2026-2027

Parent/Guardian-Student Handbook

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INTRODUCTION

Founded in March 2021, Virtual Prep Academy of Washington (VPA-WA) is a program of the Starbuck School District and offers a K-12 experience for all students.

Virtual Prep Academy of Washington is a tuition-free online public school open to all students residing in the state of Washington.

MISSION STATEMENT

Our mission is to inspire curiosity by empowering students with an engaging, interactive online curriculum combined with live instruction by experienced state-certified teachers in the safety and comfort of the students' homes.

VISION STATEMENT

VPA-WA students will have the ability to persevere through challenges and adversity while using those experiences to grow and work toward their potential.

STATEMENT OF UNDERSTANDING

Under the Alternative Learning Experience Implementation Standards, WAC 392-121-182(3)(c), VPAWA is an ALE, not a home-based instruction, and enrollment in an alternative learning experience is authorized under WAC 392-121-182, and students are enrolled in public education through Starbuck School District. Full-time students are subject to the rules and regulations governing public school students, including courses, graduation, and assessment requirements. Learning experiences are supervised, monitored, assessed, and evaluated by certified staff. Students are provided a written student learning plan and monitored monthly on satisfactory progress.

NON-DISCRIMINATION POLICY

Virtual Prep Academy of Washington does not discriminate in any programs or activities on the basis of sex, race, ethnicity, creed, religion, color, national origin, immigration or citizenship status, age, veteran or military status, sexual orientation, gender expression, gender identity, homelessness, disability, neurodivergence, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:**Civial Rights Compliance Coordinator:** Mark Pickel, mpickel@ssd35.org (509) 399-2381 717 Tucannon St., Starbuck, WA. 99359 ***Title IX Coordinator***: Amy Miller, (509) 497-2142, amiller@vprepwa.org, 717 Tucannon St., Starbuck, WA. 99359. ***Section 504 Coordinator***: Stephanie Woods, , 717 Tucannon St., Starbuck, WA. 99359.

ADMINISTRATION

Office Hours
During the Academic Year (Monday-Friday)
8:00 A.M. – 4:00 P.M.
(509) 866-4106

RESOURCE and TECHNOLOGY SUPPORT

Your student has access to their online education through the Accel Management Platform for Education or **AMP Dashboard** at https://vpa.instructure.com/.

AMP Technology and Resource Website

On the website, you will also find access to live support should you need help right away. The hours of operation are Monday – Friday, 8 AM to 5 PM local time. You can submit a ticket outside of hours of operation to be contacted within 24 hours. You can also call them at 833-426-7457 or

Below are some great resources to kick off your school year.
Welcome to New Students – Information Page
Introduction to Your Online School
Tips to being a Successful Online Student
6-12 Student Walkthrough
K-5 Student Walkthrough

VPA – WA Staff Contact Information

Administrative Contact Information –

Head of School –	Ms. Amy Miller amiller@vprepwa.org
Principal -	Mr. Nathan Pelton npelton@vprepwa.org
Assistant Principal –	Ms. Jenna Wirtzberger jwirtzberger@vprepwa.org
Operations Manager –	Mr. Jay Caballero jjcaballero@vprepwa.org
Special Education Coordinator –	Ms. Shannon Miller smiller1@vprepwa.org

Operations Contact Information –

Registrar –	Ms. Emily Keane ekeane@vprepwa.org
Choice Transfer/Attendance –	Ms. Jamie Boykin jboykin@vprepwa.org

Student Services Contact Information –

Success Coach Lead –	Ms. Katlin Grimm kgrimm@vprepwa.org
Success Coach K-5 –	Ms. Julie Powers jpowers@vprepwa.org
Success Coach 6-8 –	Ms. Danielle Frost dfrost@vprepwa.org
Success Coach HS -	Ms. Lindsay Cahoon lcahoon@vprepwa.org
Success Coach HS -	Ms. Heather Robinson hrobinson@vprepwa.org

Special Education Contact Information –

HS Teacher –	Ms. Emily Hitchcock ehitchcock@vprepwa.org
K-5 Teacher –	Ms. Jessica Lammers jlammers@vprepwa.org
HS Teacher -	Ms. Emily Stuebs estuebs@vprepwa.org
Elem Teacher –	Ms. Stephanie Wysup swysup@vprepwa.org
HS Teacher –	Ms. Emilie Mathiason emathiason@vprepwa.org
MS Teacher –	Ms. Melanie Blair Garcia mblair-garcia@vprepwa.org
Speech (SLP) –	Ms. Cassidy Gardner cgardner@vprepwa.org
Speech (SLP) -	Ms. Deonka Jackson djackson@vprepwa.org
ML Teacher -	Ms. Cherita Leuck cleuck@vprepwa.org
Occupational Therapist –	Ms. Caitlin Brown cbrown@accelschools.com
School Psychologist -	Ms. Carlee Kasperbauer ckasperbauer@vprepwa.org
Physical Therapist –	Ms. Katherine Hudson khudson@accelschools.com

Academic Team Contact Information –

Teacher (K) –	Ms. Marci Ward mward@vprepwa.org
Teacher (1st) –	Ms. Rae Hughes rhughes@vprepwa.org
Teacher (2nd) –	Ms. Gabrielle Poage gpoage@vprepwa.org
Teacher (3rd) –	Ms. Elizabeth Koisch ekoisch@vprepwa.org
Teacher (4th) –	Ms. Ashlyne Walton awalton@vprepwa.org
Teacher (5th) –	Ms. Michayla Liedle mliedle@vprepwa.org
Teacher (6th Science & Math) –	Ms. Rebekah King rking@vprepwa.org
Teacher (6th ELA & Social Studies) –	Ms. Allie Young ayoung@vprepwa.org
Teacher (MS Math) –	Ms. Courtney Osborn cosborn@vprepwa.org
Teacher (MS Science) –	Ms. Jesse Reeh jreeh@vprepwa.org
Teacher (MS ELA) –	Ms. Payton Fowler pfowler@vprepwa.org
Teacher (7&8 Social Studies) –	Ms. Kaitlyn Oder koder@vprepwa.org
Teacher (HS & MS Science) –	Ms. Joy Nelson jnelson@vprepwa.org
Teacher (HS & MS Science) –	Ms. Jessica Tautfest jtautfest@vprepwa.org
Teacher (HS Math) –	Ms. Annastassia Ambrose aambrose@vprepwa.org
Teacher (HS Math) –	Ms. Lexie Davis ldavis@vprepwa.org
Teacher (HS Math) –	Ms. Thea Layton tlayton@vprepwa.org
Teacher (HS ELA) –	Ms. Sasha Knisley sknisley@vprepwa.org
Teacher (HS ELA) –	Ms. Jade Hulet jhulet@vprepwa.org
Teacher (HS ELA) –	Ms. Hope VanDevere hvandevere@vprepwa.org
Teacher (HS Social Studies) –	Mr. Jarod Schaber jschaber@vprepwa.org
Teacher (HS Social Studies) –	Mr. Sean Brix sbrix@vprepwa.org
9 – 12 Guidance Counselor –	Ms. Lindsey Griffith lgriffith@vprepwa.org
K-8 Guidance Counselor –	Ms. Stephanie Woods swoods@vprepwa.org

Specialists –

Teacher (Spanish) –	Ms. Martha Cummins mcummins@accelschools.com
Teacher (Art) –	Ms. Laura Novak lnovak@vprepwa.org
Teacher (Health PE –MS/HS) –	Mr. Stefan Norris snorris@vprepwa.org
Teacher (French) -	Dr. Julia Carter jcrater@accelschools.com
Teacher (Health/PE – K-6) -	Ms. Casey Ukrainetz cukrainetz@vprepwa.org
Teacher (IT) -	Ms. Terri Cooke tcooke@accelschools.com
Teacher (Agriculture) -	Ms. Kaitlynn Herres kherres@vprepwa.org

ADMISSION POLICY

VPA-WA is an online, public school recognized by the state of Washington for grades Kindergarten through Twelfth (12th) grade. Admission is open to students on a statewide basis. Submission of an application within the online enrollment portal represents the first step in a multi-step process. By completing, signing, and submitting the online Application and uploading all required documents the Parent/Guardian or Guardian expresses a desire to have his/her child attend The School. The submission of the online Application and associated documents begins the admissions process. It does not mean the student will be enrolled. As part of the process, the Parent/Guardian or Guardian will submit copies of the student's:

- Proof of Identity
- Current Immunization Record
- Proof of Residence
- Proof of Choice Transfer Application
- Copy of most recent High School Transcript or report card (this will be requested upon enrollment, but Parent/Guardians are asked to help provide that information to the school to ensure that students are placed properly in their instructional courses prior to the 1st day of school.)
- Copy of current IEP/504 Documents (this is not required prior to enrollment approval but will be requested to inform the timely design of student's instructional program. Parent/Guardians are asked to help provide this information to ensure that students are receiving appropriate educational support upon enrollment. If documentation is not received in a timely manner this may impact your student's special education services).
- Entering 12th Grade students must supply a transcript with proof of 17+ credits

After applying, all required documents must be uploaded via the online enrollment portal within 30 days or your application will be closed, and the application process must be restarted. For assistance with uploading documents please call 509-822-6080 or email enrollment@vprepwa.org. Once they are received and accepted, you will receive notification of your student's official enrollment. Your student will be considered fully enrolled when:

- All required enrollment documents are received and accepted by the school.
- You have signed that you have received and read the Student Handbook and understand the Statement of Understanding and received your student's WSLP.
- If you need to update any contact information, identify a student's preferred name, request a student computer or request a withdrawal, you will be able to access these via e-collect.

