



LOGOS PUBLIC CHARTER SCHOOL

Parent / Student Handbook
2011 - 2012



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CONTACT INFORMATION

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Telephone 541-842-3658
Website www.logoscharter.com
E-mail admin@logoscharter.com
Office Hours Monday – Friday, 8:00 AM to 4:00 PM; closed on school holidays

Staff

Secretary	Mary Lawson	m.lawson@logoscharter.com
Business Manager	David Blausner	d.blausner@logoscharter.com
Dean of Students	Frank Matz	f.matz@logoscharter.com
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School Administrator	Joe VonDoloski	j.vondo@logoscharter.com

Board Members

President	John VonDoloski	Vice President	James Spence
Secretary	Sheryl Zimmerer	Treasurer	David Blausner
Board Member	Patrick Havens	Parent Liaison	Patty Fincher

WELCOME TO LOGOS PUBLIC CHARTER SCHOOL

We are thrilled to join you on your journey to provide an education for your child that will be extraordinary! Here at Logos Public Charter School (LPCS) we are committed to excellence. Our school's reputation and success rest on "doing the ordinary things extraordinarily well." We seek to provide each student an education personalized to his abilities. This is unlike most educational programs, and we believe an excellent option for any learner. We, of course, treasure your cooperation and understanding if this year is to provide a productive and satisfying experience for your child.

Our school has a highly qualified and dedicated staff. These educators welcome your input and view education as a partnership between home and school. Our students are committed to the idea that the privilege of coming to LPCS carries with it the obligation to do the best they can. If there is anything we can do to assist you or your child, please feel free to call. Our goal remains to personalize learning by maximizing parent, community, and academic resources for excellence in education.

Thank you for all of your hard work, dedication, and service to your students and the future welfare of our nation.

Sincerely,

Joseph D. VonDoloski
Administrator

MISSION STATEMENT

The mission of LPCS is to offer a performance and standards-based, personalized learning program in Oregon supported by the principles of multiple intelligences, service-learning and vocational readiness to students in grades K-12. LPCS will provide academic excellence through an individualized education and promote a partnership between families, the community and public education.

VISION STATEMENT

"Personalized learning that maximizes parent, community, and academic resources for excellence in education!"

CORE VALUES

Learning that is *personalized*

Options that are *utilized*

Goals that are *realized*

Organization that is *recognized*

Support that is *maximized*

PROGRAM DESCRIPTION

Charter School Information

A charter school in Oregon is a public school operated by a group of parents, teachers and/or community members as a semi-autonomous school of choice within a school district. It is given the authority to operate under a contract or "charter" between the members of the charter school community and the local board of education (sponsor). Under Oregon law, a charter school is a separate legal entity operating under a binding agreement with a sponsor. A public charter school is subject to certain laws pertaining to school district public schools, is released from others and must operate consistent with the charter agreement.

Logos Public Charter School Program

Logos Public Charter School (LPCS), sponsored by the Medford School District, incorporates the concepts of personalized learning, collegial relationships with parents, education in a “classroom without walls”, and strong business partnerships. We are a quality school of choice for any student who would benefit from an individualized education with targeted outreach to students who are currently being home schooled and at-risk youth. The vision statement for our unique school is “Creating a love for learning that produces life-long learners!” Using the principles of multiple intelligences, each student has a Personalized Learning Plan, ensuring that curriculum, instruction and assessment will be individualized. Personalized educational options include: traditional classroom instruction, independent study, small group instruction, home school, parent/community partnership-based learning, service learning, project-based instruction, multimedia, internships, televised courses, apprenticeships, and college campus courses.

LPCS’s personalized educational program supports its students by offering educational resources, including an assigned Educational Specialist (ES), a licensed or registered teacher, who will meet with each student individually, and access to a team of Lead Instructors and tutors. The staff receives extensive training, including, but not limited to personalized learning, teaching styles, assessment techniques, higher level questioning, service-learning, the National Technology Standards, multiple intelligences and the principles of project-based learning. Parental partnership is a cornerstone of LPCS’s educational program.

Master Agreement including the Acknowledgment of Responsibilities

The Master Agreement (MA) is a legal document delineating specific courses each student will pursue for one year. The MA is reviewed, completed and signed by all parties. The signing of the MA represents a contract between the school, parent/guardian and student. Any subsequent documents should be signed by the parent/guardian who signed the original MA. **See APPENDIX A.**

Helpful Hints for Getting Started

1. Read and familiarize yourself with the LPCS Parent / Student Handbook.
2. Read the monthly newsletter and browse the LPCS website (<http://www.logoscharter.com>).
3. Write down scheduled appointments in a personal calendar and have an up-to-date family calendar to help keep everyone organized.
4. Be organized! This is a modeled behavior that your student will learn to copy.
5. Have school materials organized by developing a filing system. Use a file box with subject dividers or a three-ring binder with subject dividers. These are very effective for keeping work organized. When work is completed, put it together with the weekly lesson plan to be turned into your ES.
6. Establish reasonable daily and long-term goals and objectives for your student. Growth and development rates vary from child to child. Avoid comparisons. Be positive and encouraging.
7. Be consistent! Consistency in your daily schedule is a major factor for success and is perhaps the number one factor in being able to do the ordinary extraordinarily well.
8. **READ, READ, READ!**
9. Make sure your student keeps consistent sleeping and eating habits to maximize optimum learning.
10. Stress the significance of getting and maintaining a good education. Look for opportunities to connect school to everyday life.

10 Ways to Make the Most of Your Weekly Meeting:

1. Plan on spending 10 - 30 minutes communicating with your ES each week. Address concerns and ask questions.
2. Work with your ES to develop a system to store all work for the current Learning Period in the same place (hanging files for each subject, lesson plan books documenting work completed, binders, etc.).
3. Allow your student to take OWNERSHIP of his own education. (Let him explain why his work isn't done.)
4. Please respect the valuable time of your ES and communicate in advance if you are going to be late or unavailable to meet.
5. Communicate with your ES as to what level your involvement in your weekly meeting is. (Some need more, and others need less.)
6. Create a learning environment within your house that is quiet and has room for school work to be done. There should be desks, school supplies etc. on hand and minimal distractions.
7. Bring ALL curriculum materials to your meeting EVERY time!
8. Please grade your student's daily work on a regular basis. Fill out all paperwork (activity logs, etc.) prior to meeting.
9. Have something for your student to work on while you are meeting with the ES. If you have more than one child, make sure there is an established rotation so your ES knows who to work with.
10. Review e-mails, calendars, and notes from your ES along with your student's work before your ES meetings and follow through with what you had agreed to do.

These are only suggestions. Please remember to evaluate, talk, and plan with your ES on an ongoing basis about how you could better utilize your meetings.

