



Parent and Student Handbook 2026-2027

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Approved by ISOK Board June 2026

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INTRODUCTION

This Insight School of Oklahoma Handbook sets forth some general guidance for parents and students enrolled in the Insight School of Oklahoma. Insight School of Oklahoma is a charter school and is subject to the rules and regulations of the Oklahoma Charter School Act and the Statewide Virtual Charter School Board. Insight School of Oklahoma (ISOK) is an approved Alternative Education program for students in 6th-12th grade and provides programs for students who may be in poor academic standing or need additional support due to poverty, substance abuse, family needs, or psychological or physical trauma. Alternative Education programs must implement the 16 Research-Based Components according to 70 O.S. § 1210-568.

It should be noted that there are no mandatory administrative, activity, or ancillary fees or costs for attending ISOK.

INSIGHT SCHOOL OF OKLAHOMA MISSION AND VISION STATEMENT

School Vision

ISOK serves students at all levels of schooling. It focuses on providing at-risk students a fresh educational start in an innovative virtual learning environment based on collaborative partnerships, individualized instruction, community support, student-focused initiatives, career pathways, and high-quality curriculum delivered both on and offline.

With the ISOK School Board's Vision and the state requirements for alternative education, ISOK has developed this mission:

School Mission

The mission of Insight School of Oklahoma (ISOK) is to provide students who are facing educational challenges with an alternative education program to help them stay in school, achieve a high school diploma, and prepare for transition and success in college, career, and life.

This full-service model will ensure that every student reaches his or her true potential in accordance with Oklahoma Academic Standards. ISOK believes that a virtual education program designed around a school effectiveness framework, combined with a strong commitment from parents or other responsible adults will boost student achievement, serve the unique needs of Oklahoma's students and families who seek an alternative education program, and offer a new model for effective collaborative public education in the 21st century. The school's success and impact are premised on these values.

HS SCHOOL CALENDAR

2026-2027 Academic Calendar
ISOK HS

July 2026							August 2026							September 2026							Date	Event or Holiday	Date	Event or Holiday
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Jul 03	Independence Day Observed - School/Office Closed	Jan 01	Winter Break - School/Office Closed
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	Aug 03	Returning Teachers Start Virtual-New Teachers and Sped in person	Jan 04	Teacher Virtual PD and Work Day - No School
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	Aug 04	All Teachers In Person	Jan 05	Classes Resume
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	27	Aug 05	All Teachers In Person	Jan 16	MLK Day - School/Office Closed
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				Aug 06	Sped In Person	Feb 12	Last Day Trl 2
							30	31													Aug 06	Gen Ed Teachers Work Day - No School	Feb 15	President's Day - School/Office Closed
																					Aug 07	Teacher Work Day - No School	Feb 16	First Day Trl 3
																					Aug 10	Teacher Work Day - No School	Mar 11	P/T Conference PM
																					Aug 11	Teacher Work Day - No School	Mar 12	P/T Conference AM
																					Aug 12	First Day 1st Trimester	Mar 15	Spring Break - School Closed
																					Sep 07	Labor Day - School/Office Closed	Mar 16	Spring Break - School Closed
																					Oct 14	Fall Break - School Closed	Mar 17	Spring Break - School Closed
																					Oct 15	Fall Break - School Closed	Mar 18	Spring Break - School Closed
																					Oct 16	Fall Break - School Closed	Mar 19	Spring Break - School Closed
																					Oct 30	End First Trimester	Mar 22	Classes Resume
																					Nov 02	First Day 2nd Trimester	May 20	Graduation
																					Nov 19	P/T Conference PM	May 26	Last Day 3rd Trimester
																					Nov 20	P/T Conference AM	May 27	Teacher Work Day - No School
																					Nov 23	Thanksgiving Break - School Closed	May 28	Teacher Work Day - No School
																					Nov 24	Thanksgiving Break - School Closed	May 31	Memorial Day - School/Office Closed
																					Nov 25	Thanksgiving Break - School Closed		
																					Nov 26	Thanksgiving Break - School/Office Closed		
																					Nov 27	Thanksgiving Break - School/Office Closed		
																					Nov 30	Classes Resume		
																					Dec 21	Winter Break - School Closed		
																					Dec 22	Winter Break - School Closed		
																					Dec 23	Winter Break - School Closed		
																					Dec 24	Winter Break - School Closed		
																					Dec 25	Winter Break - School/Office Closed		
																					Dec 28	Winter Break - School/Office Closed		
																					Dec 29	Winter Break - School/Office Closed		
																					Dec 30	Winter Break - School/Office Closed		
																					Dec 31	Winter Break - School/Office Closed		

MS SCHOOL CALENDAR

2026-2027 Academic Calendar
ISOK MS

July 2026							August 2026							September 2026							Date	Event or Holiday	Date	Event or Holiday
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Jul 03	Independence Day - School/Office Closed	Jan 01	Winter Break - School/Office Closed
5	6	7	8	9	10	11	1	2	3	4	5	6	7	6	7	8	9	10	11	12	Aug 03	Returning Teachers Start Virtual-New Teachers and Sped in person	Jan 04	Teacher Virtual PD and Work Day - No School
12	13	14	15	16	17	18	2	3	4	5	6	7	8	13	14	15	16	17	18	19	Aug 05	All Teachers In Person	Jan 05	First Day Quarter 3/Semester 2
19	20	21	22	23	24	25	9	10	11	12	13	14	15	20	21	22	23	24	25	27	Aug 06	Sped In Person	Jan 16	MLK Day - School/Office Closed
26	27	28	29	30	31		16	17	18	19	20	21	22	27	28	29	30				Aug 06	Gen Ed Teachers Work Day - No School	Feb 15	President's Day - School/Office Closed
							23	24	25	26	27	28	29	27	28	29	30				Aug 07	Teacher Work Day - No School	Mar 11	P/T Conference PM
							30	31													Aug 10	Teacher Work Day - No School	Mar 12	P/T Conference AM
																					Aug 11	Teacher Work Day - No School	Mar 12	Last Day Quarter 3
																					Aug 12	First Day 1st Quarter	Mar 15	Spring Break - School Closed
																					Sep 07	Labor Day - School/Office Closed	Mar 16	Spring Break - School Closed
																					Oct 13	Last Day of Quarter 1	Mar 17	Spring Break - School Closed
																					Oct 14	Fall Break - School Closed	Mar 18	Spring Break - School Closed
																					Oct 15	Fall Break - School Closed	Mar 19	Spring Break - School Closed
																					Oct 16	Fall Break - School Closed	Mar 22	Classes Resume
																					Oct 19	First Day 2nd Quarter	May 20	Graduation
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																					Dec 18	Last Day Quarter 2/Semester 1		
																					Dec 21	Winter Break - School Closed		
																					Dec 22	Winter Break - School Closed		
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																					Dec 24	Winter Break - School Closed		
																					Dec 25	Winter Break - School/Office Closed		
																					Dec 28	Winter Break - School/Office Closed		
																					Dec 29	Winter Break - School/Office Closed		
																					Dec 30	Winter Break - School/Office Closed		
																					Dec 31	Winter Break - School/Office Closed		

GETTING STARTED

Whether you are first starting with Insight School of Oklahoma or just reading through this guide as a refresher before beginning the new school year, the sheer volume of the material can often be daunting. You can always contact the school, and we will be happy to answer any questions you may have.

ADMISSION AND ENTRANCE REQUIREMENTS

Insight School of Oklahoma (ISOK) is an open-enrollment public charter school. Therefore, it is open to all eligible students subject to any capacity limits allowed by law, and ISOK does not discriminate in its admissions policies or practices on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, income level, disability, aptitude,

academic or athletic performance, or proficiency in the English language. ISOK students must reside in Oklahoma to be eligible to enroll with ISOK.

New students to the school shall be enrolled conditionally until educational records, including discipline records, from the schools previously attended by the student and other documentation are received by the school. In the event the student's records indicate a reason to deny admission, the student's conditional enrollment status may be revoked.

The Executive Director or their designee may deny admission to the students in accordance with applicable law. Grounds for Denial of Admission include but are not limited to:

- Having been expelled from any school District during the preceding twelve months
- Behavior in another school District during the preceding twelve months that is detrimental to the welfare or safety of other students or school personnel
- Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum
- Failure to meet the requirements of age (students must not be over the age of 21 on or before September 1)
- Failure to comply with state immunization laws [Immunization Requirements of Oklahoma for SY26-27](#)
- Failure to provide proof of residency per board policy verifying residence within the boundaries of the state of Oklahoma
- Intentionally providing erroneous information on the application for enrollment

See [Appendix A: Forms](#)

GRADE PLACEMENTS FOR STUDENTS ENTERING FROM HOMESCHOOL

ISOK welcomes students who have previously homeschooled or attended a non-accredited school. For middle school students, appropriate grade level will be determined primarily based on placement tests that assess mastery of the Oklahoma Academic Standards as well as student's age.

All new students may request a proficiency assessment for the purpose of determining appropriate course placement within thirty (30) days of enrollment or re-enrollment in ISOK. This request may be initiated by a new student or the student's teacher, parent, or legal guardian. Any student currently enrolled in the school who was not enrolled in the district during all or part of the immediately preceding school term, excluding summer school terms, shall be considered a new student.

Placement tests can only be taken once per subject. Tests will be maintained for at least one year. Other relevant factors such as age, maturity or enrollment in Special Education Programs may also be considered when determining appropriate grade placement.

High School students are placed in a grade level according to the number of credits earned. To obtain High School credit, students entering ISOK from homeschooling or other non-accredited schools need to take a placement test or submit a portfolio to earn credit for previously completed courses. Students must score a 60% or better to earn credit. To obtain High School credit, students that have completed a state testing exam and passed with a score of "Proficient" or "Advanced" may use the state test as a demonstration of course mastery rather than taking a placement test to earn credit. Upon passing a placement test, the grade on the incoming transcript will be transcribed onto the ISOK transcript. If a

state test is being used in lieu of a placement test, a score of Advanced will be transcribed as “A” and a score of Proficient will be transcribed as “B”. Courses transcribed as a result of a placement test will receive basic weight.

ANTI-DISCRIMINATION

It is the policy of the Insight School of Oklahoma that no person be denied admission to the school or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activities, shall not be abridged or impaired because of the person’s race, color, national origin, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, religion, ancestry, income level, disability, aptitude, academic or athletic performance, or proficiency in the English language as required by state and federal statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap). Address all inquiries or comments regarding this policy to: Jennifer Pace, Executive Director, Insight School of Oklahoma, 1117 S. Douglas Blvd Suite E, Midwest City, OK 73130, 405.835.2133 ext. 3142. Inquiries or comments related to Title IX can also be reported directly to: Beth Johnson, Title IX Coordinator, Insight School of Oklahoma 1117 S. Douglas Blvd Suite E, Midwest City, OK 73130, 405.835.2133 ext. 1019, bjohnson@insightok.org or jwilkinson@insightok.org . All Title IX comments will be monitored by the Title IX Coordinator regardless of to whom the original report was made.

SECTION 504 OF THE REHABILITATION ACT/TITLE II, AMERICANS WITH DISABILITIES ACT

Section 504 and Title II (ADA) Grievance Procedure

ISOK has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and the ADA prohibit discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

Procedure

1. Grievances must be submitted to the ADA/504 Coordinator within 60 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
2. A complaint can be submitted in writing, over the phone, or in other modes of communication. The complaint must include the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory, and the remedy or relief sought.
3. The ADA/504 Coordinator (or designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint.
4. The ADA/504 Coordinator will maintain the files and records relating to the complaints filed.
5. The ADA/504 Coordinator (or designee) will issue a written decision on the grievance no later than 30 days after its filing.
6. The person filing the grievance may appeal the decision of the ADA/504 Coordinator by writing to the Head of School within 15 days of receiving the ADA/504 Coordinators decision. The Head of School shall issue a written decision in response to the appeal no later than 30 days after its filing.

7. The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the US Department of Education, Office for Civil Rights by calling 1.800.421.3481
8. To the extent possible, confidentiality will be maintained throughout the investigation of a complaint of unlawful discrimination or harassment.

Title IX Procedure

Title IX protects students from all forms of sex discrimination, including discrimination based on sexual orientation, gender identity, parental status, or marital status.

Insight School of Oklahoma is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment, and sexual violence, as regulated by Title VII and Title IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment.

Insight School of Oklahoma reserves the authority to independently deal with sex discrimination and sexual harassment whenever becoming aware of their existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure.

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

- Title IX Coordinator: Beth Johnson, bjohnson@insightok.org , 405-835-2133 ext. 1019; 1117 S Douglas Blvd Suite E, Midwest City, OK 73130
- Executive Director: Jennifer Wilkinson, jwilkinson@insightok.org , (405) 835-2133 ext. 3142; 1117 S Douglas Blvd Suite E, Midwest City, OK 73130

MCKINNEY VENTO ACT

The McKinney Vento Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual, and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. Under the Act, schools are prohibited from delaying a homeless child's entry into school due to delays in obtaining school records.

Rules regarding guardianship must be waived for homeless students living with foster Learning Coaches or relatives other than their Parent/Legal Guardians.

Insight School of Oklahoma can offer school supplies to qualifying homeless youth. Determinations of qualifying students are made on a case-by-case basis. If you feel you may be eligible for services, please contact the homeless/foster care liaison Ginarie Harrington at gharrington@insightok.org or 405.835.2133 ext. 3376.

See [Appendix A: Forms](#)

ROLES

Learning Coach: The Learning Coach is the designated adult who has the primary responsibility of being actively involved in all school-related work and activities. A parent or guardian may serve as a Learning

Coach or assign this role to another trusted adult. In all cases, the parent/guardian is ultimately responsible for ensuring adherence to school policies. The Learning Coach should:

- Actively monitor, assist, and motivate the student daily
- Communicate regularly with the student's teachers and HS Homeroom Teachers, HS Graduation Coach, MS Advisory teacher, or MS Success Coach
- Ensure the student is engaged and follows a weekly schedule that includes attending live class and completing weekly assignments per program requirements

A student who is a legal adult may serve as their own Learning Coach.

Course Teachers: Course teachers are responsible for providing live instruction via Class Connect and reviewing student work and providing feedback. Students may have a different teacher for each course. Questions about courses or course content should be directed to the teacher of that course.

Enrollment Specialist: The Enrollment Specialist supports activities related to student enrollment records and system management. This position acts as the school's advocate or representative in the enrollment process to ensure compliance with Oklahoma's Virtual Charter School Reform and Transparency Act of 2020.

Success Coach/Graduation Coach: The MS Success Coach/HS Graduation Coach supports student retention and student experience by providing an immediate point of contact upon joining the school. Through the new start process, the Success Coach/Graduation Coach is responsible for Strong Start requirements, navigation/onboarding needs of the students and families, and supporting new student benchmark assessments. Additionally, the Success Coach/Graduation Coach supports student retention by providing non-instructional intervention and intensive support to students in grades 6-12. This individual is responsible for working with OTISS/PBIS Tier 3 students and students identified as disengaged within attendance procedures. The Retention Liaison will identify online learning strengths and areas for improvement and ensure student improvement through holistic intervention strategies.

Academic Counselor: Counselors work with students to enroll in coursework that will meet all graduation requirements and ensure students are progressing as planned. They help provide individual and group career planning to help support students as well as provide responsive services on academic, career, and personal concerns. They help students enroll in concurrent and career and technical education opportunities as well as helps students complete ICAP requirements. They are the points of contact for all course enrollments and scheduling.

Student Resource Coordinator: The Student Resources Coordinator is available for all students/Learning Coaches to assist with referrals for resources and added social-emotional support. The SRC connects students to community resources for families in need and mental health providers.

Social/Emotional Counselor: The Social/Emotional Counselor provides social and emotional counseling to students in both middle and high school programs. Utilizing leadership, advocacy, and collaboration the Social/Emotional Counselor promotes student success by providing preventive services and responding to identified needs through implementation of a comprehensive counseling program that helps support all students in their personal and social development.

Students will be contacted through email, text, phone, or during online classes. Each student will have access to online and offline curriculum materials.

Students may reach out at any time to ISOK Staff for assistance. Staff will respond within 24 business hours.

School Administration is comprised of the Executive Director, Principals, Operations Manager, Compliance Coordinator, Senior Manager of Special Programs, and Special Education Manager, Members of the administration team oversee school policies and maintain quality of schools.

STRONG START

At the beginning of each school year, both new and returning ISOK students receive differentiated support from student support, grad coaches, and academic teams to ensure they are equipped with the necessary tools for success throughout the school year. As students join throughout the school year, our staff is dedicated to supporting each student's start date. The Strong Start experience is a blend of national and local elements designed to help students and Learning Coaches (LCs) successfully prepare for the start of the new school year and build trust, readiness, and confidence from enrollment approval through the first few weeks of school. The purpose is to help fully immerse families into the culture of online learning. The goal is for academic and support staff to provide wrap-around support by assisting families with designated components, ensuring a strong start to the student's online school experience.

Back to School-Open House is an exciting and informative event that the school hosts for all ISOK at the beginning of the school year. This may be virtual or in-person, depending on the plans for the year. The Open House event will be communicated with families prior to the event. School teachers and administrators will be at the event.