***** All High School students enrolling with VPA-WA. are required to provide unofficial/official transcripts from their previous school(s). High School students enrolling in VPA-WA who have failed to provide transcripts will be placed as freshmen (9th grade) until transcripts can be reviewed and proper placement completed. Transcripts must be received within 6 weeks of students starting classes or they will complete classes enrolled until the end of the Semester. Failure to provide transcripts in a timeline manner may impact your child's expected graduation date.*****

Age Requirements –

All Washington children between the ages of 8 and 17 must attend school. Kindergarten students must be five on or before midnight on August 31; first graders must be six.

Expulsion Statement –

When a student is registered, the Parent/Guardian or guardian must provide a sworn statement about whether the child has been expelled. The statement must indicate whether the child has been expelled from attending a private school, another public school in Washington, or a school in another state for an offense involving weapons, alcohol, or drugs, or for willful infliction of injury to another person. Parent/Guardians will be asked to provide documentation to VPA-WA about the expulsion.

Residency Requirement –

Admission to VPA-WA is open to all Washington residents. At least annually, and sometimes more frequently, VPA-WA will request updated Proof of Residency to ensure that our records include the most up-to-date documentation. WAC 392-137-115 establishes student residency as where the student sleeps at night and where they are expected to reside for twenty consecutive days or more. Once a student is expected to be sleeping outside of the state of Washington for twenty or more consecutive days, they are no longer considered Washington state residents. ***This applies to any student whose family may be planning to leave the state for an extended trip.***

Choice Transfer Process -

Beyond basic residency requirements, enrollment into VPA-WA requires a Choice Transfer request to be completed annually. Please use the following procedure to ensure this requirement has been completed. All students would be transferring to the **Starbuck School District #035**. Choice Transfer Portal
Step 1: Check on your local school district's website for the Choice Transfer form. In addition to the title of Choice Transfer, the form may be referred to as an interdistrict transfer, interdistrict variance, interdistrict waiver, or school choice form. You can also call the school district to find out how to get the form.
Step 2: Complete the application. As part of the application, the local district will ask you to mark on the form which of the following best describes your reason(s) for requesting your district's release. The local district must release the student from his/her district for any of these reasons:

- The student's financial, educational, safety, or health conditions would likely be improved, or
- Attendance in the nonresident district is more accessible to the Parent/Guardian's/guardian's place of work or to the location of childcare, or
- There is a special hardship or detrimental condition, or
- The purpose of the transfer is to enroll in an online course or school program offered by an OSPI-approved provider.

Please direct all questions regarding the Choice Transfer Process to the VPA-WA Choice Transfer Clerk at: jboykin@vprepwa.org

Immunization –

In 2019, the Washington State Legislature passed a bill that removes the personal and philosophical option to exempt children from the MMR (measles, mumps, and rubella) vaccine required for school and childcare entry. Although attendance at VPA-WA is completely online, the immunization standards set forth by the State of Washington still apply. To fully enroll and participate in classes offered, students must have medically verified immunization records on file with VPA-WA. Examples of medically verified immunization records include:

- A completed Certificate of Immunization Status (CIS) signed by a health care provider. Find the CIS form by visiting *https://www.doh.wa.gov/SCCI* and clicking on "Certificate of Immunization Status."
- A CIS filled out by you or another Parent/Guardian/guardian with medical records attached.
- A CIS printed by a health care provider or school from the Washington State Immunization Information System.
- A CIS printed from MyIR which is a free Department of Health online tool that allows families to view and print their official immunization records themselves. Go to *https://wa.myir.net/register* to begin the sign-up process.

This law does not change religious and medical exemption laws. Children who have one of these types of exemptions on file are not affected by the new law. If you are requesting an exemption from one or more of the immunization requirements, you must provide the school with a completed Certificate of Exemption. For more information on Immunization requirements visit the WA State Dept of Health Website.

Annually Required Documents –

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

- Parent/Guardian/Student Handbook & Agreement
- Household Income Verification Survey (used by the state to inform some streams of school funding levels)
- Race/Ethnicity Survey
- Emergency Medical Authorization
- Choice Transfer
- Title One Compact

McKinney Vento Policy –

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

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

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

For more information about the McKinney-Vento Homeless Children and Youth Program please review the following information from OSPI:

https://www.k12.wa.us/student-success/access-opportunity-education/homeless-education

The MVK Coordinator, Ms. Stephanie Woods swoods@vprepwa.org shall serve as the school's local liaison for homeless children and youth. To the extent that the school receives assistance from the Federal Program for Education for Homeless Children and Youth, it shall comply with requirements to coordinate services for homeless students with local social service agencies and programs, including those funded under the Runaway and Homeless Youth Act.

Maintaining Enrollment –

To maintain a student's enrollment, the Parent/Guardian must:

1. Ensure that a working phone and internet connection are maintained at the location where the student is being educated, and notify school personnel as soon as possible of the loss of phone or internet connectivity.
2. Stay current with attendance and academic requirements.
3. Monitor and read emails sent from staff at VPA-WA during the school year.
4. Inform The School, via updated proof of residence, of all Parent/Guardian or student address and phone number changes as soon as possible; and
5. Adhere to all requirements of the Parent/Guardian/Student Handbook.

VPA-WA will make every effort to provide advanced notification, support, and intervention to all families ensuring compliance is maintained with enrollment requirements. Should you have any questions regarding enrollment status, please contact the Administrative Team for assistance.

> *Students who aren't meeting academic and/or engagement requirements will be referred to their assigned Success Coach and will be required to meet with them to create and work towards completion of an individualized Success Plan. Based on progress, students will be moved through this system of support as needed. Should students continue to have academic or attendance concerns, they will be required to meet with the Administration for discussion on potential placement changes.*

ACADEMIC POLICY

The VPA-WA experience takes place entirely outside a regular school building; therefore, accountability of student activities and participation is measured by the reporting of the educational learning hours engaged by the student. The state of Washington requires students to receive a minimum of:

- 1027 hours on average for grades K-12

Learning opportunities per school year and, as such, the Written Student Learning Plan (WSLP) is structured accordingly. To ensure our students are meeting the appropriate number of hours annually, we expect all students to spend 6 hours each day participating in live classes, using the Learning Management System or logging off-line activity time.

Written Student Learning Plan (WSLP)

Each WSLP will contain the following information and be sent to families via email within 1 month of enrollment:

- Beginning and end dates.
- Estimate of the student's weekly hours by a certificated teacher.
- For online and remote courses, a description of how weekly contact will be met.
- Description of the ALE coursework and course type.
- Responsible certificated teacher for each course.
- Required instructional materials for each course.
- Description of how and when the monthly evaluation will be provided.
- Syllabus outlining whether the ALE course meets state academic learning requirements and other goals and objectives, including a course name and course code. This may be met through individual course syllabi or other similarly detailed descriptions of learning requirements. It should be easily accessible to all stakeholders (i.e., in student files, a centralized notebook, or online) and clearly identify the requirements a student must meet to successfully complete the course or coursework. This can be found in our Learning Management system for each course.
- Signature of a certified teacher or District Representative.

Students are required to maintain weekly contact with the certificated teacher for the purpose of instruction, review of assignments, testing, evaluation of progress, or other learning activities or requirements identified in the WSLP.

