



Insight[®]

SCHOOL OF WASHINGTON

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A PROGRAM OF QUILLAYUTE SCHOOL DISTRICT

ISWA Elementary School 2025-2026 Student Handbook

Authorized by
Quillayute Valley School District #402 (QVSD)

Last updated 10.23.25

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The policies and procedures listed in this handbook may be changed at the discretion of Insight School of Washington, also referred to as "ISWA" in this handbook, without prior notice. Any alterations to this document will be communicated to the affected parties by mail and e-mail.

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 2025-2026 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 2024-2025 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

Kelly Martin, Assistant Principal

Diana Figula, Student Support Administrator

Shelly Perry, Operations Manager

Diana Reaume, Superintendent, QVSD

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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 foster care;
- Customizing online curriculum to differentiate instruction as needed; and
- Assessing cultural sensitivity in all online curriculum and adjusting where needed.

Our commitment to the diversity of our student body and the 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 and watching them grow both academically and socially 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.

2025-2026 School Calendar

2025-2026 ISWA School Calendar

September '25						
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				

1st Labor Day
3rd First Day of School
2nd S1C2 Begins

October '25						
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	

6th S1C3 Begins
13th Indigenous People's Day

November '25						
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						

3rd S1C4 Begins
11th Veteran's Day
27th - 28th Thanksgiving Break

December '25						
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			

1st S1C5 Begins
22nd - 2nd Winter Break

January '26						
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

5th Return to School
19th MLK Day
27th End of Semester 1
28th - 30th Student Holiday

February '26						
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

2nd Start of Semester 2
16th President's Day
17th S2C2 Begins

March '26						
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				

9th S2C3 Begins

April '26						
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		

6th - 10th Spring Break
13th S2C4 Begins

May '26						
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						

4th S2C5 Begins
25th Memorial Day

June '26						
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				

16th Last Day of School
18th Teachers Last Day

July '26						
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	

August '26						
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					

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.

- **Stick to a Schedule!** Students who schedule their schoolwork are more successful at completing their goal of finishing strong in each course. Remember – a good rule of thumb is that you need to spend 1 hour per course per day in order to finish the course by the end of the year.
- **Stay Connected!** It is a requirement of your enrollment at Insight School of WA that you meet weekly with your Primary Teacher in a live Class Connect Session, as well as with any support 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.

- **Primary Teacher:** Your Primary Teacher should be your first phone call – every time. Students are assigned a Primary Teacher who will provide Homeroom and Academic Instruction. This person 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 for any questions you may have. They are a great advocate and resource for students and families.
- **Professional School Counselor:** Professional School Counselors are assigned to students and can help address parent concerns about learning and progress, answer questions on enrollment, 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 numbers listed below.

2025-2026 School Counselors & Technicians

Student Last Name	Professional School Counselor	Counselor Tech
A - Cas	Stacey Marshall smarshall@k12insightwa.org 425-533-2739	Daphne Booker dbooker@k12insightwa.org 253-501-6579
Cat – Gd	Jillian Ralston jralston@k12insightwa.org 253-356-0181	Daphne Booker dbooker@k12insightwa.org 253-501-6579
Ge – Lah	Tara Kapsch tkapsch@k12insightwa.org 425-533-2743	Nate Tepper ntepper@k12insightwa.org 253-356-0216
Lai – O	Kristi Granier kgranier@k12insightwa.org 253-501-6573	Nate Tepper ntepper@k12insightwa.org 253-356-0216
P – Sr	Rachel McGaffey ramcgaffey@k12insightwa.org 253-356-0187	Colleen Dempster cdempster@k12insightwa.org 425-533-2686
St - Z	Lisa Humphries lhumphries@k12insightwa.org 425-533-2731	Colleen Dempster cdempster@k12insightwa.org 425-533-2686

Commitments and Responsibilities of Online Students and Staff

Attending ISWA requires 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	Primary Teachers commit to communicating with students regularly. They will respond to emails and messages within 1 school day. Staff are available between 8am and 4pm, Monday through Friday.	Students must commit to maintain communication with their various teachers through school email, attending Class Connects or by phone/text. 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!
Course Work	Teachers commit to grading all assignments within 5 school days of the due date - so students have feedback on their assignments quickly. Larger projects or papers may take up to 7 or more days to grade.	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.

Live Sessions	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.	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). 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.
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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 our Attendance Office at attendance@k12insightwa.org when:

- 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.
- You will be traveling outside of Washington State for more than 5 consecutive days.

If your student is having technical issues accessing Engageli, the schedule, assignments, the gradebook, etc., contact your homeroom teacher. If your homeroom teacher is unable to resolve your issue, you will be directed to contact K12 Stride Customer Support at 1-866-512-2273. When you have contacted Customer 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 at 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) for students new to Washington State public schools,
 - Request for District Release (Choice Form),
 - Certificate of Immunization,
 - Ethnicity and Race Form,
 - Family Income Form (requested but required to provide a K12 loaner laptop), 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 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.

During the enrollment process, the student's legal guardian must agree to a Statement of Understanding which explains the difference between home-based instruction and enrollment in an alternative learning experience (ALE). An ALE is considered public education in Washington State. ISWA is an alternative learning experience in an online setting within the Quillayute Valley School District.