Faculty and staff continue to build connections with students during the first weeks of school, while emphasizing what is required to complete Strong -Start. These items include Student and Learning Coach Log-in, Orientation, Introduction to Online Learning Course, Connection opportunities via call, text, and email with Success Coach/Graduation Coach, and Benchmark Testing.

The Success Coach/Graduation Coach will host orientation and support sessions throughout Strong Start. These sessions are designed for technology troubleshooting and support with getting started with online school.

Upon completion of the Strong Start onboarding experience, small group teachers (Advisory teacher at the Middle School and Homeroom teacher at the High School) will continue to provide opportunities throughout the year for families to receive support within their small group.

Students who fail to complete their initial Live or Asynchronous New Student Orientation live session may have their conditional enrollment revoked.

GENERAL EDUCATION

PROGRAM FRAMEWORK

Students will engage in an academic program that they find relevant to their future. As a result, ISOK provides students with several opportunities to explore a variety of careers through coursework and specialized programs. Students in high school can pursue a distinct academic pathway based on the national Career Cluster model. Each pathway is designed to accommodate a student's specific career interests and capabilities to assist students in making informed decisions about college and career options that best fit their interests and goals.

ISOK provides various Academic Pathways for students to personalize learning and help them be able to graduate on their time. Beyond the Traditional Pathway of Synchronous Instruction, ISOK HS also provides an Asynchronous Pathway referred to as Momentum, a Night School Pathway, and a Flex Pathway. Annual training and regular refreshers are provided to staff about the various pathways and programming. Communication about programming for students and families is facilitated through conferences with Academic Counselors. Administrators track and manage pathway data regularly for programming evaluation and improvements.

For 8th grade students, Algebra I for high school credit may be offered. Algebra I courses will be taught by high school certified teachers to ensure Oklahoma state standards are met at the high school level of rigor.

PATHWAYS

MIDDLE SCHOOL

Traditional Pathway – (MS)

This is the regular class schedule during which students attend up to four (4) days per week of required Live Class Sessions (LCS). Class sizes will be a ratio of no more than fifteen (15) students per one (1) teacher in live instruction, except for 6th grade which may have more than fifteen (15). This pathway may include additional, optional LCSs. Additional sessions will be added if student growth requires more live instruction with teachers. Instruction in these sessions will be focused on Oklahoma state standards and student data. These sessions target specific skills to increase mastery.

ASYNCHRONOUS PATHWAY – FLEX (MS)

ISOK offers the opportunity for students to work on the K12 course content on their own. Students will have the option of attending all live Class Connect sessions, but sessions will not be required. Though students can work in their courses at any time, they will stay on schedule and pace with the traditional pathway model. First year online Middle School students will not be allowed to enroll in the Asynchronous Pathway during their first 9 Weeks. Students must complete a contract to be in the program. Students in this pathway may be required to attend Advisory (MS), SEL CCs, tiered support CCs, weekly Success Coach Check-ins, and/or any sessions required per state law.

Blended Pathway (MS)

The Blended pathway is a mix of any and all of the pathways previously described, specifically tailored to the individual needs of the students. The Blended pathway is based on direct communication between the student, their counselor, and other members of the academic team. The counselors and admin reserve the right to adjust pathways as needed.

HIGH SCHOOL

Synchronous Pathway (HS)

This is the traditional class schedule that the student opts in to through the counselor sign up form, in which students attend up to four (4) days per week of required LCSs. Class sizes will be no more than fifteen (15) students in live instruction. In this pathway, all students work at the pace set by the teacher, and the teacher is available to help answer questions. While the instructor is teaching or providing work time, students stay in the online classroom working on the lesson and asking questions until the assignment is complete or they are dismissed from class. Students in this pathway may be required to attend Homeroom, SEL sessions, ICAP, Internship, tiered support, and/or any sessions required per state law.

Asynchronous Pathway- Momentum (HS)

In the asynchronous pathway, daily LCSs are not required but will be offered as optional for students who find it helpful. Students are required to attend a weekly check-in session that is scheduled by their content teacher. They must opt in to these sessions through their counselor's sign-up form. Students will be allowed to work at their own pace, and the course content will be open and available to complete based on the individual needs of the students. Students complete only content-created assignments. They may take up to six (6) classes assigned at once, and they must complete their core (math, English, science, history) classes in order to receive additional classes assigned. They may take no more than eight (8) asynchronous classes in one trimester, and no additional classes will be added with two or less weeks available in a trimester. Students in this pathway may be required to attend Homeroom, SEL sessions, ICAP, Internship, tiered support, and/or any sessions required per state law.

Night School (HS)

In the Night School pathway, students receive live support during the hours of 6PM-8PM Monday-Thursday. Teachers will be available to support students through direct instruction in Stride online coursework. Students are expected to attend their required LCSs. Night School would be good for any students who work during the day, are enrolled concurrently, or have additional family commitments. Students must complete a contract to be in the program. Students in this pathway may be required to attend Homeroom, SEL sessions, ICAP, Internship, tiered support, and/or any sessions required per state law.

Flex Pathway (HS)

The Flex pathway is a blend of synchronous and asynchronous components that further individualize a student's learning experiences. A flex student adopts the synchronous curriculum and teacher-designed assignments and pacing, while adhering to the asynchronous schedule of optional live session attendance and required weekly check-in attendance. Students in this pathway may be required to attend Homeroom, SEL sessions, ICAP, Internship, tiered support, and/or any sessions required per state law.

Blended Pathway (HS)

The Blended pathway is a mix of any and all of the pathways previously described, specifically tailored to the individual needs of the students. The Blended pathway is based on direct communication between the student, their counselor, and other members of the academic team. The counselors and admin reserve the right to adjust pathways as needed.

Embedded Courses (HS)

ISOK offers the opportunity for students to embed courses with similar standards into each other. This involves students completing work and meeting standards of two (2) courses at the same time, while only completing work and attending classes for one overall course. This way, students will earn credits for both courses in the time it takes for one course. Current embedded options include Journalism, Interpersonal Communication, Public Speaking, Creative Writing, Gothic Literature, Veterinary Science, Environmental Science, Astronomy, Life Skills, Civics, Anatomy & Physiology, and Forensic Science.

Credit by Examination (HS)

ISOK offers Credit by Examination (CBE) assessments. The student must score 80% on the assessment if taking for the first time to earn credit for the course, and they must be off cohort. They may not CBE from a class they are currently enrolled in, and subjects assessed on the OSDE state required tests must be first taken before a CBE can be attempted. If a student has attempted the course previously, they must score 60% on the assessment to earn credit for the course. Additionally, CBEs may be given at the discretion of ISOK admin. CBEs are completed in Progress Learning and other support platforms and are proctored by teachers and counselors. Microphones, cameras, and screensharing capabilities are required for every test. All CBEs are administered at the discretion of ISOK admin team and may be approved or denied at any time.

CAREER PATHWAYS

All 11th and 12th grade students are required to complete one of the following during each year classified 11th or 12th grade:

- Internship/Work Study
- Concurrent Enrollment
- Career Technology Center
- Advanced Placement Classes

INTERNSHIPS/WORK STUDY/ SERVICE LEARNING AND JOB SHADOW

Juniors and Seniors will be required to pursue internships in their selected career pathway. Students may be exempt, if and only if, they participate in concurrent enrollment, local career tech programs, and/or complete Advanced Placement Courses. There will be an available ISOK course that utilizes classroom instruction and/or an on-site intern experience. Upon completion of the course, students have a better understanding of employment soft skills and specific career options. Students should expect internships to be unpaid. Paid internships are permitted if agreed upon by the student and employer. Students who work and receive a pay stub may be approved to earn credit for their internship requirements. Students will be required to submit these pay stubs as documentation of work

completed. Work completed for cash payment will not be accepted as work study documentation. Students, not business partners, will arrange for work study and complete all required components. Please reach out to the academic counselors for more information.

Students can use one (1) elective class period a day to perform community service or unpaid job shadowing in the community. Online options may be available in certain fields. This course may include community service hours and a required final learning project. Please reach out to the academic counselors for more information.

DUAL CREDIT

CONCURRENT ENROLLMENT COURSES (COLLEGE CREDIT)

In some cases, students can take concurrent enrollment courses through a post-secondary institution to fulfill a graduation course requirement. These courses are generally not available in ISOK's curriculum (e.g., Medical Terminology for a Health Science cluster pathway or a core course and receive HS credit and college credit). We have several options available (local colleges/universities or the Tulsa Community College online program). Please reach out to the academic counselor for more information to see if you qualify.

TECHNOLOGY CENTERS

In some cases, students might be able to attend one of the regional technology centers around the state to complete a specific site-based program or pursue a specialized industry certification offered at that center. These career programs will allow you to obtain HS elective credit and credit toward a career certification through the local career tech. Please reach out to the academic counselor for more information to see if you qualify.

CLASS CONNECT

Live Class Sessions (LCSs)

ISOK offers a variety of online instructional sessions (LCSs). This instruction is provided through Engageli. Scheduled LCSs can be viewed and accessed from the landing page of your OLS account. All sessions are recorded, and families may access recordings through their OLS account. Participation in these sessions assists students in mastering Oklahoma Academic Standards set forth by the State of Oklahoma. Teachers provide direct instruction integrating state standards and needed course content.

For students performing below grade level, ISOK will include specific interventions as part of a student's Individualized Learning Plan (ILP). These interventions will include both online and offline approaches to ensure that struggling students are provided with structured efforts to address gaps in their knowledge or skills. The online approach includes targeted synchronous tutoring sessions through Engageli where the student and teacher are working together on tasks, such as Progress Learning, study skills, and other interventions. Teachers and counselors may work as needed with students and Learning Coaches.

MOMENT OF SILENCE & PLEDGE of ALLEGIANCE

In accordance with State Statute 70 O.S. § 11-101.2 and Board Policy, ISOK students will see a daily announcement on school platforms regarding the [Moment of Silence](#) and [Pledge of Allegiance](#).

- ISOK Moment of Silence: Each student is allowed to exercise of his or her individual choice, to reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices.
- [Pledge of Allegiance Oklahoma Statutes Title 70. Schools §70-24-106](#)

CLASS SCHEDULES

The High School uses Trimester scheduling courses. This format allows students to take courses in concentrated 12-week periods allowing students to focus more intently on fewer classes and be more successful in their academics. The Middle School uses traditional semesters scheduling courses, with four 9-week quarters throughout the school year.

ATTENDANCE POLICY

As a public-school program, Insight School of Oklahoma, Inc. ("ISOK") is required to monitor student progress and attendance in accordance with all applicable statutes. Teachers, staff, and administration monitor student attendance.

Responsibility for compliance with state attendance statutes and regulations belongs to the parents, but the program is obligated to keep an accurate record of attendance. Excessively absent students are not meeting the expectations of ISOK and/or state law.

The first date of attendance and membership activity shall be the first date the student completes an instructional activity. ISOK shall offer a student orientation, notify the parent or legal guardian and each student who enrolls in ISOK of the requirement to participate in the student orientation.

Students gain attendance credit through completion of instructional activities.

Instructional activities are defined as but not limited to:

- Completion of course assignments that are used to record a grade for a student that is factored into the student's grade for the term in which the assignment is completed
- Instructional meetings with a teacher
- Required Live Class Sessions
- Testing
- School-sanctioned field trips and sessions with a social-emotional curriculum focus; and
- Orientation

For the purposes of attendance, a student attending ISOK shall be considered in attendance for a quarter (MS)/trimester (HS), as reported to the State, if the student:

- a. Completes instructional activities on no less than ninety percent (90%) of the days within the quarter
- b. Is on pace for on-time completion of the course as defined by the board of education of ISOK (“on pace for course completion” is completing weekly course work as assigned in order to have successful completion of the course by the end of the grading period); or
- c. Completes no less than seventy-two instructional activities within the quarter (MS)/trimester (HS) of the academic year.

For a student who does not meet any of the criteria set forth in the calculation above, the amount of attendance recorded shall be the greater of:

- a. The number of school days during which the student completed the instructional activities during the quarter/trimester
- b. The number of school days proportional to the percentage of the course that has been completed; or
- c. The number of school days proportional to the percentage of the required minimum number of completed instructional activities during the quarter/trimester.

[Middle School Live Instruction Attendance Policy](#)

Students who are present less than 30 minutes in a live instruction class will be counted absent. If students are not responding/participating while in the live instruction class, they will also be counted absent and removed from the class.

[High School Live Instruction Attendance Policy](#)

Students who are not responding/participating while in the live instruction class will be counted absent and removed from the class.

[Exceptions](#)

For students attending ISOK for less than the full quarter/trimester, the attendance shall be determined based on a proportional amount of the required attendance policy provisions set forth herein based upon the date of enrollment of the student. For students enrolled in less than a full-time ISOK course load, including but not limited to part-time seniors, concurrently enrolled students, and students enrolled in career tech, the attendance shall be determined based on a proportional amount of the required attendance policy provisions set forth herein based upon the number of ISOK courses in which the student is enrolled.

[TRUANCY](#)

In order to ensure the safety and academic progress of all students, Insight School of Oklahoma (ISOK) monitors participation on a daily basis. Students who do not engage in assignments on a consistent basis may be referred to a state authority, may be considered truant, and may face withdrawal from ISOK. A petition for truancy may be filed in the family’s district court of residence. The truancy case may remain open until the student re-engages in ISOK; or the ISOK registrar receives either a confirmation of enrollment from another public-school district, or the parent completes the Intent to Homeschool form.

Any student who is not on pace for on-time completion of coursework and who has not completed any instructional activities for fifteen consecutive days is considered truant and shall be withdrawn for truancy. ISOK will notify the legal guardian that the student has been withdrawn for truancy or is approaching truancy. A student who is reported for truancy two (2) times in the same school year shall be withdrawn and prohibited from enrolling in the same virtual charter school for the remainder of the school year. The resident school district will be notified of the withdrawal.

ILLNESS/EXTENDED INABILITY TO PARTICIPATE

If an unexpected situation should arise and there is an extended leave of three days or more needed from courses, students must follow these steps:

1. Determine if internet access is available (through libraries, etc.).
2. Contact school administrators and counselors to explain the situation.
3. Discuss class alternatives with the teachers.

ISOK excuses student absences from school due to a physical or mental condition that impedes instruction for more than three (3) school days. To be eligible for the excused absence policy, the student's Parent/Legal Guardian must provide a written doctor's note prior to the tenth (10th) consecutive absence. If a doctor's note is not provided before the tenth (10th) consecutive school day of non-attendance, the student will not be excused. Additionally, excused absences allow students to complete any make-up work or instructional activities accrued during their absence; however, it does count against their fifteen days of truancy. Students who miss 15 or more days consecutively without the completion of an instructional activity will be withdrawn for truancy.

Contact school staff and administration to inform them of any of following situations that may prevent regular schooling:

- Religious observances which may prevent daily schooling
- Absence as related to deployment activities- i.e. a student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting shall be granted additional excused absences at the discretion of the local education agency superintendent to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

ISOK YOUNG PARENTS POLICY

Maternity Leave

Students who are pregnant and deliver during the school year are provided six weeks of maternity leave. During the six-week period, the students are assigned to the FLEX or Asynchronous Pathway and will continue to receive assignments from their classes but may have extended deadlines. Students or their families should contact the ISOK Principal and Academic Counselor who will make an SRC referral. The SRC counselor will help provide the student with needed support or other resources needed during that time. Student will still need to complete instructional activities every fifteen days to avoid truancy.

Paternity Leave

Paternity leave is provided for ISOK students becoming fathers who wish to attend the births of their children. Prospective fathers contact the ISOK Principal for paternity leave approval. The ISOK Principal

will make an SRC referral Paternity leave begins the day of the child's birth and extends up to four subsequent school days. The Social Worker will work with school administrators and counselors to advise students of their return dates and responsibilities regarding missed schoolwork. Paternity leave will only be granted to biological fathers. No two students will be granted paternity leave for the same child. Student will still need to complete instructional activities every fifteen days to avoid truancy.

VACATION POLICY

Students who attend school regularly and make continuous progress in their curriculum may work with their teachers to develop an alternate schedule or special accommodations for extended travel. If a student's attendance history does not meet the attendance requirements, school staff should carefully evaluate the family's request for flexibility. Assignments due during a family-scheduled vacation must be completed prior to the vacation, so it is the student's responsibility to contact his or her teachers prior to this absence. Assignments completed late due to a family-scheduled vacation during school are subject to the late work policy. Vacation time will not be approved during the standardized testing windows. Vacations/travel plans do not exempt students from in-person state testing requirements. Student/s must continue to complete instructional activities every fifteen days to avoid truancy.

LEARNER'S PERMIT/DRIVER'S LICENSE TRUANCY REQUIREMENT

ISOK will provide truancy records to the local District Attorney's Office and the Oklahoma Department of Transportation as required by law. 47 OS 6-107.3.

STUDENT RECORDS

Student records are maintained at the school office. The Learning Coach and/or Parent/Legal Guardian may contact the school office to obtain a copy of student records. A copying fee may be assessed. If the Learning Coach or Parent/Legal Guardian changes their telephone number, e-mail address, or place of employment, they are asked to notify the Enrollment Specialist immediately at 405-835-2133. Learning Coaches are responsible for keeping contact information current within the "My Account" section of the Online School (OLS). Learning Coaches are unable to update their address in the OLS. To update your address, please contact the registrar. A new Proof of Residency Form will be required.