Two-way weekly contact with a certificated teacher related to the instructional goals outlined in the WSLP may be:

- Direct personal contact, which is one-to-one contact with a teacher. Direct personal contact can be in person or by email, telephone, instant messaging, or interactive video.
- In-person instructional contact, which is face-to-face contact with a teacher in a classroom. In-person instructional contact may be accomplished in a group setting between the certificated teacher and multiple students.
- Synchronous digital instruction contacts, which is real-time communication with a teacher using online, voice, or video communication technology. Synchronous digital instructional contact may be accomplished in a group setting between the teacher and multiple students.

Students should log into the LMS for the required number of hours daily as directed by the WSLP. It is expected that students will be engaged and actively participating in schoolwork each day. Students should be online, completing lessons, and attending live sessions as instructed by teachers. If students are not maintaining the expected level of engagement or not maintaining expected course progress, students will be placed on Success Plans and possibly withdrawn for non-compliance.

Live session attendance is critical to student success in the online classroom. It is highly recommended that students attend live class offerings daily or view recordings if unable to attend live to receive instruction and practice. For students who are not receiving passing grades attendance in live lessons will be a requirement for continued enrollment at VPA-WA following attendance meeting with administration.

Monthly Progress Reviews –

Monthly evaluations will be conducted by a certified teacher to determine whether satisfactory or unsatisfactory progress is completed during the month being reviewed.

Monthly progress reviews will be written and communicated in the following manner:

- to Parent/Guardian/legal guardian/learning coach via personal email.
- Be based on the learning goals and performance objectives in the WSLP.
- Be consistent with the district student evaluation and grading procedures and based on the teacher's judgment.
- Include direct personal contact unless the prior month's evaluation was satisfactory, or the evaluation is conducted in the final month of the year at which time it may be in the form of delivery of final grades.
- Satisfactory or Unsatisfactory

    - Satisfactory is indicated for students who have shown progress toward goals, improvement and active engagement in school work, advancement from previous success plans during the month. Unsatisfactory is indicated for a student that has not shown participation in school that month. Satisfactory does not mean that a student is passing classes, but that they are making effort toward continued learning opportunities.
- Include a success plan within 5 days (from the first day of the month) if progress is determined to be unsatisfactory. This should be a plan for success, developed in collaboration with the student and family.

An intervention plan may include:

- Increased contact with a teacher or change in the method of contact,
- Modification of the learning goals or performance objectives, and/or
- Modification of the WSLP course or content.

If, after three consecutive calendar months a student has not made satisfactory progress, despite documented intervention efforts the student either needs (1) a substantial change to their WSLP to address their individual needs more appropriately or (2) to be transferred to a more appropriate educational program.

Attending live sessions and daily system usage is critical to success in the online environment. The online learning environment does provide families with flexibility when scheduling appointments and various things that might come up during the day. VPA-WA asks families to be mindful of the required time their students spend engaged in learning during the school day and plan appointments accordingly. Students must meet the 5.5-6 hours of learning time daily to be marked present, and this work can be done at any time during the day or via off-line time. With the flexibility of the program, it is imperative that students and learning coaches ensure that students are meeting the learning time requirements daily.

STUDENT ENGAGEMENT POLICY

For students in an online school to be successful, they must be continuously engaged in the education process. Regular completion of diagnostic assessments are essential for the promotion of student development and instrumental to the development and implementation of targeted instructional techniques. Moreover, regular live class participation and the submission of classroom assessments allow instructional staff additional insight into student development and afford students another opportunity to ask questions and demonstrate academic growth.

To that end, Virtual Prep Academy of Washington (VPA-WA) has adopted this Student Engagement Policy and directs its staff to implement the following policy.

VPA-WA will assess Student Engagement levels via a combination of the following:

- Completion of diagnostic assessments

- Participation in state-mandated testing
- Attendance in live instructional sessions
- Completion and submission of course assessments

**Assessment and testing are subject to change, students and Parents/Guardians will be notified of any upcoming assessments before the date of assessment. State testing and diagnostic assessments are mandatory components of our program.*

***Please note that the state of Washington requires students to have active and meaningful interaction with at least one certificated teacher each week. This is most easily achieved through attendance of live instruction classes.*

Orientation/Onboarding –

All students are required to complete online orientation courses at VPA-WA and iReady diagnostic testing. These courses are designed to assist students and families in school operations and help ensure a successful transition to online learning. Failure to complete these required orientation sessions and complete the 'exit tasks' associated with them within 10 days of enrollment will be considered a non-start and student will be withdrawn, and the choice transfer will be rescinded.

Attendance/Truancy –

Routine and accurate reporting of educational learning is critical. Under Washington law, there are significant actions that a school must/can take if a student does not routinely attend school (report educational learning hours) following school policy. Valid justifications are appropriate reasons why a student might miss weekly contact. VPA-WA recognizes the following as potential justification for missed weekly contact (this list is not meant to be all-inclusive):

- Personal illness – of more than three consecutive days will require the certificate of a physician.
- Death of a relative – limited to three (3) days unless reasonable cause is shown for longer absence. Must be approved.
- Observance of religious holidays – must be prearranged with the Administrator and consistent with the student's held religious beliefs. Limited to the length of the holiday.
- Placement in foster care or change in foster care placement.
- Homelessness
- Documented technology issue- must have an official HELP DESK TICKET NUMBER and that information must be reported to the student's teachers and the Operation Manager in writing at jjcaballero@vprepwa.org. Additionally, the documented technology issue must be such that it precludes the student from using the computer and or accessing his or her curriculum.

<u>Before an absence, the Administrator may approve any other reason at his/her sole discretion.</u>

Lack of internet service – No excuse will be accepted due to lack of service. There are many alternative locations where you can obtain internet service.

When a student's absence is excused, extensions to assignments may be granted only if approved by the teacher(s). With work and learning modules available online 24-7 and accessible outside the typical school day hours, receiving an extension is not a guarantee and students must communicate with teachers for these extensions. Absences not conforming to the reasons listed above will be considered unexcused. When a student accumulates 21 days of unexcused absences, they will be withdrawn from VPA-WA. **Attendance will only be considered excused if parent/guardian notifies the attendance office prior to the event or within 5 school days of the absence.**

Parents/Guardians will be notified via email after a student's 3rd, 5th, and 7th unexcused absence each semester. Parents/Guardians will be asked to meet with the Principal after the 7th absence to discuss attendance expectations. After the 15th unexcused absence, a letter will be sent via email and mail and Parents/Guardians will be asked to meet with the Head of Schools. After the 20th unexcused absence, Parents/Guardians will receive an emailed letter that the student will be withdrawn and choice transfer paperwork will be rescinded. A letter will also be sent home via certified mail. Attendance numbers will be reset at the start of each semester.

Students and families who are struggling to maintain weekly contact or adequate progress with a class or course can work directly with the Student Services Coordinator and Success Coach(s) for support.

Live Instruction Attendance –

VPA-WA curriculum is designed to provide flexibility to its students, and we recognize that many of the school's students appreciate the opportunity to earn credit and complete assignments on their own time. However, students that attend and participate in live class sessions regularly are typically more successful than students that do not. VPA-WA students are provided with a clear schedule for live class time and notifications are sent via Canvas for all live lessons. Although live instructional time will be recorded and made available to students for review on their own time, students are encouraged to attend live classes as they are provided in real time. If a student is off track and placed on a success plan they may be required to attend live lessons per that success plan.

State Mandated Testing –

All students enrolled at Virtual Prep Academy of Washington must be assessed with the state assessment for the student's grade level. Students in Grades 3 – 8, 10, & 11 grade that do not complete State Testing may not be re-enrolled the following school year.

Parents/Guardians and students will be notified in advance of the schedule and location of required testing. Although VPA-WA undertakes to make testing facilities easily accessible to

Parent/Guardians/students, it is the Parent/Guardian/student's obligation to provide transportation to testing facilities. If a family is not able to attend a testing site they need to notify the VPA-WA Administration before February 1st and VPA-WA will work with the student's local district to set up testing. If a student lives less than 50 miles from a VPA-WA testing site families will be required to pay the testing fee issued by the local district.

- Students in grades 3rd, 4th, 5th, 6th, 7th, 8th, and 10th (11th if didn't meet graduation pathway in 10th grade) will take tests in ELA and math for state/federal accountability.
- In high school grade 10, students' ELA and math scores are used for Graduation and if students receive a score of 2548 in ELA and/or 2595 in math they will have completed the graduation pathway. If they do not VPA-WA will work with students to determine another graduation pathway.
- Students in grades 5th, 8th, & 11th take the Washington Comprehensive Assessment of Science, in addition to the above-listed assessments, for state/federal accountability.
- WaKIDS – VPA-WA will require all kindergarten students to take part in the Washington Kindergarten Inventory of Developing Skills (WaKIDS). The Whole-child Assessment is an authentic whole-child observational assessment, meaning that teachers observe children during everyday activities (transitions, instruction, learning centers, etc.)

