



EVA Student Handbook  
Grades K-12  
2023-2024

Evergreen Virtual Academy is a K-12<sup>th</sup> grade Online Charter School sponsored by North Bend School District, North Bend, Oregon

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## PREFACE

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general public charter school information, rules, and procedures and is not intended to either enlarge or diminish any Board policy or administrative regulation. Material contained herein may therefore be superseded by such Board policy or administrative regulation. Evergreen Virtual Academy is an online charter school sponsored by North Bend School District. The North Bend School District Board policies are available at the Evergreen Virtual Academy office or the district website

<https://policy.osba.org/nbend/index.asp>.

### Important:

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

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

## FERPA

### Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") the following rights with respect to the student's education records:

- The right to inspect and review the student's education records within 45 days of the day the district receives a request for access.

The parent or eligible student should submit to the school principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- The right to request an amendment of the student's education record that is believed to be inaccurate or misleading. The parent or eligible student should make a written request for an amendment of records to the school principal by clearly identifying the part of the record that needs to be changed and specifying why it is inaccurate or misleading. If the district decides not to amend the record as requested, the parent or eligible student will be notified of the decision and advised of the right to a district hearing regarding the request.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, teacher, or support staff member (including health staff and law enforcement personnel); a person serving on the board of trustees; a person or company that the district has contracted to perform a special task; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility. Upon request, the district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The office that administers FERPA is:

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

## Parent/Guardian Acknowledgement of Review and Understanding

The Student/Parent Handbook provides important information related to student learning, expectations for student behavior and other information related to student and parent rights.

Evergreen Virtual Academy requires that a parent/guardian sign this form, for each student, to acknowledge that they have read and understand the guidelines and expectations set forth in the handbook.

Please click on the link and fill out the brief acknowledgement:

[Student Handbook Acknowledgement](#)

Evergreen Virtual Academy is a member of the following organizations:



Report bullying, harassment and other safety issues anonymously at <https://eva-or.safeschoolsalert.com/>

## Welcome!

We would like to thank you for trusting your students' learning with Evergreen Virtual Academy. This experience will be one of partnerships. Teachers and learning coaches mutually support students as they navigate the learning activities provided by EVA. This is a unique schooling process that puts the individual student's needs at the center of all our efforts. Teachers are available to guide you through the process every step of the way. We are excited as you begin this new year of schooling with Evergreen Virtual Academy!

## Evergreen Virtual Academy Mission

*"The Evergreen Virtual Academy (EVA) is a public, online charter school whose mission is to provide a safe, supportive, inclusive, and collaborative environment which fosters growth and learning."*

## Evergreen Virtual Academy Vision

*"At Evergreen Virtual Academy our primary aim is to create an effective, personalized, innovative learning environment for each student."*

"Our school community supports students in becoming independent thinkers and successful learners, preparing them for their next steps toward their educational and life goals."

### Ten Habits of Successful EVA Students & Learning Coaches

- **Ask for Help**

No one said this would be easy. Online learning requires a level of effort and commitment you may not be used to. There's no need to go it alone! Take advantage of these supporters—ask for help right away when you need it and accept it when it's offered!

- **Set Up an Effective Learning Environment**

A quiet and organized place to do schoolwork, free from distractions and equipped with good lighting and a comfortable chair, will make it easier to concentrate and complete work successfully.

- **Get and Stay Organized**

When you set up your learning space, make sure you have plenty of room to work and plenty of storage for all your learning supplies. Some students like to have a separate binder or file for each subject. Even though you're attending a "virtual" school, you will still need real pencils, paper, and notebooks.

- **Manage Your Time**

Make sure you check your online course calendar for the day and the week, so you know what's coming up and when your assignments are due. At the secondary level, grades 6 – 12, be sure to set aside at least an hour each school day for each class you're taking. When you're working on your lessons, limit distractions like texts or videos—save that for break time!

- **Use Smart Study Skills**

Take notes on student guides while you're working through lessons—it is a great way to help commit the material to memory.

- **Take a Break!**

It doesn't do anyone any good to work for hours and hours on end—that is a good way to get burnt out fast. Listen to your body and your mind—when you find yourself getting stiff or your mind wandering, it's probably time for a break. Get up and stretch. Connect with friends. Read a book for 15 minutes. Go outside for a jog. Get food and water to recharge. Whatever it is, give yourself permission to relax for a bit!

- **Have a Plan B**

When you are working online, something is bound to go wrong. Maybe you will lose your Internet connection, or your class connect session won't load. Prepare for contingencies now—ask friends or relatives if you can use their computer in case of an emergency, find a library with computers, or if you have access to a laptop, find a bookstore or coffee shop in your area that has internet access.

- **Go to Class Connect Sessions**

It is important to log in to these online sessions. Not only do they count as attendance, but class connect sessions are set up to help you learn to succeed in your courses. They are also a good opportunity to ask your teacher questions and go over lessons or concepts that you might be struggling with. It also gives you a chance to chat with other students and your teacher.

- **Connect with Other Students & Families**

Do not isolate yourself—there are plenty of ways for you to connect with your local and school community. Join a club or sports team or get involved with a local youth organization. Connect with EVA students at EVentures, in class or at an EVA club!

- **Work in Every Course Every School Day**

It should go without saying, but *this is school*. Sure, there will be days when you need to take off and days when you'll be able to work ahead. But it is really important to get into the habit of working at least five days a week in every course. Students will tell you year after year, it's really hard to catch up if you fall behind. That's why we say, "Every class. Every day."

## LEARNING COACH RESPONSIBILITIES

The Evergreen Virtual Academy **requires** that a responsible adult be at home during learning hours to supervise the instruction of each student. As a Learning Coach, you can expect to spend an average of 4 to 6 hours per day on direct student instruction (depending on student's grade level) with additional time for daily or weekly lesson preparation. A student's successful progress requires daily Learning Coach commitment to the discipline and organization implicit to manage a first-class education. Prior to enrollment you will be asked to initial the following expectations and fulfil these obligations. These are expectations we must mutually share with our families in order to make the EVA schooling method work.

- I understand that public school enrollment includes participation in the required state testing program, virtual or in person. I understand that I am responsible for transporting my child to and from in person testing.
- I accept the responsibility to supervise my student in using the Learning Solutions curriculum, and I understand that I am expected to become knowledgeable about it.
- I expect to have the guidance and support of a professional teacher in implementing the curriculum with my student.
- I understand that adequate and continuing student progress is an expected part of the EVA program in addition to the required attendance hours logged. Teachers will review progress and consider other factors, including parental input when making student advancement decisions.
- I understand that I am to participate in regular phone and online classroom conferences with my student's teacher and that I will be asked to submit work samples periodically.

- I understand that the teacher may conduct academic assessments in order to evaluate mastery and assist my student instructionally.
- I understand that the teacher may provide research-based instructional interventions, as needed and that I am responsible for making sure my student attends these sessions

These agreements are the foundation of our relationship with the Learning Coach. Your role is very important.

The Learning Coach continuously supervises the student during regular school hours.

The Learning coach, in partnership with the EVA teacher, is responsible to ensure the child is participating appropriately in the instructional program. This can include but is not limited to:

1. completing assigned lessons
2. completing assessments as needed
3. participating in Class Connect sessions for supplemental instruction
4. completing assessments to ensure interventions are identified.
5. having student available and actively participating in Class Connect and/ or in person assessments and/or instructional assistance as needed to ensure student is provided appropriate access to curriculum.

Parent, guardian and/or learning coach understands that it is their responsibility to have student participate in interventions as deemed necessary by EVA teachers.

Parent, guardian and/or learning coach understands that EVA records online class sessions.

Parent, guardian and/or learning coach is required to be able to read and understand the curriculum and instructional materials provided by EVA.

Parent, guardian and/or learning coach will work in partnership with EVA Teacher to identify and support student when academic issues arise.

Support student in attending state mandated testing. State tests are given at grade levels 3 through 8 and 11.

Keeping these commitments and obligations ensure your student gets the most out of our school programming. This also means we need you to keep communication with the school continuous. This means that we expect Learning Coaches to:

Have a working phone number, email account, and Internet access, at the time of enrollment.

Check email, and phone messages daily.

Inform EVA Teachers of any changes to contact information (i.e. address, phone number, email address) within 48 hours.

Respond to all calls and emails from EVA teachers within 48 hours.

Submit work samples as requested by your EVA teacher.

Attend regularly scheduled meetings with EVA teacher and student at a mutually agreed upon time.

Attend regularly scheduled phone conferences with EVA teacher.

Be available during regular school hours and EVA working hours to meet with teachers and/or staff.

## ADMISSIONS

A student seeking enrollment in the public charter school for the first time must meet all academic, age, immunization, tuition, and other eligibility prerequisites for admission as set forth in state law, Board

policy and administrative regulations. Students and their parents should contact the office for admission requirements.

A public charter school may not limit student admission based on race, religion, sex, sexual orientation, ethnicity, national origin, disability, health, whether a student has an individual education program (IEP) or the terms of that IEP, been identified as talented and gifted, income level, residence, proficiency in the English language, athletic ability, or academic records, but may limit admission within a given age group or grade level.

**IMPORTANT:**

Evergreen Virtual Academy does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, sexual orientation, or age in providing education or access to benefits of education services, activities, and programs in accordance with Title VI, Title VII,

Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

The following have been designated to coordinate compliance with these legal requirements and may be contacted at the public charter school office for additional information and/or compliance issues:

Evergreen Virtual Academy Title IX Coordinator, Michelle Cook at 541-751-6784 1913 Meade Street, North Bend, Oregon, 97459

# Student Calendar



## 2023-2024 School Calendar

Month	Mon	Tue	Wed	Thu	Fri	Notes
Sep2023 (19 days)	4	5	6	7	8	Sept. 4 Labor Day
	11	12	13	14	15	Sept. 5 First Day of School
	18	19	20	21	22	Sept. 5-7 Week of Welcome
	25	26	27	28	29	Oct. 13 No School - Teacher Professional Development
						Nov. 3 End of Quarter 1
Oct 2023 (21 days)	2	3	4	5	6	Nov. 10 No School - Veteran's Day Observed
	9	10	11	12	13	Nov. 20-21 No School - Teacher Professional Development
	16	17	18	19	20	Nov. 22-24 No School - Thanksgiving Holiday
	23	24	25	26	27	Dec. 18-29 Winter Break
	30	31	1	2	3	Jan. 1 No School - New Year's Day
Nov 2023 (16 days)	6	7	8	9	10	Jan. 15 No School - Martin Luther King Jr Day
	13	14	15	16	17	Jan. 31 Last Day of Semester 1
	20	21	22	23	24	Feb. 1-2 No School - Teacher Work Day
	27	28	29	30	1	Feb. 5 First Day of Semester 2
						Feb. 19 No School - Presidents' Day
Dec 2023 (11 days)	4	5	6	7	8	March 8 No School - Teacher Professional Development
	11	12	13	14	15	March 25-29 Spring Break
	18	19	20	21	22	April 22-26 Virtual State Testing Week
	25	26	27	28	29	May 27 No School - Memorial Day
Jan 2024 (21 days)	1	2	3	4	5	June 14 1/2 Day, Last Day of School
	8	9	10	11	12	June 15 Graduation
	15	16	17	18	19	June 19 Juneteenth
	22	23	24	25	26	
	29	30	31	1	2	
Feb 2024 (20 days)	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	1	
Mar 2024 (16 days)	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
Apr 2024 (22 days)	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
May 2024 (22 days)	29	30	1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	
Jun 2024 (10 days)	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	

Student Learning Days = 175  
Graduation Day = June 15th

Key	
	Holiday / No School
	Teacher Work Day / No School
	State Testing
	First / Last Day of Term
	First / Last Day of School Year

## School Contacts

Topics	Point of Contact	
<b>General Information</b>		
Evergreen Learning Platform	<a href="#">Login Site</a>	
Hardware Support:	<a href="#">Spitzertech Ticket</a>	
	Phone# 971-231-4137	
LC Account Creation	<a href="#">Canvas Observer Account Instructions</a>	
<b>School Specific Information</b>		
Evergreen Virtual Academy Main Office	400 Virginia Ave., Suite 114 North Bend, OR 97459  Email: <a href="mailto:info@evergreenvirtual.org">info@evergreenvirtual.org</a>  Website: <a href="https://evergreenvirtual.org">https://evergreenvirtual.org</a>	Ph# 541-751-8060 Fax# 541-751-8040
	School Registrar	Fax# 541-751-6920
	Enrollment & Special Education Dept.	Fax# 541-751-8016
Executive Director	Jamie Stiles	Ph# 503-250-4812
Principals	Elementary & Middle School (K-8)	Caitlin Klenz Ph# 541-294-0904
	High School (9-12)	Rebecca Chitkowski Ph# 541-315-5409
High School Counselors	A – L	Michele Dabbs Ph# 541-294-0236
	M-Z	Michelle Anderson Ph# 541-294-5931
School Social Worker	Karina Smyth	Ph# 541-294-1068
Special Programs Director	Dr. Ashley Smithey	Ph# 541-435-5158
	Special Programs Assistant	Vanessa Martin Ph# 541-751-8060 Ext. 208
	504 Coordinator	Kimberly DeGifis Ph# 541-751-5831
	EL Coordinator	Stacy Knuth Ph# 541-751-3103
Dean of Students and Academic Programs	Emily Borrego	Ph# 541-751-5021
Enrollment & Engagement Manager	Melinda Kramer	Ph# 503-505-0905
Compliance Officer	Brittney Hague	Ph# 541-252-2326
Assessment & Accountability Coordinator	Kimberly DeGifis	Ph# 458-710-0318
McKinney Vento & Foster Care Liaison	Anne Farrell	Ph# 541-294-9950
Title IX Coordinator	<a href="#">Michelle Cook</a>	Ph# 541-751-6784

## ACADEMIC ACCELERATION

Acceleration is an academic intervention and approach through which students move more quickly through curriculum or have access to curriculum at a higher level than typical of age. There are many types of acceleration, but these types can be grouped into two broad categories: subject-based acceleration and grade-based acceleration. Acceleration opportunities are based upon each student's academic needs.