Age Restrictions

ISWA Elementary School admits students who are 5 years old by August 31 of the current school year to attend Kindergarten. Students who have not been enrolled in a public school prior to enrolling at ISWA will be assigned their age-appropriate grade level.

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. (*Reference: WAC 392-121-106, WAC 391-137-115, and WAC 392-121-108.*) ISWA will approve absences for travel or vacation for up to 5 consecutive days in a semester as long as the request is made prior to the trip. 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

The [McKinney-Vento Homeless Assistance Act of 1986](#) is a federal law that ensures each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths. "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 and youth sharing housing due to loss of housing, economic hardship or a similar reason.
2. Children and youth living in motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations.
3. Children and youth abandoned in hospitals.
4. Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches)
5. Children and youth living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations.
6. Migratory children and youth living in any of the above situations.

Children and youth who qualify for certain rights and protections under the federal McKinney-Vento Act have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
 - If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from school events, if requested.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available.

ISWA Student Resource Coordinator

Smita Corpron

Email: scorpron@k12insightwa.org

Phone: (425) 533 – 2681

Quillayute Valley District Liaison

Kyle Weakley

Email: kyle.weakley@qvschools.org

Phone: (360) 374 – 6262

Students in Foster Care

Students in foster care are protected both federally and in Washington State to ensure their educational stability.

“Foster care” means 24 hours per day of temporary substitute care for the child placed away from the child’s parents or guardians, and for whom Division for Children, Youth and Families (DCYF) or a licensed or certified child placing agency has placement care and responsibility. This includes any out-of-home care (including a relative or suitable person), so long as the child is under the placement and care responsibility of Division for Children, Youth and Families (DCYF) and placed in out-of-home care DCYF.

Students in foster care have the right to:

- Attend school in the attendance area where they are currently living.
- When in the best interest of the child, attend the school of origin (the school they attended at the time they entered care), or the school in which they last enrolled.
- Immediate enrollment and support from school foster care liaison in obtaining school records and coordinating services.
- Support with on-time grade progression and graduation.

ISWA’s Foster Care Liaison coordinates with outside agencies and providers to determine the student’s best interests and coordinate supports for ISWA students in foster care.

ISWA Foster Care Liaison

Smita Corpron

Email: scorpron@k12insightwa.org

Phone: (425) 533 – 2681

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. QVSD Board Policy 3141 and RCW 28A.225.225 indicate students can be denied enrollment, “if the student’s disciplinary records indicate a history of convictions for offenses or crimes, violent or disruptive behavior, or gang membership,” and/or the student “has been expelled or suspended from a public school for more than ten consecutive days.”

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 on our Exit Interview Form at <https://bit.ly/ParentWD> before we can withdraw the student. 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 the registrar immediately at registrar@k12insightwa.org. In addition to completing the parent exit interview, parents need to contact their student's homeroom teacher, to discuss the withdrawal.

IMPORTANT: Students who withdraw from school during a semester will not earn high school credit for those courses. We do not issue partial credit.

Involuntary Withdrawal from the School

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 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 repeatedly travel out of WA State for more than 5 days without communicating the travel in advance
- Students who travel out of the country for more than 5 days without communicating the travel in advance
- Students who repeatedly travel out of WA State and do not communicate the travel in advance

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 and will not be approved to reenroll for one calendar year. Students may request an appeal within five school days with 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 involuntarily withdrawn from school and subject to dismissal from ISWA. Students will be sent a notification of dismissal. Students may reapply the following semester 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.

Returning to Insight Next Year

Learning Coaches must re-register their students each year they attend Insight. Re-registration opens in the spring 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.

Choice Transfer Forms

Learning Coaches are required to provide Insight School of Washington with a newly 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 10 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

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 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 on 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

Academic Integrity & AI Policy

ISWA values students' authentic work and effort. Because the purpose of school is learning and growth, teachers must be able to evaluate work that is written and completed entirely by the individual student. A student's personal voice and language is evident in authentic work. The information and policies included are focused on authenticity (students doing their own work) and integrity (honesty and character).



Using Artificial Intelligence (AI) at ISWA

Sometimes students use special tools to help them finish schoolwork faster. **Artificial Intelligence (AI)** can be a great way to get ideas and learn new things — but it should **never do your work or thinking for you**.

There's a big difference between **using AI to brainstorm ideas** and **using it to complete your whole assignment**.

At ISWA, we want to help you learn how to use AI **safely, honestly, and responsibly**.

You can learn more here: [OSPI AI in Schools](#).



Tools You Cannot Use

Some AI tools are **not allowed** at ISWA because they rewrite your work for you. This means the assignment isn't really yours anymore.

Do not use:

- Grammarly
- Quillbot

These tools are **prohibited** at ISWA.



When You Can Use AI

- ISWA will **never require** you to use AI.
- Teachers **don't have to allow** AI for assignments.
- If your teacher says it's okay, they will tell you **exactly how you can use it**.

You can check out the OSPI guide your teachers use here:

[AI Guidance for Classrooms](#)

If You Use AI

Keep these important rules in mind:

1. **AI can make mistakes.** Always check to make sure the information is correct.
2. **Be honest.** If you use AI, tell your teacher how and why you used it.
3. **Remember:** Grammarly and Quillbot are still not allowed.