WITHDRAWAL POLICY

If a parent/legal guardian chooses to withdraw a student from the Insight School of Oklahoma, Inc. ("ISOK"), he/she should contact a teacher, grad coach/success coach, a counselor, the registrar, or an administrator to discuss withdrawing and/or to begin the withdrawal process. The staff member will discuss with the parent/legal guardian the reason for withdrawal and future schooling options for students. Parents must complete the withdrawal survey before the process will be completed. Once the withdrawal has been confirmed, the staff member will contact an administrator who will refer to the registrar for processing. Due to compulsory attendance laws, the student must immediately enroll in another school or complete the Intent to Homeschool form. ISOK should be informed of the name and address of the new school with which the student will enroll, or the Parent/Legal Guardian should sign an [Intent to Homeschool](#) form immediately.

Students who do not complete adequate work in a timely manner or engage in two-way communication with ISOK for an extended period may be considered by ISOK to be withdrawn and no longer intending to be enrolled at ISOK. ISOK will determine on an individual basis, based on the totality of circumstances,

whether a student will be withdrawn. ISOK staff will work to contact the student until the student re-engages in ISOK or the ISOK registrar receives either a confirmation of enrollment from another public-school district or the parent completes the Intent to Homeschool form.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age ("eligible student") certain rights with respect to the student's educational records. They are:

The right to inspect and review the student's educational records within 45 days of the date ISOK receives a request for access.

Parent/Legal Guardian or eligible students (age 18 and above) will submit to the ISOK Executive Director (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Executive Director, or their designee, will arrange a records inspection for the parent or eligible student.

The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.

Parents or eligible students (age 18 and above) may ask ISOK to amend a record that they believe is inaccurate or misleading. They should write to the Executive Director clearly identifying the part of the record they want changed and specify why it is inaccurate or misleading.

If ISOK decides to not amend the record as requested by the Parent/Legal Guardian or eligible student, notice will be given to the Parent/Legal Guardian or eligible student of the decision. Information will be given advising him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Parent/Legal Guardian or eligible student when they are notified of the right to a hearing.

The right to consent to disclosure of personal information contained in 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 by ISOK as a principal, teacher, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the ISOK Board; a person or company with whom ISOK has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a Parent/Legal Guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, ISOK will disclose education records, without consent, to officials of another school in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

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

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

ISOK maintains records concerning all children enrolled, including students with disabilities. Records containing personally identifiable information about or related to children with disabilities could include, but are not limited to, cumulative grade reports, discipline records, enrollment and attendance records, health records, individualized education programs, notices of recommended assignment, notices of intent to evaluate and to reevaluate, comprehensive evaluation reports, other evaluation reports by public school staff and by outside evaluators, work samples, test data, data entered in any state system, correspondence between school staff and home, instructional support team documents, referral data, memoranda and other education-related documents. Records may be maintained electronically, on paper, microfiche, audio and videotape. Records may be located in the central administrative offices of ISOK, electronic storage systems and in the secure possession of teachers, principals, specialists, psychologists, counselors, and other school staff with a legitimate educational interest in the information contained therein. All records will be maintained in the strictest confidentiality.

Records will be maintained as long as they remain educationally relevant. The purposes of collecting and maintaining records are to:

- ensure that the child receives programs and services consistent with his or her IEP;
- monitor the ongoing effectiveness of programming for the child;
- document for the public school and the parents that the student is making meaningful progress;
- satisfy the requirements of state and federal agencies who have an interest in inspecting or reviewing documents concerning particular students or groups of students for purposes of compliance monitoring, complaint investigation, and fiscal and program audits; and
- inform future programming for and evaluations of the child. When educational records, other than those which must be maintained, are no longer educationally relevant, ISOK will notify the parents in writing and may destroy the records or, at the request of the parents, destroy them. ISOK is not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

When educational records, other than those required, are no longer educationally relevant, ISOK will notify parents in writing and may destroy records or, at the request of the parents, may destroy these records. ISOK is not required to destroy records that are no longer educationally relevant unless the parents request so in writing.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) applies to the programs and activities of a state education agency (SEA), local education agency (LEA), or other recipient of funds under any program funded by the U.S. Department of Education. It governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following eight protected areas:

- political affiliations or beliefs of the student or the student's parent;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or student's parent; or
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors. The rights under PPRA transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

MILITARY RECRUITER ACCESS

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. **In addition, federal law requires the School to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the School in writing that they do not want their student's information disclosed without prior written consent.**

[Family Directory Opt out form](#)

ACADEMIC AND GRADING POLICIES

GRADE DETERMINATION

Graded activities in courses are assigned points. A student's final grade will reflect the actual points earned, compared to the total points possible. Example: In their math class, the student earns 563 points out of a total of 700 possible points. The grade would be 80% ($563/700 = 80\%$). Students and learning coaches can access the current grades for all courses by viewing their accounts on the landing page at any time during the quarter/trimester.

Students must work independently on unit tests and final exams. Students are not allowed to share work with other students on unit tests, labs, or final exams. Unless otherwise noted, tests, labs, and

quizzes are not “open book” assignments. If a student does not complete their own work or shares their work with others on unit tests, labs, and/or final exams, they may not receive credit for the work.

Students must cite sources in all assignments, tests, and exams. Students may not receive credit for work that does not appropriately cite sources. Grades will be determined based on how students perform on teacher-graded activities within each course. Graded activities may include:

- Online or paper-based worksheets and practice sets
- Quizzes and Exams (e.g., Unit, Semester, Final)
- Threaded discussions
- Essays, research papers, and other writing assignments
- Presentations
- Science Labs
- Projects

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the trimester, students can view their grades in the Student Progress Report. Teachers, administrators, and parents also have access to student grade information.

In order to satisfy each student’s individual learning needs, ISOK Teachers and Counselors collaborate with Learning Coaches and students to establish individual student goals. Goals are designed to clarify and to guide the student’s learning experience while motivating the student and increasing the likelihood of high academic achievement.

Student attendance and progress are factored into goals. Homeroom teachers, success/graduation coach, counselors, students, and learning coaches may modify these goals as the school year progresses. ISOK staff work closely with students and Learning Coaches to formulate realistic expectations and provide feedback toward the goals during scheduled parent/teacher conferences.

GRADING SCALE

ISOK uses the following grading scale:

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

ADDING OR DROPPING A COURSE FOR HIGH SCHOOL CREDIT

Adds and drops will be made only when conditions meet the currently published criteria for a schedule change. To initiate the request, the parent or Learning Coach must call or email the counselor. If a schedule change is approved during the first ten (10) class days of a trimester/semester, the earned grade from the dropped class will not be reported or recorded. However, all assignments for the new class must be made up at the teacher’s discretion.

If a schedule change is approved after the first ten (10) class days, the student will not receive credit for the dropped class. (NC) will be on the transcript.

Only the following will be regarded as justifiable reasons for schedule change requests:

- To correct computer error
- To correct graduation deficiencies
- To correct class imbalance
- To make necessary changes due to prior semester grades
- To enable students to meet requirements for post-secondary school admission
- To provide for placement in Special Education classes or to implement a student's IEP
- Other special circumstances as approved by admin and counselor team with all requested documentation provided by family

Schedules WILL NOT be adjusted for the following conditions:

- Preference for a different teacher
- Preference to be with friends and/or siblings in class
- Change of mind about taking the course

LATE WORK POLICY, CHECKPOINTS, AND LOCK DATES

LATE WORK POLICY

- Graded assignments are listed on the course calendar/plan. These assignments must be completed and submitted by the deadline for that assignment to receive full credit for the work. Any work that is not received by the deadline will be considered missing and assigned a zero.
- Late work submitted after the due date will be accepted; however, late work may be graded with an assessed penalty. Each course may have fixed final due dates for specific assignments; these assignments **will not** accept late submissions. This is at the discretion of each teacher and will be reflected in their syllabus.
- Under extreme circumstances, teachers may grant extensions on assignment's due date. Families should never assume that they will automatically grant these requests. Due date extensions must be requested before the due date of the assignment during the school week.
- Course content and/or assignments may be locked at the mid-point of any grading period as indicated in the teacher's syllabus.
- In case of computer or internet issues, students are required to contact their classroom teachers immediately to communicate the issue, so please have a hard copy of all teachers' names and phone numbers. These can all be found in the Course Content under Course Materials: Teacher Contact Information.

FINAL EXAMS

Middle school students (6th-8th graders) must submit all work every nine (9) weeks and take mid-term assessments/exams as well as final exams at the end of both fall and spring semesters. High school (9th-12th Grade) students must take final exams at the end of each trimester per course expectations. Qualifications for exemptions will be set by teachers and posted within the course syllabus and course announcements. Final exams may be used for competency grading to allow students to demonstrate mastery of the course standards. It is important for students to follow the final exam policies for each

class found within the course syllabus. Each trimester will have set days for final exams. Extensions for completion of final exams must be approved by ISOK Administration under extreme circumstances. All ISOK Academic Integrity Policies will apply to final exams. Students who cheat and/or plagiarize in any way on a final exam or final project shall not be allowed to resubmit for credit. To protect test confidentiality, all exams must be taken on assigned days. Students who cheat and/or plagiarize in any way on a final exam or final project shall not be allowed to resubmit for credit.

GUIDELINES FOR ACADEMIC INTEGRITY IN ASSESSMENTS AND ASSIGNMENTS

Assessments, such as quizzes and tests, are a critical part of any academic program. They offer important information about the student's progress toward mastery. This information is helpful only if accurate. It can be accurate only if the assessment represents the student's work and only their work.

The Online Middle and High School (OMHS) platform features a lockdown browser, a secure browser add-on that limits the student's ability to print, navigate the Internet, and access other programs while taking an online assessment. The default setting activates this functionality for Computer Scored (CS) Unit assessments.

Students may be asked to download and install the Respondus Lockdown Browser software. When students access these assessments, the software is activated allowing the student to complete the assessment but prevents access to any other functionality on the computer.

Lockdown Browser prohibits students from the following when taking an online assessment:

- Printing functions are disabled
- Print Screen and capturing functions are disabled
- Copying and pasting anything into or from the assessment
- Surfing the Web
- Opening or using any other applications such as Microsoft Word, e-mail, instant messenger, etc.
- Function keys are disabled
- Selecting on any other area within the course

Students will not be able to select the Begin Exam button without the necessary software. Selecting the Lockdown Browser Download and Instructions link will take students to the download page to download the Lockdown Browser plug-in.

Should a parent or student feel there is an extenuating circumstance preventing the use of Lockdown Browser, the parent must notify the teacher prior to the due date of the assignment. Exceptions to using Lockdown Browser will be determined on a case-by-case basis and must be approved by the high school principal.

Unless otherwise instructed by the teacher or by a specific assessment, the student is expected to honor the following principles while taking assessments:

The student:

- and the student alone will take the assessment (in other words, the student will take the assessment independent without any appr assistance).
- will not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.

- will treat the assessment as “closed book”—meaning that he or she may not use any textbooks, references, or other materials (printed or electronic) during the assessment—unless the teacher or the specific assessment otherwise instructs (for example, the student is specifically told to refer to certain pages in a book or notes as part of the assessment).
- will treat the assessment as “single browser”—meaning that during the assessment you may not log in a second time to your course or open your course or related materials on another browser on another computer.
- answers will represent his or her work and only his or her work, free of any outside assistance. The student will not plagiarize in any way.
- will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.

Unless the teacher or the assessment’s specific directions state exceptions, the student is expected to follow these principles while taking assessments and completing written assignments. Only by honoring these principles can the student assure both academic and personal integrity.

PLAGIARISM/CHEATING

The definition of plagiarism is copying or imitating the language, ideas, and thoughts of another writer and passing them off as the student’s own original work. Additionally, cheating is defined as copying from another person’s or Artificial Intelligence (AI) tool’s work or using unauthorized materials during an exam. Specific examples of plagiarism and cheating that will not be tolerated are:

- Copying, paraphrasing, or summarizing another person’s work without citing that source. The acceptable limit of directly cited or paraphrased work, even with correct in-text citations, on any one given assignment should not exceed 30%.
- Using material, including photographs, from the internet or any other source and representing as the student’s own, even if he or she has changed some of the words
- Having someone else write the assignment or rephrase any portion of that assignment
- Directly copying or rephrasing student aids (Cliff Notes, for example), critical sources, or reference materials in part or whole without acknowledging those sources
- Using various AI tools such as but not limited to ChatGTP, GRP4, Llama 2, Human, AI + Human and submitting it as your own original work without citing. The acceptable limit of AI generated responses on any one given assignment is 20%.

ISOK uses Turn It In (TII), an online tool that checks student papers for plagiarism. It is designed for students to submit papers to be checked before submitting the final paper to their teacher. When a student submits a paper to Turn It In, it is automatically added to a database that allows the system to compare other submissions to it for plagiarism. It is up to each teacher to determine which assignments will be submitted to Turn It In. Should a parent or student feel there is an extenuating circumstance preventing the use of Turn It In, the parent must notify the teacher prior to the due date of the assignment. Exceptions to using Turn It In will be determined on a case-by-case basis and must be approved by the high school principal.

SOURCE CITATION AND ACADEMIC INTEGRITY

Many courses require written work where students need to cite sources. Any direct quotations from a textbook can simply be cited as (Author, page number). Any quotations from outside sources require full

citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a website, they must provide the complete web page or site title, URL, author (if known), page number (if applicable), publication date of the site (if available), and date of access. Each teacher may implement a particular citation style in their course (such as MLA, APA, etc.)

Students are responsible for their own work on unit tests and final exams. Students are not permitted to share work with other students on unit tests or final exams. If a student does not complete their own work or shares work with others on unit tests and/or final exams, they will not receive credit for the work and is at risk of suspension or expulsion from Insight School of Oklahoma.

Students must cite sources in all assignments, tests, and exams. Students may not receive credit for work that does not appropriately cite sources.

CONSEQUENCES

1. First offense – The student and Learning Coach will receive an email and/or call from the teacher. The student will not receive credit for the plagiarized assignment unless the following steps are completed:
 - a. The student will be required to review the plagiarism recorded lesson and complete the plagiarism worksheet (provided by the teacher).
 - b. When the student has complied, they will be allowed to redo and resubmit the assignment for credit.
2. Second offense – The student and parent will receive a call from the principal. The student will not be allowed to rewrite the assignment and a grade of zero will be posted for the assignment.
3. Third offense – Expulsion.

Please note that because Insight School of Oklahoma considers plagiarism a serious offense, these consequences apply to all instances of plagiarism and/or cheating in a student's high school career here at Insight School, regardless of grade level or subject. These consequences do not "start over" each new school term or school year; all instances are documented for the entirety of a student's tenure at Insight School of Oklahoma. Additionally, teachers reserve the right to employ additional cheating or plagiarism safeguards to secure the integrity of the submission if they suspect cheating and/or plagiarism has occurred. Students must adhere to each teacher's requests to receive credit for the assignment in question.

CREDIT BY EXAMINATION

Credit by Examination/Proficiency Based Promotion (CBE) is a process that awards credit for a high school students' knowledge in course content through an assessment process.

ISOK provides opportunities for high school students to complete CBEs during virtually proctored testing sessions. Students demonstrating proficiency will have the opportunity to advance to the next level of study. Failure to demonstrate proficiency will not be noted on the student's transcript. Students who do not demonstrate proficiency may submit another request to sign up for proficiency-based testing during the next testing window. Career and Technical Education courses are not eligible for CBE credit.

GRADE PROMOTION AND AWARDING OF CREDIT

ISOK starts with the expectation that most of our students who regularly attend school will be promoted to the next grade level by the end of the school year for middle school students and by number of

credits earned for high school students. At the MS level, grade-level promotion is not based solely on percentages, numbers of lessons completed, or test scores. Rather, grade-level promotion is based on a more comprehensive view that includes satisfactory progress in skill development, acceptable attendance, prior school experience, and achievement on lesson assessments. As would be the case in a traditional classroom, students at ISOK will exhibit a significant range of achievement in a certain grade and most students in this range will move to the next grade. At the HS level, students are grade promoted based on the total numbers of credits earned for each trimester.

Students who enroll after the start of the school year, or have special needs, will work with their teacher to determine appropriate progress expectations for the school year.

MIDDLE SCHOOL PROMOTION

All students in grades 6-8 must pass three (3) out of the four (4) core courses (Math, English, History and Science) with a letter grade of D or better to be promoted to the next grade level in the fall. All promotion decisions are made at the conclusion of the school year.

Students and Learning Coaches understand that when an Insight School of Oklahoma (ISOK) student is currently behind his/her grade level, they will be placed on Back on Track Plans throughout the school year to attempt to get him/her on track. If a student continues to have failing grades, the student will be placed on a Retention Back on Track Plan with ISOK as an additional attempt to get him/her on grade level. ISOK staff will review the Retention Back on Track Plan with the student and parent. If the student does not abide by this plan and follow daily instruction by ISOK Teachers, he/she will be retained by ISOK.

HIGH SCHOOL PROMOTION

High School students are promoted based on the number of credits earned. Grade level classification is determined by the number of credits a student has at the beginning of the school year and again at the end of each trimester. This means that a student will possibly change classification up to twice a year based on how many credits he/she has acquired. To be promoted, students must have at least:

- Four (4) credits to promote from 9th to 10th grade.
- Ten (10) credits to promote from 10th to 11th
- Seventeen (17) credits to promote from 11th to 12th

Credit is granted for courses in which the student earns an A, B, C or D. Credit is not awarded for courses in which a student earns an F. Students may repeat a course in which they have earned an F. If the student passes the course on the second attempt, they will receive that grade, but the previous failed course will remain on the transcript. Credit will only be granted once for that class, and the additional attempt will receive credit for an elective class, if passed.