### Grade Based Acceleration

This category includes early entrance to kindergarten or college, as well as whole grade acceleration

Early Entrance to College is available through EVA's dual enrollment program. Students shall work with academic counselors for participation in this program or to complete a plan for early graduation.

Whole Grade/Grade-Based Acceleration is considered when students assessed rate and level are unable to be met with differentiation in their age-based grade level. Additionally, they would be more appropriately served through whole grade acceleration than content-based acceleration. The following information is considered in determining grade-based acceleration recommendations:

- Teacher, parent, and student input
- Curriculum progress and curriculum-based assessments across all content areas
- Differentiated instruction for rate and level in current grade level, across all content areas
- Standards across all content areas for the grade being skipped and any potential impacts
- Above grade level academic assessments across content areas
- Grade level achievement assessments across content areas
- Cognitive assessments
- Standards based assessments across content areas

- Social-Emotional and interpersonal development
- Attendance and other school factors

## **Content Based Acceleration**

Single subject acceleration is an option available for students whose assessed rate and level show the need for material and/or curriculum that is above grade level and who were unable to be appropriately served with differentiated instruction in their current grade level. When making decisions about content-based acceleration, the following individual factors are considered:

- Teacher, Parent, and Student input
- Curriculum progress and curriculum-based assessments in curricular area of acceleration
- Differentiated instruction for rate and level in curricular area of acceleration
- Above grade level academic assessments in curricular area of acceleration
- Grade level achievement assessments in curricular area of acceleration
- Cognitive assessments
- Standards based assessments in curricular area of acceleration
- Social-Emotional and interpersonal development
- Attendance and other school factors

## **ACADEMIC RETENTION**

EVA's curriculum and instruction program is arranged in a manner designed to present the student with learning experiences appropriate to the student's level of maturation and academic ability. Satisfactory completion of the instructional program during the academic year is normally sufficient for the student to progress to the next grade level. However, EVA recognizes that all students do not learn at the same rate or level. Some students may benefit from additional instruction at a certain level.

The decision to retain a student shall be made by the school principal upon recommendation of the school staff and with the involvement of the student's parents or guardian. The recommendation shall be made to the parents or guardian in a timely manner that allows sufficient time to develop an appropriate plan for the coming school year. Requests regarding retention need to be made by the beginning of April for the following school year.

The decision to separate a student from their age/grade peer group should be considered with caution and

only if other strategies appear unlikely to improve the student's performance to the degree necessary to sustain a satisfactory rate of growth.

EVA shall monitor student achievement and progress. Those students who achieve substantially below grade level standards will be provided intensive, corrective instruction in the academic areas below standard. If a recommendation for retention is made, the plan should specify the changes in instructional methodology and materials that will be utilized to assist the student in the new academic year.

If a student is recommended for retention, the appropriate administrative decision shall be:

- Based upon careful review of the student's academic progress and in consideration of the student's physical development, psychological development, emotional maturity, and social development.
- Accompanied by the development of a plan that identifies the best placement option for the student and appropriate intervention strategies. The plan also shall specify the types of instructional strategies to be used to assist the student.

A decision to retain a student will be made after prior notification and involvement of the student's parents in the decision-making meeting. However, the final decisions will rest with the school authorities.

## ACADEMIC INTEGRITY

EVA expects its students to adhere to the highest standards of academic honesty and rigor.

It is required for students to submit work that is entirely of their own creation. Allowing your own work to be copied, using unauthorized aids on work, or having someone else complete your work is unethical and does not meet our standards. Further, we encourage academic integrity in the creation of student work. This includes the expectation that scientific data and citations be accurate and direct. If work is found to lack these citations, it will be considered a form of plagiarism.

### Ethical Use of Copyrighted Materials

All materials in the courses are copyrighted and provided for use exclusively by *enrolled students* and *teachers* at EVA. Enrolled students and teachers may print or photocopy material from the website for their own use. However, distribution of copies to others is prohibited unless expressly noted as allowable on the materials. Unauthorized copying or distribution of copyrighted materials may result in revoked access to course(s) or other disciplinary action.

**Software:** Please refrain from uploading, downloading, transmitting, or posting copyrighted software or copyrighted materials that are protected by trade secrets or other protections using EVA computer

resources. This includes turning in work or sending email with copyrighted graphics.

## **Plagiarism**

Plagiarism is presenting the words or ideas of another person as your own. This includes inadequate documentation of sources electronic, internet or from print. It is also excessive dependence on the language of sources material even when documented. We expect that students will synthesize information and create their own work. Students who violate the principles of academic integrity will be reported to the appropriate administrative authorities. Violations may lead to disciplinary action in alignment with grade band policies and severity of the violation.

## **ASBESTOS**

The public charter school has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having its buildings inspected by accredited inspectors and the development of a management plan for the control of this substance.

The management plan is available for public inspection in the public charter school office. The administrator serves as the public charter school's asbestos program manager and may be reached for additional information.

## **ASSEMBLIES AND EVENTURES**

A student's conduct in assemblies must meet the same standard as in the classroom. A student who does not abide by the public charter school's Student Code of Conduct during an assembly or EVentures shall be subject to disciplinary action. Unless otherwise noted, a parent or guardian is required to stay with their student(s) for the duration of the event. We try to keep the cost of EVentures free to families, but there may be some activities with a fee. These costs are the responsibility of the family as well as transportation to and from events. Some limitations may apply to certain events and locations, including but not limited to: attendance caps, insurance requirements, reservation deadlines, age of participants, and/or additional family/non-enrolled student participation.

## **ASSESSMENTS**

### **Curriculum Embedded Assessments and Projects**

All curriculum embedded assessments and special projects/work samples assigned to student must be completed on time. Teachers make instructional decisions for groups of students based on the performance of these assignments. Extensions interfere with the school's ability to support students in a timely fashion.

### **Assessments Outside of Curriculum**

EVA students are required and expected to participate in the appropriate standardized assessments detailed below:

Name of Assessment	Participants	Assessment Window	Location
Interim Assessments Math & Language Arts	Students in grades K – 9	Fall, Winter, and Spring	In your home
Kindergarten OACCS	Kindergarten Students	<b>Fall</b> *No kinder assessment SY 23-24	Assigned location outside of your home
OACCS (Oregon Assessment of College and Career Standards, also known as SBAC, OAKS)	Students in grades 3 <sup>rd</sup> – 8 <sup>th</sup> & 11 <sup>th</sup>	<b>Spring:</b> April - May	Assigned location outside of your home

The information we receive from these assessments is invaluable. Teachers and parents will work together to pinpoint areas of academic strength and weakness, set academic goals and work towards improvement. Student academic success is our main goal at EVA!

On State testing days, students will arrive on time and prepared. Parent/guardian will be notified of the students testing dates and locations in advance. Which may be virtual or in person. Times, dates, and locations are pre-assigned, in extreme circumstances, changes may be possible.

**Legal Guardians are responsible for providing transportation to and from the testing locations, if applicable.**

## **ASSIGNMENT OF STUDENTS TO CLASSES**

Students are assigned to classes based on their age-appropriate grade level, the individual needs of the student, and staffing and scheduling considerations.

## **ATTENDANCE**

All students between the ages of 6 and 18 who have not completed grade 12 are required by law (ORS 339.010) to attend school regularly unless otherwise exempted by law. Staff will monitor and report violations of the state compulsory attendance law. All students of at least 5 years of age who have been enrolled in a public school are required to attend regularly.

Failure to send a student to school is a Class C violation of law and is punishable by a court imposed fine, as provided by ORS 339.020.

If a student fails to attend in accordance with the law, the public charter school will notify the parent in writing. Additionally, a parent, guardian, or other person lawfully charged with the care or custody of a student under 15 years of age, may, under ORS 163.577 (1)(c), be found by the courts to have committed the offense of failing to supervise a child who has not attended school as required. Failing to supervise a child is a Class A violation. Violations, as determined by the court, may be punishable by a requirement to complete a parent effectiveness program approved by the court and/or a fine.

## Attendance and Truancy Policy

Oregon Administrative Rules: requires that each public school adopt a calendar that provides students at each grade level with the following minimum number of hours of instruction. Oregon Administrative Rules establishes that school attendance is compulsory for students between the ages of six (6) and eighteen (18), unless the student has completed the 12th grade. EVA is one of the public-school options available to parents to fulfill this obligation. Parents should understand that EVA is a public school, not a home school, supplemental program, or alternative school. As a part of the public school system, EVA has responsibility to account for the attendance and progress of each individual student enrolled and for which EVA receives public funds.

This policy relates not only to attendance issues, but also delineates the procedures by which students can be suspended, expelled and re-enrolled, as well as the appeal process.

It is necessary to carefully track and document attendance of Evergreen Virtual Academy for accountability purposes as well as funding from the State Department of Education. Attending school includes students maintaining daily progress toward curriculum mastery and/or graduation requirements.

“Attendance” Definition:

- Students make daily contacts with staff on every school day.
- Contacts are counted as a two-way communication between **STUDENT** and staff.

Examples are, but not limited to:

- Attending and participating in a live Class Connect session
- Two-way academic communication via email, phone call, or text

## Attendance and Goals and Expectations

Except in extraordinary cases, students will be expected to attend 100% of the annual attendance requirements, as defined above, for the student grade level. Extended absences need to be coordinated with and approved by the administration.

## Absence

The school shall notify parents/guardians if their student misses regularly scheduled contacts and/or appears to be otherwise disengaged. The notification will be either in person, by telephone, or via email to the parent/guardian. If the parent/guardian cannot be notified by the above methods, a message shall be left, if possible.

Absence from school or class will be considered pre-planned as per ORS 339.065.

- (A) The pupil’s sickness, including the mental or behavioral health of the pupil;
- (B) The sickness of some member of the pupil’s family; or
- (C) An emergency.

Any pupil may be excused from attendance by the district school board for a period not to exceed five days in a term of three months or not to exceed 10 days in any term of at least six months. Any such excuse shall

be in writing directed to the principal of the school that the pupil attends.

### **Truancy**

A student who is absent from school or from any class without permission will be considered truant. Oregon State Law requires that we withdraw students who miss ten consecutive days of school. If a student is absent for any reason for 10 consecutive days, they may be withdrawn from school.

### **Habitually Truant Students**

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

EVA will make all possible attempts to contact students and families of students who are:

1. Not attending classes
2. Not logging attendance
3. Not attending Direct Instruction Sessions or Class Connect Sessions as assigned to the student
4. Not making progress through their coursework

EVA will work with these students and their parents and/or guardians to provide the needed support to increase the opportunity for these students to be successful in our online model and to avoid withdrawal or expulsion.

## **CLASS CONNECT SESSIONS**

### **Live Class Connect Sessions**

Students will be expected to attend all required live sessions on their schedule. All class connect sessions will be recorded for learning purposes. Learning purposes include: a lesson review for students who are absent, students who want to review for a test, etc. and will be distributed for learning purposes.

### **Small Group Live Classes**

Depending on grade level, students may be invited to small group sessions in Math and/or English Language Arts (ELA). Students invited to small groups will be required to attend live classes two to four times weekly in each subject for 30-45 minutes to provide guided practice and support.