CURRICULUM

Curriculum Director, April Sanders, a.sanders@logoscharter.com

Choosing Curriculum

Parents and the ES work together to choose curriculum and learning materials that best meet the student's needs. Curriculum that meets Oregon state standards (view these on LPCS website) and is non-sectarian is required for all core classes. Supplemental materials may also be purchased only after core curriculum needs have been met. All non-consumable materials must be returned as courses are completed or at the end of the school year. Refer to the LPCS Curriculum Catalog available on our website for additional information and policies on ordering, educational units, return policy and more.

Using a Logos Laptop Computer

Laptop computers are available to lease for the school year from LPCS. Contact your ES for more information. Parents are required to sign the "Technology – Equipment Check Out Form, Terms and Conditions for Use" form. See Appendix B.

Educational Units

Each Educational Unit (EU) is equal to one dollar. EUs can be spent on curriculum, campus classes, laptop computers, approved community classes, supplemental materials, school supplies and other items that are primarily educational in nature. Families may use 2/3 of their total EUs during the first semester and the remainder thereafter until early May. Families that register after the start of the school year are assigned EUs on a prorated basis.

EUs are assigned as follows:

- ❖ Kindergarten: 250
- ❖ 1st—6th grades: 500
- ❖ 7th & 8th grades: 750
- ❖ High school: 1,000

Campus Classes

Students can choose from a variety of Campus Classes, enrichment classes including music, art, writing, science and more. Payment for classes is in Educational Units (EUs) or in dollars (if EUs have been maximized) to the school office. The LPCS Campus Class catalog is published before each semester followed by enrollment through your ES. If the minimum number of students enrolls in a class, then it is offered and a time set. The current class schedule is available on the LPCS website.

High school	Mondays
Kindergarten only	Tuesdays
K – 8 th grade	Fridays

Community Classes

One great way to enrich your student's education at LPCS is to become a part of classes, groups and event offerings in our community. You can receive services from people in the community who have talents and passions in a plethora of areas.

If you would like for these classes to be paid for with your education units (EUs), core curriculum meeting standards must be in place first. Also, the business or individual offering the class must be an approved vendor with our school.

Vendors

A local business or a qualified individual can apply through our school website or contact the school's business manager for specific requirements and application.

Academic Honesty

Academic honesty and personal integrity are fundamental components of a student's education and character development. The school expects students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to discipline, up to and including suspension or expulsion from LPCS.

The director, or designee, may establish a committee comprised of students, parents/guardians, staff, administrators, and member of the public to develop standards of academic honesty, measures of preventing dishonesty, and specific consequences for acts of dishonesty.

High School

High school students have a choice of what type of curriculum to use. In consultation with your ES, the student and parent can plan a personalized curriculum that will challenge your child and meet his educational goals. This is called differentiated learning, and it matches our philosophy here at LPCS that each child learns best when instruction is personalized for his learning style.

1. Odysseyware, Oregon State approved online curriculum. There are three options.
 - a. All core courses only = 250 EUs / year.
 - b. Unlimited courses with specific log-in times = 500 EUs / year.
 - c. Unlimited courses and unlimited login times the cost is 750 EUs / year.For all options, students have unlimited use at nights and on the weekends.

For additional details, refer to the [LPCS Curriculum Catalog](#), page 38, or ask your ES. You will not need to purchase any other curriculum for classes you are enrolled in.

2. EdOptions, Oregon State approved complete online curriculum.
Unlimited classes = 325 EUs / year.

For additional details, refer to the [LPCS Curriculum Catalog](#), page 39, or ask your ES. You will not need to purchase any other curriculum for classes you are enrolled in.

3. Traditional texts.
Refer to the [LPCS Curriculum Catalog](#) for suggested curriculum in each core subject area, as well as electives. All texts listed are approved by the state of Oregon.

In an effort to provide students with the opportunity to demonstrate Essential Skills necessary for graduation and to demonstrate subject area proficiency in ways that align with student learning styles we have created Extension Activities (EA's) for the core high school classes. They make up the grade and credit for the class. They are fun, open-ended projects designed to encourage high school students to use higher order thinking and to evaluate and analyze information and perspectives in the key areas of the given subject.

The assignments provide multiple options to demonstrate proficiency, and a grading rubric so that you know exactly what is required to earn your grade. These will all be explained by your ES as you meet with her regarding all of the options that are available to you.

Credit Retrieval

Credit retrieval is available for students who have completed high school courses in a homeschool setting and want high school credit on a LPCS transcript. Contact your ES for more information

Rogue Community College

Rogue Community College (RCC) has campuses in Medford, White City and Grants Pass for qualified LPCS students to attend. Each campus offers both academic and vocational courses that can count towards high school credit. Prior to enrollment, students are required to attend the RCC orientation and take a placement test if academic courses will be taken. Educational units can be used to pay for courses. Contact your ES for the most current information and necessary paperwork to complete.

High School Exit Options

Our desire at LPCS is to see every high school senior graduate on time with a diploma. High school students will complete a high school graduation plan with their ES. This will include reviewing transcripts from previous high school courses taken and projecting current and future courses to take to meet graduation requirements.

There are now four high school exit options available through the state of Oregon – standard, modified or extended diplomas and an alternative certificate.

Logos Public Charter School currently offers three exit options:

1. Standard diploma, see APPENDIX C for graduation requirements.

Students demonstrate the ability to meet the full set of academic content standards.

- ❖ Satisfy the Oregon Department of Education graduation requirements (24 credits) using approved curriculum with or without accommodations. This can include credits earned through Credit by Proficiency.
- ❖ Demonstrate proficiency of Essential Skills, including reading, writing, and math.
- ❖ Personalized Learning Requirements
- ❖ Completes a Senior Project

Eligible students: Regular education and special education students and students on a Section 504 plan.

2. Modified diploma

Students demonstrate an inability to meet the full set of academic content standards even with reasonable accommodations.

- ❖ Satisfy the Oregon Department of Education graduation requirements (24 credits) using approved curriculum with or without accommodations under modified conditions. This can include credits earned through Credit by Proficiency.
- ❖ Student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or a medical condition that creates a barrier to achievement.
- ❖ The school team decides that a student should work toward a modified diploma no earlier than the end of the 6th grade and no later than two years before the student's anticipated exit from high school.
- ❖ Requires signed consent during the school year the modified diploma is awarded.
- ❖ The student and parent must be notified of modified courses in grades 9 – 12.
- ❖ Demonstrate proficiency of Essential Skills, including reading, writing, and math, with modifications. See Modified Diploma Handbook for details.
- ❖ Personalized Learning Requirements
- ❖ Completes a Senior Project

Eligible students: Regular education and special education students and students on a Section 504 plan.

Refer to the Modified Diploma Handbook on the LPCS website for additional information.

3. GED

- ❖ Student takes a pre-assessment in each subject: reading, writing, math, science, and social studies.
- ❖ If the student PASSES the pre-assessment, no further action needed.
- ❖ If the student DOES NOT PASS, the student works towards competency of 80% or better in the corresponding subject in online curriculum or other approved curriculum.
- ❖ Students take the GED at Rogue Community College.
 - Student can take the GED subject tests at any time and pay the associated fees.
 - If the student follows the steps above, and the ES, student and parent all agree the student is ready, the associated fees can be paid with the student's EUs.