School-Based Assessments –

Diagnostic testing takes place during the Fall, Winter, and Spring terms i-Ready tests are required. Failure to complete the required assessments may result in withdrawal.

For students in an online school to be successful, it is necessary for them to continuously engage in the education process. Regular completion of diagnostic and benchmarking assessments is essential for the promotion of student development and instrumental to the development and implementation of targeted instructional techniques. Students are required to complete all assessments.

Periodically, throughout the school year, the school implements Short-Cycle Assessments (SCAs) or other diagnostic assessments to ascertain student's ability and development and to target instruction. Students shall be given the opportunity to complete such assessments within a reasonable amount of time which is consistent with the purpose of administering the assessment. Students are required to complete all diagnostic assessments.

Course Assessments –

It is critical for student success to submit assignments/assessments regularly so that the school and teachers can monitor progress of students to ensure growth and mastery of state standards. As such, students are required to submit a minimum of one assignment or assessment per week per course. Students who do not follow minimum expectations of submissions at the end of each month will be referred to our engagement intervention protocol.

Grading Scale

VPA-WA will use the following grading scale during the 2026-2027 school year:

100 - 93 = A (4.00)
92 - 90 = A- (3.67)
89 - 87 = B+ (3.33)
86 - 83 = B (3.00)
82 - 80 = B- (2.67)
79 - 77 = C+ (2.33)
76 - 73 = C (2.00)
72 - 70 = C- (1.67)
69 - 67 = D+ (1.33)
66 - 63 = D (1.00)
62 - 60 = D- (0.67)
59 - below = Failure
NC – No Credit
I – Incomplete
P – Passing (not included in GPA)

***All Physical Education courses at VPA-WA will be a P/F grading with students meeting 60% of the requirements to pass the course.

Graduation Requirements –

Completion of Washington state's minimum graduation requirements, as established by the state legislature, signifies that a student is prepared for a meaningful next step in life. In 2019, the legislature approved multiple Graduation Pathways that provide students with more options to prepare and demonstrate their readiness for their first step after high school.

Students must fulfill the graduation requirements that are in place when they first enter 9th grade. For students who need more than four years to graduate, they remain obligated to meet the graduation requirements of their original graduation year.

Develop a High School and Beyond Plan

To graduate from high school, all students must develop a HSBP that illustrates how they will meet high school graduation requirements and what they will do following high school. A student's HSBP, which starts no later than 7th grade, is revised throughout high school.

Complete a Graduation Pathway

Students will demonstrate their readiness to enter a postsecondary career, including the military, or attend college, by completing one of the Graduation Pathways. The Graduation Pathway(s) used by a student must be aligned with their HSBP.

The following represent ways to meet the Graduation Pathway requirement at VPA-WA students may use any combination of these pathways:

I. Meet Statewide Assessment Cut Scores for ELA and/or Math
II. Meet Cut Scores for College Admission Exams for ELA and/or Math (SAT/ACT) – scores must be provided to the school before April 1st
III. Pass Bridges Math and/or Bridges English our High School Transition Course for ELA and/or Math

IV. Complete a Dual Credit Course to earn College Credits in ELA and/or Math – must provide transcripts from other school to show proof of this pathway.
V. Armed Services Vocational Aptitude Battery (ASVAB) Exam - scores must be provided to the school before April 1st
VI. Performance-based project completion meeting required standards.
VII. Complete CTE Sequence of Agriculture by passing four (4) semesters of our Agriculture courses or coming with transcripts from another school indicating meeting their CTE sequence.

Earn 24 High School Credits

All students must meet specific course requirements, including any Personalized Pathway Requirement courses, and other credit requirements established by VPA-WA. The following represents the required courses necessary to graduate from VPA-WA and meet all state requirements.

Subject	Number of Credits	Additional Information
English	4	
Math	3	Algebra 1 or Integrated Math 1 Geometry or Integrated Math 2 A 3rd credit of math*
Science	3	At least two lab A 3rd credit of science*
Social Studies	3	1.0 U.S. History and Government .5 Contemporary World History, Geography, and Problems .5 credits of Civics 1.0 credits of Social Studies Elective (may include .5 credits of a second semester of Contemporary World History or the equivalent)

Subject	Number of Credits	Additional Information
Arts	2	Performing or visual arts 1 credit may be a Personalized Pathway Requirements**
World Language	2	Both credits may be a Personalized Pathway Requirements**
Health and Fitness	2	.5 credits of Health 1.5 credits of Fitness Students must earn credit for physical education unless excused per RCW 28A.230.050
Career and Technical Education	1	May be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards
Electives	4	

*The 3rd credit of science and the 3rd credit of math are chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the Parent/Guardian or guardian, or if the Parent/Guardian or guardian is unavailable or does not indicate a preference, the school counselor or principal (WAC 180-51-068).

**Personalized Pathway Requirements are related courses that lead to a specific post-high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, they may include Career and Technical Education and are intended to provide a focus for the student's learning.

***Students may only be allowed to take Credit Recovery Course and Summer School for class(es) failed during the regular school year.

Withholding of a Diploma –

The district may withhold a student's diploma until the student has made restitution for any school property the student has lost or willfully damaged. Upon payment for damages, the district will release the diploma. When the damages or fines do not exceed $100, the student or his or her Parent/Guardians will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Student Discipline. When damages are in excess of $100, the appeal process for long-term suspension as defined in Policy 3241, Student Discipline, will apply.

If the district has imposed other forms of corrective action for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

Students requiring summer school to retrieve unearned credit to meet graduation requirements will not be eligible to attend graduation ceremonies. Once the required credits have been awarded, the student will receive their diploma.

***** All High School students enrolling with VPA-WA. are required to provide unofficial/official transcripts from their previous school(s). High School students enrolling in VPA-WA who have failed to provide transcripts will be placed as freshmen (9th grade) until transcripts can be reviewed and proper placement completed. Transcripts must be received within 6 weeks of the student starting classes or they will complete classes enrolled until the end of the semester.*****

Honor Roll –

Students who have demonstrated outstanding achievement in the classroom and have earned honor standing are recognized at the end of each semester.

Honor roll qualifications per semester:
High Honors: 3.6 - 4.0 GPA and no grade lower than a "C"
Honors: 3.0 - 3.6

**For purposes of calculating honor roll, grades will not be rounded.*

Promotion/Retention –

It is the belief of VPA-WA that students should progress each year from grade to grade. We provide our students with the best possible educational opportunities. However, students may be required to repeat a grade whenever the teacher, building administrator, and Parent/Guardian(s)/guardian(s) consider that retention serves the best interests of the child.

Elementary – Middle School

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

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

High School

Refer to the Graduation Section of this handbook.

Credit Recovery –

Our Credit Recovery courses are designed to serve students seeking to recapture credit for courses previously taken but failed. Our credit recovery courses are the same scope and sequence as original credit courses; however, some teacher-graded assignments have been removed from the course to accelerate the student's path. Before enrollment into a credit recovery class is considered, a student must have first taken a traditional version of the same course and failed the class. This option will only be available for classes required for graduation.

Student Code of Conduct –

As part of the Admission/Re-Enrollment process, both the Parent/Guardian and Student are required to sign the Agreement Form and submit it at the time of admission or re-enrollment. The signed Agreement Form is kept in the student's cumulative file and, among other things, expresses the acceptance of the Code of Conduct by both the Parent/Guardian and the Student.

The Code of Conduct applies to any conduct that occurs on or off School property and at any School activity, function, or event or during travel to or from said activity, function, or event. The Code of Conduct also applies to conduct that occurs via the Internet if it is directed at School students, officials, or personnel or to the extent it affects the learning environment.

In situations where students may be considered disruptive, VPrep WA will follow the following procedures. Students found to be disruptive to the learning environment will be asked to reflect on their learned values and/or discuss the situation with their teacher or administration.

Students demonstrating the behaviors mentioned below may be removed from live class with the expectation that they will watch the recording for a continued learning opportunity, and their families/guardians will receive communication from the school.