## **COMPUTER USE**

All instructional materials, including computer equipment and related hardware, are loaned to the student by Evergreen Virtual Academy. Students are expected to return all materials using a provided shipping label should they withdraw from the program or graduate. Families should handle EVA property with care and should ensure an accurate inventory of these materials is maintained in the home. Families may be liable for damaged, lost, or stolen school property. It is recommended that families save the boxes in which the materials arrived. School computers are only to be used for educational purposes, not for entertainment or other personal purposes.

As a student enrolled in EVA, you should be aware of the following guidelines and expectations. We are required to report any activity that violates local, state, or federal laws. Any activity considered a violation of the Student Code of Conduct and Acceptable Use Guidelines could result in disciplinary action.

## Student Internet Access

Parent/guardian is responsible for ensuring student has access to internet that allows them to adequately attend school. EVA may provide internet access via MiFi device/hotspot upon request. Requests can be submitted by completing the Student [Resource](#) Families may be liable for damaged, lost, or stolen school property.

## Monitoring of Student Computers and Electronic Transmissions

To effectively monitor academic integrity, EVA reserves the right to review any material transmitted using EVA instructional computing resources or posted to an EVA instructional computing resource to determine the appropriateness of such material. EVA may review this material at any time, with or without notice. Email transmitted via EVA instructional computing resources is not private and may be monitored.

## Online Interactions

These are common guidelines for interacting with others online.

Failure to use these expectations in your communication with students, families or staff will result in swift disciplinary action. We all must agree to:

- Show respect for instructors and classmates by refraining from making derogatory or unkind comments, especially those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus our responses on the questions or issues being discussed, not on the individuals involved.
- Review our messages before sending them. Remove easily misinterpreted language and proofread typos.
- Refrain from sharing personal information including physical location, personal emails, phone numbers, social media names/handles, gamer tags, and other identifying information.
- Respect others' privacy by not revealing others' personal information as listed above.
- Use clear, concise academic language that avoids sarcasm, jargon, and slang.
- Use appropriate language for a learning environment, avoiding swear words.

## EVA Indemnification Provision and Student Internet Use

EVA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate, or offensive. EVA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources.

EVA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of EVA, its affiliates, or its employees.

Each user of the school community and Class Connect virtual classroom is solely responsible for the content posted through their login credentials. Sharing your username and password with others is strictly prohibited, as is logging in with someone else's username and password, or impersonating another user.

Nothing in this policy negates any obligation the student or legal guardian to use the instructional computing recourse as required in the Use of Instructional Property Agreement ("Agreement") the

parent or guardian signed as part of the student's enrollment packet. If this Code conflicts with the Agreement, the terms of the Agreement shall prevail.

## Internet Safety Policy

It is the policy of Evergreen Virtual Academy to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No.106554 and 47 USC 254(h)].

CIPA definitions of terms: Definitions:

“technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

“obscene”, as that term is defined in section 1460 of title 18, United States Code; “child pornography”, as that term is defined in section 2256 of title 18, United States Code;

“harmful to minors”, The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

- With respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- Lacks serious literary, artistic, political, or scientific value as to minors.

The terms “sexual act” and “sexual contact” have the meanings given such terms in sections 2246 of title 18, United States Code.

## Access to Inappropriate Materials

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, other forms of electronic communications, and access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene, child pornography, or to any material deemed harmful to minors.

## Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the EVA online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's

Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

## Supervision and Monitoring

It shall be the responsibility of all members of the Evergreen Virtual Academy staff and the Learning Coach to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of Evergreen Virtual Academy or designated representatives.

The Evergreen Virtual Academy public charter school's electronic communications system meets the following federal Children's Internet Protection Act (CIPA) requirements: \*

- Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography or, with respect to the use of the computers by students, harmful to students;
- Educating minors about appropriate online behaviors, including cyberbullying awareness and response, and interacting with other individuals on social networking sites and in chat rooms;
- The online activities of students are monitored;
- Access by students to inappropriate matter on the Internet and World Wide Web is denied;
- Procedures are in place to help ensure the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking" and other unlawful activities by students or learning coaches is prohibited.
- Unauthorized disclosure, use and dissemination of personal information regarding students is prohibited;
- Measures designed to restrict students' access to materials harmful to students have been installed.

The public charter school retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the public charter school's information system are the public charter school's property and are to be used for authorized purposes only. Use of public charter school equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the public charter school's system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications.

Files and other information, including e-mail, sent or received, generated or stored on public charter school servers are not private and may be subject to monitoring. By using the public charter school's system, individuals consent to have their computer usage monitored by authorized school personnel. The public charter school reserves the right to access and disclose, as appropriate, all information and data contained on public charter school computers and public charter school- owned e-mail system.

Students who violate Board policy, administrative regulations, including general system user prohibitions, shall be subject to discipline up to and including expulsion and/or revocation of system access. Violations of law will be reported to law enforcement officials.

## CONDUCT

Students are responsible for conducting themselves properly, in accordance with the policies of the public charter school and the lawful direction of staff. The public charter school has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.

### Student Rights and Responsibilities

Among these student rights and responsibilities are the following:

- Civil rights – including the right to equal educational opportunity and freedom from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin, and the responsibility not to discriminate against others;
- The responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
- The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure their rights;
- The right to free inquiry and expression, the responsibility to observe reasonable rules regarding these rights;
- The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;
- The right to privacy, which includes privacy in respect to the student’s education records;
- The right to know the behavior standards expected, and the responsibility to know the consequences of misbehavior.

### Student Code of Conduct

The public charter school has authority and control over a student at any school-related activity, regardless of time or location and while being transported in public charter school-provided transportation.

Evergreen Virtual Academy, in its commitment to providing a positive and productive learning environment in compliance with applicable Oregon Revised Statutes adopted a strong policy to address student safety concerns. Hazing, harassment, intimidation, or bullying, menacing, and acts of cyberbullying by students, staff and third parties toward students is prohibited.

Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result

in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment, or coercion. Students may also be referred to law enforcement officials.

The Principal and Executive Director are responsible for ensuring that this policy is implemented.

## Definitions

“Cyberbullying” is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that intimidates, bullies, harasses, discriminates, hazes, retaliates, which disrupts or prevents a safe and positive educational or working environment, or places a person in reasonable fear of physical harm or damage to their property. Sending emails or posting comments with the intent of scaring, hurting, or intimidating someone else will violate our policy.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district provided transportation or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

- Physically harming a student or staff member or damaging their property;
- Knowingly placing a student or staff member in reasonable fear of physical harm to that person or damage to their property;
- Creating a hostile educational environment including interfering with the psychological well-being of a student or staff member and may be based on, but not limited to, the protected class of the person.

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

“Teen dating violence” means:

- A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
- Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Retaliation” means hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently

reporting or participating in the investigation of hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying or retaliation.

## Discipline and Due Process

A student who violates the Student Code of Conduct shall be subject to disciplinary action and/or referral to law enforcement officials for the following, including but not limited to:

- Harassment, discrimination, intimidation or bullying, cyberbullying and teen dating violence
- Coercion;
- Violent behavior or threats of violence or harm;
- Disorderly conduct, false threats and other activity causing disruption of the school environment;
- Bringing, possessing, concealing or using a weapon;
- Vandalism, malicious mischief, theft;
- Sexual harassment;
- Use of tobacco, alcohol or drugs, including drug paraphernalia;
- Use or display of profane or obscene language;
- Disruption of the school environment;
- Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
- Violation of public charter school transportation rules; and/or
- Violation of law, Board policy, administrative regulation, school or classroom rules.'

A student's due process rights will be observed in all such instances, including the right to appeal the discipline decisions of staff and administrators.

Discipline in the school is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

Student disciplinary sanctions will offer corrective counseling and sanctions that are age appropriate and when practical that are shown through research to be effective. Disciplinary measures are applied, without bias, depending on the nature of the offense. The age and past pattern of behavior of a student will be considered prior to any suspension or expulsion.

In addition, when a student commits substance abuse, drug or drug paraphernalia, alcohol and/or tobacco-related offenses or any other criminal act, he/she may also be referred to law enforcement officials. Violations of the public charter school's weapons policy, as required by law, shall be reported to law enforcement.

## Reporting

Immediate supervisor and/or administrator will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the immediate supervisor and/or administrator who has overall responsibility for all.

Under state and federal law, expulsion from school is required for a period of not less than one year for any student who is determined to have brought, possessed, concealed or used a firearm on school property or at a school sponsored event. The administrator may modify the expulsion requirement for a student on a case-by-case basis.

In accordance with Oregon law, any person under age 18 possessing a tobacco product commits a Class D violation. Any person who distributes, sells or causes tobacco to be sold in any form or a tobacco-burning device to a person under 18 years of age commits a Class A violation. An unlawful drug is any drug not prescribed by a licensed medical practitioner. Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of public charter school property is a Class A felony, as provided by ORS 475.999.

“Dangerous weapon” is defined by Oregon law as any weapon, device, instrument, material or substance which, under the circumstance in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or serious physical injury.

“Deadly weapon” is defined as any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury.

“Firearm” is defined by federal law as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. This includes the frame or receiver of any such weapon or firearm, muffler or silencer, or any destructive device.

“Destructive device” is defined as any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into a destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone” as defined by federal law means, in or on school grounds or within 1,000 feet of school grounds, including public charter schools.

The Executive Director or designee will take reports and conduct a prompt investigation of any report of an act of harassment, intimidation or bullying, teen dating violence and acts of cyberbullying. Any

employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the Executive Director who has overall responsibility for all investigations.

Any student who has knowledge of conduct in violation of this policy or feels they have been harassed, intimidated or bullied, a victim of teen dating violence and acts of being cyberbullied in violation of this policy is encouraged to immediately report their concerns to the Executive Director or designee who has overall responsibility for all investigations. This report may be made anonymously. A student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator.

The public charter school shall incorporate age-appropriate education about teen dating violence into new or existing training programs for students in grades 7-12.

All complaints will be promptly investigated in accordance with the following procedures:

Step 1: Any harassment, intimidation or bullying, acts of cyberbullying and incidents of teen dating violence information (complaints, rumors, etc.) shall be presented to Executive Director or designee. Complaints against the administrator shall be filed with the Executive Director. Complaints against the Executive Director shall be filed with the board chair. Information may be presented anonymously. All such information will be reduced to writing and will include the specific nature of the office and corresponding dates.

Step 2: The school administrator receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The school administrator will arrange such meetings as may be necessary with all concerned parties within [five] working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The school administrator(s) conducting the investigation shall notify the complainant and parents as appropriate, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

Step 3: If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the administrator or designee. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The administrator or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The administrator or designee shall provide a written decision to the complainant's appeal within [10] working days.

Step 4: If the complainant is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within [10] working days after receipt of the Step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within [10] working days following

completion of the hearing.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all harassment, intimidation or bullying, acts of cyberbullying and incidents of teen dating violence complaints and documentation will be maintained as a confidential file in the school office.

### **Student Escalation Concern Process**

EVA will work collaboratively with the student and learning coach to solve problems that may arise. This may include phone calls with school staff and possible meetings.

### **Suspension**

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended for up to and including 10 school days. A student may be suspended for one or more of the following reasons: a) willful violation of Board policies, administrative regulations, or school rules; b) willful conduct which materially and substantially disrupts the rights of others to an education; c) willful conduct which endangers the student, other students or staff members; or d) willful conduct which endangers district property.

The school may require a student to attend school during non-school hours as an alternative to suspension. An opportunity for the student to present his/her view of the alleged misconduct will be given.

Each suspension will include a specification of the reasons for the suspension, the length of the suspension, a plan for readmission and an opportunity to appeal the decision. Every reasonable and prompt effort will be made to notify the parents of a suspended student.

While under suspension, a student may not attend after-school activities and athletic events, be present on public charter school property nor participate in activities directed or sponsored by the public charter school.

School work missed by a student while on suspension may be made up upon the student's return to school if the work missed reflects achievement over a greater period of time than the length of the suspension. For example, a student will be allowed to make up final, mid-term and unit examinations without an academic penalty.