Student Involvement Committees

Event/Field Trip Coordinator: Bev Huard, b.huard@logoscharter.com

High school students are encouraged to participate in one or more planning committees. See the school calendar for meeting times.

- ❖ Service-learning
- ❖ Field trips
- ❖ Social events

ASSESSMENT

Director of Student Services: Valerie Barr, v.barr@logoscharter.com

School Assessment Requirements

LPCS is committed to providing our students with a high quality, personalized educational program. We can accomplish this by assessing students in a variety of ways during the year and using the results to monitor progress and adjust instruction as needed. All testing we do is required to fulfill our contract with the Medford School District.

All students enrolled in LPCS shall participate in all mandatory statewide assessments developed by the Oregon Department of Education under ORS 329.485, as well as any assessment developed by the Oregon Department of Education, the United States Department of Education or the Oregon Legislature to implement the federal No Child Left Behind (NCLB) assessment requirements.

See “Testing Overview” on page 13 and on the LPCS website.

Local Performance Assessments in reading, writing, speaking, math, science.

Report Cards

Students receive a report card at the end of each semester.

Promotion / Acceleration / Retention

LPCS expects students to make one year’s growth within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade level standards of expected student achievement that are established by the LPCS governing board.

Progress toward high school graduation shall be based on the student’s ability to pass the courses necessary to earn the required number of credits. The student must also meet the minimum proficiency requirements mandated by the state.

Acceleration:

When high academic achievement is evident, the ES may recommend a student for acceleration into a higher grade level. The student’s social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

Retention

❖ Kindergarten

Children five (5) years old or older who have completed one year of kindergarten shall be admitted to first grade regardless of age unless the parent/guardian and the ES agree that the child be retained in kindergarten for not more than one additional school year.

❖ 1st through 8th Grade

Students shall be considered for retention on the basis of assessment results, grades, and other indicators of academic achievement. As early as possible in the school year, and in the student's school career, the ES shall identify students who should be retained, and those who are at risk of being retained.

❖ High School (Grades 9-12)

Progress toward graduation shall be based on the student's ability to pass the assessments, subjects, and electives necessary to earn a minimum number of credits for graduation. The school will endeavor to have all the students meet the state assessment requirements.

When a student is recommended for retention, or is identified as being at risk for retention, a meeting will be held to review and recommend the student's retention prior to the director's approval.

Appeal to Site Administrator

A parent or guardian may appeal the retention decision to the school director. The appeal shall be in writing and shall be made no later than ten (10) days after learning of the decision. The school director or designee will then investigate the matter and render a decision in a timely manner. The investigation may include interviews of the student, the parent/guardian, any of the student's ESs, and anyone else who may provide information that would assist in rendering a decision.

Appeal to Logos Public Charter School Board

If the parents or guardians are unhappy with the decision of the school director, they may appeal the director's decision to the board. This appeal shall be in writing and submitted to the board no later than ten (10) days after receipt of the director's decision. The board shall investigate the matter and render an opinion at their next regularly scheduled board meeting. The board shall interview anyone deemed appropriate for rendering a decision. The decision of the board shall be in writing and shall be final. Throughout the appeal process, the burden shall be on the appealing party to show why the decision of the director should be overruled.

2011 - 12 Testing Information for Parents

Name of Test	Description	Benefits	Participating Grades	Dates & Times	Style of Test
STAR Reading & Math	Students answer multiple-choice questions in reading comprehension and math on the computer.	Based on the results, ESs can individualize instruction. Students can take it multiple times to monitor progress.	1 st – 12 th grade	Scheduled with ES 1:1 at home Three times a year – Aug/Sept, Jan, May.	On computer.
DIBELS	Younger students identify beginning sounds and word parts. Older students read several passages & answer comprehension questions.	Measures essential early literacy skills that must be mastered to become a good reader. ES interacts 1:1 with each student to monitor progress.	K – 6 th grade	Scheduled with ES 1:1 at home. Three times a year – Sept, Jan, May	Oral reading, paper/pencil
MAZE	Students silently read a passage and answer multiple-choice comprehension questions.	Provides a reliable and valid measure of reading comprehension.	7 th – high school	7 th – 8 th , two times a year – Sept, May HS, once a year - Sept	Paper / pencil
(OAKS) 3 rd – HS: reading , math 11 th , 12 th : writing 5 th , 8 th , HS; science, social studies	Students answer multiple-choice questions on the computer.	Assesses students' mastery of Oregon content standards. 3 rd – 8 th grade students have three chances to pass each year; high school students have multiple chances throughout high school.	3 rd – high school HS students need to pass required tests	Scheduled with ES. Can be taken up to three times a year See school website/ calendar.	On computer at LPCS.
Raven's	Students identify the correct “puzzle piece” to fit in the picture.	Identifies students who qualify for Talented and Gifted education. Additional testing will be required for complete identification.	1 st grade only	Scheduled with ES 1:1 at home, once a year in the fall.	Paper/pencil.

STUDENT SERVICES

Director of Student Services: Valerie Barr, v.barr@logoscharter.com

Interventions / Plan of Assistance

If your child is not in compliance with scheduled meetings, attendance, and/or progress expectations of LPCS, an intervention meeting will be scheduled with the administrator. Parents are required to attend this meeting, along with the student's ES.

The purpose of this meeting is to develop a plan to help your student be more successful. If the issue(s) is not resolved, the team will make a determination as to what course LPCS will need to take. We are confident that we can work out a Plan of Assistance that will enable all of our students to be successful.

Special Education and 504

LPCS is a public school within the Medford 549C School District. The Medford School District has the responsibility to identify, locate, and evaluate to determine a student's needs for special education and related services and to provide those special education services at the charter school. The Medford School District holds this responsibility for all students enrolled in a District-sponsored charter school, regardless of where the student resides.

If you have questions about special education evaluations and services, please contact the Medford School District's Special Education and Student Services Office at 541.842.3628.

LPCS adheres to all provisions of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. Parents who choose to place their children in LPCS are aware that:

- LPCS is a personalized learning program in which parents become a strong partner in their child's learning program.
- The services of a licensed/registered regular education teacher in the child's home will be one hour per week.
- Each student has a standard maximum amount of allocated funds for that student's educational program.
- Each student identified with special needs must have an IEP stating that the personalized learning program offered through LPCS is the least restrictive environment for that student.
- If the IEP team determines that LPCS is not the least restrictive environment for a student, then the student will return to his district of residence for appropriate placement.
- All non - residence students who withdraw from LPCS must follow the policies and procedures related to inter-district transfer in order to enroll in another school or program within the district.