REPORT CARDS

Report cards are issued following the end of each trimester/semester. Official and unofficial High School transcripts are available upon written request to the High School Registrar. Please contact the High School Registrar for specific information regarding transcripts.

Report cards and progress notes will only display courses and grades taken at ISOK. ISOK does not assign or issue grades for coursework completed through a Career Tech program or college/university. Information regarding the student's progress in those courses must be obtained from the Career Tech or

college/university. Transcripts will reflect grades as reported to ISOK by the Career Tech or college/university. Counselors will verify ongoing attendance with the career tech center or college/university. If a counselor is unable to obtain such verification, students will be asked to provide evidence of ongoing attendance.

Report cards and progress reports are emailed to the Parent/Legal Guardian's personal email account. It is the Parent/Legal Guardian's responsibility to notify the staff of any changes to your email address during the school year. We will send the report cards to the most current email address listed. Also, remember that student's grades for each course are available through the course homepage 24 hours a day and are the most current and dependable method of viewing your student's grades.

CLASS RANK AND HONOR ROLL DETERMINATION

Class rank is determined by rank ordering the cumulative grade point average of all students within a grade level. Weights are not applied for GPA calculations. The following values are assigned to semester grades in each course:

$$A = 4 \quad B = 3 \quad C = 2 \quad D = 1 \quad F = 0$$

Students earning a semester grade point average of 3.0 or higher are eligible for the Honor Roll.

APPEAL OF ASSIGNMENT GRADES AND FINAL SEMESTER GRADES

Students and Learning Coaches may appeal a student's final grade or the school's decision to award credit for a course up to thirty (30) days after the end of a trimester/semester. Appeals will not be considered later than thirty (30) days after the end of a trimester/semester. To begin an appeal, contact the principal.

Should a dispute over an assignment grade arise, the student or Learning Coach should first contact the teacher. If the issue is not resolved within three (3) business days, the student or Learning Coach should contact the principal.

MIDDLE SCHOOL COURSE REQUIREMENTS

As mandated by the Oklahoma State Department of Education, students in grade 6 are required to take physical education. Additionally, students in middle school are required to take technology and art courses.

HIGH SCHOOL GRADUATION REQUIREMENTS

Students must complete the required 23 credits specified by the Oklahoma State Department of Education, participate in all assigned state testing, and complete the financial literacy and ICAP requirements to be eligible for graduation from ISOK.

In accordance with the Achieving Classroom Excellence Act of 2005 (70 O.S. § 11-103.6) and Insight School of Oklahoma academic standards, students must complete the requirements of the college preparatory/work readiness curriculum to graduate from ISOK.

Students must earn the following credits to graduate using College Preparatory/Work Ready Curriculum:

College Prep/Work Ready Graduation Requirements	
Grad Year Curriculum Requirements	2022-2026
Language Arts	4
Mathematics	3 (Alg 1 or higher in grades 9-12)
Laboratory Science	3 (1 Life Science, 1 Physical Science, 1 w/ rigor above Biology 1 or Physical Science)
History & Citizenship Skills	3
World Languages or Computer Technology	2 of same language or 2 technology
Additional Unit	1 from above (or concurrent or AP course)
Fine Arts/Speech	1
Electives	6
Total Number of Units Required	23

See [Appendix A: Forms](#)

Students may take courses by concurrent enrollment to satisfy these course requirements upon the approval of the ISOK administration.

Beginning in 2026, students will be required to complete 4 years of math, health, and personal financial literacy courses at the high school level to graduate.

TESTING REQUIREMENTS FOR GRADUATION

Every high school student shall participate in the ACT, US History, 11th grade Science, and US Citizenship test to graduate.

Additionally, ISOK may require students to meet any other high school graduation testing requirements as developed and adopted by the Oklahoma State Board of Education pursuant to 70 O.S. Section 1210.508(A).

FINANCIAL LITERACY REQUIREMENT

Students must also fulfill the requirements for a Personal Financial Literacy Passport by receiving specific instruction in 14 designated areas in compliance with state law. Students with the most significant cognitive disabilities ("MCSD"), who have an IEP that directs the student to be assessed with alternative standards through the Oklahoma Alternative Assessment Program ("OAAP"), may demonstrate satisfactory on the personal financial literacy passport exam through participating in substantive and substantial instruction in life-skills curriculum, and demonstrating the acquired knowledge of the

student with MCSD by alternative measures as required by the IEP. Beginning in 2026, students will be required to take a personal financial literacy course in the 10th, 11th, or 12th grade to demonstrate mastery of financial literacy skills.

FAFSA REQUIREMENT

Students are required to complete the FAFSA application or the opt-out form.

POST-SECONDARY REQUIREMENT

All 11th and 12th grade students are required to complete one of the following during each year classified 11th or 12th grade:

- Internship/Work Study
- Concurrent Enrollment
- Career Technology Center
- Advanced Placement Classes

GRADUATION PLANS AND INDIVIDUAL CAREER ACADEMIC PLANS (ICAP)

Graduation plans are developed for all high school students at ISOK. Graduation Plans are updated each trimester and are available in an OSDE approved platform. Access your plan to know your progress toward graduation.

Please review your Graduation Plan carefully for accuracy.

Throughout enrollment, students will participate in activities designed to help them explore post high school options such as career interest surveys, goal setting, job applications, job shadowing/internships, scholarship applications, financial aid planning, community service, and completing the FAFSA. The ICAP process will help students identify specific courses that will help them to meet post-secondary goals. Components of ICAP will be interweaved into students' courses, and students will earn grades for the items completed. Further details and instruction will be provided by the teacher.

For more information, please visit the [State Department of Oklahoma's website](#).

INDIVIDUAL CAREER ACADEMIC PLAN

Each student is required to complete the process of an Individual Career Academic Plan (ICAP) in order to graduate from a public high school with a standard diploma. 70 O.S. §2320.508-4

Students meeting at least one of the following criteria will be invited to participate in the May Graduation ceremony:

- Have earned a minimum of 23 credits and participated in all required state exams as outlined above by the end of May.
- Have earned a minimum of 21 credits and participated in all required state exams PLUS agree to enroll in summer school or CBE testing to complete the remaining two (2) credits.
- Have completed all graduation requirements and officially graduated at the conclusion of a trimester earlier in the same school year.

COUNSELING Students will meet regularly with academic counselors and/or social emotional counselors for bi-monthly check-ins as required by policy.

HONOR GRADUATES, VALEDICTORIANS, AND SALUTATORIANS

Honor Graduates will be recognized as students who have a minimum of a 3.50 GPA. The Valedictorian for the senior class will be the student(s) having the highest-grade point average and ranked first in his/her graduating class at the end of the second trimester. The Salutatorian will be the student(s) with the second highest weighted grade point average and ranked second in his/her graduating class at the end of the second trimester. To qualify as a Valedictorian or Salutatorian, the student must be enrolled with ISOK at the beginning of the first trimester of his/her senior year. Cumulative grade point average through the second trimester of the senior year will be used to determine all graduation honors.

STATE AND DISTRICT ASSESSMENTS

STATE TESTING

All students will be required to participate in state testing according to their grade level, which includes 6, 7, 8, 11, and 12 (when applicable). State testing is completed in person, and it is the family's responsibility to provide transportation to the testing location.

All scores from high school state exams are reported on a student's transcript as the permanent record for use by potential employers, colleges, and universities. All 11th grade students, and any 12th grade students who did not successfully complete the requirement the previous year, will take the CCRA (US History and Science Test) and the ACT administered by the school during the state testing window in April. Any additional tests such as the SAT or further attempts on the ACT are the responsibility of the student. Counselors can provide more information on the additional opportunities.

Failure to complete required state testing for any students in grades 6, 7, 8, 11, and 12 (when applicable), may result in the termination of enrollment/transfer, disqualification from future enrollment/transfer, withdrawal from ISOK for all members of the family, locked student accounts until completion of exams, and/or immediate dismissal from ISOK for refusing to test in addition to being unable to re-enroll with the school.

TESTING DATES

The Oklahoma State Department of Education (OSDE) sets testing windows for all schools across the state. ISOK will publish these windows on websites, social media, and in newsletters as the OSDE releases them. Parents and students will be notified of their exact testing schedule and location in advance. Participation in state testing is required. Students who do not participate in state testing may be removed from ISOK pursuant to the Student Conduct and Discipline Policy and may not be eligible for re-enrollment.

ISOK will test in at least six (6) locations around the state as required by state law. This may be more than sixty (60) miles away for many families, and it is not optional. The law requires ISOK to test in Oklahoma City and Tulsa and then in each of the four quadrants of the state. The specific dates, times, and locations of the test will be provided in advance. Participation in all state testing is a requirement for re-enrollment, graduation, and receiving a high school diploma. There is no opt-out option.

DIAGNOSTIC ASSESSMENT

Upon enrollment, students will take a skills-based benchmark assessment in Renaissance Star360. The Parent/Legal Guardian, school academic team, and teacher will receive the results. Based upon the students' strengths and weaknesses, teachers will develop an Individualized Learning Plan (ILP) for enrichment and/or remediation. The diagnostic assessment is not a placement test and does not change grade level or course placement. Links, logins, and other information will be communicated to students at the appropriate testing window.

Each trimester (HS) or semester (MS), students will take the Star360 Reading and Math tests. We refer to these tests as Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) Star Tests. Students will receive a grade equivalent to a normal assignment in each of their courses for completing these tests. Students who fail to complete the assessments will receive a 0% for the assignment grade. If completed, students will receive a 100% for the assignment grade.

Throughout the school year, students enrolled in Math and ELA courses will also be given interim assessments, which are embedded within the course and administered by the classroom teacher. These are required assessments and are utilized for student placement in conjunction with Benchmark tests. We encourage students to take their time and do their best on these tests. The results of these tests will determine if students need remediation in reading or math, which will result in an additional class required of the students. Student scores can fall into the following categories: Advanced, Proficient, Basic, or Below Basic. In the High School, those students scoring in the Basic or Below Basic ranges will be required to attend "What I Need" (WIN) sessions. WIN sessions are held twice a week for 30 minutes for both reading and math. The purpose of these sessions is to fill in gaps in the student's previous learning of these subjects. Each trimester, the student's growth will be evaluated to determine if WIN sessions are still needed.

In the Middle School, those students scoring in the Basic or Below Basic ranges will be required to attend remediation "Remix" sessions. Remix sessions are held twice a week, for each subject, for 30 minutes for reading and math. If students are required to attend both subjects, they will meet 4 days a week.

COLLEGE ENTRANCE EXAMS

The ACT and SAT are college entrance tests designed to assess a student's academic readiness for college. These entrance exams are the most important tests that a student can take for college admission and scholarship awards if he/she plans on attending a college and/or university. Students will take the exams during their 11th grade as part of the required state testing; however, students planning to attend college are encouraged to take the exams multiple times to increase their scores. Increasing scores could help provide more opportunities for the students as they enroll in colleges and apply for scholarships.

The ACT measures skill levels in English, writing, reading, math, and science reasoning. The SAT, typically used for east and west coast school admission, tests reading, writing, and math skills, as well. If the cost of the test is a concern, you may be eligible for an ACT Fee Waiver. Information about the eligibility requirements and how to request a fee waiver is available from the high school counselor.

The following websites give information on test dates, location, and costs, and serve as an excellent test prep tool as they provide you with sample test questions.

www.actstudent.org

www.collegeboard.org

TECHNOLOGY POLICIES

If requested, students will be loaned a computer to be used to access the online learning platform for the duration of that student's enrollment in ISOK. Pursuant to the Agreement for Use of Instructional Property, families are solely liable for any loss or damage to the computer until it is returned to K12 Virtual Schools LLC (K12) and should take proper precautions to protect it. ISOK may require families to pay for lost or damaged computers.

It should be noted there are no mandatory administrative, activity, or ancillary fees or costs for attending ISOK.

ISOK offers mobile broadband devices via K12 to students upon request. The device is to be used for attending online classes, accessing and completing schoolwork/activities, and communicating with the school. It is not provided for personal use. By receiving the device, the legal guardian accepts responsibility for monitoring internet use of the student and responsibility for payment for lost, damaged, or stolen devices. The device must be returned immediately to K12 upon withdrawal or graduation.

Reimbursement for internet/broadband services is not provided.

New Students who are waiting on a school computer/internet will need to have a back-up plan in place to school without it in case of shipment delays or technical issues with the computer. Students may be withdrawn for not schooling while waiting on a computer.

INSIGHT SCHOOL OF OKLAHOMA STUDENT CODE OF CONDUCT AND ACCEPTABLE USE GUIDELINES

This section describes the policies and guidelines for the use of the program and exists to ensure that all students are aware of and understand their responsibilities when accessing and using resources.

ISOK reserves the right to update or alter this agreement at any time. Such revisions may substantially alter access to Insight instructional computing resources. ISOK's instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by ISOK.

Students enrolled in ISOK should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines could result in the

- removal of student access to ISOK instructional computing resources, which could result in his/her inability to complete learning activities,
- suspension or expulsion from ISOK, and
- involvement with law enforcement agencies and possible legal action.

STUDENT PERSONAL ELECTRONIC DEVICE POLICY

Insight School of Oklahoma (“ISOK” or “School”) is committed to providing an environment that fosters academic focus, student engagement, and social interaction. Research and practical experience show that personal electronic devices such as cell phones, smartwatches, and wireless earbuds can be a significant distraction in the classroom. Excessive or inappropriate device use contributes to lower academic performance, decreased face-to-face interaction, and increased incidents of cyberbullying and social anxiety.

This policy supports a cell-phone-free learning environment, encouraging students to be present, focused, and engaged throughout the school day while engaged in virtual learning.

This policy is adopted in compliance with **Oklahoma Statutes, Title 70, Section 1-126**, as enacted by Senate Bill 139 (2025).

Policy Statement

Beginning with the 2025–2026 school year, all students enrolled in the public school district, ISOK, shall be prohibited from using **cell phones and personal electronic devices** while on School campus or in the virtual school setting during the instructional day, defined as “**bell to bell**”—which means from the first bell signaling the start of instructional time to the final bell dismissing students at the end of the day; or, as may be defined by ISOK for virtual learners.

Devices must be **powered off and stored** in a student’s backpack, locker, or designated secure area for the school day unless an approved exception applies. For virtual learners, devices are to be powered off and stored while the student is engaged in school instructional activities.

Definitions

- **Bell to bell:** The time from the first instructional bell of the school day to the final dismissal bell as defined by ISOK for virtual learners.
- **Personal electronic device:** Any personal device capable of connecting to a smartphone, the Internet, a cellular or Wi-Fi network, or another similar device. This includes but is not limited to: (1) Cell phones; (2) Smartwatches, (3) Smart headphones or earbuds, (4) Tablets, (5) Laptops, and (6) Smart glasses.
- School-issued or school-approved devices specifically limited for classroom instruction are not included in this definition.

Approved exceptions to this policy include

1. **Emergency use:** Students may use personal devices in an emergency situation as directed by school personnel.
2. **Medical necessity:** Students who rely on electronic devices for health monitoring (e.g., glucose monitors, seizure alerts) may use them as needed, subject to prior approval by school administration and/or the school nurse.

3. **Instructional use with staff permission:** Teachers may allow temporary use of devices for specific learning activities.

Disciplinary Procedures

Violations of this policy will result in appropriate disciplinary action in accordance with the School's student code of conduct. Progressive discipline may include:

- Verbal warnings
- Confiscation of the device and parent pick-up
- Loss of device privileges during the school day
- Additional administrative consequences as appropriate

Parental Communication and Access

Parents or guardians needing to contact their student during the school day should call the school office or other identified individuals with ISOK. In turn, students may request permission to use a school phone or be called to the office when necessary.

Review and Implementation

This policy shall be reviewed annually. Training and clear communication will be provided to students, parents, and staff before implementation.

ACCOUNTABILITY

- Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own usernames and passwords and must not share these with anyone.
- Students may not interfere with other users' ability to access ISOK or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activities associated with their usernames and passwords.
- Students should change their password(s) frequently – at least once per school term or course is encouraged.
- Middle School students must not publicly post their personal contact information (address and phone number, email, identifying usernames, etc.) or anyone else's. This includes, but is not limited to, posting in chat during Class Connect, discussion posts, or on shared assignments (i.e., group work). Students may share their own usernames and phone numbers with other students' teacher/parent approval from both students.
- Students must not publicly post any messages that were sent to them privately.
- Students must practice digital citizenship and not download, transmit, or post material that is intended for personal gain or profit, non-ISOK commercial activities, non-ISOK product advertising, or political lobbying on an ISOK owned instructional computing resource.
- Students may not use ISOK instructional computing resources to sell or purchase any illegal items or substances.
- Students are not allowed to upload or post any software on ISOK instructional computing resources that are not specifically required and approved for student assignments.
- Students may not post any MP3 files, compressed video, or other non-instructional files to ISOK server.