Example Behaviors:

Example Behaviors that could warrant additional discipline include, but is not limited to:
• Disrespect of an adult, including verbal and/or body language, demonstrating defiance or rudeness

- Disrespect of a fellow student, such as name-calling, insulting, or intentionally excluding others from activities
- Threatened or attempted to cause physical injury to another person
- Damaging and/or theft of school property or surrounding private property
- Intentional disruption of class
- Repeated refusal to engage with expected academic activities
- Use of inappropriate language (In chat or on microphone)
- Disruption of school activities or otherwise willfully defying directions of a staff member engaged in the performance of their duties
- Committed an obscene act
- Engaged in, or attempted to engage in, hazing activities
- Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- Engaged in repeated or otherwise persistent acts of bullying, including cyberbullying.

Students with Disabilities:

Disruptive behavior by a student identified as a student with an individual education plan (IEP) will be addressed in accordance with the student's IEP, 504 plan, and school policy. Determinations will be made by special services, administrative and instructional staff who work with the student. For questions about discipline related to students with IEPs and/or 504 plans, contact the Director of Special Education.

Drugs, Alcohol, and Tobacco:

Possession, distribution, use, or sale of alcohol, tobacco, or illicit drugs is prohibited while attending school virtually, at any school-sanctioned activity, or at any time or in any place where such conduct interferes with or obstructs the educational program/operations of the school, or the health and safety of the community.

Violation of this policy will lead to recommendation for revoking of Choice Transfer.

Weapons:

Knives, explosives, or weapons of any type are not permitted at any off-campus, school-related activities or events. Possession of any such weapons or items that appear to be weapons will result in Police involvement and rescinding of Choice Transfer.

Guns are not permitted at any off-campus, school-related activities or events. Possession of a gun will result in an automatic rescinding of Choice Transfer.

Gang Activity:

The term "gang" refers to all groups of three or more individuals who share a common interest, bond, or activity characterized by criminal, delinquent, or otherwise disruptive conduct engaged in collectively or individually.

Prohibition of gang-related actions will be determined at the discretion of VPrep Washington Administration. Consequences will be determined according to the circumstances of the infraction.

Rescinding of Choice Transfer:

VPrep Washington staff works closely with the Head of School on situations where a rescinding of choice transfer hearing may be warranted. After a proper investigation and hearing, a student may be recommended for rescinding of choice transfer from VPrep Washington and will be required to attend their neighborhood school or another school setting. Parents/Guardians will be notified before a student is formally unenrolled.

The student/family shall have a right to appeal a rescinding of choice transfer to the Head of School. There is no right of appeal beyond the Head of School; the Head of School's decision shall be final.

The decision to readmit a student, or to admit a previously expelled student from another school or charter school, shall be at the sole discretion of the Head of School following a meeting with the Administration. Administration shall make a recommendation to the Superintendent following the meeting regarding their determination. The student's readmission is also contingent upon the school's capacity at the time the student seeks readmission or admission.

Guiding Principles for AI Use

The following principles guide the appropriate and safe use of AI and address current and future educational goals, teacher and student agency, academic integrity, and security. We commit to adopting internal procedures to operationalize each principle. ACCEL AI Guidance

Learning Coach Code of Conduct –

Education is always a team effort. In an online environment, it's not only required, but essential to your student's continued success, to have someone at home designated as the Learning Coach. Utilizing your role as a Learning Coach allows opportunities for your student to build consistent attendance, stay engaged, and remain accountable for their own schooling experience over time. Please reference our Learning Coach Compliance Area in Appendix A.

Learning Coaches will have access to a separate guardian Canvas account, which will provide the tools to monitor attendance, grades, and online activity/progress, as well as communicate and collaborate with teachers, success coaches, and other members of the student's academic team. The role of the Learning Coach and the amount of daily time spent supporting a student depends on the student's grade level and their individual needs. The descriptions below are based on designated grade levels and can be used by the Learning Coach to help prepare for how to best support their student in the online learning environment.

Elementary School (K-5)

Elementary School Learning Coaches are expected to be present with their student throughout the course of the instructional day to ensure task completion and support learning, which is an average of 3-6 hours each day.

During a typical week, Learning Coaches will: Support the student with the submission of assignments; monitor/respond to messages from the school and teachers; and participate in any conferences as needed.

Middle School (6-8)

Middle School Learning Coaches are expected to assist students in making a daily plan for completion of tasks, as well as ensure tasks have been completed as assigned, which is an average of 2-4 hours each day.

During a typical week, Learning Coaches will: Encourage independent learning; log attendance; monitor/respond to messages from the school and teachers; and participate in any conferences as needed.

High School (9-12)

High School Learning Coaches may spend less time assisting their student based on the student's ability to work independently but are still responsible for keeping their student actively engaged in school. The average amount of time spent by the Learning Coach with a High School student is 1-2 hours each day.

During a typical week, the High School Learning Coach will: Verify lesson completion to ensure student is on track and engaged; support student independence; monitor/respond to communication from the school and teachers; and participate in any conferences as needed.

Learning Coaches and Guardians play a crucial role in their students' education by fostering a supportive home environment, ensuring regular attendance, prioritizing health and welfare, modeling respect to staff and others, promoting a safe learning environment, adhering to school policies, advocating actively, attending conferences, staying connected, and facilitating educational resources. These responsibilities are essential for nurturing their student's growth and success in school and beyond.

Attendance at a live parent/learning coach orientation session is recommended for Learning Coaches to learn best practices when it comes to effectively navigating online learning systems, supporting their students in their online

education, and ensuring their students attend their own orientations. With these skills, students will be successful in the online environment.

*** If the designated Learning Coach for a student becomes unable to provide active support during school days, the guardian must contact the school to update contact information and assign a new Learning Coach for the student.**

Engagement Intervention Program – Success Planning

The Student Support team provides timely coordination of individualized support services identified to address the specific engagement needs of the student and family to promote positive academic outcomes. The Student Success team members will help collaborate with students, family, and academic team, to continuously monitor student progress to evaluate and adapt in creating individualized support plans as needed. **Participation from students and learning coaches/legal guardians is required to ensure student success is achieved.*

Understanding Support Levels by Tier

Student Success team, teachers, and administration will collaborate to monitor attendance, time spent in courses, assignment submission, live session attendance, and compliance with school and state assessment requirements to determine a student's engagement level. Should a student be identified as needing further support, the following Tier Levels are to be considered as follows:

Tier 1- Engaged

General school-wide prevention and programming along with teacher support. The student is academically successful. Students and families do not need additional support.

Tier 2: Support Needed

When engagement or course progress becomes a concern, we will provide additional interventions, supports, and progress monitoring through individual check-ins and/or small group sessions to include Success Planning.

Here's how the process works:

During this period, we will focus on identifying and addressing any barriers that may be interfering with the student's education. Together, we will set specific goals and create an action plan to provide additional accountability and support.
Teachers and Success Coach will work together to establish achievable goals. The Success Coach with the student and their learning coach, will create a written plan to meet the goals. The Success Coach will facilitate this process, monitor progress weekly, and provide regular, formal follow-up meetings with student. *The success plan outlines specific actions required by the student/family to become successful with the goal of overall academic engagement and achievement.*

Students on a plan will be in close and frequent contact with their Success Coach.

- In review of the plan, the following actions may occur:
  Meeting Expectations: The student will be reassigned to Tier 1 support.
  Progress: The student will continue receiving Tier 2 support and regular reviews.
  No Progress: The student will be moved to Tier 3 support for more intensive intervention.

Tier 3: Action Plan & Accountability

Student Success Coach has been working with the student and family; however, the student's educational progress has not improved. Once a student reaches Tier 3, communication will come from the Administration to the Learning Coach/Guardian

- During this period, the focus will remain on enhancing academic growth through identifying any barriers interfering with a student's education, setting time-specific goals, and creating an action plan to provide additional accountability. Students on this plan will have close and frequent contact with their Success Coach and will be required to attend live lessons.

- In review of the plan, the following actions may occur:
  Meeting Expectations*:* student is re-assigned to Tier 2 supports.
  Progress: student continues receiving Tier 3 support and review.
  No progress: student is moved to Tier 4.

Tier 4: Administrative Review

All available resources and interventions have been exhausted for a student, but engagement and academic success have not been improved. Students entering Tier 4 are referred to the Head of Schools for review.

Action Steps: Within one week of referral to Tier 4, student and Learning Coach must meet with Head of Schools to determine next steps. Should students remain disengaged and non-compliant, student will be withdrawn from the program and the choice transfer will be rescinded.

- In review of the plan, the following actions may occur:
  - *Progress* – student is re-assigned to Tier 3 supports.
  - *No progress* – student is withdrawn.