Child Find

Are you concerned about your student's development? Do you feel your student has significant learning, speech/language, physical, or behavioral problems that interfere with his educational performance? LPCS and the Medford School District 549C wants to find and evaluate the skills of children under the age of 21 who have serious physical, visual, hearing, speech/language, learning, or emotional problems so that appropriate educational services may be provided for them. If you have concerns about your child's development, please contact Valerie Barr or the Medford School District Special Education Office.

Speech / Language Screening

Speech and language specialists are available in the Medford School District. The specialist will screen students at the request of parents and/or the ES at any time throughout the school year. Speech / language screening takes three to five minutes and is used to determine whether further testing is needed. To request a screening for your student, contact Valerie Barr.

Hearing / Vision Screening

LPCS offers an annual hearing and vision screening to 1st and 5th graders. Refer to our website for specific dates.

Talented and Gifted (TAG)

All first grade students take the Ravens test to identify TAG students. They will be provided personalized instruction commensurate with their rate and level of learning.

English Language Learners (ELL)

LPCS will identify ELL students and provide them with language acquisition by a qualified instructor.

Service-Learning

Service-Learning Coordinator: Bev Huard

Service-learning is a form of project based learning in which academic goals are accomplished through community service. We would like every student to take on at least one service-learning project during the year that will be tracked through learning records. We have developed community partnerships with Hearts with a Mission, a shelter for homeless youth, and the Northridge Center, an assisted living facility. Students and families are encouraged to join the scheduled activities with our partners. Specific information will be published in the monthly newsletters. Students are also welcome to complete a project with a local non-profit organization, church or neighbor. Look on the LPCS website for organization and project ideas. Contact your ES for more information.

Field Trips

Field trip Coordinator: Bev Huard

Field trips enrich students' learning experiences. They help students learn about local businesses and organizations in their community, offer a "how things work" experience, and teach about history, the arts, science, culture and more. Field trips are also a great way to get acquainted with other LPCS families. Upcoming field trips are announced on the school calendar and published in "The Logos Word" monthly newsletter on the LPCS website.

Sports Programs

LPCS does not provide sports programs. A student may request to participate in sports at his school of residence.

School Photos

School photos will be offered once a year; parents can purchase them if desired. A school ID card is available upon request.

Using Laptops on Campus

Students are welcome to check-out laptop computers for on-site use at LPCS. See Mary, our receptionist. Also, students may bring their own laptops to use on campus. See Mary for the code to log-into our wireless network. In both of these situations, students and parents must sign the "Medford School District Student Consent and Waiver" form. This form is valid for K – 8th grade students until the end of 8th grade. 9 – 12th grade students must sign the form every year. See Appendix F.

Military Recruiters

Campus Access

LPCS shall provide military recruiters the same access to the school's students as is provided generally to post-secondary educational institutions or to prospective employers.

Military Recruiter Access to Student Directory Information

LPCS shall upon request provide to military recruiters the names, addresses, and telephone listings of the school's secondary students unless a request is made by the student's parent or legal guardian that the information shall not be disclosed to a military recruiter. The request must be made in writing. Upon receiving the written request, no information shall be disclosed to military recruiters.

Information released is for military recruiting purposes only and must not be disclosed to a third party. The request for information must be in writing on letterhead that clearly identifies the military recruiting organization. Military recruiters must be from one of the following military organizations:

Air Force Coast Guard
Air Force National Guard Navy
Army Navy ROTC
Army National Guard Marine Corps Reserve

Air Force Reserve Coast Guard Reserve
Air Force ROTC Navy Reserve
Army Reserve Marine Corps
Army ROTC

REGISTRATION, ATTENDANCE, RECORDS

Dean of Students: Frank Matz, f.matz@logoscharter.com

Steps to Enrollment:

1. Initial Application form
 - ❖ Complete the Initial Application form - available on the LPCS website or in the front office.
 - ❖ Drop off the form to the front office, e-mail to admin@logoscharter.com, fax, or mail
 - ❖ When the application has been received, you will be contacted to arrange a time for you to come in with your student to complete the registration process.

2. Documents necessary for enrollment:
 - ❖ Birth certificate or passport
 - ❖ Initial Application form
 - ❖ Request for Records from previous school (if necessary)
 - ❖ Oregon Certificate of Immunization Status

3. After you are registered, an Education Specialist (ES) will contact you to set up an initial meeting to get to know your family. The ES, parent, and student will sign a Master Agreement of all parties' roles and responsibilities for the semester in which you are enrolling.

4. Your child must be five (5) years of age on or before September 1st in order to enroll in kindergarten in September.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, LPCS desires to cooperate with state and local health agencies to encourage immunization of all district students against preventable diseases.

Students entering the school shall present an immunization record, which shows at least the month and year of each immunization the student has received, in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

Each student shall present his immunization record certifying that he has received all required immunizations currently due before he is enrolled in LPCS.

Attendance

The philosophy of the state of Oregon is that education is essential for children and for society's future. State law requires parents of children from age 6 – 18 to send their children to school unless otherwise provided by law. As a personalized learning charter school, we are required to document and verify that, on each day for which a pupil's attendance is reported, the student engaged in an educational activity as required by the student's Master Agreement.

Each LPCS student must produce sufficient original work each learning period to show progression and completion of work assigned in each course. Student work will be reviewed, assessed, and collected by the ES at each weekly meeting. The ES is required to submit examples from the collected student work to LPCS. These examples are known as work samples.

Attendance credit at LPCS is based on daily effort put forth by the student and on the percentage of completed assignments. A student must complete all assignments for each learning period. Failure to do so may result in an intervention and possible dismissal. Daily effort and work completed must be monitored each day by a parent/guardian and verified by the ES.

Per state law, LPCS will drop any student who is unaccounted for or who is doing inadequate work after 10 consecutive school days.

Records

Part of a student's education record, known as directory information, includes personal information about a student that can be made public provided that a school has stated its policy regarding directory information in its FERPA policy. Directory information may include a student's name, address, telephone number, and other information typically found in school yearbooks or athletic programs. Other examples are names and pictures of participants in various extracurricular activities or recipients of awards, pictures of students, and height and weight of athletes. Release of directory information is allowed as outlined below.

Parental and Legal Guardian Rights

A parent or legal guardian has the right to inspect and review his or her child's education records. If upon review, a parent or legal guardian discovers any information or notation that is factually inaccurate, he may request the school to amend the record. LPCS must respond to this request in a reasonably prompt time period. This right does not include grades or educational decisions made by school personnel.

a. Request for Amendment of Education Record

Any request for an amendment to an education record must be made in writing and submitted within thirty (30) days of the discovery of the error. A request to amend any education record does not confer upon a parent or legal guardian a right to have any amendment made. LPCS shall respond within ten (10) days of the receipt of the request to amend. The school's response must be in writing and if the request for amendment is denied, the school must set forth the reason for the denial. LPCS must note any objection to an adverse decision upon the record if so requested by the parent or legal guardian.

b. Copies

The school is not obligated to provide copies of any information unless providing copies is the only means of access. The school may charge reasonable fees for copies it provides to parents.