INAPPROPRIATE BEHAVIOR

Inappropriate behavior includes

- insults or attacks of any kind against another person,
- use of obscene, degrading, or profane language,
- harassment (continually posting unwelcome messages to another person) or use of threats,
- posting material that is obscene or defamatory, or which is intended to annoy, harass, or intimidate another person.
- Spamming assignment drop box or using profane language in the drop box

This includes distributing “spam” mail, chain e-mail, viruses, or other intentionally destructive content.

STUDENT INTERNET SAFETY

High School students are permitted to share contact information during online sessions. Sessions are monitored by ISOK staff, but it is the responsibility of the parent to discuss personal family rules and expectations regarding which contact information may be shared with classmates.

Middle School students are only permitted to share contact information with teacher/parent permission from both students.

Parents are further advised that information and images shared during these social sessions may be available to all users of these sessions and are therefore no longer private. ISOK cannot guarantee the security of information that is disclosed or communicated online in such sessions, and parents authorize the release of such information at their own risk.

The right to participate in online sessions is a privilege. If, in the sole and exclusive opinion of ISOK, the conduct of a student warrants the termination of this privilege, a student will be removed from the social sessions.

NETWORK ETIQUETTE

Insight School of Oklahoma students are expected to follow the rules of network etiquette or “netiquette”. The word “netiquette” refers to common-sense guidelines for conversing with others online. Students are encouraged to abide by these standards:

- Establish Instant message usernames and e-mail addresses that are appropriate for the school setting
- Avoid sarcasm, jargon, and slang. Swear words are unacceptable
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues
- Focus your responses on the questions or issues being discussed, not on the individuals involved
- Be constructive with your criticism, not hurtful
- Review your messages before sending them and remove easily misinterpreted language and proofread for typos
- Respect other people’s privacy and do not broadcast online discussions, and never reveal others’ e-mail addresses

INAPPROPRIATE OR OFFENSIVE CONTENT

ISOK retains the right to remove content or files from a Dropbox folder, content from discussions, and profile pictures without advance notice or permission of the user when the content is found to be inappropriate or offensive. Inappropriate or offensive content includes, but is not limited to:

- insults or attacks of any kind against another person,
- obscene, degrading, or profane language,
- harassment (continually posting unwelcome messages to another person) or use of threats,
- material that is obscene or defamatory, or which is intended to annoy, harass, or intimidate another person. This includes “spam” mail, chain e-mail, viruses, spam Dropbox uploads, or other intentionally destructive content

Derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues, will not be tolerated. Disciplinary actions will be taken.

INSIGHT SCHOOL OF OKLAHOMA INDEMNIFICATION PROVISION

Insight School of Oklahoma assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate, or offensive. This school assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. Insight also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author’s individual point of view and not that of Insight School of Oklahoma, its affiliates, or its employees. Insight School of Oklahoma assumes no responsibility for damages to the user’s computer system.

By not opting out of text notifications about different events occurring in the platform, users may receive charges by the cell phone or mobile providers. Insight School of Oklahoma assumes no responsibility for charges received by students or families by their cell phone or mobile providers. Nothing in this policy negates any obligation the student and parent must use the instructional computing resources as required in the Use of Instructional Property Agreement.

("Agreement") the parent or guardian signed as part of the student's enrollment packet. In the event that this Code conflicts with the Agreement, the terms of the Agreement shall prevail."

MONITORING

ISOK reserves the right to review any material transmitted using ISOK instructional computing resources or posted to an ISOK instructional computing resource to determine the appropriateness of such material. ISOK may review this material at any time, with or without notice to students. E-mail transmitted via ISOK instructional computing resources is not private and may be monitored.

BEHAVIOR EXPECTATIONS

[Click here for complete board policy on Student Conduct and Discipline.](#)

SOCIAL EMOTIONAL LEARNING PROGRAM

The Social and Emotional Learning program (SEL) will ensure students are ready to learn by increasing their self-confidence, resilience, and interpersonal skills. During the school year, students may attend live, online assemblies. These assemblies incorporate counseling, life skills, and many other SEL activities and curriculum. SEL sessions are held throughout various times and days for all students.

As a result of sharing in a respectful environment where people listen to and value those who contribute, the students discover a vital part of their personal identity—their own voice. And as their confidence and self-esteem grow, students begin to flourish in class and beyond. Through the program, our staff, who are trained in SEL support and facilitation techniques, focus on their students' academic, social, and emotional well-being.

Each semester/trimester, ISOK will also offer small groups or support groups on a variety of topics, and these are designed to improve students' social, emotional, and academic skills and strengthen relationships among students and between students and teachers.

BACK ON TRACK PLANS

When students are failing one or more courses, the student may be required to attend weekly targeted, small group sessions (HS-Power Hour MS- Live Help) with their teacher(s) to help improve their grades and receive additional help on a weekly basis until their course grades are at least 60% (passing). We want students to be successful at Insight School of Oklahoma. These sessions with teachers will help ensure that they are given additional help to complete their academic assignments.

At Insight School of Oklahoma, we expect students to actively participate in school and their education by attending LCSs, turning in assignments, and asking for help when necessary.

Students who do not comply with the requirements of the academic action may be removed from ISOK pursuant to ISOK's Attendance and Truancy policies and may not be eligible for re-enrollment.

EXPECTATIONS

ISOK students are expected to demonstrate respect, be responsible, and show perseverance. Respectful behavior includes following directions and encouraging classmates. Students can demonstrate responsibility by completing assignments on time and asking for help when needed. Having perseverance means not giving up, even when times are tough. Keep going and stay focused! Teachers explain and model expectations in class and through communication.

DRESS CODE FOR VIRTUAL ENVIRONMENT AND IN-PERSON EVENTS

ISOK encourages video presentation and interaction, which necessitates a dress code for the school. ISOK students must follow expectations of appropriate attire and background for video interactions. When interacting on video with staff and other students, ISOK students must be appropriate in what is visible and audible through video. Appropriate appearances and backgrounds that do not distract from attention are required when in these settings. Expectations for appropriate dress are as follows:

What NOT to wear:

- No offensive or inappropriate clothing
- No see-through clothing
- No visible undergarments

Students attending in-person events should dress in an appropriate manner that does not create an unsafe or threatening environment. Specific dress code requirements may be set for special events such as HS prom or graduation.

CONSEQUENCES

When expectations are not followed, staff will first remind students of the expectation. This may be a verbal reminder during an in-person event or Class Connect session, or it may be an email reminder of a due date or other missed expectation.

Consequences will be implemented if the reminder does not result in the expectation being followed. Consequences may include contacting the Learning Coach, removing student from the live class, and/or locking the student's account to remove distractions until the issue is resolved. Students may be removed from ISOK due to disciplinary action, lack of attendance or progress, failure to communicate with the assigned teacher, failure to participate in state- and district-mandated assessments, non-disclosure of an IEP, plagiarism or cheating, or a combination of issues thereof. Students may be reported as truant to the appropriate authorities, denied the request to re-enroll, be suspended, or be expelled.

SCHOOL EVENTS

Students attending school events are subject to the school's dress code. Threatening behavior, fighting, and inappropriate language will result in the parent/guardian being contacted immediately. No smoking in any form, including e-cigarettes/vapes, alcohol, or illegal substances are permitted at ISOK- sponsored events. The student will be removed from the event until an authorized adult arrives for pickup and depending on the severity of the situation, the police may become involved immediately. Students may be suspended from attending in-person events through a 3-strike policy for minor infractions.

Middle School students must have a parent or guardian in attendance with them at the event. Students may not be dropped off without an adult with them.

There is zero tolerance for severe infractions such as bringing a weapon, bullying, or violating the drug-free policy.

WEAPONS

A student who uses, possesses, controls, or transfers a weapon, or any other object that can reasonably be considered, or looks like, a weapon at any school sponsored in-person event including, but not limited to outings, prom, graduation, academic competitions, and testing shall immediately be expelled from ISOK. The expulsion may, however, be modified by the Executive Director or a designated administrator on a case-by-case basis and the local criminal justice or juvenile delinquency system will be notified. A "weapon" means (1) possession, use, control, or transfer of any firearm, (2) any other object if possessed, used or attempted to be used to cause bodily harm, including but not limited to, knives, brass knuckles, Billy clubs, or (3) look-alikes of any of the weapons defined above. Items such as baseball bats, pipes, bottles, locks, sticks, pencils, and pens may be considered weapons if used or attempted to be used to cause bodily harm. Self-protecting devices should not be brought to any in-person school sponsored event.

TOBACCO POLICY

ISOK cares about the health of students, employees, and patrons. ISOK is committed to a tobacco-free environment. ISOK is committed to a tobacco-free environment. The possession or use of all tobacco products, including chewing tobacco, smoking tobacco, all tobacco products and vapor products at all times while on school property, or at school sponsored events is prohibited. A student who uses or possesses a tobacco product at any school sponsored in person event including, but not limited to outings, prom, graduation, academic competitions, live instruction classes, and testing shall immediately be expelled from ISOK. The local criminal justice or juvenile delinquency system may be notified. The expulsion may, however, be modified by the Executive Director or designee on a case-by- case basis.

DRUG, DRUG PARAPHERNALIA, AND ALCOHOL POLICY

A safe environment includes an alcohol and drug-free environment. Sale, distribution, use, or possession of alcoholic beverages, controlled substances, illegal drugs, mood altering substances, or other materials expressly prohibited by federal, state, or local laws is not permitted on school property, or at school functions. The sale, distribution, or abusive use of prescription, patent, over the counter, or imitation drugs is not permitted. A student who violates this policy at any school-sponsored in-person event including, but not limited to outings, academic competitions, live instruction classes, and testing shall immediately be expelled from ISOK, and the local criminal justice or juvenile delinquency system will be notified. The expulsion may, however, be modified by the Executive Director, or designated administrator, on a case-by-case basis.

The Board of Education of the Insight School of Oklahoma (“ISOK”) adopts a policy to prohibit the consumption, smoking, or possession of marijuana on any school property at any school events and activities and in any vehicle transporting students for school purposes. Marijuana is a prohibited controlled substance under federal law regardless of if the use is for medical purposes. Federal Drug-Free Schools and Communities Act (DFSCA) mandates the implementation of drug prevention programs and prohibits the use of illegal drugs on school property or at ISOK sponsored events and activities. ISOK must also comply with the Federal Drug-Free Workplace Act, which describes the drug-free policies required at workplaces and which prohibits controlled substances from being present in the workplace. The potential violation of these federal laws could cause ISOK to risk losing federal funding should it allow the administration, use or possession of medical marijuana by students or employees. ISOK has elected to continue to enforce its policies prohibiting the use, possession, or administration of marijuana on any school property, during school, at any after or before school events and activities and in any vehicle transporting students for school purposes. As a result, all representatives of ISOK, including any contract management company employee, acting on behalf of the governing board of education, including school nurses, are prohibited from administering or dispensing marijuana on school property and at school events. ISOK shall not refuse to enroll and will not otherwise penalize a person solely for his/her status as a medical marijuana license holder. To the extent ISOK is an employer, it is prohibited from discriminating against individuals in hiring, terminating, or otherwise penalizing a person due to their status as a medical marijuana license holder unless a failure to do so would cause ISOK to imminently lose a monetary or licensing related benefit under federal law or regulations. To the extent ISOK is an employer, it is prohibited from declining to employ a medical marijuana license holder solely because the license holder tested positive for marijuana or its components on a pre-employment drug test.

STUDENT SEARCHES

As allowed by law, school officials have the right to question, detain, search or authorize the search of a student. A search will only be conducted if it is connected to a legitimate educational interest and is based on reasonable suspicion. In addition, any police officer in possession of a valid warrant or with probable cause may search a student's person or vehicle. Searches may include a student's person (emptying of pant pockets, checking of shoes/socks/ coats/hoodies), property (back pack, gym bag, purse, car, cell phone, etc.), or school property assigned to the student (textbooks, computers, etc.). All searches of a student's person will be conducted by persons of the same sex and under no circumstances will a strip search be conducted. Factors to be considered in making this determination include, but are not limited to: the age of the student, the nature of the alleged misconduct, the likelihood of truthfulness by the student, the credibility of the information leading to the questioning or search of the student, the role of the student, the urgency of the situation, and the seriousness of the offense.

Students shall not have any reasonable expectation of privacy in the contents of District property. District personnel shall have access to computers and other District property and shall not be required to have any reasonable suspicion to search any District property. In addition, all student vehicles in any District parking lot shall be subject to search at any time. Students are personally responsible for any items found in their vehicles, book bags, computers, or on their person. If a student is searched and found to be in possession of any dangerous weapons, controlled dangerous substances, intoxicating beverages, low-point beer, wireless communication devices, or missing or stolen property, such items may be taken from the student and preserved, and the student in possession of such items may be disciplined according to applicable law, District Policy, and Administrative Regulation.

In conducting any search authorized by this policy, the District may utilize trained dogs to detect prohibited items. If a dog alerts to a student's person or vehicle the area may be searched. If a dog alerts to a locked student vehicle, the student shall be requested to unlock the vehicle's doors and trunk. If the student refuses, the student's parent or guardian shall be notified and requested to unlock the vehicle. If the student's parent or guardian refuses to unlock the vehicle, the District may contact appropriate law enforcement personnel to respond to the issue. The same procedure shall be utilized for searching a student's luggage to be taken on a District-sponsored trip departing from District property. Parents or guardians will be notified immediately if a search is conducted and if any questioning leads to confirmation that a policy, rule, regulation or law was violated by the student.

HARASSMENT, INTIMIDATION, BULLYING, and ANTISEMITISM

Harassment or bullying in any form is not permitted at ISOK. Staff are provided with training regarding preventing, identifying, responding to, and reporting incidents of bullying. ISOK is committed to ensuring all Learning Coaches and students are aware of the bullying prevention activities and the bullying policy. Live class sessions are held to educate students about bullying prevention. Students are encouraged to inform staff if they are the target of or a witness to bullying. To make a report, students or Learning Coaches can contact the teachers, counselor, principal, or other school staff. All reports will be investigated and dealt with appropriately according to the ISOK Bullying policy and state law.

[3020. Intimidation and Bullying ISOK School Policy](#)

[3250. Anti-Discrimination, Harassment, and Antisemitism ISOK School Policy](#)

PROHIBITION OF GANGS AND GANG-RELATED BEHAVIOR OR INCIDENTS

Insight School of Oklahoma (ISOK) recognizes that the possibility of the presence of emerging gang-related behavior and gang-related incidents in our schools can create an atmosphere of intimidation and harm. The mere presence of such a condition can be disruptive and potentially dangerous. It is therefore the policy of ISOK that gangs and gang-related behavior or incidents are prohibited at any ISOK school activities or events.

VIOLATION OF POLICY

Students who violate this policy shall be subject to disciplinary action or may be subject to the filing of criminal charges depending upon the severity of the infraction. Students who violate this policy may be suspended.

NOTIFICATION OF SUSPECTED GANG ACTIVITY

Any school employee, as defined by subsection A of Section 650.7 of Title 21 of the Oklahoma Statutes, who has reason to believe that a child under the age of eighteen (18) years is involved in gang activity shall notify the person designated by the school district. Upon receiving such a report, the person designated by the school district may report the matter to the nearest local law enforcement agency. The report may be made by telephone, in writing, personally or by any other method prescribed by the school district. A school district employee or contractor who, in good faith and exercising due care in the making of a report pursuant to subsection A of this section, shall be granted immunity from all civil or criminal liability which might be incurred or imposed by making such report.

SPECIAL SERVICES

MTSS

Multi-Tiered System of Support (MTSS) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The MTSS process begins with high-quality, evidence-based instruction and universal screening of all students in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data and aligned to the school's vision and mission.

Students in need of extra assistance are identified by placement tests, prior state test results, parent input, and progress in the curriculum. Students may be identified at any time during the school year. Highly qualified teams provide instructional and behavioral strategies. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Interventions may include teaching and behavior modification strategies, additional instructional time, access to additional resources, and/or additional assignments to assist with mastery of skills. Interventions could be additional LIVE Class connects with course teachers/interventionists, working in additional resources,

etc. Please contact the Special Education Manager Sheila Butler at shbutler@insightok.org or 405.835.2133 or mail to 1117 S. Douglas Suite E. Midwest City 73130 for related questions or grievances.

CHILD FIND

All public schools are mandated by the Individuals with Disabilities Education Act of 2004 (IDEA) to identify, locate, and evaluate students who may demonstrate disabilities through the Child Find process. The intent of Child Find is that all children with disabilities, ages 3-21, are located, identified, and evaluated in order to receive needed support and services.

As a public school, Insight School of Oklahoma provides a Free Appropriate Public Education to children in 6th grade through age 21, including those children who qualify for special education services unless the parent refuses special education services. For a child to receive intervention or special education services, an evaluation must be conducted to confirm the presence of a delay or disability.

ISOK provides specialized programming through specially trained teachers to provide education-related services for children with disabilities. Supports are provided in the Least Restrictive Environment (LRE) and range from mild and moderate to significantly more involved supports for each of the following disabilities as defined by the State of Oklahoma:

- Autism
- Developmental Delay
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impairment, Including Deafness
- Intellectual Disabilities
- Multiple Disabilities
- Orthopedic Impairments
- Other Health Impairments
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness

If, through Child Find activities, a child is identified as possibly having a disability and in need of special education services, ISOK may seek parent consent to evaluate the child. All such evaluations will be conducted in compliance with applicable federal and state laws and regulations. Parents must report that their child has an Individualized Education Plan (IEP) during the enrollment process. Please contact the Special Education Manager Sheila Butler at shbutler@insighok.org or 405.835.2133 or mail to 1117 S. Douglas Suite E. Midwest City 73130 for related questions.