Implementing the Tier system of support empowers online students to achieve academic and personal success by providing targeted interventions that meet their unique learning needs.

ADDITIONAL POLICIES

Section 504 –

The Rehabilitation Act of 1973 includes Section 504 to prevent discrimination based upon disability. The

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

Audio-Visual Information –

The school recognizes the value of audio-visual and other types of electronic communication in providing our students with an effective education. In communicating our school-related activities, opportunities exist to photograph and/or videotape students and their work in a variety of activities. However, individual student records (academic, and behavioral) will not be disclosed. Communications may include school newsletters, local newspapers, community access cable channels, school-sponsored web pages, marketing materials, and other publications. Highlighting the achievements and celebrating student successes in our school is an integral part of the reporting responsibility to the community**.**
However, we will respect your wish for privacy in this area. Please call the school should you have any questions or concerns. ***You may also notify the school in writing if you prefer that we do not use your student's name, picture and/or work product for presentations or other uses.***

Parent/Guardian's Right to Know Teacher Qualifications –

Parents/Guardians have the right to request the following regarding their child's teacher(s):

- Licensure and certification information;
- Emergency or provisional status;
- Educational background; and
- Qualifications of instructional aides.

Access By Military Recruiters/Institutions of Higher Education –

Two federal laws require the school to provide military recruiters, upon request, with student names, addresses, and telephone listings, unless Parents/Guardians have advised the school that they do not want their student's information disclosed without their prior written consent. Similarly, state law requires the school to provide military recruiters, upon request, with the names and addresses of students in grades ten through twelve, unless Parents/Guardians have advised the school that they do not want such information disclosed.

Physical Education –

Every student attending grades Kindergarten through eighth grade of the public schools shall receive instruction in physical education as prescribed by the rule of the superintendent of public instruction: individual students may be excused on account of physical disability, religious belief, or participation in directed athletics.

All high schools of the state shall emphasize the work of physical education, and carry into effect all physical education requirements established by the rule of the superintendent of public instruction: individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause.

All Physical Education courses at VPA-WA will be a P/F grading with students meeting 60% of the requirements to pass the course.

TECHNOLOGY: ACCEPTABLE USAGE POLICY

The use of technology is a privilege and an important part of the VPA-WA overall curriculum. VPA-WA does not warrant that technology resources will meet any specific requirements that the student, or other users, may have or that it will be error-free or uninterrupted. VPA-WA will, from time to time, make determinations on whether specific uses of technology are consistent with VPA-WA policies for students and employees of the school. VPA-WA always reserves the right to monitor and log technology use, to monitor cloud storage utilization by users and examine specific network usage (as may be deemed necessary) for maintenance, safety or security of the technology resources or the safety of the user. It is the policy of VPA-WA to:

- Prevent users from accessing or transmitting access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications over its (VPA-WA) computer network;
- Prevent unauthorized access and other unlawful online activity and damage to school resources;
- Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- Comply with the Children's Internet Protection Act [Publ. L. No. 106-554 and 47 USC 254(h)].

Access To Inappropriate Material –

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

The installation of technology protection measures at the time of computer installation is mandatory and the internet filter will be set at a level determined by the school for all school issued computers. Thereafter, it will be the Parent/Guardian and Learning Coaches responsibility to monitor computer usage for compliance with VPA-WA policies and the Children's Internet Protection Act. The technology protection measures may be disabled only for bona fide research or other lawful purposes.

By using the filter program on school-issued computers, VPA-WA is attempting to provide a safe and secure medium by which students can use the internet, e-mail, chats, and other forms of direct electronic communications. To the extent practicable, steps are taken to promote the safety and security of users of the VPA-WA private network. Other inappropriate network usage VPA-WA intends to eliminate include:

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

By signing the Parent/Guardian/Student Handbook agreement form and accessing a school-issued computer, the Parent/Guardian and Student agree:

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

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

- Altering system technology, including but not limited to, software or hardware;
- Placing unauthorized information, computer viruses or harmful programs on or through the computer system in either public or private files or messages;
- Obtaining, viewing, downloading, transmitting, disseminating, or otherwise gaining access to or disclosing materials VPA-WA believes may be unlawful, obscene, pornographic, abusive, or otherwise objectionable; Using technology resources for commercial, political, or other unauthorized purposes since VPA-WA technology resources are intended only for educational use;
- Intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users;
- Disrupting technology through abuse of the technology including, but not limited to, hardware or software;
- Malicious uses of technology through hate mail, harassment, profanity, vulgar statements or discriminating remarks;
- Interfering with others' use of technology;
- Installation of software without the consent of VPA-WA;
- Allowing anyone else to use an account other than the account holder;
- Sending unsolicited mail messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material ("email spam");
- Creating or forwarding "chain letters" or other "pyramid schemes" of any type, whether or not

the recipient wishes to receive such mailings;
- Malicious e-mail including, but not limited to, "mail bombing" (flooding a user or site with very large or numerous pieces of email);
- Unauthorized use, or forging, of mail header information;
- Using a VPA-WA or a client account to collect replies to messages sent from another VPA-WA account; and
- Other unlawful or inappropriate behavior.

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

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

Specific Terms and Conditions for Using Chats, Webcams and Email –

VPA-WA offers chats, webcam, discussion boards, and email to provide VPA-WA Parents/Guardians and students a forum in which to share ideas and exchange views regarding VPA-WA with other Parents/Guardians, students, teachers, and Administrators. To protect all chat and e-mail participants, all chat sessions and network e-mails are monitored and recorded. VPA-WA does not discourage criticism or healthy disagreements; however, VPA-WA does expect each chat or e-mail participant to act civilly throughout such conversations and will not tolerate vulgarity, name-calling, or attacks upon other chat room participants in any way.

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

- To ensure that web cameras are not causing distractions to the learning environment all students who use web cameras and want to use the background feature use only blurred backgrounds or solid color backgrounds.

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

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

Inappropriate Technology Use Penalty System –

Violation of the VPA-WA chat or webcam Policy may result in a warning or permanent ban from the chat or use of a webcam, depending on the severity of the infraction. The length of any temporary ban shall be at the sole discretion of the Administrator. Inappropriate use of the webcam will result in the loss of the webcam.

Student Misuse –

In addition to the penalties above, students who violate any Policy may be suspended or expelled in accordance with the VPA-WA Code of Conduct.

Social Media –

Recognizing the benefits collaboration brings to education, V. Prep – WA. may provide users with access to websites or tools that allow communication, collaboration, sharing and messaging among users. Users are expected to conduct themselves in an exemplary manner, using appropriate, safe, and mindful language. Posts, chats, sharing and messaging may be monitored by staff. Users should be careful to never share personal information in an on-line forum.

Workbooks, Materials, and Supplies –

The workbooks, computers, software, hardware, and other materials loaned to the Parent/Guardian and/or

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

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

School Loaned Property

- Computer and Charging Cord
- Special Education Assistive Technology

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

Retrieval of School-Issued Computers –

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

- Tech Support representatives will contact a Parent/Guardian to commence computer recovery when any of the following occurs:
    - A Parent/Guardian's written notice of the intent to withdraw has been received;
    - A student is withdrawn by the school for lack of engagement or non-attendance
    - A replacement is required due to a technical issue;
    - A student graduates from the school; or
    - A student is expelled.

- Within thirty (30) days after four (4) corresponding authenticated attempts of recovery by an authorized School de-installer, written notification will be sent to the Parent/Guardian noting that the following actions may be taken:

- With the appropriate law enforcement agency, a police report will be filed in order to recover the computer, accessories, and all other material and property from the Parent/Guardian;

- A credit complaint will be filed against the Parent/Guardian to the three major credit reporting agencies; and

- Other legal action may be taken to secure the return of the school's property,
    - and materials, including civil and criminal actions.
    - Additionally, failure to return the School's Property may result in a fine being placed against the student's account, and the school shall withhold all official student records until either the fine is paid, or the School's Property is returned.

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

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

COMMUNICATION

Consistent communication is essential for the school and Parents/Guardians to work hand-in-hand. The following are some of the avenues of communication available**:**

Parent/Guardian–

Parents/Guardians are encouraged to contact teachers if they have questions about their child. The email system allows Parents/Guardians to leave a confidential message for the teacher. Teachers will respond within 24 hours during the regular school hours.

Teacher–

Teachers will monitor the required weekly contact as directed by OSPI and contact families if students have failed to meet during the school week. Additionally, the Student Services Team will work with families as necessary to meet the requirements as defined by OSPI (see Attendance section of the handbook).

