student's K12 loaner laptop is broken. What do I do? | Call K12 tech support | (866) 512-2273 or http://help.12.com |

Enrollment Questions

| Issue | Who to Contact | Contact Information |
|--|-----------------------|--|
| My student's enrollment isn't approved. | Enrollment Department | enrollment@k12insightwa.org (425) 533-2700, option 1 |
| I'm having trouble getting a choice transfer release from my district. | Enrollment Department | enrollment@k12insightwa.org (425) 533-2700, option 1 |
| I would like to order a student ID card. | Order online | http://studentid.k12.com |

Student Health and Safety

| Issue | Who to Contact | Contact Information |
|--|---|--|
| My student is in crisis and/or needs support with their emotional or mental health. | For an emergency, dial 911. For school intervention, text Smita Corpron, ISWA Student Resource Coordinator | scorpron@k12insightwa.org Text: 425-533-2681 (425) 533-2700, x 7440 |
| My student will be absent for 5 or more school days. | Email attendance coordinator | attendance@k12insightwa.org |
| I have a question about my student's 504 plan or think my student needs a 504 plan. | 504 Coordinator Courtney Vela | Direct email, phone, or call (425) 533-2700, x 7410 |
| My student will be entering a treatment facility or hospital setting. | Professional School Counselor | Direct email, phone, or call (425) 533-2700, option 5 |
| I need to report an incident of discrimination or ask a question regarding Title IX. | Diana Figula, Student Support Manager & Title IX Coordinator | dfigula@k12insightwa.org 425-533-2700, x 2024 |

Academics and School Work

| Issue | Who to Contact | Contact Information |
|---|--|--|
| My student's courses are incorrect or I'd like to request course add or drop. | Professional School Counselor | Direct email, phone, or call (425) 533-2700, option 5 |
| My student is interested in CTE courses/Stride Career Prep. | Professional School Counselor | Direct email, phone, or call (425) 533-2700, option 5 |
| My student is interested in Graduation Alliance for credit recovery. | Professional School Counselor | Direct email, phone, or call (425) 533-2700, option 5 |
| My student is interested in earning a GED. | Professional School Counselor | Direct email, phone, or call (425) 533-2700, option 5 |
| My student has questions about Running Start. | Professional School Counselor | Direct email, phone, or call (425) 533-2700, option 5 |
| My student will be absent for 5 or more school days | Email attendance coordinator | attendance@k12insightwa.org |
| My student needs extra help in a class. | Contact the teacher directly. | The teacher's name and contact information is posted in the course syllabus. |
| My student needs help navigating their online classes. | Homeroom Teacher | Email, phone, or text |
| How many credits does my student need to graduate? | Professional School Counselor | Direct email, phone, or call (425) 533-2700, option 5 |
| I have a concern or question about my student's teacher. | ISWA Director of Academics– Darice Bales | dbales@k12insightwa.org |
| I want my student to be evaluated for an IEP. | Professional School Counselor | Direct email, phone, or call (425) 533-2700, option 5 |

Transcripts, Forms and Student Records

| Issue | Who to Contact | Contact Information |
|--|---|--|
| I want to request a transcript | Email the student name and birthdate. Indicate if you need an official transcript | registrar@k12insightwa.org call (425) 533-2700, option 4 fax request to (855) 266-6154 |
| I need someone to sign a form for work permit, SSI, enrollment verification, DSHS, etc. | Send the form to the registrar | registrar@k12insightwa.org call (425) 533-2700, option 4 fax request to (855) 266-6154 |
| I need a dance pass signed. | Homeroom Teacher | |
| My student is applying for disability services through DSHS and need to request Special Education records. | Send the form to the Special Education registrar | vsea@k12insightwa.org or fax to (425) 696-1571 |
| When will my student receive their diploma in the mail? | Registrar | registrar@k12insightwa.org |