EVALUATION

When screening (Child Find) indicates that a student may be eligible for and in need of special education services or the parent requests an evaluation, the student will be referred for a special education evaluation. ISOK will then conduct a Review of Existing Data (RED) and, if necessary, seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child

requires. The evaluation will be completed by a multidisciplinary evaluation team which includes the general education teacher, a special education teacher, other qualified professionals who are familiar with the child, and the parents/legal guardians. A Multidisciplinary Evaluation and Eligibility Group Summary (MEEGS) will summarize all data findings and make a recommendation about a student's eligibility for special education services.

A parent may request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the ISOK Special Education Manager. The parent also has the right to request an Independent Education Evaluation (IEE) if the parent disagrees with the evaluation conducted by ISOK. ISOK must then provide the parent with information about where an IEE may be obtained. Please contact the Special Education Manager Sheila Butler at shbutler@insightok.org 405.455.9242 ext. 3458 or mail to 1117 S. Douglas Suite E. Midwest City 73130 for related questions.

[Additional Sped and Due Process information](#)

SPECIAL EDUCATION SERVICES AND SUPPORT

ISOK is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The special education manager and special education teacher/case manager assist parents in accessing and coordinating services pursuant to a current IEP. Parents must indicate that their child has an IEP on their enrollment form.

All students identified as eligible for special education services whose enrollment into the special education program has been approved will have an ISOK IEP meeting conducted within the timeframe established by Oklahoma Imposed Policies 34 CFR § 300.301(c)(1)(I) (Authority: 20 U.S.C. § 1414(a)) or within ten (10) days of enrollment with the appropriate team members in attendance. The appropriate notices/invitations will be issued addressing the virtual nature of the school setting. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification and support necessary for the student to be involved in the general education coursework, including accommodations. The means for learning and demonstrating proficiency will be aligned to the Oklahoma academic standards. Assessment and testing accommodations or alternative instruction procedures will be based on the goals and/or objectives in the student's IEP.

If a student has a behavioral need, the IEP team will consider strategies including positive behavioral interventions, accommodations, and support to address that behavior through the IEP process. ISOK staff may also conduct a Functional Behavioral Assessment (FBA) and implement a Behavioral Intervention Plan (BIP) when appropriate.

ISOK believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation. The parent/guardian or of-age student may request an IEP sooner.

Students with disabilities will participate in the general education program to the greatest extent possible offered by ISOK and as determined by the IEP team. The ISOK special education teacher/case manager will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, text messages, and/or direct "real-time" interaction through web-conferencing tools. With web conferencing, the

special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

Students with disabilities will participate in general education activities with their non-disabled peers including outings and field trips, according to their LRE. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team.

The student's IEP will determine the services necessary to meet the goals of the IEP. Related services may be provided through contracts with the student's district of residence or a private agency/provider.

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through data collection, synchronous instruction and assessment, and/or assessment data collected through the online school by a highly qualified general education teacher, file review and monitoring of timelines by the special education case manager.

ISOK believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails, text messages, and/or web conferencing tools.

ACCOMMODATIONS

In addition to the team approach to serving students with disabilities, certain accommodations may be necessary to ensure that students have the opportunity to achieve the applicable Oklahoma standards. The following table provides examples of those accommodations which are instructional and assessment enhancements.

Instructional Enhancements	Assessment Enhancements
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Use graphic organizers to model organization skills and to engage students in the process.

Use manipulatives and connect learning experiences to real life.

Use community experts as resources and as models.

Minimize interruptions and distractions during time-on-task.

Check often for understanding among students.

Teach students' organizational and study skills.

Ensure access to resources in the languages, reading levels, and interests

Integrate technology into a variety of assessment settings.

Remind students to use self-monitoring strategies and clarify directions.

Ensure that language and academic skills are assessed appropriately.

Take dictation for students; allow for tape and/or video recordings.

Use multiple measures of assessment to assess language and academic skills of two language learners.

Include samples of second language learners' work as anchors when developing rubrics and other scoring

RELATED SERVICES

Special services required in a student's IEP will either be provided by the licensed therapist or individual employed by ISOK or contracted by ISOK, ensuring the appropriate licensure and background checks are completed. The following types of related services may be delivered in home, virtually, or face-to-face, or the parent may provide transportation to a contracted therapy agency within a reasonable distance of their home. Please contact the Special Education Manager Sheila Butler at shbutler@insighok.org or 405.835.2133 or mail to 1117 S. Douglas Suite E. Midwest City 73130.

- Orientation and mobility training
- Adaptive therapy
- Assistive technology evaluations
- School-based counseling services
- Psychological services
- Speech and language services
- Occupational therapy
- Physical therapy
- Interpreter services for the hearing impaired
- Visual impairment services
- Additional services as determined by the IEP team

PARENT RIGHTS AND PROCEDURAL SAFEGUARDS

Parents and guardians of children eligible for or currently receiving special education services have certain state and federal rights. For more information on parent rights in special education, a copy of the Oklahoma State Department of Education Parent Rights in Special Education and Notice of Procedural Safeguards is available here: [Parent Rights](#)

PARENT REVOCATION OF CONSENT FOR SERVICES UNDER IDEA

The parent/guardian of a child with a disability who receives special education and/or related services under IDEA may submit a written request to the district revoking consent for the continued provision of those services. Upon receipt of the written revocation request, ISOK will follow a procedure consistent with legal requirements to terminate all the child's special education and related services. The child will then be identified as a general education student for all purposes.

SECTION 504

Section 504 guarantees students with qualified disabilities full participation and access to a Free and Appropriate Public Education (FAPE) regardless of the nature and severity of the disability. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If a student is covered by Section 504, schools must provide such accommodations as necessary to ensure that the student has equal access to services, programs, and activities offered by the school. Section 504 protects students from discrimination based on disability to the same extent as the Americans with Disabilities Act (ADA).

To qualify for a 504, the parent/guardian and/or student MUST present a doctor's note describing the diagnosed mental or physical disability. If the student is going to be absent for three or more days, a doctor's note is required for the absences to be excused. A student with a 504 is still under the general rules of withdrawal if doctor's notes are not provided for extended absences.

****See page 20 for details related to excused absences****

SECTION 504 ACCOMMODATION PLANS

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a federal statute that prohibits discrimination against persons based on their disability by institutions that receive financial federal assistance. It states:

***No otherwise qualified individual with a disability shall solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.**

Section 504's purpose is to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If a student is covered by Section 504, schools must provide such accommodations as necessary to ensure that the student has equal access to services, programs and activities offered by the school. Section 504 protects students from discrimination on the basis of disability to the same extent as the Americans with Disabilities Act (ADA).

If your student may need a 504 plan, please contact the 504 Coordinator, Sheila Butler at shbutler@insighok.org or 405.835.2133. To qualify for a 504, the parent can present a doctor's note describing the mental or physical disability. If the student is going to be absent for three or more days, a doctor's note is required for the absences to be excused. A student with a 504 is still under the general rules of withdrawal if doctor's notes are not provided for extended absences. The school may create a plan based on evidence collected that there may be a disability present.

LANGUAGE ASSISTANCE SERVICES

ENGLISH LANGUAGE LEARNERS

A Home Language Survey (HLS) is required to be on file for every student enrolled at ISOK. ISOK uses the home language survey responses to begin the identification process of English Language Learners (ELL). Identified ELL students are provided supplemental support through English Language support and instruction and, when applicable, supplemental curriculum. The English Language Teacher serves as an advocate and support system while helping the student gain proficiency in English. The person providing the English Language support and instruction will partner with the student, Learning Coach, and general education teachers.

If your student may need ELL services, please contact the Special Programs Director Sheila Butler at shbutler@insighok.org or 405.835.2133

Notification of Language Assistance Services: Any parent who is limited in speaking, writing, or reading English may request the school to provide access to services such as interpreter and/or translated documents. To request services please email or call the ELL Coordinator, Sheila Butler at shbutler@insighok.org or 405.835.2133. He/she will coordinate prompt access for the parent to the appropriate services and/or translator service.

Asistencia de idioma: Cualquier padre que se limita al hablar, escribir o leer Inglés podrá solicitar a la escuela para proporcionar acceso a servicios tales como intérprete y / o documentos traducidos. Para solicitar los servicios envíe un correo electrónico o llamar al Coordinador de ELL. Ella coordinará el acceso sin demora para que el padre a los servicios apropiados y / o servicio de traductor.

TITLE I

ISOK is a schoolwide Title I school. As a schoolwide Title I school ISOK receives Title I, Part A funding which is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As the largest federal program supporting public education, Title I target resources to the districts and schools where the needs are greatest. The funding is allocated to the school according to the percentage of students who are economically disadvantaged.

Title I funding may provide:

- Additional staff
- Professional development
- Intervention programs
- Parent involvement programs
- Strategies for raising student achievement
- Ensuring students' access to scientifically based instructional strategies

Annually, a Title I planning committee at ISOK conducts a comprehensive needs assessment to identify the current state of the school. This group identifies the strengths and weaknesses as reflected in both the qualitative and quantitative data. If you would like to participate in serving on the Title I planning committee, please contact the Title I Coordinator, Sheila Butler at shbutler@insighok.org or 405.835.2133

The purpose of the Parent and Family Engagement Plan is to share how ISOK works with Learning Coaches to help all the students meet high academic standards. It outlines the parent rights and responsibilities, Title I information, important parent meetings, method of communication, how to receive student academic expectations and learning goals, resources available, and how to provide feedback and become more involved in our school. The Parent and Family Engagement Plan is jointly revised annually by the ISOK Title I Committee, Learning Coaches, and the Family Academic Support Team.

GIFTED AND TALENTED

ISOK provides Gifted and Talented (GT) students supplemental resources and enrichment through the Gifted and Talented program each school year. ISOK seeks to identify students who have high intellectual, academic, or creative thinking skills to participate in our Gifted and Talented program.

Students may be identified in two categories. Category 1 identification is based on a standardized test of abilities score at or above the 97th percentile. Category 2 identification uses multiple criteria (ability test scores, achievement test scores, and/or recommendation) to place in the GT program. If a student was identified while enrolled at a prior school district the parent may submit the documentation for the student to be identified at ISOK.

Gifted learners may benefit from individualized programming options to ensure appropriate challenge and engagement. ISOK offers a variety of options to serve the gifted learner:

- (HS) Flexible pacing- courses offered vary by trimester
- Individualized instruction
- Ongoing assessment
- Proficiency-based promotion with qualifying assessment and progress courses offered vary by trimester
- Creative/academic competition through online clubs
- Interest groups through online clubs
- Early grade promotion with qualifying assessment and progress
- In-person and virtual enrichment opportunities
- Concurrent enrollment opportunities in high school
- Honors classes in high school
- Gifted Individualized Learning Plan

For more information about the GT Program or to request your student to be identified as GT, please email the Gifted & Talented Resource Teacher or a School Principal.

YOUNG PARENT PROGRAM

ISOK supports young parents both academically and emotionally. Students who are parents of young children or who will become parents during the school year should reach out to any ISOK staff member. Any ISOK staff member can help students access this program. The program will be designed to meet the specific needs of the students. Pieces of the program may include individualized plans for academics, young parent support groups, or elective courses designed for young parents. ISOK's Student Resource Coordinator may also provide a list of resources provided in the student's community. Students or family members are encouraged to reach out to an ISOK Staff member to learn more about this program.

STUDENT SUPPORT SERVICES TEAM

The Student Support Services Team consists of Academic Counselors, Graduation Coaches (HS), Student Success Coach (MS), Enrollment Specialist, Social/Emotional Counselor (SEC), and Student Resource Coordinator (SRC).

Academic Counselors work with students to enroll them in coursework that will meet all graduation requirements and ensure students are progressing as planned. They are the points of contact for all course enrollments and scheduling.

Graduation Coaches help provide individual and group career planning to help support students as well as provide responsive services on academic, career, and personal concerns. They help students complete ICAP requirements and they provide orientation session to new students.

The SEC provides social and emotional counseling to students in both middle and high school programs. Utilizing leadership, advocacy, and collaboration, the SEC promotes student success by providing preventive services and responding to identified needs through implementation of a comprehensive counseling program that helps support all students in their personal and social development. The SEC holds weekly LLIT (Listen, Learn, Interact, Talk) support groups to prevent students from being unengaged in school by addressing issues directly through education, interaction, and support.

The SRC advocates for local and national resources to give students access to necessary social services. The goal is to build within the school an infrastructure of support for anything that may jeopardize a student's education, such as medical challenges, domestic issues, legal trouble, or even computer and Internet problems.

COLLEGE AND CAREER

CAREER TECH CENTER PROGRAMS (VOCATIONAL CAREERS)

Juniors and seniors who are on track for graduation may elect to attend an area Career Tech Center program while still attending high school. Some Career Tech Centers also offer programs to sophomores. Students are responsible for contacting their local program to determine program offerings, application deadlines, and admission requirements; these will vary from one Career Tech Center to another. To determine the Career Tech Center your student is eligible to attend, please contact your High School counselor, or visit the [OK Career Tech website](#) for more information.

Students must obtain and complete the appropriate forms from the technology center AND must meet with the academic counselor to be approved by ISOK to attend a Career Tech program.

- Students are limited to attending Career Tech half time and must be enrolled in at least 2 ISOK courses per block, unless otherwise approved by administration.
- Students must pass all ISOK courses to maintain approval to continue in Career Tech the following semester.
- Students must provide proof of their enrollment in a tech program within ten (10) days of the trimester. Failure to do so will result in cancellation of ISOK's approval to participate and the student will be enrolled in a full four (4) course load for the trimester with ISOK.

Grades and credits received from the Career Tech will be posted to the high school transcript. Grades will be averaged into the GPA. Students must be aware that if they are taking a Career Tech program or

course, the grade earned in the class will impact the student's high school GPA and class rank. Grades from Career Tech must be sent to the counselor immediately upon receiving the grades.

- Fall semester enrollment- grades must be sent to the student's counselor no later than the first Friday of January.
- Spring semester enrollment- grades must be sent to the student's counselor no later than the first Friday in June. Failure to meet deadlines will result in the student being enrolled in a full course load at ISOK for the next semester.

CONCURRENT ENROLLMENT

High school juniors and seniors may choose to participate in an early entry program in which they attend college courses for college credit while they are finishing their requirements for high school graduation. State law now requires all concurrent enrollment courses be entered on a student's high school transcript as either academic or elective credit. All concurrent courses will count in GPA and class rank. English Composition and college courses that are less than three (3) credit hours will be transcribed as 0.5 high school credit. All other college courses will be transcribed as 1.0 high school credit.

Concurrent College Enrollment Courses comparable to state-mandated core curriculum courses taken by concurrent enrollment may be counted toward meeting the minimum graduation requirements. For example, if a student takes a government course from a university, he/she may also count it as a year of high school government.

Concurrent students may not enroll in remedial (zero-level) coursework offered by colleges and universities designed to remove high school deficiencies.

Insight School of Oklahoma will use the following guidelines to comply with 70 O.S. § 628.13 for any student taking classes through concurrent enrollment from a college or university:

- Students must complete the Concurrent Enrollment Agreement form before enrolling in a college or university. This form outlines ISOK's requirements for concurrent enrollment including participation in a monthly online check-in meeting to ensure the student is still enrolled and continuing to complete concurrent coursework. This form must be returned to the counselor.
- Grades and credits received from the concurrent enrollment class will be posted to the high school transcript. Grades will be averaged into the GPA. Letter grades will be transcribed as follows: A=95, B=85, C=75, D=67, F=64. CLEP grades will be posted as a 92% (passing assigned by College Board). Students must be aware that if they are taking a college course, the grade earned in the class will impact the student's high school GPA and class rank. Furthermore, if a student does not pass a college course, he/she may not meet the high school requirements for graduation. Grades from concurrent courses must be sent to the counselor immediately upon receiving the grades.
 - Fall semester enrollment- grades must be sent to the student's counselor no later than the first Friday of January.
 - Spring semester enrollment- grades must be sent to the student's counselor no later than the first Friday in June.
 - Failure to meet deadlines will result in the student being enrolled in a full course load at the school for the next semester.

- Travel Hour is a time built in as a course to allow students to travel to the location and allow additional time to work on courses. Any student taking a concurrent course qualifies for a travel hour. Only one travel hour will occur per student. High school class schedules will be adjusted as follows to ensure the student is enroll full-time and ISOK and allow for travel time for the student to attend the concurrent class:
 - 1 concurrent class – the student must take 3 classes at ISOK
 - 2 concurrent classes – the student must take 2 class at ISOK
- Attendance and withdrawals of the concurrent enrollment class will be handled as follows:
 - Students reported as a “No Show” for a concurrent class will need to immediately report to their high school counselor to get the appropriate classes scheduled into their high school schedule.
 - Students that drop their concurrent enrollment class will need to immediately report to their high school counselor to get the appropriate classes scheduled into their high school schedule. If a student drops a class within the first ten (10) days of the semester, they will be enrolled in the appropriate number of courses at the high school for full credit. If the student drops the concurrent class after the first ten (10) days of the semester, they will be enrolled in the appropriate number of courses at ISOK for no credit. The principal has the discretion to consider exceptions to this rule.