Doing Your Own Work

ISWA values **Academic Integrity** — that means being honest and doing your own work.

When you turn in your own original work on time:

- You show that you're learning and trying your best.
- You might get a chance to **revise your work** using teacher feedback for a better grade.

How Teachers Check Work

ISWA uses a program called **Turnitin**.

Turnitin helps teachers:

- See how much of your work is written by you (not AI).
- Check if anything was copied from other sources.
- Find out if something needs proper citation or credit.

If There's a Problem

If a teacher thinks your work might not be your own, here's what will happen:

1. The assignment will **not be graded** at first.
2. The teacher will **contact you** to talk about it.
3. You might be asked to:
 - Explain your work on camera, **or**
 - Redo or fix the assignment.
4. If you don't respond within **5 school days**, you'll get a **zero** until you talk with the teacher.
5. If you don't resubmit the assignment, you'll also get a **zero**.
6. Your teacher will **email your Learning Coach** (the adult who helps you at home).
7. You can **appeal the decision** by meeting with the **Director of Academics** within 5 school days.

Repeated Dishonesty

If a student is dishonest:

- **2 times in one semester**, or
- **3 times in one school year**,

they will be referred to school administration.

This may lead to **Academic Probation**, and your **Choice Transfer Form** could be canceled at the end of the term.

Remember

AI can be a helpful tool — but **you** are the most important part of your learning!

Be honest, do your best, and always turn in work that truly shows **your thinking**.

ISWA **will not require** students to use AI to complete assignments and teachers are not required to allow students to use AI on assignments.

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, using the email provided

by the parent during enrollment. 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 homeroom 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.

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 core courses a student has a passing grade (79% or higher) in as related to the number of courses on the student's schedule. The student must meet the requirements 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:

- Grades K – 1: Students must be passing 3 out of 5 core classes with a 79% / C+ or better in each (Phonics, ELA, Math, Science, Social Studies)
- Grades 2 – 5: Students must be passing 2 out of 4 core classes with a 79% / C+ or better in each (ELA, Math, Science, Social Studies).

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** –

- The student ended the prior month with a SAT conference
- The 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 Elementary School students are required to participate in Star360 assessments in reading and math. Students who receive special services through an IEP are required to take the Star360 assessments regardless of grade level to assist with progress monitoring and IEP development. These assessments are not to receive a grade, nor do the results impact a student’s standing at ISWA. Stride/K12 requires students to complete the assessments during their first 10 days of enrollment and during the first 10 days of subsequent semesters. Homeroom teachers and administrators will work with students to meet this requirement on time.

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 right now. Your teachers, counselors and administration use this information to 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.

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. As of this publication date, the state has not approved remote testing for the Smarter Balanced and WCAS assessments. 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. ISWA attempts to secure test sites central to the majority of students in a geographical location.

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
3	- Smarter Balanced English Language Arts (SBA ELA) - Smarter Balanced Math (SBA Math)	Spring 2026 Spring 2026
4	Smarter Balanced English Language Arts (SBA ELA) *	Spring 2026 Spring 2026

	• Smarter Balanced Math (SBA Math) *	
5	• Smarter Balanced English Language Arts (SBA ELA) * • Smarter Balanced Math (SBA Math) * • WCAS (Science)	Spring 2026 Spring 2026

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

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 evaluate 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 who attend live class connect sessions 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 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 required to attend Homeroom each week.
- 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 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 are 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).

Excusing Absences

We encourage Learning Coaches and students to save the phone number of their homeroom teacher to notify them 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 religious 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)

Travel and vacation are not considered excused absences. We understand that some families have elected to enroll at ISWA based on the assumption that students can access online schools from any location. While this is true, all students at ISWA are required to meet the [Washington State residency policy](#). We will approve absences for travel or vacation for up to 5 consecutive days in a semester as long as the request is made prior to the trip.

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 **3 or more consecutive days**, 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.
- 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 2025-2026 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 the ISWA Truancy Liaison. 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 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. Student is assigned a non-graded ISWA Success module to be completed within two weeks. Completion of ISWA Success is required for students requesting attendance appeals.
- 3rd week (15 unexcused absences) – Email notification sent to Learning Coach AND student from the ISWA Truancy Liaison. 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. Student is assigned a non-graded truancy module to be completed within two weeks. The Truancy Liaison will text the Learning Coach with a reminder.
- 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 withdrawal. See page 22 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

Enrollment Period and Course Load

Students in elementary school are enrolled in the grade-level appropriate courses: ELA, Math, Science, History, and enrichment activities.

Physical Education

Physical education is a required component of elementary school education. Students must average at least one hundred instructional minutes per week per year (RCW 28A.230.040). The teachers will provide more information, but students will submit weekly fitness logs to their teachers.

Accelerated Programming for Students in Kindergarten – 5th Grade

Acceleration is the act of having a student advance past a grade level that he/she has not attended (or spent little time in) in hopes of better meeting the student's advanced academic needs. Research shows that accelerating a student to a higher grade level can have positive effects for the student. All students should be provided with adjustments, when necessary, to address their individual needs. Students who demonstrate exceptional competency may be accelerated in areas of academic strengths, as well as an entire grade.