### **Expulsion**

Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective; or c) when required by law. No student may be expelled without a

hearing unless the student's parent or the student, if 18 years of age, waives the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

An expulsion shall not extend beyond one calendar year. Pursuant to Oregon Administrative Rules, the Board of Directors may deny enrollment or expel a student. (1) Public school students shall comply with rules for the government of such schools, pursue the prescribed course of study, use the prescribed textbooks and submit to the teachers' authority. (ORS 339.250) District may allow discipline, suspension or expulsion for conduct that included, but is not limited to:

1. Theft (OAR 581-21-0550);
1. Disruption of school (OAR 581-21-055);
2. Willful damage or injury to school property (ORS 339-250(4));
3. The amount of damage to any school property shall be determined by the School Board and may be assessed against the pupil willfully causing the destruction or damage and against the parent or guardian having legal custody of the pupil;
4. Damage or destruction of private property on school premises or during a school activity (OAR 581-21-055);
5. Willfully disobedient, persistent failure to comply with rules or the lawful directions of teachers or school officials (OAR 581-21-055);
6. Open defiance of teacher's authority of a school employee; the use or display of profane or obscene language (ORS 339.254(4));
7. Possession or distribution of tobacco, alcohol, drugs or other controlled substances (OAR 581- 2055) (Board Policy JFCH);
8. Uses or display of profane or obscene language;
9. Use of threats, intimidation, harassment, hazing or any other act of coercion against any fellow student or a schoolemployee (ORS 339.250(4));
10. Assault or menacing of a school employee or another student; "Menace" means by word or conduct a student intentionally attempts to place employee or another student in fear of imminent serious physical injury (ORS 339-250(3));
11. Intentional attempts, by word or conduct, to place a school employee or another student in fear of imminent serious physical injury;
12. unauthorized use or possession of weapons or dangerous instruments (See Board Policy JFCJ) (ORS 581-21-0550);
13. For conduct that poses a threat to the health or safety of students or school employees;
14. When other strategies to address conduct have been ineffective; or
15. When expulsion is required bylaw;
16. For any violation of the Code of Student Conduct, or for any conduct which in the judgment of the board is judged to be continuously disruptive of school discipline, or of the instructional effectiveness of the school;
17. Whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state.

Notice: The written notice by certified mail shall state the grounds for the proposed expulsion or denial of

enrollment and the time and place where such parent(s)/guardian(s) may appear to contest the action of the Board to deny school attendance. The notice will state the rights of the pupil to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her. If the notice to the parent by certified mail is returned as unclaimed, the parent will be deemed to have been provided notice and have waived the right to a due process hearing.

Hearing: The Executive Director shall have a full and fair formal hearing on the allegations set forth in the written notice.

1. This hearing shall occur within a reasonable period of time after the alleged infraction. The student and/or parent/guardian may request a delay to prepare for the hearing. The hearing shall be held within 10 days of the notice of intent to expel, unless there are extenuating circumstances or a request for an extension of time has been granted to the student/family.
2. During this hearing the student shall have the right to be represented by counsel, submit any evidence and/or produce any witnesses on his/her own behalf, and cross-examine any adult witnesses who may appear against him/her.

Procedure: After proper notice as set forth above, the following procedure shall be used.

- Opening Statements: Both sides shall have the opportunity for opening remarks or statements.
- Burden of Proof: The EVA has the burden of establishing grounds for the expulsion of the student based on the allegations set forth in the written notice.
- Cross examination: The student or their counsel may cross-examine adult witnesses.
- Student's Case: The student or their counsel has an opportunity to present evidence and/or witnesses.
- Closing Remarks: Both sides have the opportunity to provide closing remarks.
  - Decision: At the close of the hearing, the Executive Director will retire to deliberate the case and upon reaching a decision will issue findings of fact and conclusion supporting their decision.

Violations: A list of possible violations which may lead to expulsion can be found within the ORS 339.240 and ORS 339.250. This list is not all encompassing but is illustrative of the types of activity which could lead to a suspension. Multiple suspensions may lead to expulsion.

Truancy: Any student who is withdrawn on more than one occasion in a six (6) month period for inadequate attendance; or whose "attendance" at school violates the attendance regulations as detailed in this policy; or whose attendance is of a sporadic and inadequate nature without justification or extraordinary circumstances may be determined to be a habitual truant.

Re-enrollment: Any student who has been expelled from the Evergreen Virtual Academy may be re-enrolled in the school, after the terms/time limit of the expulsion has been completed by the student.

Withdrawal: The parent and student may determine based upon the availability of the identified caring adult and the student's commitment to schooling at home, that EVA is not the better alternative for the education of the student. This decision should be discussed with the School. If the decision is made that the student should withdraw and transfer to another school within the student's residential district, information regarding said transfer will be provided to parents by the school consistent with the policies of the residential and chartering entity.

The public charter school will provide appropriate expulsion notification including expulsion hearing procedures, student and parent rights as required by law. Prior to expulsion, the public charter school must notify the resident district of the student of the impending expulsion.

## **Threats**

Student conduct that tends to threaten or intimidate and disrupt the educational environment, whether on or off school property, will not be tolerated. The public charter school prohibits student violence or threats of violence in any form. A student may not verbally or physically threaten or intimidate another student, staff member, or third party on school property. A student may not use electronic equipment belonging to the student or the school to threaten, harass or intimidate another. Additionally, false threats, including false threats to school property, will not be tolerated. Students in violation of the public charter school's threats policy will be subject to discipline under the Student Code of Conduct and may be subject to civil or criminal liability.

## **Discipline of Students with Disabilities**

When a student being served by an individualized education program (IEP) engages in conduct which would warrant suspension of more than 10 days or expulsion for a nondisabled student, the student's parents will be notified immediately (within 24 hours) of the circumstances of the misbehavior and the time and location of the student's IEP team meeting addressing the infraction and its relationship to the disability.

The IEP team will determine whether the misconduct is a manifestation of the student's disability. Should the IEP team conclude the misconduct has no relationship to the student's disability, the student may be disciplined in the same manner as would other students.

If the IEP team concludes the misconduct is a consequence of the student's disability, the team may review and revise the student's IEP and determine whether a change in placement is needed.

The public charter school may not suspend for more than 10 days or expel a student with a disability or terminate educational services for any behavior which is a manifestation of the disability.

A student may be removed from the current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to

discipline, but for not more than 45 calendar days in a school year for a drug or weapon violation as provided in public charter school procedures. Additionally, the district may request an expedited due process hearing to obtain a hearing officer’s order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, “injurious behavior” is defined as behavior that is likely to result in injury to the student or to others.

## CONFERENCES

Regular conferences are scheduled to review student progress. Additionally, conferences may be scheduled if (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student is not maintaining behavior expectations including class connect attendance for required session; or (3) in any other case the teacher or advisor considers necessary. The public charter school encourages a student or parent in need of additional information or with questions or concerns to confer with the appropriate teacher, counselor, or administrator. A parent who wishes to confer with a teacher may call the office for an appointment before or after school, during the teacher’s preparation period or request that the teacher call the parent to arrange a mutually convenient time.

## COURSES AND GRADING

### Standard Courses for Elementary Students

Students in grades K through 5 will be assigned courses that are aligned to the Common Core State Standards in Mathematics, Language Arts, Science, Social Studies, Health, and Physical Education.

### Elective Courses for Elementary Students

EVA offers special elective options, starting in October, for students who are maintaining appropriate progress in all courses. Depending on grade level, students may select electives from the following options:

Art, 2D Art, and 3D Art, World Languages (Spanish, Italian, Chinese, French, and German), Introduction to Computing, Computer Applications, Keyboarding, Scratch Coding, and Music.

### Elementary Grading

At the end of each semester, a report card will be issued using these marks regarding mastery of grade-level standards.

Grade Symbol	Description
E	Exceeds grade level expectations
M	Meets grade level expectations
Ap	Approaching grade level expectations
NI	Needs improvement – does not yet meet grade level expectations
Pr	Progressing toward individual goals (students with modified coursework)
NB	No basis for grade – issued when there is little or no attendance or no work/performance upon which to base an academic evaluation

## Elementary Engagement

EVA expects K-5 students to attend every required class, every day, and to complete daily plan work in every class, every day. Instruction is happening daily in homeroom courses and small groups and important standards-based assessments are assigned that correspond to that daily work. We expect Learning Coaches to hold their student(s) accountable by making sure they attend all classes and small groups, participate positively in live classes, and to complete all work and assignments on time. Multi-Tiered Systems of Support are in place for students who are struggling to complete their daily routine and for students who need more support in one or more academic subjects.

Some students, those who can't read, write, or use computer tools independently yet often need their learning coach close by. However, when it comes to completing school assessments or work, all students in grades K-5 are required to work independently. EVA's elementary school expects that students complete all assessments (including I-Ready), assignments, and work during live classes on their own. Students should always provide their own work and answers – even if they are wrong. Productive struggle helps students learn and helps teachers teach students at the appropriate level.

## Grading 6th-12th Grade

Grades are determined by a number of factors, including computer-scored online tests and quizzes—the results of which are automatically entered into your Gradebook—and teacher scored assignments like papers or reports that you submit through the assignment folder. Your teacher then enters your grade into the Gradebook. Participation in threaded discussions also has an effect on your grade, as well as timely submission of your work. Keep in mind; it's important to keep on top of your schedule, as late assignments will make it difficult to understand what is occurring in your Class Connect lessons. All grades are finalized by the end of the semester.

### Final Grades Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

Below 60% = F

## Pass/No Pass for High School Courses Taken

Credit for coursework completed at EVA can be earned on a percentage/mastery grade or pass/no pass basis. To earn credit for a course at EVA, students must earn at least 60% of the total points possible in the course. Students with extenuating circumstances may petition by written notice to the High School Principal to receive a pass/no pass grade for an academic course.

## Late Policy for Secondary School

Teachers often set due dates for assignments to keep students on track. Students should make every effort to observe and follow due dates so that teachers can provide additional assistance and timely feedback. If a student is struggling with meeting due dates, we encourage them to reach out to their teachers and advisor

for assistance. Quarter and semester work (appropriate by class) must be submitted within the quarter or semester in which it was assigned.

## **Completing the School Year**

According to attendance laws in Oregon, students are required to attend school until the end of the school calendar year. Students who finish 100% of course work early will work with their teachers to determine what academic activities would benefit the student for the remainder of the school year.

## **CREDIT OPTIONS**

*How do High School credits work?*

- Students earn credit in a class if they pass the semester with 60% or higher.
- Students earn 0.5 credits per class per semester.
- Semester grades are not averaged together; they are different units and appear separately on the transcript.

If a student does not pass a required course, they will have to retake that course again until they pass either through the original course or a credit recovery course.

### **Credit By Examination**

A student, who has had sufficient prior formal instruction, as determined by the public charter school and on the basis of a review of the student's educational records, may gain credit for a course by passing an examination designed to measure proficiency or mastery of identified standards (knowledge and skills). A student may not use credit by examination to regain eligibility to participate in extracurricular activities.

### **Credit By Proficiency**

In addition to credit by successfully completing classroom or equivalent work as in a course of at least a student may receive credit toward a diploma, or a modified diploma based on any one or more of the following options levels in which the student demonstrates proficiency or mastery of recognized standards through:

- Classroom or equivalent work that meets Common Curriculum Goals and academic content standard required by OAR 581-022-1210;
- Classroom or equivalent work in class or out of class, where hours of instruction may vary;
- Passing an appropriate exam;
- Providing a collection of work or other assessment evidence; and/or
- Providing documentation of prior learning activities or experiences, (e.g., certificate of training, letters, diplomas, awards, etc.).

## **CRISIS PLAN**

EVA's Crisis Plan can be found using the links below:

- [23-24 EVA EVentures and General Outings Emergency Procedures](#)

## **DISTRIBUTION OF MATERIAL**

All aspects of K-12 school-sponsored publications, including web pages, newspapers and/or yearbooks, are completely under the supervision of the teacher and administrator. Students may be required to submit such publications to the administration for approval. Generally, high school student journalists have the right to exercise freedom of speech and of the press in school sponsored media. School sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions pursuant to state and federal law. Written materials, handbills, photographs, pictures, petitions, films, tapes or other visual or auditory materials may not be sold, circulated, or distributed on public charter school property by a student or a non-student without the approval of the administration.

Materials not under the editorial control of the public charter school may be subject to administrative review, restricted or prohibited, based on legitimate educational concerns. Such concerns include whether the material is defamatory; age appropriate to the grade level and/or maturity of the reading audience; poorly written, inadequately researched, is biased or prejudiced; not factual; or not free of racial, ethnic, religious, or sexual bias. Materials include advertising that conflicts with public school laws, rules and/or Board policy, deemed inappropriate for students or may be reasonably perceived by the public to bear the sanction for approval of the public charter school.

The school may designate the time, place and manner for distribution. If material is not approved within 24 hours of the time that it was submitted, it must be considered disapproved. Disapproval may be appealed by submitting the disapproved materials to the administrator; material not approved by the administrator within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the individual shall have a reasonable period of time to present his/her viewpoint.