Administration –

The Head of School (HOS), Principals, Operations Manager, Special Education Coordinator, and Guidance Counselor are available to meet with Parents/Guardians. Parents/Guardians need to make an appointment with the administrator prior to the meeting. The administrators may also be contacted by email; please check the school website for the email addresses. Prior to contacting the principal or other administrative staff, ***Parent/Guardians must address any issue with the teacher(s) directly.***

Complaint Procedure –

Parents/Guardians who wish to voice a concern to VPA-WA regarding a child's situation shall email the Administrator to make an appointment and provide the Administrator with a brief summary of the problem. The administrator will set up a meeting using Microsoft Teams and invite all parties to join the meeting during school hours. Persons in attendance at a meeting with the Administrator or others must conduct themselves civilly. Angry, insulting, or threatening behavior may result in an action to protect school personnel, such as reporting the incident to the proper authorities or thereafter prohibiting the Parent/Guardian or Guardian from entering school property at any time.

Any Parent/Guardian may file a formal complaint regarding a violation of school policies, regulations, rules, or procedures of Federal, state, or local law to the Starbuck School Board by filing the same with the Administrator and Starbuck Superintendent, Mr. Mark Pickel, at the address listed below. To file a formal complaint with the Administrator, the Parent/Guardian shall deliver the written complaint containing:

- The Student and Parent/Guardian's name (anonymous complaints will not be processed);
- The signature of the complainant.
- The complainant's name and phone number.
- The specific violation of School Policy, regulation, rules, and procedures, and/or Federal, state, or local law.

The complaint may be delivered in person or by U.S. Mail properly addressed to:

Virtual Prep Academy of Washington
A Program of Starbuck School District
717 Tucannon St.
Starbuck, WA. 99359

Upon filing of any complaint, VPA-WA will do the following*:*

1. Date stamp the complaint upon receipt;
2. Notify the Starbuck Superintendent and the attorney for the Starbuck School Board;
3. Send a letter of acknowledgment to the complainant within 7-10 business days. The

letter will address the general procedures that will be followed;

i. Conduct an investigation. This process may include the following:
ii. Collaborating with other offices, employees, and personnel within the school;
iii. Conducting a telephone or personal interview and/or conference(s) with the complainant and other necessary parties; and/or
iv. Sending written correspondence.

4. The school will issue a letter to the complainant of:
   i. ***Compliance*** – findings were unsubstantiated, and the school has complied; or
   ii. ***Non-compliance*** – noting the areas of non-compliance, recommending possible changes/technical assistance, and establishing a corrective action plan where appropriate.

The investigation will be based on facts and findings specific to the allegation(s) stated in the complaint. The reason for the decision will be outlined in the letter of findings.

All documentation of the complaint, findings and any corrective action(s) plan will be placed in the appropriately marked complaint file for closure.

CONFIDENTIALITY

School Records – (FERPA)

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

The Family Educational Rights and Policy Act (FERPA) is a federal law passed in 1974. Among other provisions, FERPA requires schools to get permission from a Parent/Guardian or eligible student (a student who is at least 18 years old or is enrolled in a college or university) before the school releases data that personally identifies that student. FERPA allows for the sharing of student information without permission in certain instances, such as when:

- School officials, including contractors, have a legitimate educational interest in the data.
- Determining financial aid.
- Developing, validating, or administering predictive tests.
- Administering student aid programs.
- Local, state, and certain federal representatives conduct an audit of or evaluate a school's education program.

Under state law, records retained by state and local agencies are generally subject to disclosure under the Public Records Act. This requirement, however, doesn't apply to personal information in any files maintained for students in public schools (RCW 42.56.230).

1. The right to inspect and review the student's education records within forty-five (45) days after the day the school receives a request for access.

   Parents/Guardians or eligible students should submit to the school administrator a written request that identifies the records they wish to inspect. The school administrator will make arrangements for access and notify the Parent/Guardian or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the Parent/Guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents/Guardians or eligible students who wish to ask the school to amend a record should write to the school administrator, clearly identify the part of the record they want changed and specify why it should be changed.

   If the school decides not to amend the record as requested by the Parent/Guardian or eligible student, the school will notify the Parent/Guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Parent/Guardian or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

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

school district in which a student seeks or intends to enroll.

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

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

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

Protection of Pupil Rights Amendment (PPRA) notification description of intent -

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

Rights afforded by the PPRA

The PPRA affords emancipated minors and students of age eighteen (18) and older (eligible students) and Parents/Guardians of minors certain rights regarding the school's conduct of surveys, collection, and use of information for marketing purposes, and conduct of certain physical exams.

These rights include the following:

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

- Political affiliations or beliefs of the student or student's Parent/Guardian;
- Mental or psychological problems of the student or student's family;
- Sexual behavior or attitudes;
- Illegal, antisocial, 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 clergy;
- Religious practices, affiliations, or beliefs of the student or Parent/Guardian/guardian; and
- Income, other than as required by law to determine program eligibility.

- The right to receive notice and an opportunity to opt a student out of the following:
    - Any other protected information survey, regardless of funding;
    - Any nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law; 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.

- The right to inspect, upon request and before administration or use, any of the following:
    - Protected information surveys of students; o 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.

These rights transfer from the Parent/Guardian to the Student if the student is eighteen (18) years old or is an emancipated minor under state law or by court order.

NOTIFICATION PROCEDURES

The school will work to develop and adopt policies regarding these rights in consultation with the Parent/Guardian. The school will also work to make 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.

The school will directly notify the Parent/Guardian of these policies annually in this PPRA notice or after any substantive changes. The school will also directly notify by U.S. Mail, email, or other reasonably available method Parents/Guardians of students who are scheduled to participate in the specific activities or surveys described in this PPRA notice and will provide an opportunity for the Parent/Guardian to opt students out of participation of the specific activity or survey. The school will make this notification to the Parent/Guardian near the beginning of the school year if it has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, the Parent/Guardian will be provided reasonable notification of the planned activities and surveys covered by the PPRA and will be provided an opportunity to opt their students out of such activities and surveys. The Parent/Guardian will also be provided with an opportunity to review any pertinent surveys. The following is a list of the specific activities and surveys covered under this requirement:

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

afforded by the PPRA.

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

REPORTING A VIOLATION: The Parent/Guardian or student who believes their rights have been violated may file a complaint to the following:

FAMILY POLICY COMPLIANCE OFFICE
U.S. DEPARTMENT OF EDUCATION
400 MARYLAND AVENUE, SW
WASHINGTON, D.C. 20202-5901

Child Find –

VPA-WA is participating in an effort to assist the State of Washington in identifying, locating, and evaluating all children who may have disabilities that may be hindering their ability to receive FAPE (Free and Appropriate Public Education).

We are committed to affording all children their right to a free and appropriate education, regardless of any disability a child may have. However, to accomplish this, we must know that a need is present.

Parents/Guardians, relatives, public and private agency employees, and concerned citizens are used to help schools find any child, birth through age 21, who may have a disability and need special education and related services. If you are aware of a child who may have special needs, please notify the School's Special Education Coordinator, *Ms. Shannon Miller, (425)279-7626 smiller1@vprepwa.org.*

Request for Records –

The VPA-WA registrar will request your student's records once your student is considered enrolled.

Custody Issues –

Information regarding a child(s) will only be released to the custodial Parent/Guardian. If there is a change of custody for the student, you are required to provide the correct student information, including the current custody order, to the School Registrar or Operations Manager.

Abuse/Neglect –

Teachers, administrators, and other professionals who may encounter students are required to report cases of suspected child abuse or neglect. Such reports will be made immediately to the County Children Services Board or a municipal or county peace officer in the county in which the suspected abuse or neglect is occurring or has occurred. The Superintendent shall be made aware of suspected abuse or neglect.

Use Of Student Information -

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

HARASSMENT, INTIMIDATION, AND BULLYING (HIB)

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)
We strive to make our school a safe and inclusive environment where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section explains what HIB is, what to do when you see or experience it, and how our school responds to it.

What is HIB?

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

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

HIB often involves one student having, or appearing to have, more power than another student. While HIB often appears as repeated behaviors, it is important to take single serious incidents seriously. It usually happens more than once or is very likely to happen again. HIB is against the law in our schools.

HIB policy only applies to actions between students. It does not cover harassment, intimidation, or bullying of an employee, volunteer, parent/legal guardian, or community member.

How can I make a report about HIB?