- Requests for Acceleration may be required by a parent/guardian or the student's primary teacher at any time during the school year.
- A **"Request for Retention or Acceleration"** form must be completed and submitted to the K-8 Administrator. The form will be dated upon receipt. This form must have a parent/guardian signature.
- Within 30 days from receipt of the **"Request for Retention or Acceleration,"** a conference will be held to review the request. The following persons must be present: Principal, Parent/Guardian, Primary Teacher, and Counselor. If the student has an Individualized Education Plan or IEP, the entirety of the IEP team must be present. It may be appropriate for other school personnel and/or the student to attend. The team will review the following to assist in making the decision:
 - Current research on acceleration
 - Report Cards
 - Attendance
 - Behavioral Data
 - State and District Assessments including Progress Monitoring results
 - Other Information
- Each member of the team will declare on the **"Student Acceleration Review"** form if he/she is supportive of acceleration or not supportive and sign. The principal reviews the input and has five days from the conference to either recommend acceleration or not.

Online School Expectations

Course Calendar (Class Plan)

Students are expected to login daily and work on their courses. The 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 to earn credit in the course. Please contact your teacher upon enrollment and they can work with you to help get you caught up.

Chat Box and Engageli Whiteboards

During live Class Connect sessions in Engageli, students are often able to contribute to class discussions through the chat box and/or on an online whiteboard. Teachers often accept participation through the chat box in place of participation with a microphone. When posting a chat in a Class Connect session (Engageli) or when posting to the Engageli whiteboard, students are expected to ensure that:

- The chat post is related to the specific lesson.
- The chat post does not include any personal contact information including phone numbers, email addresses, physical addresses, social media information, etc.
- The chat post is respectful to yourself and others.
- The chat post does not contain any offensive or inappropriate content.

ISWA reserves the right to shut down the chat box if there are any posts that violate school policy and expectations. Students who violate this policy may be removed from the Engageli session and can also be subject to school discipline.

Engageli has a Question and Answer chat, separate from the classroom chat. The Question & Answer chat is

strictly for questions that would benefit the entire class AND are related to the topic being discussed. Students who inappropriately use the Question and Answer chat may be removed from the Engageli session and can also be subject to school discipline.

Discussions (Asynchronous)

Asynchronous discussions are a valuable part of an online school learning experience. When posting to a discussion board within the Online School (OLS) 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 OLS, students and Learning Coaches opt 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 OLS by updating their profile notification settings.

Webcam, Video, and Electronic Student Submissions

Within the OLS, users have the ability to create videos or submit projects with electronic content. Inside the Class Connect (Engageli) 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 Class Connect sessions in order to enrich the learning experience for their students. Learning Coaches who have any concerns about guest speakers can contact a school administrator if needed.

Grade Scale/Grade Point Value

The following grade scale is used in Canvas and on Elementary report cards:

Canvas Grade	Grade Range in Percentages
4	89-100%
3	79-88%
2	69-79%
1	55-68%
0	0-54%

Grading Policy

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; and
- Desire independence and success.

To support student success, we:

- Commit to FAST grading: fair, accurate, specific, and timely. Computer-graded assignments are graded upon completion. If a student retakes a quiz or test, the computer will log the higher grade. Teacher-graded assignments submitted on time are expected to be graded within 5 school days. Longer assignments and assignments submitted late may take up to 7 or more school days.
- 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 that the grade will be changed when the student submits the specific missing assignment. **Important -** Approximately two weeks before the end of the semester, zeros will be entered for any assignment that has not been graded, even if it hasn't been assigned yet. This is to make sure that students and Learning Coaches are aware of exactly what needs to be completed to earn a passing grade by the end of the

semester.

- 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 OLS are accepted through the final date of each term; and
 - **Teacher-graded assignments** (TGAs) are assignments that require students to write or type their responses on a document and upload it to the online course. The teacher will manually grade the TGA. TGAs are required in nearly all courses at ISWA. TGAs should be submitted by the due date to ensure meaningful feedback and opportunity to make revisions.
 - TGAs have two deadlines: the middle of the term and one week prior to the end of the term. The first deadline is to help students stay on track in the course. The hard deadline of one week prior to the end of the term for teacher-graded assignments provides teachers needed time to grade.
 - Semester 1:
 - Deadline 1: Teacher-graded assignments with due dates up to October 31, 2025, should be submitted no later than midnight on November 7, 2025. 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.
 - Deadline 2: All TGAs must be submitted no later than midnight on January 20, 2026. **This is a hard deadline for all students** to allow teachers time to grade all assignments at the end of the semester. Students who submit TGAs on January 20 will not be provided individualized feedback and will not have an opportunity to revise the assignment for higher grades.
 - Semester 2:
 - Deadline 1: Teacher-graded assignments with due dates up to March 27, 2026, should be submitted no later than midnight on April 3, 2026. 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.
 - Deadline 2: All TGAs must be submitted no later than midnight on June 8, 2026. **This is a hard deadline for all students** to allow teachers time to grade all assignments at the end of the semester. Students who submit TGAs on June 8 will not be provided individualized feedback and will not have an opportunity to

revise the assignment for higher grades.