## **DRESS AND GROOMING**

EVA makes every effort to ensure that every staff and student member feels welcome and safe when on camera during live session and attending school events. For this reason, we expect the following protocols to be observed:

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.

If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

## **EMERGENCY MEDICAL TREATMENT**

A student who becomes ill or is injured at a school sponsored event must notify a staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify guardians according to the contact information on file. Guardians are encouraged to update contact information as often as necessary. If the student is too ill to remain, the student will be released to their guardian(s) or to another person as directed by guardian(s).

School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's guardian whenever the student has been transported for treatment.

## **ENROLLMENT**

The Evergreen Virtual Academy is a public school of choice. There is no discrimination in the admission of students to the school on the basis of race, creed, color, handicapping condition or gender. EVA provides a Free Appropriate Public Education (FAPE) to students. All students, however, do need to be able to meet the enrollment requirements that assure students have access to internet and a learning coach during school hours.

Students who have received services under the Individuals with Disabilities in Education Improvement Act (IDEIA) must provide this information at time of enrollment. A member of the Special Education department will contact you to ensure proper placement of your student in our program.

### **Denial of Enrollment**

EVA may deny enrollment and attendance to any student who has been expelled from another public school district within the state of Oregon or any other state. EVA recognizes that due to the unique educational structure of the educational program, a student who has been expelled from another public school district may be able to attend EVA and continue their educational advancement, without any risk of harm to other students, faculty or school facilities.

When a student who has been expelled from another school district seeks to become enrolled at EVA, the administrative team of EVA shall communicate with the prospective student, parents, and the student's former school district to determine the basis for the student's expulsion as well as the student's general disciplinary record. Thereafter, the administrative team shall evaluate whether or not the prospective enrollee poses any danger or risk of harm to other EVA students, EVA faculty or EVA property. If it is determined that there is no risk of harm to other students, faculty or property and EVA can provide an education to the child, the Administration may approve the enrollment of the student, based upon a behavioral plan individually created to address the specific disciplinary issues for the child.

### **Dual Attendance Policy**

Evergreen Virtual Academy allows for dual attendance in specific situations. For the purposes of the policy, a dually attending student is one who resides in Oregon and attends EVA full-time while

concurrently attending another publicly funded school in Oregon, including charter schools. Process for Dual Attendance request:

- Parent/student must contact their principal to request Dual Attendance.
- The principal will then forward the student's course information to the proper EVA Registrar
- EVA Registrar will send a request to the local district for approval.
- Once the approved request form is received in the EVA office from the local district, EVA will contact parent/student to let them know the approval status.
- Parent/student are responsible to contact local school for any scheduling.
- Parent/student will provide EVA Registrar with official transcripts once any course outside EVA is completed.

## **Mid-year Enrollment**

All students who enroll mid-year will be assessed for knowledge and skills and will be placed appropriately within courses. Records of previous academic work (report cards), parental input, and specific screenings may be used to ensure accurate placement.

## **EXPANDED OPTIONS**

The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law and give priority to at-risk students.

### **Eligible Students**

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if he/she:

- Is 16 years of age or older at the time of enrollment in a course under the EOP;
- Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
- Has developed an educational learning plan; and
- Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
- Is not a foreign exchange student enrolled in a school under a cultural exchange program.

### **Student Notification**

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a returning dropout, of the EOP if the student enrolls after the district has issued the February

15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

The notice will include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;
3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution;
6. District timelines affecting eligibility and duplicate course determinations;
7. Exclusion of duplicate courses as determined by the district;
8. The process for a student to appeal the district's duplicate course determination to the Superintendent of Public Instruction or the superintendent's designee under ORS 343.030;
9. Exclusion of post-secondary courses in which a student is enrolled if the student is also enrolled full time in the resident high school.

## **Enrollment Process**

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of his/her intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or returning dropout has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

- The student's short-term and long-term learning goals and proposed activities; and
- The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately.

### **Student responsibilities:**

- Fill out all paperwork required for admission
- Take placement test at post-secondary institution
- Register for courses
- Meet with advisory support team
- Return all books and materials after completion of the course(s)
- Submit and official transcript from the post-secondary school in order to receive high school credit. Credit will not be granted until this is received.

### **What EVA will do:**

- Establish partnerships with community colleges
- Get contract signed by EVA Executive Director
- Assist students in course selection
- Pay for tuition, fees and books
- Prioritize at risk students and students who have dropped out of school

## **FEE, FINES, REIMBURSEMENTS AND CHARGES**

### **Fees**

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide their own supplies of pencils, paper, erasers and notebooks and may be required to pay certain other fees or deposits.

EVA does not charge fees for programs or services provided to our families. Enrollment with EVA is tuition-free. However, as with many school programs, certain expenses do fall within the responsibility of enrolled families. Ink for printers, the cost for transportation to and from EVA sponsored events and assessment sessions, and the cost for providing paper are a few examples of these costs.

### **Fines**

The school may impose certain restrictions and/or penalties until fees, fines or damages are paid. All such restrictions and/or penalties shall end upon payment of the amount owed. Fees, fines, and charges owed to the public charter school may be waived at the discretion of the administrator or designee if:

- The school determines that the parent of the student is unable to pay the debt;
- The payment of the debt could impact the health or safety of the student;
- The creation of the notice of the debt owed would cost more than the potential total debt collected relating to the notice;
- There are mitigating circumstances as determined by the administrator or designee that preclude the collection of the debt.

A written notice will be provided to the student and their guardian(s) of the public charter school's intent to collect fees, fines and damages owed. Notice will include the reason the student owes money to the public charter school, and itemization of the fees, fines or damages owed and the right of the parent to request a hearing. The public charter school may pursue possible restrictions and/or penalties through a private collection agency or other method available to the public charter school.

Debts not paid within 10 calendar days of the public charter school's notice to the student and parent will result in possible restrictions and/or penalties, until the debt is paid and possible referral of the debt to a private collection agency or other methods available to the public charter school. A request to waive the student's debt must be submitted in writing to the administrator or designee. Such requests must be received no later than 10 calendar days following the public charter school's notice.

## Damage

A student who is found to have damaged school property will be held responsible for the reasonable cost of repairing or replacing that property.

## Internet Access

In accordance to ORS 338.120, EVA may provide MiFi/Hotspot to support connection to an Internet Service Provider (ISP). Provision of this service is not the responsibility of EVA.

## FLAG SALUTE

Students may receive instruction in respect for the national flag and may be provided an opportunity to salute the United States flag by reciting *The Pledge of Allegiance*. Individual students may opt to not participate in the salute.

## GRADUATION

### Requirements

The Board establishes graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The public charter school will

award a diploma to a student fulfilling graduation requirements in less than four years if consent is received by the student's parent or guardian or by the student if they are 18 years of age or emancipated.

Students will have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The public charter school provides age appropriate and developmentally appropriate literacy instruction to all students until graduation.

### **Essential Skills Graduation Requirement (does not apply to 23/24 school year)**

The public charter school will allow English Learner (EL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year are:

- On track to meet all other graduation requirements; and
- Unable to demonstrate proficiency in the Essential Skills in English.

The public charter school will allow EL students to demonstrate proficiency in Essential Skills other than Apply Mathematics, in a variety of settings, in the student's language of origin for those students who by the end of their 11th grade year:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Receives at least a level 3 (Intermediate) on the English Language Proficiency Assessment (ELPA).

### **Oregon Diploma Options**

The public charter school may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

The public charter school may award a modified diploma or an extended diploma to a student only upon the written consent of the student's parent or guardian. The public charter school shall receive the written consent during the school year in which the modified diploma or extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended

diploma or alternative certificate in either four years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the public charter school administrator who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five or after a documented history to qualify for a modified diploma, extended diploma, or alternative certificate has been established, the public charter school will annually provide to the parents or guardians of the student, information about the availability of a modified diploma, an extended diploma, and an alternative certificate. Except in instances outlined in Oregon statues, a student's school team shall decide that a student should work toward a modified diploma, extended diploma, or alternative certificate no earlier than the end of the 6<sup>th</sup> grade and no later than 2 years before the student's anticipated exit from high school.

A student who receives a modified diploma, an extended diploma or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

A student who received a modified diploma, an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, unless reduced by the IEP team.

The school awards students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an individualized education program (IEP) completes high school, the public charter school will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, or an alternate certificate. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements through the graduation plan and counselor communication.

	Standard Diploma	Modified Diploma	Extended Diploma	Alternative Certificate
<b>Eligible Students</b>	All Students	All students and requires written agreement	All students and Requires approval written agreement	Option to students with an IEP who are unable to meet the qualifications for a modified diploma or extended diploma.
<b>Required Content Area Credits</b>	<b>24 Total Credits</b> 4: English 3: Math 3: Science 3: Social Studies 1: Physical Education 1: Health Education 2: Arts, CTE, World Language 1: Arts, CTE, or the 3rd year of the same World Language 6: Electives	<b>24 Total Credits</b> 3: English 2: Math 2: Science 2: Social Sciences 1: Physical Education 1: Health Education 1: Arts, CTE, or World Language 12: Electives  *Classes can be taken in both GenEd & SpEd setting	<b>12 Total Credits</b> 2: English 2: Math 2: Science 3: Social Sciences 1: Physical Education 1: Health Education 1: Arts or World Language  *No more than half the credits can be in self-contained	Completion requirements to be decided by the district and the IEP team.
<b>Essential Skills Requirement*</b>  *Requirement waived for SY 23-24	Meet district proficiency for Oregon's Essential Skills (ES) Standards: • Reading • Writing • Math	Meet district proficiency for Oregon's Essential Skills (ES) Standards: • Reading • Writing • Math  Requirements can be modified as needed per IEP	N/A	N/A
<b>Other Requirements</b>	Service Learning	Service Learning	N/A	N/A

## Ceremony

Graduation will take place on the date scheduled in the annual calendar. Detailed information about the event, including location will be messaged by the counseling department to graduates throughout the year. Attending the graduation ceremony is highly encouraged, though not required.

## Valedictorian/Salutatorian criteria:

- Valedictorian award will be given to one or more students based on class rank of #1 as determined by the accumulated GPA after the first semester of their senior year.
- Salutatorian award will be given to one or more students based on class rank of #2 or an accumulated GPA at or above 4.00.

## HOMELESS STUDENTS

### Definitions

- “Enrollment” means attending classes and participating fully in school activities.
- “School of origin” means the school that the student attended when permanently housed or the school where last enrolled.
- “Homeless student” means individuals who lack a fixed, regular and adequate nighttime residence and includes:
  1. Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of

- alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement;
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
  4. Migratory students who qualify as homeless because the students are living in circumstances described in a.-c.
- d. "Unaccompanied student" includes a student not in the physical custody of a parent or guardian.

### **Assignment to School**

EVA shall, according to the student's best interest, continue the student's education in the school of origin for the duration of homelessness or enroll the student in a district school in the attendance area in which the homeless student is actually living on the same basis as other district students. In determining the best interest of the student, EVA shall:

1. To the extent feasible, keep a homeless student in the school of origin, unless doing so is contrary to the wishes of the student's parent or guardian;
2. Provide a written explanation, including a statement regarding the right to appeal, if the district sends a homeless student to a school other than the school of origin or a school requested by the parent or guardian;
3. In the case of an unaccompanied student, ensure that the district's liaison helps in placement or enrollment decisions, considers the views of the student and provides notice of the right to appeal placement and enrollment decisions.

### **Enrollment**

EVA shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency or other documentation.

EVA shall immediately contact the school last attended to obtain relevant academic and other records. If the student needs to obtain immunizations, or immunization or medical records, the district shall immediately refer the parent or guardian to the McKinney-Vento liaison, who will help in obtaining necessary immunizations or records.

### **Records**

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

### **Enrollment Disputes**

If a dispute arises over school selection or enrollment, the student shall be immediately admitted to the

school requested, pending resolution of the dispute. The parent or guardian of the student shall be provided with a written explanation of the local district's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the district's discrimination complaint procedure.

The student, parent or guardian shall be referred to the McKinney-Vento liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, EVA shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

## Services

Each homeless student shall be provided services comparable to services offered to other students, including the following:

1. Referrals for transportation services;
2. Education services for which the student is eligible, such as:
  - Title I;
  - Special education;
  - Programs for students with limited English proficiency;
  - Professional technical programs;
  - Talented and gifted programs.
3. Referrals for school nutrition programs.