OKLAHOMA COLLEGE AND UNIVERSITY CONCURRENT ENROLLMENT OPTION

Students may take college-level courses through Oklahoma colleges and universities. Check with your local college or institution to verify they offer concurrent enrollment for high school juniors and/or seniors. Students are responsible for additional costs, including but not limited to, books and fees, charged by colleges and universities for concurrent enrollment courses. For a detailed description of requirements, please visit the [OK College Start website](#).

Eligibility requirements:

- Student must be eligible for admission to the college or university under regular admission criteria.
- Student must meet the requirements listed here on the [OK College Start website](#)
- Student must contact their counselor to review qualifications and ensure appropriate college forms are completed correctly.
- Students must provide proof of their enrollment in a college program before the first 10 days of each semester.

Proof should be a schedule indicating the courses to be taken each semester. Failure to do so will result in cancellation of ISOK’s approval to participate and the student will be enrolled in a full four (4) course load for the trimester with ISOK. Additional verifications throughout the semester may also be required.

COLLEGE AND CAREER WORKSHOPS

K12 Virtual Schools LLC, College & Career Workshops is a national weekly series of educational and engaging online events designed to support all students in navigating their unique path to the future. Workshops will be hosted live by experts on college and career preparation as well as guest speakers who represent a wide array of exciting job industries. The purpose of these workshops is to connect

students to the information and resources they need to identify their interests and make informed decisions about life after high school: college, careers, and beyond.

OKLAHOMA'S PROMISE

Oklahoma's Promise is a program set up by the Oklahoma Legislature for 8th, 9th and 10th grade students that will help pay for their college and career technology education if their parents' income from taxed and untaxed sources is: \$60,000 or less with 1 or 2 dependent children, \$70,000 or less with 3 or 4 dependent children, or \$80,000 or less with 5 or more dependent children at the time the student applies to the program. Under current legislation, a student would not be eligible for the scholarship in any year that their family income exceeds \$100,000, which is checked annually.

If the student meets the program's requirements, Oklahoma's Promise will pay his/her tuition at an Oklahoma public two- year college or four-year university. It will also cover at least a portion of tuition at an Oklahoma accredited private college or university or for courses offered at public technology centers that qualify for credit from an Oklahoma public two-year college.

For more information regarding the program or to obtain an online application, visit the [Oklahoma State Department of Education](#), the [OK Promise](#) websites, or by phone at 1-800-858-1840 or (405)-225-9152 (in OKC area) or by email at okpromise@osrhe.edu.

You may also contact your high school counselor for further assistance.

CAREER BOOTCAMP

During each trimester, ISOK counselors will be hosting the Career Bootcamp. This program will educate students on aspects of career readiness, including job resumés, job applications, cleaning up social media, attending a job fair, participating in professional job interviews, and more. The Career Bootcamp will extend across a week and may replace regular instruction. Attendance is required for all students invited to these sessions.

OKLAHOMA WORK PERMIT

In accordance with Title 40 Section 79 of the Oklahoma Statutes, the issuing officer is the principal or equivalent administrative officer of the school. In accordance with Title 40 Section 79 of the Oklahoma Statutes, the issuing officer cannot issue a work permit to minors under 14 years. In accordance with Title 70 Section 10 of the Oklahoma Statutes, the issuing officer cannot issue a work permit to minors who do not meet the compulsory school attendance.

OTHER SERVICES

TUTORING

Students will have access to online tutoring from teachers during regularly scheduled class times or special one-on-one sessions via Engageli. During these sessions, teachers will divide students into small groups or provide one-on-one tutoring.

SOCIAL ENGAGEMENTS

Students will be invited to various virtual and in-person social engagement activities throughout the school year. These activities may or may not be academic in nature and are designed to allow students

and staff to build relationships and have fun. As a part of ISOK's Social Emotional Learning programs, these activities will help promote students' self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, as well as improve student attitudes and beliefs about self, others, and the school. The Social Engagement Activities will be offered many times throughout a semester/trimester. Activities could include lessons in baking, dancing, yoga, gaming, crafting, reading, singing, playing instruments, and more. All students are welcome.

EXTRACURRICULAR ACTIVITIES

Our extracurricular activities will focus on developing a strong sense of "community" among our students. We offer student council, and a variety of clubs where Insight School of Oklahoma students will be able to connect with students around the world in robust online extracurricular programs via K12 Virtual Schools LLC, International Clubs.

ISOK does not provide transportation for any school-related activities. For in-person meetings, staff members will follow ISOK safety procedures and public-school meeting policies.

STUDENT LED GROUPS

Students may organize non-curricular groups during non-instructional time. Groups may have a sponsor and will be assigned a staff member to attend meetings for the safety of the students. Students are still expected to follow school expectations of respect during student-led groups. To request use of Class Connect for a student-led group, email the Executive Director, Jennifer Pace at jpace@k12.com.

See [Appendix C: Student-Led Noncurricular Groups](#)

VISION SCREENING

Your student's vision is extremely important to us! Students may have opportunities to have their vision screened for FREE made possible by Vizavance. Vizavance, formerly known as Prevent Blindness Oklahoma, is the only nonprofit entity in Oklahoma whose primary goal is to advance children's education through better vision. By offering free vision screenings to Oklahoma's school children, Vizavance helps identify vision issues that, if never identified, could seriously hamper a child's ability to succeed academically. For more information visit the [Vizavance website](#). ISOK arranges for Vizavance to provide vision screenings at one of our outings each year.

OPTIMIZING THE IS EXPERIENCE

GETTING STARTED WITH SCHOOL AT INSIGHT SCHOOL OF OKLAHOMA

Student and parent usernames and passwords are unique and must not be shared with anyone. Each will have separate usernames and passwords, one for the learning coach and one for the student.

Attending an orientation session is a key to success with the high school program. Teachers offer live orientations during the first week of school. You will be notified of these orientations via email. Should you miss any of the live course orientations, you will be able to access a recorded version located in the Class Connect section of each course. If you have trouble locating the recording, please contact your teacher. You should attend or view the course orientations before getting started in each course. Students should log in daily to all their courses and complete the assignments listed on the course's calendar. It is recommended that students study at least one-two hours, per course, per day.

STUDENT ACTIONS TO ENSURE SUCCESS

- Follow the daily assignments in the plan section of each course.
- On the first day of school, make sure you can access all your courses and send/receive email
- Contact your Success/Graduation Coach to make sure you're all set up and to schedule any necessary meetings.
- Log into the platform and participate in all required synchronous courses; all assigned interventions (such as small group meetings); and logging into a course and completing the assignments. Students that do not meet attendance requirements for 15 consecutive days will be found truant or withdrawn.
- Organize yourself each week by determining what you need to complete for each course and setting up a plan to complete the assignments by their deadlines. Use the course tools (school news, course plan, grade book) to help set up your personal plan.
- Check your course schedule to make sure that you have been included in all Class Connect sessions. Contact your teacher if your name does not appear.
- Log into your email daily to read and respond to emails from your teachers and other school staff.
- Attend LCSs, Study Hall, and Small Group Session to ask questions, discuss course topics, and reinforce online learning.
- Communicate regularly with your teachers, Student Support staff, and Counselor. Ask questions often!
- Work with your learning coach/parent at home- having a cheerleader or a support system at home helps when the going gets tough!

CREATING A CALENDAR

Insight School of Oklahoma has provided a suggested calendar based on the course syllabus. The calendars are specific to each course and cannot be adjusted to individual pace. To stay on track, students are advised to check the Class Plan provided for each class and the course announcements daily. The highlights of the coming week are found on the student's class home page.

TIME MANAGEMENT

In an online course, time management is critical to success because most activities can be accomplished asynchronously (this means that the students do not have to be online at the same time as the instructor or other students). As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. If your student struggles with time management, then he or she should contact his or her guidance counselor for assistance.

A proven way to manage time is to create a schedule of daily activities and stick to it. By incorporating time management techniques, students can be involved in extracurricular activities and still perform well in school.

PARENT SECTION

PARENTAL INVOLVEMENT

Direct parental involvement is fundamental to the success of ISOK. The most fundamental role Learning Coaches will play will be the daily support of their child's learning and to help continuously evaluate

ISOK's operation, governance, and instructional program. Learning Coaches will be asked to support school wide initiatives and be committed to supporting the school's goal for every student to reach their full academic potential. The school will offer support through the Stride Learning Coach hub. At ISOK, Learning Coaches can help guide students through their daily coursework using the K12 Virtual Schools LLC suite of course offerings and the platform. Learning Coaches will be expected to partner with teachers as needed via phone, email, text, and synchronous sessions using Engageli to ensure students are on track and in line with the expectations set by the school. ISOK Learning Coaches will be expected to be proactive, to contact teachers, specialists, and other school staff to solve problems, to give feedback, or pass on ideas and insights to the school community.

In addition:

- Learning Coaches and/or Parent/Legal Guardians are encouraged to attend Board and other ISOK meetings and to participate in ad-hoc committees appointed to address specific issues.
- ISOK MS will organize a Parent Advisory Council. The Parent Advisory Council is parent-driven and is recognized as the official voice of school parents. The group serves as a direct communication link between ISOK families and the school and is a resource for parents, both as a source of conveying school information to families as well as relaying parental suggestions to the school administration. This group will meet online and in person at various times throughout the school year.
- ISOK HS Admin offers multiple Office Hours sessions throughout each month for questions, support, and other needs or issues that may arise.
- Teachers will initiate regular conferences and conversations with parents about their child's progress, parents' needs, and concerns about the school's operation. Learning Coaches are free to contact teachers, specialists, and other school staff to solve problems, give feedback, or pass on ideas and insights to the school community.
- Learning Coaches and/or Parent/Legal Guardians will help us to continuously evaluate the operation and governance of the school both online and offline. ISOK will survey Learning Coaches online annually to determine their satisfaction with their overall experience. Criteria of the survey will include the curriculum, instruction, the Platform, administration, support, quality and delivery of materials, working with the lessons, student progress, student attitude towards learning, communication, and interaction with other Insight School of Oklahoma students and parents. Learning Coaches may supply critiques and/or endorsements regarding their experience at ISOK.

Throughout the school year, the principal, other administrators, and teachers will account for contributions that parents and community members have made to the operations and governance of the school and communicate this to the Board and the school community through the school website, in print reports, and in meetings. New opportunities for parents and community members to contribute will always be considered.

The purpose of the Parent and Family Engagement Plan is to share how ISOK works with learning coaches to help all the students in the school meet high academic standards. It outlines the parent rights and responsibilities, Title I information, important parent meetings, method of communication, how to receive student academic expectations and learning goals, resources available, and how to provide

feedback and become more involved in our school. The Parent and Family Engagement Plan is jointly revised annually by the ISOK Title I Committee, Learning Coaches, and the Student Support Team.

PARENT/GUARDIAN ACTIONS TO HELP ENSURE STUDENT SUCCESS

- Families are expected to maintain communication with the school and teachers on a regular basis. Email and phone calls are the primary means of communication with our teachers and school. Learning Coaches must check the platform and email daily.
- Phone conferences and/or live online meetings will be initiated by the teacher as needed, and all parties will be expected to have access to all curriculum materials and a computer for these conferences.
- Attend an orientation session for a general overview of the Platform program. These dates and times will be communicated via k-mail.
- Log into the platform with your child so that you can learn the systems together.
- Help your students organize and prepare for this virtual setting. Arrange a designated area where the student has space to work. Help your student create a personal calendar each week to ensure that he or she has a plan to complete those weekly assignments. Monitor the student's organization plan each week until your student has his or her routine in working order and is experiencing academic success.
- Log into both the Learning Coach and Student Account Daily to read/check emails.
- Take advantage of parent training, meetings, and informative sessions.
- A working phone number, email address, and current physical, mailing and shipping addresses must be provided throughout the school year. Families are required to notify all teachers and/or school administration of any changes in contact information as they occur.

PARENTAL BILL OF RIGHTS

ISOK has adopted the Parental Bill of Rights Policy. The purpose of this policy is to provide guidance that instructs that parents have broad and inalienable rights concerning their minor children and that these rights are reserved to parents without obstruction or interference by the school. The school shall not infringe on the fundamental right of parents to direct the upbringing, education, health care, and mental health of their children without demonstrating that the compelling governmental interest as applied to the child involved is of the highest order, is narrowly tailored and is not otherwise served by a less restrictive means. Parents' rights include the right to direct the education of their minor children, to object to public schools imposing unwanted instruction on questions of sex, morality, or religion; and additional rights applicable to minor children within the limits of the school. This policy seeks to implement and protect the rights of Oklahoma's parents concerning the education of their children.

Parent consent will be obtained prior to editing demographic and/or health information about their minor child(ren) in accordance with the Parental Bill of Rights Policy.

TEXT MESSAGES

A family may opt out of text messaging by replying STOP to any message. Contact your teacher for assistance with opting out of text messaging. All numbers are defaulted as accepting text messages unless you complete the opt-out form.

PHOTOGRAPHY RELEASE PROCEDURE

Before students or families' photographs/videos are used, families will be asked to complete the Photograph Testimonial and Interview Release form. This form is located on the ISOK website. ISOK staff may also share forms with families through other means such as email, text, or [survey link](#).

LIABILITY RELEASE

Any student who wishes to participate in school sponsored activities will be required to have a Liability Release on file for each event/outing. Liability Release forms can be found on the [school website](#).

STUDENT DATA ACCESS AND USE POLICY

ISOK follows applicable state and federal laws related to student privacy in the collection of student data. ISOK will collect the following student data. All student data will be collected and maintained in the student's cumulative record:

- Student Name
- Birth Certificate US or Country of Origin/student's age, per state guidelines
- Proof of Residence, per state guidelines
- Immunization record, per state guidelines
- Free and Reduced Lunch Status, per state guidelines
- School behavior record, including suspension and expulsion records (as appropriate)
- Special education program information (as appropriate), including:
 - an individualized education program;
 - a Section 504 accommodation plan; or
 - an English learner plan

ISOK will collect the following optional data, based on individual student need:

- School Transcripts
- Promotion, Grade Placement, and Retention History
- Attendance history
- High School course credit history
- Report Cards
- Academic testing results such as OCCT, ACT, Dibels, and interim assessments
- Court Documents signed or stamped by the Judge, Magistrate, or deputy clerk
- Court Orders
- Proof of legal guardianship, per state guidelines
- Department of Child Services Documentation
- English Language Learning needs
- Medical and social developmental history, as necessary to ensure educational access and programming
- Evaluation reports, such as cognitive and achievement data, as necessary to ensure educational access and programming
- Vision and Hearing Screenings

Individual student data are managed by ISOK in accordance with state and federal laws. The Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. §1232g, and its implementing regulations

found at 34 CFR Part 99, the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §1417(c), and Oklahoma statutes, regulations and policies govern the confidentiality of, and access to, students' educational records. This policy statement contains information about the procedures that will be used to ensure the confidentiality of student information and data maintained by ISOK. This policy does not expand or in any way change the allowable uses by staff of these data or the availability of student data to any other educator or member of the public. The student data collected in SIMS is intended to support better decision-making and policies for improving the performance of students and schools. ISOK intends that SIMS will ultimately reduce the reporting burden, help to facilitate the entry of students into ISOK or transfer to a new school and ensure that timely, high quality data are available to authorized users.

See [Student Data Access and Use Policy](#)

COMPLAINT PROCESS

ISOK staff are committed to a positive, collaborative environment. As problems arise, please follow these procedures for assistance in resolving the concern:

1. All concerns and issues should first be directed to the student's teacher. (Phone appointments may be set up.) If a teacher cannot resolve the issue (e.g., materials and computer issues) he/she directs the parent/Learning Coach to the appropriate contact for assistance. The teacher follows up with the family until the problem is solved.
2. If the concern is not resolved at this level, parents or Learning Coaches are advised to contact the lead teacher, through email. If you still have questions or concerns, contact the principal through email. A staff directory with extensions is available on the school website.
3. If the concern is still not resolved, address in writing any concern or grievance to the Executive Director, Jennifer Pace jepace@insightok.org. The Executive Director will respond within 10 working days.
4. If the concern or grievance is not resolved by the Executive Director, parents may, within ten working days of the Executive Director's response, request in writing a meeting (via phone or in person) with the Executive Director to discuss the concern or grievance. The Executive Director investigates and responds within ten working days.
5. If the family's concern is not resolved at the meeting with the Executive Director, the family may file a complaint with the ISOK governing board.

CONCERNS

ISOK staff recognizes that life and school do not always run smoothly. As problems arise, school personnel and Learning Coaches must collaborate to solve them. Staff also realize that parents, Learning Coaches, and students do not always know what to do or where to seek out answers and often give up or become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

All concerns and issues should first be directed to your Student Success Champion (HS) or Advisory teacher (MS). If the Student Success Champion/Advisory teacher cannot resolve the issue (e.g., materials and computer issues), he/she directs the Parent/Learning Coach to the appropriate contact for assistance. The Homeroom Teacher/Advisory teacher follows up with the family until the problem is solved.

If the concern is not resolved at this level, parents or Learning Coaches are advised to contact the Lead teacher or principal, through email. If you still have questions or concerns, contact the principal through email. A list of staff names and extensions is located on the [school website](#).