- Consider unique situations when presented by the student and/or Learning Coach. Students with accommodation to be graded on a Pass/Fail basis will be issued traditional letter grades for final grades of A – D, a letter grade of P for final grades of 50-59%, and a letter grade of F for final grades 49% and below.

NOTE: 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 online assignments excluding Teacher-Graded Assignments must be submitted before 11:59 PST on the final date of the term. There are no exceptions.

Progress Reports & Report Cards

ISWA Elementary School students do not receive transcripts. Report cards are emailed to Learning Coaches after semester grades have been processed.

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.

Weekly progress reports are sent to the Learning Coach's email address. Report cards are emailed at the end of the semester.

Learning Coaches and Parents can request copies of their students' report cards by emailing their request to registrar@k12insightwa.org.

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.

ISWA Programs and Supports

ISWA recognizes that elementary school students need flexibility as they work to navigate their busy lives. We have numerous options to help students reach their goals.

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

K-4 Literacy & Dyslexia Screening

Students in K-3 whose STAR scores indicate "Intervention" or "Urgent Intervention" will be provided opportunity to receive targeted instruction with a Reading Specialist or specially trained teacher. Our Reading Specialist and some individual teachers have been trained and certified to provide Orton-Gillingham multisensory instruction using the Phonics First[®] curriculum. There are no graded assignments, and no grade is issued. Instead, the focus is strictly on improving reading literacy skills.

Students in grade 4 who scored Below Basic (Level 1) OR Basic (Level 2) on the 3rd grade ELA assessment the prior year will also receive additional targeted support in reading and literacy, per RCW 28A.655.235. Students in grade 5 whose STAR scores indicate "Intervention" or "Urgent Intervention" will receive additional targeted

support in ELA.

Learning coaches will be informed of STAR and ELA assessment results and will be provided with information on reading intervention programs as students are assigned to groups.

Math Remediation

Students in grades 3-8 whose STAR scores indicate “Urgent Intervention” will be provided support to fill in learning gaps. Students will be required to attend additional Math Class Connect sessions and will complete assignments in MobyMax.

Social-Emotional Learning (SEL)

All students at ISWA received SEL instruction using the 7Mindsets curriculum during homeroom. OSPI required schools to provide SEL to students in grades K-3, consistent with OSPI’s SEL Standards and Benchmarks. The 7Mindsets curriculum aligns to OSPI’s SEL Standards and Benchmarks to provide skills such as coping with feelings, setting goals, and getting along with others. The 7Mindsets curriculum does not include any sexuality content or curriculum.

FLEX at ISWA Elementary School

ISWA offers an optional and flexible program for motivated students that allows them to opt out of attending the majority of live instructional sessions without counting against the attendance policy. The FLEX program does not change graduation requirements. The FLEX program is developed to give families flexibility with their days.

While a certificated teacher is still part of the student’s learning in FLEX, students work more independently:

- Students are still invited to live class connect sessions; however, they are not required to attend all of them (refer to Class Connect below). Recordings of sessions are made available and can be viewed at any time.
- Students who need help with content need to first watch the recording(s) and attend a live Class Connect session before contacting the teacher via email for assistance. Teachers cannot provide instruction via email.
- Student expectations for logging in every school day, completing required assignments according to the student's plan in the OLS and responding to communication from teachers within 48 hours do not change.
- Learning Coach expectations to support their students including monitoring their student’s progress and responding to all will return all ISWA phone calls and email messages within 48 hours do not change.

Students in FLEX are required to attend the following live Class Connect sessions:

- Weekly Homeroom sessions (to meet state attendance and compliance requirements).
- Students identified on the STAR assessment as needing intervention in Reading and/or Math will be required to attend live Class Connect sessions in English and/or Math.
- Students who receive Special Education services are required to attend live Class Connect sessions for specially designed instruction (SDI) in the areas designated on the IEP for instruction, progress monitoring, and assessment.
- Students who are identified as Multilingual or English Learners (ELD/ELL) are required to attend their live Class Connect sessions with the ELL Teacher to receive instruction and support. They are also required to participate in annual WIDA testing.

To remain in FLEX, students must maintain all the following criteria:

- Attend all live Class Connect sessions outlined above.
- Complete the Welcome to Online Learning course.
- Complete a Connection Call with their Homeroom Teacher.

- Maintain satisfactory progress all year as determined by their Monthly Progress Conference (see Monthly Progress Conferences in this handbook for more information).
- Complete all Monthly Progress Conferences.
- Complete STAR required testing, and
- Complete state testing when required.

Students who cannot maintain the above expectations show that they need additional structure, support and instruction. As a result, the student will be removed from the FLEX program and enrolled in our traditional program which provides the needed additional support.

Learning Coaches and/or Legal Guardians can request their student be part of our FLEX program upon enrollment or by requesting the program through the following links: Grades 6-10 <https://bit.ly/FLEX6-10> OR Grades 11-12 <https://bit.ly/FLEX11-12> ISWA will send family confirmation once the student's enrollment in the program is confirmed.