Disclosure of Education Records and Directory Information

Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. With the exceptions listed below, LPCS will not release educational records to any person or entity outside the school without the written consent of a parent or eligible student. However, FERPA allows schools to disclose records, without consent, to the following parties:

- a. School employees who have a legitimate educational interest;
- b. Other schools to which a student is transferring;
- c. Certain government officials in order to carry out lawful functions;
- d. Appropriate parties in connection with financial aid to a student;
- e. Organizations conducting certain studies for the school;
- f. Accrediting organizations;
- g. Individuals who have obtained lawful court orders or subpoenas;
- h. Persons who need to know in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to a specific state law.

It is the policy of the school that directory information will be released unless LPCS receives a written revocation from the parent or guardian.

Withdrawing From School

If your student withdraws, please contact your ES to set up an appointment to return all books, supplies, and materials. Grades will not be released until all materials have been returned or paid for by the parent.

HEALTH & SAFETY

Code of Conduct

The following code of conduct applies to everyone at LPCS: staff, parents, students, siblings and visitors.

- *Use good judgment
- *Respect the property of others
- *Speak, act, & listen with respect
- *Wear appropriate clothing
- *Be accountable for your own actions and those in your charge

Sign-in / Sign-out

All people, including students, siblings, and parents, entering the building **MUST** sign-in and sign-out at the front table. This is important for everyone's safety in case of an emergency.

Student Safety

Two adults (the ES and another responsible adult) should be present during all LPCS meetings with the student.

Fire and Earthquake Drills

For the safety of our staff and students, LPCS conducts monthly fire drills and biannual earthquake drills. If the alarm rings when you are present in the building, follow staff directions to exit the building.

Dress Code

The Board recognizes the need for students of our school to dress appropriately for school. Appropriate apparel includes clothing that does not compromise safety and/or is not disruptive or distracting to the school environment and instructional process. The board is committed to protecting the health, safety, and welfare of the students and the board believes that appropriate dress and grooming contribute to a productive learning environment. The intent of the dress code is to have students wear clothing that is appropriate for school and the learning environment. Beachwear, cutoffs, mid-riffs, tight-fitting, flip-flops, any alcohol or drug-referencing, immodest or obscene clothing is prohibited. LPCS staff should not have to feel uncomfortable while conferencing with any student. Good taste and grooming are an important part of our students' education.

The LPCS staff is expected to enforce the dress code in a fair and consistent manner. If a student violates the dress code he may be asked to cover-up or make necessary wardrobe adjustments during an appointment time. Should the student come dressed inappropriately a second time he may be asked to leave, and the ES will complete the Disciplinary Action form.

Sexual Harassment and Non-Discrimination Policies

LPCS is committed to equal opportunity for all individuals in education. The school's programs and activities will be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability, or any other unlawful consideration.

HOME – SCHOOL COMMUNICATION

Website

Visit the LPCS website often for information, upcoming events and resources:
<http://www.logoscharter.com>

Newsletter

The “Logos Word” is published monthly and available online at our school website.

PARENT INVOLVEMENT

Active participation by parent or guardian in areas outside the daily educational process is welcomed and encouraged.

Ways to become involved may consist of the following:

- *Join the Parent Advisory Committee (PAC).
- *Attend / help with field trips.
- *Assist with a Campus Class.
- *Donate materials.
- *Create a bulletin board.
- *Offer to carpool.
- *Offer expertise in areas such as computers, library, music, or arts and crafts.

FUNDRAISING

All funds raised by any student organization shall be administered by the school’s business manager. LPCS shall also be responsible to periodically audit the funds of the organization. All fundraising must receive prior approval of the Director and in cases when deemed necessary by the Director, board approval will be required.

USE OF SCHOOL FACILITIES

The use of school facilities will be subject to reasonable rules established by the Board. Individuals interested in initiating a meeting on school premises shall submit a request in writing to the school director. The request should state the name of the meeting, the number of persons expected to attend, the time requested, and the length of time for the meeting. The director or designee shall review the written application and determine, which, if any room is available to accommodate the request. Requests for use shall be presented to the director seven school days in advance of the date requested for use. The director shall assign a ES, administrator or other employee to a meeting for “custodial” purposes. The employee shall not participate in the meetings, sponsor the meeting or attempt to influence the form or content of the meeting.

The granting of use of school facilities does not mean that LPCS sponsors or endorses the activities of any student group.

Revocation of Privileges

Student groups and individual students meeting on school property or otherwise at school sponsored event may have their privilege to meet revoked if they engage in conduct which violates this policy, is disruptive to the educational process, damages school property, or violates any law. Student organizations or their members shall not engage in any activity which coerces pressures, embarrasses or unduly influences other students to participate in any meeting.

SCHOOL GOVERNANCE

The LPCS school board meets on the second Monday of the month. Open meetings are open to public attendance, and closed meetings are working sessions for board members. See the school's website for a calendar of meetings.

COMPLAINT Policy & Procedure

The intent of this dispute resolution process is to resolve disputes within the school pursuant to this policy and ensure a fair and timely resolution to disputes.

Dispute Resolution Process: The staff, students, parents and Governing Board of LPCS agree to attempt to resolve all disputes to the terms of this section. All shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute process.

All staff and parents shall be notified of the dispute resolution policy at the beginning of each year. In addition, a formal complaint process shall be posted in a prominent place in the administrative office of LPCS. Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations and the Governing Board shall be resolved pursuant to this policy.

Any staff, parent or community member shall first bring any complaint to the attention of the Administrator via any means of communication in an attempt to resolve the issue informally. The Administrator agrees to meet informally to address the complaint within 3 days. If the issue cannot be resolved or the complaint is about the Administration a formal, written complaint can be made to the Governing Board of LPCS. See **APPENDIX F: Complaint Form**.

If any staff, parent or community member believes LPCS is in violation of its Application, Charter or State law, that individual may bring that information to the attention of the administrator and the LPCS governing board. If the issue cannot be resolved it shall be brought to the attention of Medford School District Governing Board.

When a concern or complaint is not resolved through the informal process, you may initiate the formal complaint process outlined below.

The first step in the formal process is to obtain a copy of the Complaint Form from the LPCS Administrative Office. Complete and return it to the Principal's office. You may attach descriptive or supportive information to the form. Keep a copy of the form and any attachments.

When your complaint form is received at the school, the Chair of the Governing Board should contact you within five (5) work days to establish the date, time and place of a meeting to discuss your concern, if such a meeting has not already occurred. Usually, this meeting will take place within ten (10) working days.

Within 10 working days of the meeting, the Governing Board Chair should respond to you in writing with a decision. If the nature of the complaint is that you believe LPCS is in violation of its Charter or State/Federal law you may also immediately contact the Superintendent of Medford School District.