## Coordination

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

## McKinney-Vento Liaison

EVA's McKinney-Vento liaison, the *Student Resource Coordinator*, will ensure that:

1. Homeless students are identified;
2. Homeless students enroll in and have a full and equal opportunity to succeed in district schools;
3. Homeless families and students receive educational services for which they are eligible, and referrals to health-care services, dental services, mental health service and other appropriate services;
4. Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students;
5. Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, family shelters and soup kitchens);
6. Enrollment disputes are mediated;
7. The parent of a homeless student, or any unaccompanied student, is fully informed of all

transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the schools elected;

8. School personnel, service providers and advocates working with homeless students and their families are informed of the liaison's duties.

The McKinney-Vento liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

## **IMMUNIZATION, PHYSICAL EXAMINATION AND VISIONSCREENING/EYE EXAMINATION**

### **State of Oregon Requirements for the 2023-2024 SY:**

1. [English](#)
2. [Español \(Spanish\)](#)
3. [Русский \(Russian\)](#)
4. [العربية \(Arabic\)](#)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. Proof of immunization may be personal records from a licensed physician or public health clinic.

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

Students in grades 7 through 12 are to have physical examinations performed prior to participation in extracurricular sports. Students who continue to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter.

Students are required to submit to the public charter school a School Sports Pre-Participation Examination form prior to their participation. This form is to be completed and signed by a parent and physician, giving clearance and permission for the student to participate and authorizing emergency medical treatment and/or transportation to a medical facility, as necessary. The public charter school shall require a student to have an additional physical examination if he or she is diagnosed with a significant illness or has had major surgery, prior to further participation in extracurricular sports.

The parents of a student who is 7 years of age or younger and is beginning an education program with the public charter school for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:

- A vision screening or eye examination; and
- Any further examination, treatments or assistance necessary.

The certification is not required if the parent or guardian provides a statement to the public charter

school that:

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parents or guardian of the student.

## **Infection Control/HIV, HBV, AND AIDS**

### **Human Sexuality, HIV/AIDS and Sexually Transmitted Disease Instruction**

An age-appropriate plan of instruction about Human Sexuality, AIDS, HIV and Sexually Transmitted Diseases has been included as an integral part of the public charter school's health curriculum. Sexuality Education standards are included in the mandatory Health Education Standards. According to Oregon Law, parents can opt their children out of any or all sexuality education components. However, parents cannot opt their children out of the entire health course or program without written documentation of a religious or disability-related reason. In those cases, parents would also have to demonstrate to the school district how they would be complying with the Health Education Standards with alternative instruction.

## **MEDICINE AT SCHOOL (NONPRESCRIPTION/PRESCRIPTION)**

### **School Administered Medication**

Requests for the public charter school to administer medication shall be made by the parent in writing and shall include permission from the parent.

Written instructions of the physician are required for all requests to administer prescription medication. Such instructions must include the following information: name of the student, name of the medication, dosage, method of administration, frequency of administration and any other special instructions. A prescription label prepared by a pharmacist at the direction of a physician, physician assistant or nurse practitioner meets the requirements for written instructions from the physician, if the information above is included.

Written instructions with permission of the parent, which include the information above, are required for all requests to administer nonprescription medication.

All medication to be administered by the public charter school is to be brought to school by the parent in its original container. Medication not picked up by the parent at the conclusion of the event will be disposed of by the public charter school after five days.

In situations when a licensed health care professional is not immediately available, designated trained staff may administer to students, by means of injection, epinephrine, glucagon, or other medications as prescribed and allowed by Oregon law (OAR 851-047-0030).

A process shall be established by which, upon parent written request, a backup prescribed auto injectable epinephrine be kept at a reasonable, secured location in the student's classroom.

### **Self-Medication**

Students in grades K-12 are permitted to self-medicate prescription and nonprescription medication

upon written request and permission of the parent and administrator permission, subject to age-appropriate guidelines. In the case of prescription medication, permission from the physician or other licensed health care provider is also required. Such permission may be indicated on the prescription label. An instruction for a student to self-medicate with a prescription or nonprescription medication during school hours will include an assurance the student has been instructed in the correct and responsible use of the medication from the prescribing physician.

Other students who must carry medication may also be permitted to self-medicate when the necessary permission form and written instructions have been submitted. All medication must be kept in its appropriately labeled, original container. The student's name is to be affixed to nonprescription medication.

Students may have in their possession only the amount of medication needed for that school day. Except for manufacturer's packaging that contains multiple dosages, the student may carry one package.

Sharing or borrowing nonprescription or prescription medication of any kind is strictly prohibited. Permission to self-medicate may be revoked if the student is found to be in violation of these requirements. Students may also be subject to disciplinary action.

Contact the school office for additional information and forms.

## **MEDIA ACCESS TO STUDENTS**

Media representatives may conduct interviews and photograph students involved in instructional programs and school activities including but not limited to athletic, social, and academically focused events. Information obtained directly from students does not require parental approval prior to publication. Parents who do not want their student interviewed or photographed should direct their student accordingly.

Public charter school employees may release student information only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

## **NCAA**

Students who plan to attend a 4 year-college after high school and play NCAA college athletics need to take NCAA approved courses in high school.

*Currently the NCAA does not recognize any of EVA's courses.* High schools are required to undergo an annual review process for NCAA clearance each school year. Despite our efforts, EVA is currently in "Extended Evaluation." Unless we are or able to meet NCAA's requirements to be considered an "Approved" school, any course work currently being completed previously completed at EVA will not be accepted by the NCAA for student athlete eligibility purposes.

What is NCAA?

## National Collegiate Athletic Association

Parents wanting more detailed information can read about it online at: <http://www.ncaa.org>

High school student athletes can visit the NCAA website for information on eligibility and a list of courses. Please use your school code when looking for eligible courses offered by your school (or virtual academy). You can also access these courses by using your school's name and state. EVA's school code is **380753**.

[www.NCAA.org/courselist](http://www.NCAA.org/courselist)

Additional Resources:

<http://www.ncaapublications.com/productdownloads/EB17.pdf>

<http://www.ncaapublications.com/productdownloads/CBSA17.pdf>

For additional information, please review pages 17 and 19 of the above document.

## PARENTAL RIGHTS

### Student Records

Your student's records may be viewed at any time pursuant to the Notification of Rights under FERPA. Please review the FERPA Notice located below. Please provide our office with five (5) days' notice so that the record may be pulled. The record must be viewed in the presence of an Evergreen Virtual Academy administrative staff member.

Students who transfer into the Evergreen Virtual Academy will complete the Release of Student Records Form, included in the student enrollment package. The EVA office will send this form to your student's previous school upon receipt to obtain your student's records.

It is the responsibility of your previous school to mail the records to the EVA offices at that time. Should you decide to withdraw from the Evergreen Virtual Academy and transfer to a new school, your new school will contact the EVA offices to request your student's records and we will mail the records to them.

If you decide to withdraw from the Evergreen Virtual Academy and homeschool, please contact your local Educational Service District office.

### Teacher Information

Federal law requires that each school receiving funds from federal sources to notify parents that they may request to see the *professional qualifications* of any teacher the student works with. In addition, parents need to be notified of the availability of this information annually. This is the annual notification of your rights.

As a parent of a student attending a school receiving federal program funds, you have the right to answer the following:

- Is my child's teacher licensed to teach the grades and subject(s) assigned?
  - Is my child's teacher teaching with a provisional license, meaning the state has

temporarily waived one or more licensing requirements for my child's teacher?

- What was the college major of my child's teacher?
  - If my child is or will be taught for 4 or more consecutive weeks this year by a teacher who is not highly qualified, will I be notified in a timely manner?

If you would like more information about this from the Evergreen Virtual Academy, please feel free to contact your EVA teacher.

The information can also be found by on the Oregon Teacher Standards and Practices Commission website: <https://apps.oregon.gov/TSPC/eLicense/Search/PublicSearch>.

## PARENTAL ROLES AND RESPONSIBILITIES

Schooling at home with EVA requires parents to be directly involved with their students' education. The following tasks are expected to be completed by the Learning Coach or Parent:

### At the beginning of the year/enrollment:

- Participate in the Online Learning Course to find out how to check grades and monitor progress.
- Help students set up learning environment at home (computer, desk, work area, supplies, etc.).
- Make sure that the student has constant, reliable internet access (and a back-up plan). Please reach out to Student Resource Coordinator for internet support.
- **Daily: Check** parent and student email addresses daily.
- Check Canvas calendar and course pages for each homeroom and course.
- Assist students in creating a daily routine and organization system, including logging into all required class connects on time
- Ensure that student has all necessary materials (textbooks, printer ink, lab supplies, grade-specific materials (K-5), etc.).
- Weekly:
  - Check grades or progress online (more often for struggling students).
- As Needed:
  - Take the student to state-mandated testing and possible high school final exams.
  - Ask your student's teachers if you have any questions or if your student needs additional help!

Evergreen Virtual Academy **requires** that a responsible adult be at home during learning hours to supervise the instruction of each student. As a Learning Coach, you can expect to spend an average of 4 to 6 hours per day on direct student instruction (depending on student's grade level) with additional time for daily or weekly lesson preparation. **A student's successful progress requires daily Learning Coach discipline and commitment to the organization necessary to manage a first-class education.**

### Communication Expectations for Families

Keeping to the following commitments and obligations assures your student gets the most out of their education. This also means you need to maintain ongoing communication with the school.

- Have a working phone number, email account, and continued Internet access, at the time of enrollment.
- Notify EVA Homeroom Teachers or Advisor and/or the appropriate office staff of any changes to contact information (i.e. address, phone number, email address) within 48 hours via email.
- Check email and phone messages daily.
- Respond to all calls and emails from EVA teachers within 24 hours.
- Attend regularly scheduled meetings with your EVA teacher and student.
- Be available during regular school hours and EVA working hours to meet with teachers and/or staff.

## RESIDENCY

Evergreen Virtual Academy is a state public school, which means that all students must meet the requirements for Oregon state residency to attend our school. A student is considered a resident of where the student's parent or guardian resides under criteria identified in Oregon Revised Statute (ORS) 339.133. Residency is defined as having both a physical residence within the state of Oregon and the student being physically present within the state of Oregon.

### Out of State Travel Policy

To accommodate occasional travel, students may work from outside the state of Oregon on a limited and temporary basis if:

- a. The student is outside of the state for no more than 30 days AND
- b. The student is physically present for all legally required testing, including required state tests

If travel outside the state exceeds 30 days:

- Contact site Administration for possible options
- Understand that only temporary travel outside the state is permitted to continue enrollment at EVA

Students who move during the school year must notify the Registrar within ten days of changing addresses. Instructions on how to submit new evidence for proof of residency requirements will be provided. Families must contact the EVA office at (541) 751-8060 to speak with the Registrar.

## SEARCHES

### Searches

School administrators may search the student, their personal property and property assigned by the public charter school for the student's use at any time on public charter school property or when the student is under the jurisdiction of the school. Such searches will be conducted only when there is

reasonable suspicion based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school.

Searches shall be “reasonable in scope,” that is, the measures used are reasonably related to the objectives of the search, the unique features of the official’s responsibilities and the area(s) which could contain the item(s) sought and will not be excessively intrusive respective of the age, sex, maturity of the student and nature of the infraction. Strip searches are prohibited by the school.

District officials may seize any item which is evidence of legal violations, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.

School administrators may also search when they have reasonable information that emergency/dangerous circumstances exist.

School-owned storage areas assigned for student use, such as an EVA issued computer, may be routinely inspected at any time. Students have no expectation of privacy regarding these items/areas. Such inspections may be conducted to ensure maintenance of proper sanitation, to check mechanical conditions and safety and to reclaim overdue library books, texts or other instructional materials, property or equipment belonging to the public charter school.

The student will generally be permitted to be present during the inspection.

Items found which are evidence of a violation of law, policy, regulation or the Student Code of Conduct may be seized and turned over to law enforcement or returned to the rightful owner, as appropriate.

## Questioning

Should law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the administrator or designee will be present, when possible. An effort will be made to notify the parent/guardian of the situation.

Parents are advised that when an Oregon Department of Human Services or a law enforcement official is questioning a child whom the investigating agent believes may have been a victim of child abuse. The investigator may exclude public charter school personnel from the investigation and may prohibit personnel from contacting parents.

## SPECIAL PROGRAMS

### Child Find

The Evergreen Virtual Academy is responsible to locate, evaluate and serve children with special education needs. If you know any child who may need special education or if you have questions as to what services can be provided, please contact the Evergreen Virtual Academy office at (541) 751- 8060.