NOTE: Students whose IEP qualifies them for our Functional Skills/Self Contained program **cannot** participate in the FLEX program because their IEP requires them to attend all live Class Connect sessions for instruction, progress monitoring, and assessment.

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 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.

For questions about Special Education processes and referrals, please contact ISWA's Special Education Coordinator at ngingrich@k12insightwa.org.

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.

Tiers of Instruction

- **Tier 1:** All students at ISWA have access to quality, research-based curriculum developed by Stride, Inc.,

that is aligned to state, Common Core and Next Generation Science Standards. All students have access to Washington State certified teachers who implement research-based instructional practices.

- **Tier 2:** Students who are identified on the Star360 Reading and Math assessments as needing intervention are provided additional small-group instruction through required Targeted Intervention sessions in English and Math. Teachers also use formative assessments to determine students who need Targeted Intervention in English and Math. All other core subjects offer Intervention sessions for students who are in need of additional support.
- **Tier 3:** Students identified as migrant and/or multilingual and/or students with disabilities receive additional support from qualified teachers in their area(s) of need. The support may include supplemental instruction, accommodations, and/or modifications.

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 other core 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.

ISWA MTSS Coordinator:

Darice Bales, Director of Academics.

Email: dbales@k12insightwa.org

Phone: 425-372-7141

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 accommodation. 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 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 immuno-compromised 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

Misty Holcomb

Email: miholcomb@k12insightwa.org

Phone: 425-533-2726

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 including 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. Please note that students who frequently fail to attend their SDI (Specially Designed Instruction) and/or Related Services sessions may be involuntarily withdrawn due to lack of compliance with the IEP.

All teachers at Insight are regularly provided with 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 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 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

Multilingual Education Program

During the enrollment process, the parent/guardian is required to complete a home language survey. If the language the child first learned to speak is a language other than English, or if the language the child uses most often at home is a language other than English, ISWA is required to see if a) the student has been previously

screened for multilingual education and b) screen the student for multilingual education if there is no record of prior testing. Eligible students receive additional support in developing English skills in academic language, including speaking, listening, reading, and writing. 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 OLS 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 student's Homeroom Teacher.

Requirements for Multilingual 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 Multilingual Education Program remain eligible for services until they meet WA state exit criteria. All schools are federally required to test 100% of their state-identified Multilingual 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 Multilingual Education services each year until they meet WA state exit criteria. Learning Coaches can waive ELD services for one school year by signing an agreement. Learning Coaches should contact Darice Bales or their ELD Teacher.

ISWA Multilingual Education Coordinator:

Darice Bales

Email: dbales@k12insightwa.org

Phone: 425-533-7141

Student Clubs

ISWA recognizes the benefits of students engaging in activities outside of the regular academic time which are non-curricular in nature. Participation in student groups or clubs enhances students' engagement with school, fosters a sense of community, and helps students to explore and develop non-academic interests. 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:

- The ISWA Elementary School sponsored club for the 2025-2026 school year is Art. Learning Coaches can register their student for the ISWA Elementary Art Club 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

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 has clear expectations and guidelines for students.

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 school rules. Acts of defiance may result in disciplinary action.

Dress Code

Appropriate attire shall be worn at school activities, including during live Class Connect sessions.

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 the privileges of anyone who is found violating the above policies.

NOTE: There are additional social media accounts that include “ISWA” or “Insight School of Washington” in the titles but are not created by and monitored by school staff. ISWA is not responsible for behavior that occurs on these accounts and is not able to respond to them. If a student is being bullied or harassed in a non-school-sponsored social media account, the parent is encouraged to contact their local police department. We encourage students to make positive choices with social media.

Webcam, Video, and Electronic Student Submissions

Within the Online School users have the ability to upload a profile picture, create videos or submit projects with electronic content. Inside of the Class Connect () 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 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 (computer/printer) Computers provided by ISWA are for the exclusive use of students while doing schoolwork.

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 semester, 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 are not allowed in the facility.
 - Emotional Support Animals (ESAs) are not protected under the ADA and are generally not allowed in public places where pets are not allowed. It is a safety concern for staff and other students at the testing site (allergies also count as a safety concern).
 - Qualified Service Animals are protected under the ADA and will be permitted with prior authorization from the ISWA Testing Coordinator. The service animal must be under complete control of the handler. It must also be housebroken and have current vaccination and licensing.
- 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 providing a safe learning environment for your child. If you have any questions or concerns, please contact your testing coordinator.

Discipline

Philosophy

Discipline should be thought of as a learning experience with behavior modification as its objective. Unwanted behaviors are best modified 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 to have 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.

Harassment, Intimidation, and Bullying 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)

QVSD and ISWA are committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation or bullying. As defined in legislation, "Harassment, intimidation, or bullying" means any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in

RCW28A.640.010 and RCW28A.642.010, or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- Physically harms a student or damages the student's property;
- Has the effect of substantially interfering with a student's education;
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy recognizes that 'harassment,' 'intimidation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately.