If you are not satisfied with the decision of the Governing Board you may file an appeal with the Medford School District and Oregon State Board of Education. In addition, complaints alleging discrimination under the ADA, Section 504, or Title IX may be filed with the Office of Civil Rights, U.S. Department of Education, within 180 days of the alleged discrimination.

APPENDIX A: Master Agreement & Acknowledgement of Responsibilities



Logos Public Charter School
DOING THE ORDINARY EXTRAORDINARILY WELL

Master Agreement 2011-2012

Student: _____

Grade Level: _____ DOB: _____

It is understood that:

Objectives: The student will complete the courses listed below. All course objectives will be consistent with the established district or charter school's governing board and are consistent with district or charter school standards as outlined in the district or charter school's subject/course descriptions. Assignments and Progress Reports will include additional descriptions of the major objectives and activities of the courses of study covered by this agreement including the evaluation of student work and are incorporated therein.

Language Arts
Mathematics
Social Studies
Science

The Arts (Visual and Performing)
Physical Education
Health
Technology

Method of study: Specific methods of study will be designated by the instructor. Examples of methods of study for the student will include: Independent Reading, Study Projects, Experiential Learning, and Internet Research.

Specific Resources: The school will provide appropriate instructional materials and personnel necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. Assignments and specific resources will be designated by the instructor.

Method of Evaluation: Acceptable methods of evaluation include, but are not limited to: Student Conferences, Work Samples, Observations, and Portfolios.

Students are required to report to their Educational Specialist as scheduled:

Manner of Reporting: One-on-One
Time: During School Hours.
Day: Monday through Friday.

Frequency: One time weekly.
Duration: Length of Enrollment in School.
Location: School, Student's Home, Other public site.



Logos Public Charter School
DOING THE ORDINARY EXTRAORDINARILY WELL

Voluntary Statement: It is understood this program is a voluntary educational alternative and that a classroom option is always available at the student's home district. Instruction may be provided for a student through this program only if the student is offered the alternative of classroom instruction.

Assignments: According to the district or charter school policy for grades K through 12, the maximum length of time allowed between when the assignment was made and the date the assignment is due is 20 school days, unless an exception is made in accordance with the district or charter school policy. After 3 missed assignments, as per board policy, an evaluation will be made to determine whether this alternative program is an appropriate strategy for this student.

Additional courses may be added to this agreement as needed if the agreement is re-signed and re-dated by the Educational Specialists and the student.

Signatures and Dates:

I have read and I understand the terms of this agreement, and agree to all provisions set forth.

Student Signature

Date

Parent Signature

Date

ES Signature

Date



Logos Public Charter School
DOING THE ORDINARY EXTRAORDINARILY WELL

Acknowledgement of Responsibilities

2011-2012

Students Agreement/Responsibilities

- I voluntarily request participation in this independent study program and have read and understand the terms of the master agreement.
- I will complete all course work outlined in the master agreement and as assigned to me.

Parent/Legal Guardians Agreement

I agree to the conditions listed under Students Agreement/Responsibilities. I also understand that:

- I am responsible for the daily monitoring/verification of all subjects studied, with scheduled monitoring by the Educational Specialists (ES).
- If I become aware of special or extenuating circumstances that will prohibit my student from turning in the assigned work by the due date, I will contact the ES prior to the due-date to make alternative arrangements.
- I understand that it is my responsibility to provide any needed transportation for my child's scheduled meetings at the mutually agreed upon location reflected in the master agreement and that lack of transportation is not an acceptable reason for failing to meet with ES. I have the right to appeal any decision about my child's placement in accordance with the school's policies and procedures.

Educational Specialist's Agreement

- The Educational Specialist will assign a body of work to be completed by the student.
- The Educational Specialist will evaluate work in a timely manner.
- The Educational Specialist will notify the student and parent/legal guardian of the academic credit granted for work completed.

We, the undersigned, understand the voluntarily agree to the terms and conditions of this Independent Study agreement. Our signatures below indicate that we voluntarily participated in the establishment of these Agreements/Responsibilities and that we understand and accept our responsibilities in relation to this document.

Student Signature

Date

Parent Signature

Date

ES Signature

Date

APPENDIX B: Technology – Equipment Check Out Form, Terms & Conditions for Use

TECHNOLOGY-EQUIPMENT CHECK OUT FORM

TERMS AND CONDITIONS FOR USE

I, _____, (hereafter referred to as “Staff”), hereby acknowledge receipt of the following described property of Logos Charter School.

<u>Article/Serial Number</u>	<u>Replacement Cost</u>
Machine _____	

* _____	\$ _____
* _____	
* _____	\$ _____

Herein referred to as the property, subject to the following terms and conditions:

1. Name and Purpose of Bailment. The above-described property of Logos Charter School is being provided to Staff for the exclusive use of _____, Staff of Logos Charter School. The property is to be used for educational instruction purposes only and may not be loaned or transferred to any other person.

2. Term of Bailment. This bailment shall commence on _____ (date) and shall terminate when personnel no longer is employed by LPCS; or Logos Charter School may demand the return of the property at any time by giving Staff two (2) days’ written notice. In each of these events, this agreement shall terminate and the property will be returned with all its component parts to Logos Charter School .

3. Liability and Maintenance. Staff shall exercise due care for the safekeeping and maintenance of the property so that it shall not be damaged in any way and shall assume full liability for loss or damage from all causes except damage due to ordinary wear and tear or the inherent nature of the property, to the limit of the replacement cost declared above.

4. Location of the Bailed Property. The property shall be stored at _____ (address), City of _____, County of _____, State of Oregon during the term of this Agreement, and shall not be removed from that location without prior written consent of Logos Charter School. The Phone number at this address is _____.

5. Internet Protection: Logos Charter School conforms to the Children’s Internet Protection Act (CIP). If the property, or any of its components, are used to access inappropriate material as defined by the CIP, Logos Charter School will exercise its option to demand return of the property as outlined in paragraph 2.

6. Title. Title to the property is, and shall at all times remain with Logos Charter School. The property shall not be transferred or delivered to any person other than Logos Charter School without written consent of Logos Charter School, neither shall this agreement nor the bailment created hereby be assigned by Staff, either by his or her own act or by operation by law. In the event that any action is filed in relation to this agreement, the losing party shall pay to the prevailing party, in addition to all other sums he or she may be obligated to pay, a reasonable sum for the prevailing party’s attorney’s fees.

7. Entire Agreement. This agreement constitutes the entire understanding of the parties, and no representations or promises have been made that are not fully set forth herein. The parties understand and agree that no modification of this Agreement will be binding unless such modification is in writing, duly accepted and executed by both parties.