## Special Education

The Evergreen Virtual Academy is committed to the identification and service of students with special needs, within the least restrictive environment and with access to the general education curriculum. Services and placements are based on each student's Individualized Educational Program (IEP). EVA is dedicated to supporting all students and their families who meet the special education eligibility requirements of IDEA through robust programming options within the virtual learning environment.

### *Identification and Eligibility*

Special Education services are available for students who meet eligibility criteria under any of the disability categories recognized in Oregon and require specially designed instruction in order to make meaningful educational progress. The Evergreen Virtual Academy is committed to providing needed support and specialized instruction within the virtual learning environment while collaborating with the students Learning Coach in the home. Individualized goals and support for each student are outlined in their Individual Education Plan, which is developed by a team including the parents, school staff, and often, the student.

EVA provides universal screening and Multi-Tiered Systems of Support (MTSS) to ensure systematic identification of students who may require special education services. Our MTSS model allows for academic and behavioral intervention for all students, with progress monitoring to determine the need for more intensive support. Most often, students are referred for a special education evaluation through our MTSS process and team.

### *Special Education Services*

Special education staff collaborate with general education teachers and learning coaches to provide necessary support for each student within the virtual learning environment. This may include implementing a variety of accommodations or modifications in the general curriculum and differentiating instruction to meet the needs of diverse learners. Specially Designed Instruction at the student's skill level also takes place in small groups or individualized sessions. Progress is monitored regularly, and plans are adjusted as needed to ensure that students meet their annual goals.

Some of EVA's most common virtual special education and related services are:

- Specially Designed Instruction
- Reading, Writing, Math, Study Skills, Transition, Self-Management, Life Skills
- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Psychological Services
- Behavior Consultation
- Counseling
- Vision Services
- Autism Consultation

- Hearing Services

### *Placement Options*

EVA maintains a continuum of special education placement options for students designed to meet individual needs within the virtual classroom environment. All students at EVA require adult support of a Learning Coach in the home to ensure success and access to their online learning. Consultation between teachers and Learning Coach is provided across all placement options. In general, the following options are available:

- General Education Classroom – In the virtual General Education classroom students receive instruction from their classroom teacher with consultation and support from the Special Education Teacher to monitor progress towards meeting IEP goals and objectives. In some cases, virtual classes may also include team teaching/push-in support. This is where the Special Education Teacher attends the General Education classroom specifically to support the students' IEP goals.
- Resource Room – Each of our grade bands have multiple Special Education Teachers who case-manage and provide Specially Designed Instruction (SDI) to students with IEPs. Based on needs, students may receive SDI in a small group separate virtual classroom.
- Functional Academics & Life Skills – This program is available at all levels for students with a range of disabilities who require intensive, individualized instruction in both life skills and functional academics. These students demonstrate a need for long-term highly modified instruction and are serviced within a self-contained virtual classroom.

## **Section 504 of Americans with Disabilities Act**

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights statute that prohibits discrimination against persons with disabilities. Section 504 applies to recipients of federal funds, including public schools. The Americans with Disabilities Act of 1990 (ADA) extends the protections of Section 504 and also applies to public schools.

The Section 504 regulations prohibit discrimination against people with disabilities and require school districts to provide a free appropriate public education to students with disabilities. A 504 team determines the accommodations and support each student with qualifying disabilities require to access the same educational opportunities as their peers. Some students with disabilities qualify for special education services and support under the Individuals with Disabilities Education Act (IDEA). Section 504 is not the same as Special Education under the IDEA.

### *Identification and Eligibility*

Under Section 504, a student with a disability is defined as a person who has a physical or mental impairment that substantially limits a major life activity. In schools, the major life activity is learning. The 504 team reviews current data, documents, and any relevant medical information to make qualification determinations. If a student is found eligible, the team creates a 504 Plan with specific accommodations required for the

student to access their education.

If you believe your student has a condition that prevents them from accessing the learning environment or demonstrating their understanding of school concepts, please contact your homeroom teacher for guidance on next steps.

## English Learner Program and Bilingual Students

### *Identification*

EVA follows statewide guidelines in determining student eligibility for program placement and services in the English Learner (EL) program, as outlined by the Oregon Department of Education. Upon enrollment, the EL Coordinator reviews the Language Use Survey (LUS) to determine use of a language other than English. If a language other than English is listed on the LUS, the EL Coordinator investigates the student's status as an English Learner. Identification includes contacting previous schools and referring to the ODE history report. If previously enrolled in an EL program in another Oregon school and/or district, the EL Coordinator will review English Language Proficiency Assessment (ELPA) scores to determine English proficiency in the 4 domains (reading, writing, speaking, listening). If a student is entering kindergarten, enrolling from another state in which ELPA scores are unavailable, or new to Oregon public schools, the EL Coordinator will administer the ELPA Screener to determine language proficiency levels.

### *Program Placement*

EVA students who are identified as eligible to be placed in the EL program are assigned an instructional model, based on grade level, English proficiency and individual student needs. EVA uses a combination of push-in/team teaching and small group English Language Development (ELD) classes to support EL identified students. Push-in/team teaching means students are served within their core content classes with an ELD Teacher present to assist them with coursework, specific language-based strategies, and accessing academic content. Small group ELD classes means the student receives direct English Language instruction from the ELD teacher during a separate class period. ELD classes are considered Elective credit courses at the Middle and High School level. In addition to these services, the EL Coordinator provides support, communication, collaboration, and guidance to help students to succeed academically. Parents/Guardians will be informed of specific program placement and student proficiency levels.

### *Exit Criteria and Progress Monitoring*

The goal of the EL program is for students to achieve academic English language proficiency levels that are appropriate to grade level standards in order to support academic achievement in all content areas. For students placed in the EL program, the English Language Proficiency Assessment will be administered each year in the spring. This measure will show student progress towards proficiency in the use of academic English in the areas (domains) of reading, writing, speaking and listening. Students may receive scores at the Emerging (level 1-2), Progressing (level 3 in most domains) or Proficient (level 4 and 5 in all domains).

When a student scores any combination of 4s and 5s in the reading, writing, listening, and speaking domains they will be considered proficient in English, exited from the EL program, and monitored for four years.

While a student is being monitored, the EL Coordinator, along with the student's general education teachers, will continuously review their academic progress. If a student is struggling in their classes due to academic language, it is possible for them to re-enter the EL program. After four years, if a student has not re-entered

into the EL program, they will be exited completely and no longer monitored. This determination is made using teacher observation, work samples, grades and statewide assessment data.

## Talented and Gifted

The state of Oregon passed the Talented and Gifted (TAG) Education Act during the 1987 legislative session. The Act addressed the unique needs of talented and gifted students. The law requires that the individual needs of the TAG student be addressed. The needs of identified TAG students at EVA are addressed through TAG plans and outlined in the services section below.

### *Identification*

EVA identifies students at all grade levels in the areas of Reading, Math, and Intellectual Ability. The school will go through a process of referral and data collection that includes a combination of assessment information, course progress, teacher survey, parent survey, nationally normed testing, state testing and/or cognitive testing.

### *Services*

Once identified, instructional services to meet student rate and level are provided mainly within the classroom. We recognize that each student has unique abilities and deserves to be met at an appropriate rate and level in order to best develop each individual's talents and abilities. Specific strategies and services vary, depending upon grade level and content area. TAG services may include consultation, individual planning conferences, differentiated instruction, in-course grouping, curriculum adaptation, acceleration (subject/course-based or grade-level), project-based learning, extensions, tiered learning targets, and alternative assignments. EVA also recognizes that parent/guardian input into instructional planning is an important component in best serving students.

Enrichment opportunities at EVA give students an opportunity to interact with students of similar abilities and interests. There is a wide variety of extracurricular opportunities available.

## Multi-Tiered Systems of Support (MTSS)

The National Center on Intensive Intervention defines MTSS as: A prevention framework that organizes building-level resources to address each individual student's academic and/or behavioral needs within intervention tiers that vary in intensity. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense tiers (i.e., Tier 1, Tier 2, Tier 3), sometimes referred to as levels of prevention (i.e., primary, secondary, intensive prevention levels), represent a continuum of support.

At EVA, we do our best to anticipate students' needs and prepare an individualized approach that best supports their learning. We use an array of effective teaching strategies to ensure that all students can learn at their appropriate grade level.

Students come to EVA with a wide variety of experiences and development, and they sometimes need additional support to help them be successful. To ensure our students get that additional help, EVA uses a Multi-Tiered System of Supports (MTSS) framework to address students' needs. This is a research-based model that meets students where they are and builds on their strengths to improve learning and behavior.

Every student at EVA qualifies for this support, and school teams meet regularly to look at data and decide

how they can best meet the needs of their students. This may mean, for example, that students receive an additional small group reading or math class or teachers provide extra support within a student's existing schedule. Whatever the case, we are doing everything we can to provide the right support at the right time for each student.

## **School Based Counseling Services**

EVA offers short-term, school-based counseling for students by staff referral or by request of the student or legal guardian. School-based counseling services, either individually or in a small group setting, are short-term and solution-focused, targeted to the learning environment. Counseling services are delivered by appropriately credentialed staff members, including School Counselors, School Psychologists, and/or School Social Workers. School-based counseling is completely voluntary; you or your student can discontinue services at any time.

The counselor will keep information confidential with the exception of the following instances:

- The student expresses intent to harm him/herself or someone else.
- There is reasonable suspicion of abuse or neglect.
- A court order is received directing the disclosure of information.

School-based counseling services through EVA are provided via telehealth. In the event of a safety concern, members of the EVA Crisis Intervention Team will take reasonable steps to identify appropriate local supports and interventions; this may include contacting local emergency services should it be deemed necessary to maintain safety. EVA school staff are unable to provide immediate in-person crisis supports.

School-based counseling services through EVA are offered collaboratively with other school personnel (e.g. principal, advisors, teachers) to best address your student's academic needs. As such, information may be shared with relevant school staff on an as-needed basis to support the student's educational goals.

The counselor will review these limits to confidentiality and will inform the student when sharing information with others. If you would like the counselor to share information with a third party, such as a community counselor, psychiatrist, social services worker, or physician, you will need to sign an additional release of information form. You have the right to change these conditions of information-sharing at any time.

\*Please note that your school counselor cannot guarantee the confidentiality of the physical setting that you are in. This means that we don't know if there are unintended viewers or recipients in your physical setting. Please be mindful of choosing a private space and if possible, use headphones with a microphone to promote your privacy.

Questions, concerns, and information regarding opting-out of school-based counseling services can be directed to EVA School Social Worker, Karina Smyth, CSWA, at [Ksmyth@evergreenvirtual.org](mailto:Ksmyth@evergreenvirtual.org).

## **STUDENT/PARENT COMPLAINTS**

### **Sex Discrimination Complaints**

Evergreen Virtual Academy does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, sexual orientation or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII,

Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

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

The following have been designated to coordinate compliance with these legal requirements and may be contacted at the public charter school office for additional information and/or compliance issues:

1. Evergreen Virtual Academy Title IX Coordinator, Michelle Cook at 541-751-6787 1913 Meade Street, North Bend, Oregon, 97459

### **Instructional Materials Complaints**

Complaints by students or parents about instructional materials should follow policy and administrative regulation KL - Public Complaints should be directed to the administrator. The complainant may appeal the administrator's decision to the Board, whose decision will be final.

### **Placement/Enrollment of Homeless Students Complaints**

The McKinney-Vento Act's Education of Homeless Children and Youth Program ensures that homeless children and youth are provided a free, appropriate public education, despite lack of a fixed place of residence or a supervising parent or guardian. The state public school admission statute assuring the right of homeless and other children and youth in similar circumstances to enroll in schools is ORS 399.115(7).

Every school district in Oregon has at least one designated Homeless Student Liaison to provide direct assistance to homeless families and unaccompanied youths to access and achieve in school. To reach a district liaison, contact the district's administrative office or the state Homeless Education Program office.

### **Public Charter School Personnel**

A student or parent who has a complaint concerning a classroom/teacher issue should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the administrator can be requested within five calendar days. If the outcome of this conference is not satisfactory, the student or parent may file a written, signed complaint with the administrator, within 15 calendar days, who will investigate the complaint and render a decision. If the complainant is dissatisfied with the decision of the administrator, they may appeal to the Board in care of the administrator with 10

calendar days following receipt of the administrator’s decision. The administrator will provide the complainant with necessary Board appeal procedures. Board decisions are final.

## **Staff Sexual Conduct with Students**

Sexual conduct by public charter school/school employees as defined by Oregon law will not be tolerated. All public charter school employees are subject to this policy.