Harassment, intimidation or bullying can take many forms including, but not limited to: slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom, or program rules. -QVSD Board Policy 3207

Sexual Harassment Policy

For the purposes of this policy, sexual harassment means unwelcome conduct or communication of sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated even if the alleged harasser is not a part of the school staff or student body. QVSD and ISWA prohibit sexual harassment of school employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term "sexual harassment" may include:

- Acts of sexual violence;
- Unwelcome sexual or gender-directed conduct or communication that interferes with an individual's educational performance or creates an intimidating, hostile, or offensive environment;
- Unwelcome sexual advances;
- Unwelcome requests for sexual favors;
- Sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- Sexual demands where submission or rejection is a factor in an academic or other school-related decision affecting an individual.

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

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit a student’s ability to participate in or benefit from the school’s program. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent or egregious. – *QVSD Board Policy 3205*

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

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/Teacher prior to attending the trip.

Other ISWA events

ISWA events may 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 Student Support Administrator using a Guest Pass provided by ISWA.

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 eligible students 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,

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. Requests can be made to registrar@k12insightwa.org or by fax at 855-266-6154.

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.

Protection of Pupil Rights Amendment (PPRA)

PPRA (20 U.S.C. § 1232h, 34 CFR Part 98) affords parents of students’ certain rights regarding, among other things, participation in surveys, the collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following eight protected areas (protected information survey) if the survey is funded as part of a program administered by the U.S. Department of Education (Department) (applicable program)
 - Political affiliations or beliefs of the student or student’s parent;
 - Mental or psychological problems of the student or student’s family;
 - Sex behavior or attitudes;

- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or student's parent; or
- Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of –
 - Any protected information survey administered or distributed to a student by an local educational agency that is a recipient of funds under an applicable program (LEA) if the protected information survey is either not funded as part of a program administered by the Department or is funded as part of a program administered by the Department but to which a student is not required to submit;
 - Any non-emergency, invasive physical examination or screening required by an LEA as a condition of attendance; administered by the school and scheduled by the school in advance; and, that is not necessary to protect the immediate health and safety of a student, with some exceptions; and
 - Activities of an LEA involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or to otherwise distribute such information to others for that purpose), with some exceptions.
- Inspect, upon request –
 - Protected information surveys and surveys created by a third party, before the administration or distribution by an LEA of the surveys to a student;
 - Any instrument used by an LEA to collect personal information for the purpose of marketing or sale (or otherwise distributing such information for that purpose), before the instrument is administered or distributed to a student, with some exceptions; and
 - Instructional material, excluding academic tests or academic assessments, used by an LEA as part of the educational curriculum for a student.

These rights transfer from the parents to the student when the student turns 18 years old or becomes an emancipated minor under applicable State law.

Requirements of LEAs under PPRA

LEAs are required to develop and adopt policies, in consultation with parents, to address the protection of student privacy and parents' rights under PPRA, including those discussed above. In addition, LEAs must directly notify parents of these policies at least annually, at the start of each school year, and within a reasonable period after any substantive change to the policies.

LEAs must also directly notify, such as through U.S. Mail or email, parents of students who are scheduled or expected to be scheduled to participate in any of the activities or surveys listed below and must provide an opportunity for parents to opt their child out of participation. LEAs must make this notification to parents at least annually at the beginning of the school year, and this notification must include the specific or approximate dates when the activities or surveys are scheduled or expected to be scheduled. For activities or surveys that are scheduled after the school year starts, LEAs must provide parents with reasonable notification and an opportunity to review, as well as an opportunity to opt their child out.

These activities and surveys involve:

- Collection, disclosure, or use of personal information collected from students for the purpose of marketing or sale (or otherwise distributing such information to others for that purpose), with some exceptions;
- Administration or distribution to a student of any protected information survey not funded as part of a program administered by the Department or funded as part of a program administered by the Department but to which students are not required to submit; and
- Certain non-emergency, invasive physical examinations or screenings, as described above. Parents who seek additional resources on student privacy under PPRA may visit the Department's Student Privacy

Policy Office website at <https://studentprivacy.ed.gov/>. Parents who believe their PPRA rights have been violated may file a complaint online by selecting the PPRA complaint form option at <https://studentprivacy.ed.gov/file-a-complaint> or by mailing the form to the following address:

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

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 School

Our Online School (OLS) consists of several components:

1. Every learning coach has their own login to the Online School. Their landing page allows them to monitor and see student progress in courses. **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 School. Students **must** enter a Class Connect session through the **Online 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 or available 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, 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 laptops. 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 semester. 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 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 an optional school-wide assembly to be held during first semester. Parents will be provided information one month prior to the 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

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

Section 504 of the Rehabilitation Act

Insight School of Washington does not discriminate on the basis of handicapping 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

Pursuant to Title IX of the Education Amendments of 1972, Insight School of Washington is committed to providing an environment that is free from all forms of sex 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's 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 any of the following:

Title IX Coordinator: [Diana Figula](#), Student Support Manager
2601 S 35th St, Ste 100, Tacoma, WA 98409
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

kyle.weakley@qvschools.org

Title IX inquiries may also be directed toward the U.S. Department of Education, Office for Civil Rights (OCR):
<https://www2.ed.gov/about/offices/list/ocr/index.html>

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 a 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 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, the 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" - (Enter one of the two options here). 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
- suspension or expulsion

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.

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.