Talk to any school staff member, start with whoever you feel most comfortable with, such as a teacher, counselor, coach, or other school staff. You can report HIB by telling school staff in person or in writing (written reports can be made in your home language; please ask your school or district for support with translation). You can make your report anonymously/without giving your name or confidentially (asking that your name not be shared with other students or parents/caregivers involved). No student will be disciplined based only on an anonymous or confidential report.

If a staff member learns about, sees, or hears HIB happening, they must act quickly to stop the behavior(s) and keep it or them from happening again. Our district also has a HIB Compliance Officer: Mark Pickel, Superintendent, mpickel@ssd35.org, 509-399-2381 who helps prevent and respond to HIB.

What happens after I make a report about HIB?

When you report HIB, school staff must act quickly to stop the behavior and prevent it from happening again. If you and the school agree the problem is resolved, then no further action may be needed. But, if you feel that you or someone you know is facing HIB that is unresolved, severe, or keeps happening, you should ask for an official HIB investigation by completing an Incident Reporting Form VPAWA HIB Online Form

The school must also make sure that students who report HIB are not treated badly for speaking up. This is called retaliation, and it is not allowed.

What is the investigation process?

The HIB investigation begins if you submit the HIB Incident Report Form VPAWA HIB Online Form, and the incident meets the definition of HIB toward a student. When you submit the Incident Reporting Form, the HIB Compliance Officer or the staff member leading the investigation must notify the families of the students involved that a complaint was received. They must make sure a prompt and thorough investigation takes place. The investigation is usually finished within five school days. If it takes longer, the school will keep you updated, generally once a week, until it is done.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must share the results with you within two school days.

This response should include:

- A summary of what the investigation found
- A decision about whether the HIB was substantiated (found to have happened)
- Any steps the school will take to address the problem

- Clear information about how you can appeal the decision

If HIB is confirmed, the school will address it.

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

For the student named as the "targeted student" in a complaint:
If you disagree with the school district's decision, you may appeal. To appeal, send a written request asking the superintendent (or the person they've assigned) to review the investigation. They will send you a written decision.

For the student named as the "aggressor" in a complaint:
A student found to be an "aggressor" in a HIB complaint may not appeal the decision of the investigation itself. They can, however, appeal any corrective actions (consequences) that come from the HIB investigation findings.

What information may I have about other students?

Student privacy laws limit what the school can tell you about any intervention or discipline given to another student. You will be told whether HIB was found to have happened and that steps were taken, even if the details of those steps impacting all students involved cannot be shared.

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage or the district's HIB Policy [3207] and Procedure [3207P].

How do I make a HIB complaint about a staff member?

This process is for concerns about one student harassing, intimidating, or bullying another student. If your concern is about a staff member's behavior, ask your school for information on how to report it.

Our School Stands Against Discrimination

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

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other behavior that is threatening, harmful, or humiliating. It happens when the behavior is based on a student's protected status and is serious enough to create a hostile environment. A **hostile environment** is created when behavior is so severe, pervasive, or persistent that it limits a student's ability to participate in or benefit from the school's services, activities, or opportunities.
To review the district's Nondiscrimination Policy [insert #] and Procedure [insert #], visit [insert website].

What is sexual harassment?

Sexual harassment is unwelcome behavior or communication that is sexual in nature and seriously interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must accept unwelcome sexual behavior or communication to receive something in return, such as a better grade or a place on a sports team.

Examples of sexual harassment include:

- Pressuring a person for sexual actions or favors.
- Unwelcome sexual touching.
- Written, graphic, or electronic messages that are sexual in nature.
- Sharing sexually explicit texts, emails, or pictures.
- Making sexual jokes, spreading sexual rumors, or making suggestive comments.
- Physical violence, including rape and sexual assault.

Our school does not discriminate based on sex. We prohibit sex discrimination in all education programs, activities, and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [insert #] and Procedure [insert #], visit [insert website].

What should my school do about discriminatory and sexual harassment?

When a school learns about possible discriminatory harassment or sexual harassment, it must investigate and take steps to stop the unwanted behavior. The school must address any effects of the harassment on the student at school, including eliminating the hostile environment, and prevent the harassment from happening again.

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

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff to report your concerns, ask questions, or learn more about how to resolve your concerns. If English isn't your

first language, you can request an interpreter or prepare the complaint in your language. If you have a disability and need accommodations to make a complaint, let the school know your disability needs.

Concerns about discrimination:
Civil Rights Coordinator: Mark Pickel, Superintendent, mpickel@ssd35.org, 509-399-2381

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator: Mark Pickel, Superintendent, mpickel@ssd35.org 509-399-2381

Concerns about disability discrimination:
Section 504 Coordinator: Stephanie Woods, Counselor, swoods@vprepwa.org, 206-829-3685

Concerns about discrimination based on gender identity:
Gender-Inclusive Schools Coordinator: Amy Miller, Head of Schools, amiller@vprepwa.org, 509-497-2142

To submit a written complaint, describe the behavior or incident that you believe may be discriminatory. Send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible so the school district can investigate it promptly. You must submit your complaint within one year of the behavior or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator will make sure your complaint is investigated promptly and thoroughly. The investigation will be completed within 30 calendar days unless you agree to a different timeline. If exceptional circumstances require more time, the Civil Rights Coordinator will notify you in writing and tell you the expected date for the response.

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

- A summary of the investigation results.
- A determination of whether the school district failed to comply with civil rights laws.
- Any corrective actions or remedies that are needed.
- Information about how to appeal the decision.

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

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

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

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school

will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure (3210P) and the HIB Procedure (3207P) to fully address your concerns.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level, even if the complaint involves the school or school district. School personnel should not retaliate against students or families for making a formal complaint.

OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes, as well as complaints alleging willful noncompliance with state law under ESHB 1296.

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

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

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

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

OSPI Office of Legal Affairs (For more details on the willful noncompliance complaint process)

- Website: ospi.k12.wa.us/educator-support/educator-conduct/state-law-noncompliance-complaints
- Email: OLA@k12.wa.us

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

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

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

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

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

- Website: www.ed.gov/

- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

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

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

If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

- Amy Miller, Head of Schools, amiller@vprepwa.org 509-497-2142

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 43.

Our School is Committed to Students and State Law

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.

If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at How to File a Complaint, and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.

Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

School Right to Amend Handbook

The school and/or the administration retain the right to amend the handbook for just cause at any time. Parents/Guardians will be given prompt notification if changes are made

DIRECTORY INFORMATION OPT-OUT

If you do **NOT** want the school to disclose directory information from your child's education records without your consent, you must notify us in writing within ten days of your receipt of this notice.

If the school has not designated directory information, no directory information will be released (see above).

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

Student's Name:

***Parent/Guardian/Guardian Signature*_____ *Date*_____**

PARENT/GUARDIAN/STUDENT HANDBOOK ACKNOWLEDGEMENT

I acknowledge that I have received the Parent/Guardian/Student handbook and understand the following:

- Student Engagement Policy
- Acceptable Use Technology
- Graduation requirements
- Discipline Practices
- MPR Processes
- Withdrawal Processes
- WSLP will be sent via email

Questions regarding any of the above-listed policies or procedures or other items outlined in this handbook should be addressed to the school administration.

Student name (Printed): _____ Signature: _____

Date: _____

Parent/Guardian name (Printed): _____ Signature: _____

Date: _____

APPENDIX A

Compliance Area	Minimum Expectation	When Recorded
Onboarding Requirements	Learning Coach ensures student/family will complete the following: welcome call with Success Coach, log in to Canvas, live orientation, orientation course modules and quizzes, complete exit task, and diagnostic assessments as assigned	End of the first week—to be completed within 10 school days of start
Diagnostic and/or Standardized Testing	The student will complete all required state achievement/diagnostic tests when assigned	At the end of each testing window
Communication	All communications will be responded to within 5 school days. This includes text, email, and phone calls.	Upon sent and received message
Conferences (parent/teacher, administrator)	According to the schedule as specified by the teacher(s) and/or administration	As needed
Logging into Canvas	Students will log into Canvas Course Cards daily to access/complete expected tasks	Weekly
Attendance	Students will follow the expectations set by the attendance policy	Weekly
Required Schedule Academic Sessions and /or Related Services	To be determined by the teacher, elementary, middle, and/or high school department. The scheduled courses are in Canvas	Within one week of the scheduled academic session (to allow time to review recorded sessions or attend a makeup session if available)
Success Plan	The students will follow the Success Plan as agreed upon by themselves and the Coach. This will be developed collaboratively, and students/Learning Coaches are required to participate in this process to ensure success.	Within one week of the meeting to review the Success Plan