*“Sexual conduct” as defined by Oregon law is any verbal or physical [or other] conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and public charter school Board policy JHFE and JHFE-AR – Reporting of Suspected Abuse of a Child.*

The school will post on school website the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the administrator will follow upon receipt of a report. In the event the designated person is the suspected perpetrator, the Board chair shall receive the report. When the action is taken on the report, the person who initiated the report must be notified.

The public charter school will provide annual training to public charter school employees and students regarding the prevention and identification of sexual conduct.

## **Students with Disabilities Complaints**

A complaint or concern regarding the identification, evaluation or placement of a student with disabilities or the accessibility of the public charter school’s services, activities or programs to a student should be directed to the Director of Special Programs, Dr. Ashley Smithey: [asmithey@evergreenvirtual.org](mailto:asmithey@evergreenvirtual.org) 541-435-5158

## **Students with Sexual Harassment Complaints**

Sexual harassment of or by staff, students, Board members, school volunteers, parents, school visitors, service contractors or others engaged in public charter school business is strictly prohibited in public charter school. Public charter school includes public charter school facilities, public charter school premises and non-public charter school property if the student or employee is at any public charter school-sponsored, public charter school-approved or public charter school-related activity or function, such as field trips or athletic events where students are under the control of the public charter school or where the employee is engaged in public charter school business.

Sexual harassment of students means unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when:

- The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;

- Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff;
- The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with an employee's ability to perform their job; or creates an intimidating, offensive or hostile educational or working environment.

Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subject to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students or staff.

The administrators and the compliance officer have responsibility for investigations concerning sexual harassment. All complaints and other reported incidents shall be investigated. The investigator shall be a neutral party having had no involvement in the complaint presented.

Step 1: Any sexual harassment information (complaints, rumors, etc.) shall be presented to the administrator or compliance officer. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

Step 2: The school administrator receiving the information or complaint shall promptly initiate an investigation. They will arrange such meetings as may be necessary to discuss the issue with all concerned parties within [five] working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The school administrator(s) conducting the investigation shall notify the complainant [in writing] when the investigation is concluded. The parties will have an opportunity to submit evidence and a list of witnesses.

The date and details of notification to the complainant, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the administrator.

Step 3: If a complainant is not satisfied with the decision at Step 2 they may submit a written appeal to the administrator or designee. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The administrator or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The administrator or designee shall provide a written decision to the complainant within [10] working days.

Step 4: If a complainant is not satisfied with the decision at Step 3, they may submit a written appeal to

the Board. Such appeal must be filed within [10] working days after receipt of the Step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 1. working days following completion of the hearing.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries. Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099. Additional information regarding filing of a complaint may be obtained through the public charter school administrator or compliance officer.

Changes to the above procedure may be made if an administrator is named in the complaint or reported incident. Confidentiality will be maintained. The educational assignments or study environment of the student shall not be adversely affected as a result of the good faith reporting of sexual harassment. Students or parents with complaints not covered by this student handbook should contact the administrator.

## **STUDENT EDUCATION RECORDS**

The information contained below shall serve as the public charter school's annual notice to parents of minors and eligible students (if 18 years of age or older) of their rights, the location and school administrator responsible for education records. Notice will also be provided to parents of minor students who have a primary or home language other than English.

Education records are those records related to a student maintained by the public charter school. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent and eligible student notice and consent will comply with all state and federal laws.

Personally identifiable information shall not be disclosed without parent or eligible student authorization or as otherwise provided by Board policy and law.

Permanent records are maintained in a minimum one-hour fire-safe place in the public charter school office. Permanent records shall include:

- Full legal name of student; Name and address of educational agency or institution;
- Student birth date and place of birth;
- Name of parent/guardian;
- Date of entry into school;
- Name of school previously attended;
- Course of study and marks received;
- Data documenting a student's progress toward the achievement of state standards and must include a student's Oregon State Assessment results;

- Credits earned;
- Attendance; and
- Date of withdrawal from school

The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

### **Access/Release of Education Records**

By law, both parents, whether married, separated or divorced, have access to the records of a student who is under 18 years of age unless the public charter school is provided evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

Parents of a minor, or an eligible student (if 18 years of age or older), inspect and review education records during regular public charter school hours.

### **Provision for Hearing to Challenge Content of Education Records**

Parents of a minor, or eligible student (if 18 years of age or older), may inspect and review the student's education records and request a correction if the records are inaccurate, misleading or otherwise in violation of the student's privacy or other rights. If the public charter school refuses the request to amend the contents of the records, the requester has the right to a hearing as follows:

[10] Parents shall make a request for a hearing in which the objections are specified in writing to the administrator;

[11] The administrator shall establish a date and location for the hearing agreeable to both parties;

[12] The hearings panel shall consist of the following:

1. The administrator or designated representative;
2. A member chosen by the parent; A disinterested, qualified third party appointed by the administrator.

[13] The hearing shall be private. Persons other than the student, parents or guardians, witnesses and counsel shall not be admitted.

An individual who does not have a direct interest in the outcome of the hearing shall preside over the panel. They shall hear evidence from the staff and from the parents to determine the point or points of disagreement regarding the education records. The panel shall determine after hearing the evidence and determine what steps, if any, are to be taken to correct the education record. Such actions are to be made available in writing to the parents.

If, after such a hearing is held as described above, the parents are not satisfied with the recommended action, the parents may appeal to the Board where the action of the hearings panel may be reviewed and affirmed, reversed or modified. Procedure for appeal beyond the local Board follows the prescribed actions as set forth in federal regulations. The parent or eligible student may file a complaint with the Federal Family Compliance Office, United States Department of Education regarding an alleged violation of the Family Educational Rights and Privacy Act. File complaints with the Family Policy Compliance Office, U.S. Department of Education, Washington D.C., 20202.

A copy of the public charter school's education records policy and administrative regulation may be obtained by contacting the office.

### **Requests for Education Records**

The public charter school shall, within 10 days of a student seeking initial enrollment in or services from the public charter school, notify the public or private school, education service public charter school, institution, agency, detention facility or youth care center in which the student was formerly enrolled and shall request the student's education record.

### **Transfer of Education Records**

The public charter school shall transfer originals of all requested student education records, including any ESD records, to the new educational agency when a request to transfer such records is made to the public charter school. The transfer shall be made no later than 10 days after receipt of the request.

The school shall retain a copy of the education records that are to be transferred in accordance with applicable Oregon Administrative Rules.

See Fees, Fines and Charges. Records requested by another public charter school or district to determine the student's placement may not be withheld.

## **ENROLLMENT & ENGAGEMENT TEAM**

To assist students and families with active engagement at EVA, a support program will be utilized to provide support through dedicated staff who works with families. Academic and engagement supports will empower students to overcome challenges they may be facing so that they can experience success in school and beyond.

This holistic approach includes early intervention, support services, and linking families to school and community-based resources. Team members and teachers work with families to provide the extra help needed to enable students to remain motivated and on track. Data drives decisions and is analyzed throughout the referral process to monitor individual student progress and program efficacy.

If a student is referred for additional support, they will enter into a tiered system of assistance until satisfactory progress is made and the referral is closed. This process meets the school's intent of "**Every class...Every day**" and is a critical component of our educational model.

## Required Acknowledgements (All Students)

Required Acknowledgement:

I understand and consent to the responsibilities outlined in the Student Code of Conduct. I also understand and agree that my student shall be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school during the regular school day, at any school-related activity regardless of time or location and while being transported on public charter school-provided transportation. I understand that should my student violate the Student Code of Conduct they shall be subject to disciplinary action, up to and including expulsion from school and/or referral to law enforcement officials, for violations of the law.

Please click on the link and fill out the [Student Code of Conduct Acknowledgement](#):

REQUIRED ACKNOWLEDGEMENT (9TH-12TH only):

### ACCESS TO STUDENT INFORMATION\*

#### **Access to Student Information by Military or College Recruiters**

Our district receives funds from the state and federal government. These funds are used in a variety of ways to provide additional help to students in greatest academic need. The law also requires that districts receiving these funds must, upon request, provide to military recruiters, colleges and universities, access to the names, addresses and telephone listings of secondary students.

It is important for you to know that a secondary school student or his/her parent or guardian may request that the student's name, address, and telephone number not be released by the district without prior written parental consent. If you would like to make such a request, please complete the following and return it to your child's school.

**Parent or Guardian:** Please complete this section and return the entire form to your child's school. Use a separate form for each child.

I am aware the district must provide access to military recruiters and colleges or universities of student names, addresses and telephone listings. I am aware the district will provide this information upon request, unless I require that such information not be given to the following groups without prior written parental consent:

Please click on the link and fill out the [Access to Student Information form](#)

# Evergreen Virtual Academy

## Protection of Pupil Rights Amendment (PPRA)

### Annual Notice to Parents

Dear Parent/Guardian:

It is very important to us to let you know of your rights regarding district surveys, collection and use of student information for marketing purposes, and certain physical examinations. These rights include:

*Consent* before students are required to complete a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the U.S. Department of Education.

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 relationships, such as with lawyers, doctors or ministers;

Religious practices, affiliations or beliefs of the student or parents; or

Income, other than is required by law to determine program eligibility.

*Receive notice and an opportunity to opt a student out of –*

Any other protected information survey, regardless of funding;

Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under State Law; and

Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

*Inspect, upon request and before administration or use –*

Protected information surveys of students;

Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and

Instructional material used as part of the educational curriculum.

When a student reaches the age of 18 or is an emancipated minor under State law, the parent's rights transfer to the student.

The district has adopted policies, in consultation with parents, regarding these rights as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales or other distribution purposes. Parents will be notified of these policies at least annually at the start of each school year and after any substantive changes. The district will also inform parents at the beginning of the school year if the district has identified the specific or approximate dates of activities or surveys and will provide an opportunity for the parent to opt his or her child out of participating in a specific activity or survey.

For activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and will be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. The following are specific activities and surveys covered under this requirement:

Collection, disclosure or use of personal information for marketing, sales or other distribution; Administration of any protected information survey non funded by the U.S. Department of Education; and Any non-emergency, invasive physical examination or screening as described above.

Attached, if scheduled at this time, is a "Scheduled Activities and Surveys" notice. For your convenience, we have also attached a "Parent Consent and Opt-Out-Response" form that must be returned to the office.

To file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of PPRA, contact:

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

# Evergreen Virtual Academy

## Family Educational Rights and Privacy Act (FERPA)

### Annual Notice of Student Education Record Privacy

Dear Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive federal funds.

FERPA gives parents certain rights with respect to their child's education records. When a student reaches the age of 18 or attends a post-secondary school or college, the parent's rights transfer to the student and the student is then an "eligible student" under the law.

Under FERPA, parents and eligible students have the following rights:

To inspect and review the student's education records maintained by the school within 45 days of the school's receipt of a written request. The request should identify the record(s) being inspected. The school is not required to provide copies of records and may charge a fee if copies are requested. The following staff person may be contacted to seek access to your child's record:

Name of Staff: Brittney Hauge Telephone: 541-252-2326

Email Address: bhauge@evergreenvirtual.org

You will be notified of the place and time the record(s) may be available for review.

To request that a school correct records believed to be inaccurate or misleading. The request must be in writing and clearly specify:

(a) the part of the record requesting to be changed, and (b) why it is inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student has the right to a hearing. After the hearing, if the school decides not to amend the record, the parent or eligible student has the right to place a statement in the record about the contested information. The school is not required to consider requests for grade or disciplinary decisions, opinions of school officials in the education record, or the child's special education determination. The following staff person may be contacted to request an amendment to your child's record:

Name of Staff: Brittney Hauge Telephone: 541-252-2326

Email Address: bhauge@evergreenvirtual.org

To control the disclosure of their child's personally identifiable information from their education record. The school or district must, with certain exceptions, obtain parent written consent prior to the disclosure of personally identifiable from education records. An exception which permits disclosure without consent is disclosure to school staff with legitimate educational interest, such as a person employed by the district; a person serving on the school board; a person or company with whom the district is contracted to perform a special task (such as an attorney, auditor, or therapist); or a parent or student serving on an official committee, such as a grievance or disciplinary committee or assisting another school official; and/or an official of another school district in which a student seeks to enroll. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill a professional responsibility. A school district may also disclose personally identifiable information from education records without prior written consent to appropriate parties in connection with an emergency if knowledge of the information is necessary to the protect the health or safety of the student or other individuals.

Student directory information may also be disclosed without prior consent if the categories to be disclosed are designated and parents are given the opportunity to opt out prior to disclosure.

You have the right to file a complaint with the U.S. Department of Education at the following address if you feel the school district has failed to comply with the requirements of FERPA:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, DC 20202-4605