Executed at Logos Charter School on _____

STAFF Signature
(Picture ID REQUIRED-No exceptions)

Authorized LPCS Sig/Date

STAFF (Please Print Name Above)

Authorized LPCS PRINTED NAME

APPENDIX C: Oregon Graduation Options

Oregon Graduation Options

Each student demonstrates the knowledge and skills necessary to transition successfully to his or her next steps: advanced learning, work and citizenship. The Oregon Department of Education has high expectations for all kids, including students with disabilities, to reach their greatest potential. **Every student who can possibly meet the requirements will be encouraged to graduate with an Oregon diploma.**

	Oregon Diploma	Modified Diploma
Effective Date	Class of 2012	On or after July 1, 2009, a district school board or public charter school governing board may <u>only</u> award a modified diploma to a student who meets the <u>eligibility criteria</u> as specified in OAR 581-022-1134(2). Furthermore, all students first enrolled in the 9 th grade after July 2007 must meet all the state's criteria for a modified diploma (14)(a); and, for students first enrolled in the 9 th grade prior to July 2007 (primarily juniors and seniors), the student's team may decide to award a modified diploma based on the school district's <u>units of credit or the state's units of credits(14)(b)</u>
Criteria	All Students who have demonstrated the ability to meet the full set of academic content standards.	<p>Students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations but who fulfill all state requirements and all applicable local school district requirements as described in district school board policies or public charter school requirements as described in school policies:</p> <ul style="list-style-type: none"> ▪ Have a documented history of an <u>inability to maintain grade level achievement</u> due to significant learning and instructional barriers inherent in the student; or ▪ A documented history of a <u>medical condition</u> that creates a barrier to achievement. <p>NOTE: Failure to meet the requirements for an Oregon Diploma does not automatically make the student eligible for a Modified Diploma. Students must meet the full set of eligibility criteria listed above in order to receive a modified diploma.</p>
Eligible Populations	All Kids: Regular Education Students Special Education Students Students on a Section 504	All Kids: Regular Education Students Special Education Students Students on a Section 504

Credits	<p>24 credits</p> <ul style="list-style-type: none"> • Under regular conditions with or without accommodations • Credit by proficiency 	<p>24 credits</p> <ul style="list-style-type: none"> • Under regular conditions with or without accommodations • Under modified conditions • Credit by proficiency
Essential Skills	<p>Beginning in 2012, students must demonstrate proficiency in the following Essential Skills with or without accommodations:</p> <ul style="list-style-type: none"> • Read and comprehend a variety of text (beginning 2012); • Write clearly and accurately; (beginning 2013); and, • Apply mathematics in a variety of settings (beginning 2014). 	<p>Beginning in 2012, students must demonstrate proficiency in the following Essential Skills with or without accommodations:</p> <ul style="list-style-type: none"> • Read and comprehend a variety of text (beginning 2012); • Write clearly and accurately; (beginning 2013); and, • Apply mathematics in a variety of settings (beginning 2014). <p>Districts may make modifications to the assessments for students who seek a modified diploma when the following conditions are met:</p> <p>A. <u>For students on IEPs</u>, any modifications to Work Samples must be consistent with the requirements established in the IEP and any modifications to statewide assessments must be consistent with OAR 581-022-0610 section 4(d).</p> <p>Modifications, as described in OAR 581-022-0610, are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and or the assessment's achievement standard.</p> <p>B. <u>For students not on IEPs</u>, any modifications to Work Samples must have been provided to the students during their instruction in the content area to be assessed; and in the year in which the student is being assessed and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.</p> <p>Students who are not on an IEP or a 504 Plan may not receive a modified OAKS assessment.</p>
Personalized Learning Requirements	<ul style="list-style-type: none"> • Education Plan and Profile • Career-Related Learning Experiences • Extended Application • Career-Related Learning Standards 	<ul style="list-style-type: none"> • Education Plan and Profile • Career-Related Learning Experiences • Extended Application • Career-Related Learning Standards

APPENDIX D: The Oregon Diploma



THE OREGON DIPLOMA

THE OREGON DIPLOMA
Moving Education Forward

The Goal

Each student demonstrates the knowledge and skills necessary to transition successfully to their next steps: advanced learning, work, and citizenship.

OREGON DIPLOMA REQUIREMENTS

CREDIT REQUIREMENTS

Subject Areas*	Requirements for students first enrolled in grade 9 during the 2008-2009 school year. (Graduation in 2012)	Requirements for students first enrolled in grade 9 during the 2009-2010 school year. (Graduation in 2013)	Requirements for students first enrolled in grade 9 during the 2010-2011 school year and in any subsequent school year. (Graduation in 2014 and beyond)
English/Language Arts	4	4	4
Mathematics	3	3	3 - Algebra I & above*
Science	3 - Scientific Inquiry & Lab Experiences**	3 - Scientific Inquiry & Lab Experiences**	3
Social Sciences	3	3	3
Physical Education	1	1	1
Health	1	1	1
Second Language			
The Arts	3	3	3
Career & Technical Ed			
Electives	6	6	6
Total Credits	24	24	24

*Applied and integrated courses aligned to standards can meet credit requirements.

**Lab experiences can take place outside of the school in field-based experiences.

CREDIT FOR PROFICIENCY

Students can earn credits by successfully demonstrating knowledge and skills defined by standards that meet or exceed defined levels of performance. The State Board adopted revised OAR 581-022-1131 Credit Options in April 2009 <http://www.ode.state.or.us/teachlearn/standards/creditforproficiency/581-022-1131.pdf>

ESSENTIAL SKILLS

The Essential Skills (ESs) are 21st century skills needed for success in college, the workplace, and civic life. Oregon students are required to demonstrate proficiency in certain ESs as part of the requirement to earn a high school diploma. These requirements are based on the year in which students are first enrolled in grade 9, the table below shows the implementation timeline based on year first enrolled in grade 9. The State Board has approved three assessment options for students to demonstrate Essential Skill proficiency: (1) OAKS state test, or (2) work samples using official scoring guides, or (3) other approved standardized tests (e.g. SAT, PLAN, ACT, PSAT, Work Keys, Compass, ASSET)

http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-11-appendix_1.pdf

Oregon Department of Education, June 2011

Essential Skills cont.

School year first enrolled in grade 9:

Essential Skills	2008-2009 (most will graduate in 2011-12)	2009-2010 (most will graduate in 2012-13)	2010-2011 (most will graduate in 2013-14)
Reading	X	X	X
Writing		X	X
Math			X

ES to be Phased-In over Subsequent Years

- Listen actively and speak clearly and coherently
- Think critically and analytically
- Use technology to learn, live, and work
- Demonstrate civic and community engagement
- Demonstrate global literacy
- Demonstrate personal management and teamwork skills

PERSONALIZED LEARNING

These requirements personalize the diploma for each student and help prepare them for their post-high school goals.

- **Education Plan and Profile:** Students develop an Education Plan and Profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals.
- **Career-Related Learning Experiences:** Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.
- **Extended Application:** Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.
- **Career-Related Learning Standards (CRLS):** Students demonstrate personal management, communication, problem solving, teamwork, employment foundations, and career development.

For general information about the Oregon Diploma visit Get Ready Oregon!