Appendix C: Harassment, Intimidation, and Bullying (HIB)

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student's property;
- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school”

HIB may involve an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB([QVSD HIB Reporting Form 1](#) [QVSD HIB Reporting Form 2](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer ([Diana Reaume](#), diana.reaume@qvschools.org, 360-374-6262 x350) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s *HIB Policy* [[3207](#)] and *Procedure* [[3207P](#)].

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

To review the district’s *Nondiscrimination Policy* [3210](#) and *Procedure* [3210P](#), visit <https://www.qvschools.org/o/qvsd/page/board-policies>.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district’s *Sexual Harassment Policy* [3205](#) and *Procedure* [3205P1](#) - [3205P2](#), visit <https://www.qvschools.org/o/qvsd/page/board-policies>.

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I’m concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: [Kyle Weakley](#), Assistant Superintendent/Athletic Director, (411 S. Spartan Ave. Forks, WA 98331, kyle.weakley@qvschools.org, 360-374-6262 x367)

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: [Kyle Weakley, Assistant Superintendent/Athletic Director, \(411 S. Spartan Ave. Forks, WA 98331, \[kyle.weakley@qvschools.org\]\(mailto:kyle.weakley@qvschools.org\), 360-374-6262 x367\)](#)

Concerns about disability discrimination:

Section 504 Coordinator: [Kyle Weakley, Assistant Superintendent/Athletic Director, \(411 S. Spartan Ave. Forks, WA 98331, \[kyle.weakley@qvschools.org\]\(mailto:kyle.weakley@qvschools.org\), 360-374-6262 x367\)](#)

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: [Kyle Weakley, Assistant Superintendent/Athletic Director, \(411 S. Spartan Ave. Forks, WA 98331, \[kyle.weakley@qvschools.org\]\(mailto:kyle.weakley@qvschools.org\), 360-374-6262 x367\)](#)

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure (3210P) and Sexual Harassment Procedure (3205P).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit

<https://www.qvschools.org/o/qvsd/page/board-policies>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: **Kyle Weakley, Assistant Superintendent/Athletic Director, (411 S. Spartan Ave. Forks, WA 98331, kyle.weakley@qvschools.org, 360-374-6262 x367)**

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

Appendix D: Sexual Harassment of Students Prohibited

Sexual Harassment of Students Prohibited

The District is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a school training held elsewhere.

Definitions

For the purposes of this policy, sexual harassment means unwelcome conduct or communication of sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The District prohibits sexual harassment of district students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” may include:

- Acts of sexual violence;
- Unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- Unwelcome sexual advances;
- Unwelcome requests for sexual favors;
- Sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- Sexual demands where submission or rejection is a factor in an academic or other school- related decision affecting an individual.

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

Investigation and Response

If the district knows, or reasonably knows, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to re- solve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. 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. The district will take these steps every time a complaint, alleging sexual harassment comes 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 as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

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

Retaliation and False Allegations

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.

Staff Responsibilities and Training

The Superintendent will 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.

Any school employee who witnesses sexual harassment or receives a report, informal complaints, or written complaint about sexual harassment is responsible for informing the District Title IX or Civil Rights Compliance Officer. Further, all staff are responsible for directing complainants to the formal complaint process.

Reports of discrimination and discriminatory harassment will be referred to the district’s Title IX or Civil Rights Compliance Officer. Reports of disability discrimination or harassment will be referred to the district’s Section 504 Coordinator.

District/school staff, including employees, contractors, and agents will not provide a recommendation of employment for an employee, contractor or agent that the district/school, or the individual acting on behalf of the district/school, knows or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

Notice and Training

The Superintendent will develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition 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 and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook. Such notices will identify the district’s Title IX coordinator and provide contact information, including the officer’s email address.

Policy Review

The Superintendent will 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 3207	Prohibition of Harassment, Intimidation and Bullying
	Board Policy 3210	Nondiscrimination
	Board Policy 3211	Gender Inclusive Schools
	Board Policy 3240	Student Discipline
	Board Policy 3421	Child Abuse and Neglect
	Board Policy 5010	Nondiscrimination and Affirmative Action
	Board Policy 5011	Sexual Harassment of District Staff Prohibited
	Board Policy 5255	Disciplinary Action and Discharge

Legal References:	20 U.S.C 1681-1688	
	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination – Scope
	WAC 392-190-056 to 058	Sexual harassment
	34 C.F.R. 106	
	RCW 49.60	Washington Law Against Discrimination

Management Resources:	2020 – August Issue
	2015 - July Policy Alert
	2014 – December Issue
	2010 - October Issue

Adoption Date: April 27, 2010

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 Misty Holcomb	Direct email, phone, or call (425) 533-2700, x 1009
My student will be entering a treatment facility or hospital setting.	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 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 online classes.	Homeroom Teacher	Email, phone, or text
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.	School Counselor	Direct email, phone, or call (425) 533-2700, option 5

Transcripts, Forms and Student Records

Issue	Who to Contact	Contact Information
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I want to request a report card.	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
My student is applying for disability services through DSHS and needs to request Special Education records.	Send the form to the Special Education registrar	vsea@k12insightwa.org or fax to (425) 696-1571