LIBRARY AND MEDIA RESOURCES SELECTION AND USE POLICY

Authority for library media and video resources ("library") is delegated by the Board to the Executive Director. The Executive Director may designate another staff member to serve in said position(s). Library selection committees, working under the leadership of the Executive Director, are formed each year to review materials and make recommendations for purchases for the School's library. The Board does not intend its library to constitute "open forums" or "limited forums."

The Board has determined that the selection process for library media and video resources will be based on the following objectives:

- To provide materials which support the curriculum and learning
- To provide equitable access to a variety of information materials, taking into consideration individual needs, interests, abilities, diverse socioeconomic backgrounds, variance in language, and maturity levels of the students served
- To provide materials which reflect all sides of issues, beliefs, and ideas for the purpose of guiding students in becoming critical thinkers who can understand varying perspectives
- To develop a collection of popular print/non-print materials of high interest that attracts students to reading for recreation and personal interest as well as learning.

Selection emphasis is placed on providing a wide range of fiction and nonfiction materials that promote a life-long love of reading, support the School's curriculum, and contribute to the professional goals of the School and its faculty. Materials are selected to reflect cultures, beliefs, and viewpoints of our diverse community. The Board hereby directs that the following criteria are considered in the selection process:

- Relevance to the local curriculum, state, and national standards
- Literary merit including quality of writing and/or illustrations
- Authority and accuracy of content
- Social significance and representation of diversity
- Timeliness
- Reading level
- Popular appeal
- Format
- Reputation and standards of the publisher or producer
- Representation of differing viewpoints
- Cost

The Executive Director, in consultation with the Library Selection Committee, will select and order materials based on a number of factors including curriculum needs, staff requests, and the state of the current library collection. These factors further include:

- Special consideration will be given to award-winning titles.

- Materials sometimes considered controversial will be included after careful consideration following standard selection criteria, such as:

Religion: Factual unbiased materials representing all major religions may be included. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in standard indexes.

Ideologies: Factual information about ideologies or philosophies of current or continuing interest may be included.

Science: Medical and scientific knowledge suitable for the developmental stage of the students should be made available.

Fantasy: Both modern fantastic fiction and traditional fantasy, and folklore are part of our culture's rich storytelling tradition and will be evaluated and may be included in collections using the same criteria as other forms.

- Textbooks will not be included in the general collection.
- Professional materials may be housed within the library's professional collection.
- Lost materials will be replaced at the discretion of the Executive Director.

Selection Tools

The following tools may be used in the selection of library materials:

- Standard review sources such as Booklist, Horn Book, School Library Journal, Publishers Weekly, The Digest of Software Reviews: Education, and AFVA Evaluations.
- Suggestions from patrons including staff and students
- Professional and trade journals
- Lists of recommended titles
- Publishers' preview copies, catalogs, and promotional materials

Review Procedures

The School will periodically, but no less often than every three years, review the educational suitability and age-appropriate nature of any material available to students in its library. This periodic review will be conducted by the School whether there has been a complaint or question concerning the contents of the library. A review may also be triggered by a parent/guardian, a student, a School official, or any other School stakeholder. The review will utilize the objectives, criteria, and factors set forth in this policy in examining the appropriateness of the library materials available to students. The School may remove certain library materials or restrict access to certain library materials based upon such a review.

Any person retains the right to file a complaint pursuant to Oklahoma Statute Title 70, §24-157 and Oklahoma Administrative Code 210: 10-1-23(g). Please note the process described above is not applicable to complaints regarding Oklahoma Statute Title 70 §24-157 or Oklahoma Administrative Code 210:10-1-23. Any individual who has witnessed or experienced the violation of Oklahoma Statute Title 70, §24-157 or Oklahoma Administrative Code 210:10-1-23 and wishes to file a complaint with the School must do so by contacting the Executive Director.

See [Student Policies 3370](#)

See [Citizen's Request for Re-evaluation of School Library Materials](#)

CRISIS/EMERGENCY PROCEDURES

From time to time, families may experience technical difficulties or other crises to prevent schooling. Families may lose Internet access due to a storm, power outage or other life emergency.

If families are experiencing difficulties, please email your Advisory Teacher (Middle School) or Homeroom Teacher (High School) or call the ISOK Office at 405.835.2133 to make the school aware. If applicable, families may school using offline materials. Contact Advisory or Homeroom Teacher when issues have been resolved. Teachers will partner with families with attendance and schoolwork expectations during this time.

In the case of a school- wide crisis or emergency, ISOK will communicate information through the following options: Email, phone/auto-dialer, website, social media, platform announcements. Messages will include how to proceed if platforms are down and how instructional activities will continue during an outage. During state testing, each testing location will have emergency procedures and communication in place. Information is shared during testing communications.

Following the passage of the Riley Boatwright Act, ISOK will follow emergency plans for athletic events or events held onsite the same as they do for tornadoes, fires, or intruders.

See [ISOK Crisis Plan](#)

SELF-ADMINISTRATION OF PRESCRIBED ASTHMATIC, DIABETIC, OR ANAPHYLAXIS MEDICATION

Insight School of Oklahoma shall permit the self-administration of inhaled asthma medication by a student for treatment of asthma, the self-administration of anaphylaxis medication by a student for treatment of anaphylaxis and the self-administration of replacement pancreatic enzymes by a student for treatment of cystic fibrosis at all in person, school sponsored events, including but not limited to state testing, outings, prom and graduation, when deemed necessary by a licensed physician. The parent or legal guardian is responsible for submitting the Medication Authorization Form to the school and supplying an emergency supply of the medication. A student may self-administer prescribed medication if the self-carry/self-administration section on the Medication Authorization Form has been completed by a parent/guardian and the physician. Students with an approved Medication Authorization Form on file shall be permitted to possess and use a prescribed inhaler, replacement pancreatic enzyme or anaphylaxis medication including, but not limited to, an Epinephrine injector at all times. The Medication Authorization Form will be valid for the current school year.

- [Medication Authorization Form](#)

Staff Emergency Procedures for Injury or Illness for In-person Events

1. Remain calm and assess the situation. Be sure the situation is safe for you to approach. The following dangers will require caution: live electrical wires, gas leaks, building damage, fire or smoke, traffic, or violence.
2. A responsible adult should stay at the scene and give help until the person designated to handle emergencies arrives.
3. Send word to the person designated to handle emergencies. This person will take charge of the emergency and render any further first aid needed.

4. Do **NOT** give medications unless there has been prior approval by the student's parent or legal guardian and doctor according to local school board policy.
5. Do **NOT** move a severely injured or ill student unless absolutely necessary for immediate safety. If moving is necessary, follow guidelines in NECK AND BACK PAIN section.
6. The responsible school authority or a designated employee should notify the parent/legal guardian of the emergency as soon as possible to determine the appropriate course of action.
7. If the parent/legal guardian cannot be reached, notify an emergency contact or the parent/legal guardian substitute and call either the physician or the designated hospital on the Emergency Medical Authorization form, so they will know to expect the ill or injured student. Arrange for transportation of the student by Emergency Medical Services (EMS), if necessary.
8. A responsible individual should stay with the injured student.
9. Fill out a report for all injuries requiring above procedures as required by local school policy.

ISOK Visitor Procedure:

ISOK is a virtual school committed to student safety. This policy applies for in person visitors as well as joining virtual classrooms.

Visitors may include but not limited to: prospective students and their families, alumni, parents, community members, sponsors, media, etc.

In Person Events:

- The office's main entrance will serve as the single point of entry for all visitors.
- Visitors must report immediately to the receptionist to sign in and wear a visitor badge at all times while on campus.
- During school functions (across the state), all students and parents/family are asked to sign in with the designated staff member at all event locations.
- School employees who are expecting a visitor must notify office staff ahead of the visit.
- Visitors must be accompanied by authorized personnel and must adhere to all institutional policies, and facility rules
- Any unauthorized person on school office property will be reported to the Principal or Executive Director. Unauthorized or disorderly persons will be asked to leave and must do so immediately. Refusal to leave will result in police intervention.
- ISOK will maintain a log of all visitors, including the purpose of their visit and areas accessed. Records of recruiting visits, including expense reports and itineraries are kept for needed compliance

Virtual Classroom Visitors:

Any visitor joining virtually must be approved by ISOK administration and complete FERPA review. Virtual Documentation is kept, and visitors must always be with ISOK staff. Visitors must have a working camera and microphone to visit ISOK classrooms.

Enforcement and Consequences

- Visitors found in violation of the policy may be asked to leave campus/in-person event and may be prohibited from future visits.
- Staff members responsible for allowing non-compliant activities will face disciplinary action.

FEDERAL PROGRAMS COMPLAINTS

Complaints regarding Federal Programs covered under the reauthorized Elementary and Secondary Education Act (ESEA) at Insight School of Oklahoma may make the complaint known to the Executive Director or with the General Counsel of the State Department of Education. Within thirty (30) days of receipt of the complaint, Insight School of Oklahoma will conduct an investigation into the allegation and resolve the complaint. The investigation shall include opportunities for the complainant or the complainant's representative to present evidence and question witnesses.

TITLE IX PROCEDURE

Title IX protects students from all forms of sex discrimination, including discrimination based on sexual orientation, gender identity, parental status, or marital status.

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

Grievance Procedure

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

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

Response to a Formal Complaint

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

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

Privacy Protections

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

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

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

The grievance procedures will be as follows:

1. It is the express policy of Insight School of Oklahoma to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Once the school has "actual knowledge" of sexual harassment, or allegations of sexual harassment, the school will respond within 24 hours. "Actual knowledge" means notice, or allegations received by Title IX coordinator, school officials with authority to institute corrective measures on behalf of the school, or any school employee. The school must treat a person as a complainant any time the school has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint. Further, it should be noted that there is no time limit or statute of limitations on a complainant's decision to file a formal complaint.
2. When the complaint is filed, the grievant shall be given a copy of these grievance procedures and a description of the school's supportive measures. A formal complaint form for such a purpose can be found on our website and will also be provided to the grievant upon notification of such complaint. It is the responsibility of the Title IX Coordinator, or his/her designee, to explain these procedures and measures and answer any questions anyone has. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with Insight School of Oklahoma's policy on the Reports of Suspected Child Abuse or Neglect of Children.
3. The Title IX Coordinator, or his/her designee, shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator, or his/her designee, shall have the complete cooperation of all persons during the investigation.

4. The Title IX Coordinator will provide written notice to the parties identified in the complaint. The written notice will include, the allegations and facts that may constitute sexual harassment, the presumption of that the accused did not engage in prohibited conduct, notice that parties are entitled to an advisor of their choice, parties can request to inspect and review certain evidence, a copy of the code of conduct, false statements (if any), the opportunity to engage in informal resolution, the right to appeal, the range of possible remedies and disciplinary sanctions following determination of responsibility, and which standard of evidence will be used to reach a determination. During the investigation, Insight School of Oklahoma will not restrict the rights of either party to discuss the allegations under investigation or to gather and present relevant evidence. Insight School of Oklahoma can choose to offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent to attempt informal resolution. As such, the school may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. The school will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
5. The Title IX Coordinator, or his/her designee, shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on by the school discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation. The investigator will objectively evaluate all relevant evidence regardless of whom it favors or disfavors. Where facts conflict, credibility determinations can be made. However, credibility determinations will not be based on a person's status as a complainant, respondent, or witness. Following the evaluation, the investigator will prepare an investigative report and will share the report with all parties before a determination regarding responsibility is reached.
6. Prior to sharing the investigation report, the Title IX Coordinator must provide all parties with a copy of the evidence used to form the basis of the report and allow all parties ten (10) days (about 1 and a half weeks) to submit a written response. All written responses received will be objectively reviewed and considered by the school investigator before issuing the report. Further, the Title IX Coordinator must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
7. Finally, the school's identified decision-maker, not the Title IX Coordinator or investigator, will make a determination and provide written determination of responsibility to both parties simultaneously. The written determination will include:
 - Identification of the allegations potentially constituting sexual harassment as defined in §106.30; 2027
 - A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews

- with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - Findings of fact supporting the determination;
 - Conclusions regarding the application of the recipient's code of conduct to the facts;
 - A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
 - The recipient's procedures and permissible bases for the complainant and respondent to appeal.
8. If after an investigation, the decision maker determines that there is reasonable cause to believe that sex discrimination or sexual harassment in violation of the school's policy has occurred, Insight School of Oklahoma shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for support services that are individualized, non-disciplinary, non-punitive, protect the safety of all parties and educational environment, deter harassment, and are not unreasonably burdensome. Such services may include no contact orders, academic accommodations, health and mental health services, disability services, confidential counseling, or training where appropriate.
- Title IX Coordinator: Beth Johnson, bjohnson@insightok.org , 405-835-2133 ext. 1019; 1117 S Douglas Blvd Suite E, Midwest City, OK 73130
 - [Title IX Complaint Form](#)

Dismissal

If the allegations in a formal complaint do not meet the definition of sexual harassment or did not occur in the school's education program or activity against a person in the United States, the school must dismiss such allegations for purposes of Title IX but may still address the allegations in any manner the school deems appropriate under the school's own code of conduct.

Insight School of Oklahoma, at their discretion, may dismiss a formal complaint or allegations if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination. Insight School of Oklahoma must give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.

Determination

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

- Preponderance of evidence – a majority of the evidence proves a fact. Mathematically, it would be more than 50% of the evidence.

- Clear and convincing evidence – a heightened standard which requires more than a preponderance of evidence to prove a fact. One definition of clear and convincing evidence is evidence that is highly and substantially more probable than not.

Insight School of Oklahoma will apply the following “standard of evidence” – preponderance of evidence. The same standard of evidence for formal complaints will be applied for formal complaints against all parties, including students, employees, and teachers. All determinations will be rendered within 45 school days from the formal grievance filing.

Disciplinary Sanctions and Remedies

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

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

Appeal Process

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

1. procedural irregularity that affected the outcome;
2. new evidence that was not reasonably available when the determination of responsibility was made that could affect the outcome; or
3. the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome Upon receipt of a written appeal request with evidence of one or more of the above conditions, the Title IX Coordinator will
 - Notify the parties in writing and implement appeal procedures equally,
 - Provide both parties the equal opportunity to submit a written statement of support or disagreement to the appeal,
 - Identify a new and impartial decision-maker to review the original and newly submitted evidence, and
 - After reviewing the new written statements, the new decision-maker will issue a decision to the parties simultaneously within 20 school days.

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

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

Record Retention

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

Retaliation

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

Dissemination of Information

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

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHREA) ANNUAL NOTIFICATION

In compliance with the Asbestos Hazard Emergency Response Act (AHREA), this is annual notification that the School's Asbestos Plan may be obtained by contacting the school office at 405.835.2133. Currently, no asbestos-related actions have been taken or planned in the school.

RIGHT TO UPDATE

ISOK maintains the right to update parts of this handbook at any time. Updated sections will be posted on the ISOK website. All updated forms from the appendixes can be found on the websites the documents are linked to.

To review all Board Policies referenced in this handbook, please visit the ISOK Website.

GLOSSARY

Asynchronous: Instruction that does not require students and teachers to be in a common place at the same time. Discussion boards are an example of an asynchronous type of instruction.

Class Connects (CC): The online synchronous meeting in the Platform where live class instruction, reviews, and tutoring take place for each course.

Counselor: The students' contact for academic needs and graduation requirements. The Counselor watches and tracks credits and helps with plans after high school.

K12 Virtual Schools LLC: Insight School of Oklahoma's primary curriculum provider.

Live Class Session (LCS): Instruction that requires students and teachers to be in a common location at the same time. Engageli sessions are examples of synchronous interaction.

New Online High School: an integrated learning platform which is used for parent and student access to online curriculum, courses, and advisory content

OLS: Online Learning System. Where Class Connect sessions are listed and K12 Virtual Schools LLC announcements are located.

Learning Coach (LC): A responsible adult who assists students and monitors their progress.

Office Hours (OH): A regular time set by teachers each week during which they are available to answer questions or assist students.

Synchronous: Instruction that requires students and teachers to be in a common location at the same time. Engageli sessions are examples of synchronous interaction.

Appendix A: [Forms](#)

FORMS

OKLAHOMA STATE DEPARTMENT OF EDUCATION FORMS

OSDE College Preparatory/ Work Ready Curriculum

- [Parental Curriculum Choice Letter \[PDF\]](#)□
- [Four Units of Mathematics between Grade 9 and Grade 12 Requirement \[PDF\]](#)□
- [Graduation Requirements - Graduation Class of 2023 \[PDF\]](#)
- [Graduation Requirements - Graduation Class of 2026](#)
- [Graduation Requirements - Graduation Class of 2027](#)
- [Graduation Requirements - Graduation Class of 2028](#)
- [Graduation Requirements - Graduation Class of 2029](#)
- [Graduation Requirements - Graduation Class of 2030 and Beyond](#)

For other graduating classes, see [OSDE High School Graduation Checklists \[PDF\]](#)

INSIGHT SCHOOL OF OKLAHOMA FORMS

1. [Bullying Harassment Incident Report Form \[PDF\]](#)
2. [Home Language Survey \[PDF\]](#)
3. [Medication Authorization Form \[PDF\]](#)
4. [Student Data Non-Disclosure Agreement \[PDF\]](#)
5. [Title IX Complaint Form \[PDF\]](#)
6. [Liability Release Agreement \[PDF\]](#)
7. [Re-Evaluation Request Form \[PDF\]](#)
8. [Photo Release Form](#)
9. [Intent to Homeschool](#)