<http://www.getreadyoregon.org/>

For implementation resources visit the Oregon Diploma webpage

<http://www.ode.state.or.us/go/diploma>

APPENDIX E: Graduation Requirements for an Oregon State Standard Diploma Minimum Credits Required 24

ENGLISH

4 Credits

English courses may include but are not limited to: Modern American Literature, World Literature, English Literature, Technical English, Public Speaking, Radio and TV courses, Speech, Advanced Composition, Creative Writing, Journalism, Newspaper, and Yearbook.

SOCIAL SCIENCE

3 Credits

Global Studies	1 Credit
US History	1 Credit
American Government (Civics)	.5 Credit
Economics	.5 Credit

Social Science courses may also be taken as electives. These courses may include but are not limited to: Family Life, Sociology, Psychology, Anthropology, International Relations, Oregon History, History of Western Civilization, European History, You and the Law, Geography, Native American Studies, Non-Western Studies, China, History of Russia and Soviet Union, Criminology and Civil Law.

SCIENCE

3 Credits

3 credits of science may be taken at any time during the student's high school course of study. The student may take 3 credits of integrated science or 1.5 credit of Life Science and 1.5 credit of Physical Science. All courses must be inquiry-based and at least 3 credits must include lab experiences.

Life Science

Life Science courses may include, but are not limited to: Life Science, Biology, Animal Science, Horticulture, Plant Science, Animal Science, Marine Biology, and Agriculture.

Physical Science

Physical Science courses may include, but are not limited to: Physical Science, Earth Science, Astronomy, Physics, Chemistry, Automotive Science, Electronics, and Meteorology.

Students may also take integrated science courses.

MATHEMATICS

3 Credits

All students must successfully complete 3 credits of mathematics including a course in Algebra I and above to qualify for graduation.

Other math courses may include but are not limited to: Consumer Math, Geometry, Algebra II, Pre-Calculus, Calculus, and Trigonometry. In addition, one year of Drafting and one year of Manufacturing Technology or Wood Technology or two years of Drafting fulfill the third year of math requirement.

HEALTH**1 Credit**

All students must complete at least 1 credit of a health course.

FINE ARTS / FOREIGN LANGUAGE**3 Credit**

All students must complete 1 credit of visual and performing arts or foreign language. The visual and performing arts requirement may include but is not limited to: painting, drawing, crafts, knitting, photography, flower arranging, dance, music, etc.

A course of study in any foreign language, including American Sign Language, may be used to fulfill this requirement.

PHYSICAL EDUCATION**1 Credit**

A course of study such as, but not limited to, basketball, team sports, Tai Chi, Tae Kwon Do, dance, etc. may be used to fulfill this requirement.

TECHNOLOGY**1 Credit**

It is the goal of LPCS that all students meet the National Technology Standards by the time they graduate from high school.

ELECTIVES**5 Credits**

Electives may include a course of study in any of the above listed areas. In addition, students may pursue a course of study in job skills, vocational education, child development, culinary arts, drivers education, drivers training, sewing, personal management, parenting, communications, or other areas of interest.

SENIOR CLASS PROJECT

All seniors working towards earning an Oregon standard or modified diploma are required to complete a senior project. Students work with their ES to complete all the requirements.

APPENDIX E – Internet Student Consent and Waiver

Students who use the Internet at LPCS are required to complete the form. Students in K – 8th grade are required to sign it once, and it will be valid until the end of 8th grade. Students in 9 – 12th grades are required to sign it annually.



Medford School District 549C STUDENT CONSENT AND WAIVER Medford School District Network (MSDNet) and Internet Access

The following form must be read and signed by you and your parent or legal guardian.

By signing the Consent and Waiver form agreement, I and my parent(s) or guardian(s) agree to abide by the following restrictions. I have discussed these rights and responsibilities with my parent(s) or guardian(s).

Further, my parent(s) or guardian(s) and I have been advised that the District does not have control of the information on the Internet, although it attempts to provide prudent and available barriers to illegal or inappropriate materials. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate or potentially offensive to some people. While the Medford School District's intent is to make Internet access available to further its educational goals and objectives, students may be able to access other materials as well.

The District believes that the benefits to educators and students from access to the Internet, in the form of information resources and opportunities for collaboration, far exceed any disadvantages of access. But ultimately, the parent(s) and guardian(s) of minors are responsible for setting and conveying the standards that their child should follow. To that end, the District supports and respects each family's right to decide whether or not to apply for Medford School District Network access.

Any questions should be directed to the Instructional Media Services Specialist at the Instructional Media Center (842-3645).

The student and his/her parent(s) or guardian(s) must understand that student access to the Medford School District Network (MSDNet) is being developed to support the District's educational responsibilities and mission. The specific conditions and services being offered will change from time to time. In addition, the Medford School District makes no warranties with respect to the MSDNet service, and it specifically assumes no responsibilities for:

- A. The content of any advice or information received by a student from a source outside the District, or any costs or charges incurred as a result of seeing or accepting such advice;
- B. Any costs, liability, or damages caused by the way the student chooses to use MSDNet access;
- C. Any consequences of service interruptions or changes, even if these disruptions arise from circumstances under the control of the District;
- D. While the Medford School District supports the privacy of electronic mail, students must assume that this cannot be guaranteed;
- E. Students are responsible for their own passwords and they should not give them out to other people. Where applicable, students should change passwords periodically.

Revised 6/13/01



Medford School District 549C
STUDENT CONSENT AND WAIVER
Medford School District Network (MSDNet) and Internet Access

By signing this form I agree to the following terms:

1. I must follow the rules that are set by the school district and by my teachers including password security and file size limits.
2. I will use the school computer network and the Internet only for school related activities.
3. I will use appropriate words and ideas when using the computer.
4. I will **not** do things to disrupt or crash the network system.
5. I will **not** use the network system to send, download, or print non-school related material.
6. I will **not** use the school computer network for personal use or to make money.
7. I will **not** use the computer network to copy or use information that may need to have the owner's permission.

Student ID #: _____

Student's Name: _____ Grade: _____
(Please print)

Student's Signature: _____ Date: ____/____/____

Parent/Guardian Name: _____
(Please print)

Parent/Guardian Signature: _____ Date: ____/____/____

In the case of student misconduct with regard to MSDNet rules, the District reserves the right to revoke this agreement.

Appendix F: Complaint Form

Please check one of the following as it applies to you:

Student Parent Employee Other

Name: _____

Address: _____

Is complaint generally about:

Curriculum/Materials ES(s) Physical site Administration

Details: _____

Have you attempted to resolve this problem informally? Yes _____ No _____

Signature: _____ Date: _____

Please keep a copy and turn the original into the Administrative office.

If you believe LPCS is in violation of State or Federal law or its charter, you may also file this complaint with Medford School District and/or the Oregon Department of Education. The Complaint Process will follow the process described in the Dispute Resolution Policy and Procedure.