Baker Charter Schools

Baker Web Academy

2026-2027

Learning Coach, Parent/Guardian and Student Handbook

3000 Broadway St, Baker City, OR 97814

www.bakercharters.org

541-524-2300 – Main Phone Line

541-524-2339 – Fax

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INTRODUCTION

The information in this handbook has been carefully selected and prepared to support a positive and successful experience at Baker Web Academy. Handbook policies and procedures are subject to change as student needs, school practices, and applicable laws or regulations change.

Students are responsible for understanding and following the expectations outlined in this handbook. Learning Coaches are encouraged to review the handbook and become familiar with its contents so they can effectively support their students. Violations of the expectations, policies, or procedures included in this handbook will be addressed by teachers and administrators as appropriate.

MISSION

The mission of Baker Web Academy is to empower the next generation through innovative, personalized and rigorous educational options.

VISION

Through a collaborative effort with our BWA team, we have selected a vision statement to guide our work.

The **heart** of success for Baker Charter Schools is helping all students become motivated, INDEPENDENT learners in an environment of INNOVATION, individualized education, and personal INTERACTION.

Innovation | Independence | Interaction

LEADERSHIP TEAM MESSAGE

Dear Learning Coaches/Parents/Guardians,

Thank you all for choosing BAKER WEB ACADEMY! You have many important decisions to make as a parent, and one of the most important is how you will educate your children. We know there are many schooling options available to students and want to express our gratitude for choosing BAKER WEB ACADEMY

This year is going to be a fantastic year! Our team is excited to begin working with you as a team to build a quality, engaging, and meaningful educational experience for your child.

We are excited to introduce some new curriculum options to continue to improve and increase our already robust options. All of these curricula have been carefully studied, planned for, and selected. Our staff have been trained in how to use them effectively and efficiently so that we can make your child's educational experience the best possible.

From our beginning, our mission statement has been, "Empowering the next generation of learners through innovative, personalized, and rigorous educational choices." Our goal is to personalize our school so that each student has their unique needs identified, valued, and met. Each student is an important part of our program. They are the reason we wake up every day and work so hard! We hope that our schooling journey together this year results in exciting gains, successes, and FUN!

As we progress through the year our "doors" are always open. In an online school our "doors" are our phones, email boxes, visits, and cars! Our relationship with you and your students are important to us. Please call, email, or text me anytime if you have questions, comments, concerns, or just want to share a fun story.

Finally, I will say that you will never regret the investment you are making in your children. Our school model demands more parent time and attention. Your investment in your children will be one of the most important decisions you make. Together, our investments will be the foundation of a quality life for your students.

Sincerely,

Roland Hobson - Superintendent
rhobson@bakercharters.org
http://www.bakercharters.org
541-524-2300 phone

1) WELCOME TO BAKER WEB ACADEMY

Thank you for choosing to be part of BAKER WEB ACADEMY. We are excited to begin the school year and look forward to partnering with your family as part of our learning community.

Please read this handbook carefully. We believe it is important to clearly communicate expectations, responsibilities, and boundaries from the time of enrollment. Families are expected to be active and engaged participants in the educational process, and student success depends on consistent communication, participation, and partnership between students, Learning Coaches, and school staff.

1.1 Guiding Principles

- Every student receives a personalized education through a meaningful relationship with a teacher and multiple learning experiences
- Every student will receive a challenging, stimulating and relevant learning experience
- All students can be successful
- Our expectations are high because your child deserves quality

1.2 Community Values

- Self-motivation and personal responsibility
- Respect for self, others, and school property
- Integrity, honesty and accountability
- Curiosity and availability of an array of meaningful educational options

2) ENROLLMENT

2.1 Enrollment Process

1. ***Apply Online**: Complete an online application, will receive a confirmation email.
2. **Intent to Enroll (ITE):** Complete and submit an intent to enroll form with the resident school district and return a copy to the Baker Charter Schools admissions department.
3. **District Release:** School district releases the student to enroll with Baker Charter Schools.
4. **Register:** Complete registration forms.
5. **Class Selections:** Families will receive a phone call from their advisory teacher to schedule visit times and order curriculum. High school students will work with their high school counselor to schedule courses.

**BAKER WEB ACADEMY and Baker Early College do not accept enrollment requests for students who have been expelled from other educational institutions without review of the expulsion situation by administration. Enrollment requests may be denied pending administrative review of expulsion to ensure the safety of our schools.*

2.2 Fees

As members of the public school system, it is our responsibility to provide a free and appropriate public education. Therefore, our school is free of charge. However, like all public schools, there are some fees that are the responsibility of the family to be aware of:

1. **Internet**- For our school, a high-speed internet connection is most helpful. If you believe your family would qualify for financial assistance, please inform your teacher for steps to apply for an LTE device.
2. **Computer Misuse/Damage**- Families are responsible for loss or damage of all equipment provided by BAKER WEB ACADEMY. Families do have the option of using their own computers, thereby reducing their risk of incurring costs due to damage of school property.
3. **Optional Supplies**- BAKER WEB ACADEMY does not require families to purchase a standard list of school supplies. However, some curriculum projects or activities may occasionally require small, basic materials. If obtaining these supplies creates a financial hardship, please contact your teacher so we can work with you to ensure your student has the materials needed to participate successfully.
4. **Field Trips**- BWA offers many optional field trips and activities throughout the school year. If a family chooses to participate in a field trip, there may be associated fees that are the responsibility of the family. In addition, BWA may offer financial assistance, which includes activity and transportation reimbursements. We do our best to offer students a variety of meaningful activities, and aim to offer many free or low-cost-to-families experiences. For more information visit Field Trip Transportation Assistance Program.

2.3 Program Accessibility

Program Accessibility: Baker Charter Schools, in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, is committed to offering employment, physical facilities, communications, and transportation practices that provide equal opportunity to qualified individuals with disabilities in all phases of the charter's programs, services, and benefits.

Anyone who wishes to avail themselves of charter programs, services, or benefits and is concerned about accessibility should contact the school principal. Accommodations to provide program access will be made in

accordance with Section 504 and the ADA when reasonable notice is provided to the site administrator or board. (Accommodations may include relocation of an activity to an accessible location.)

3) HOW IT ALL WORKS

3.1 Communication

Regular and consistent communication between students, Learning Coaches, and school staff is essential to student success at Baker Web Academy. Because most students complete their learning in the home environment, communication should be part of the regular school day.

Teachers may communicate with students and families through Canvas messages, text messages, email, phone calls, and advisory visits, which may occur virtually or in person. Students and Learning Coaches are expected to respond to teacher communication in a timely manner, preferably each school day.

If you have questions or concerns, please contact your advisory teacher first. Your advisory teacher is your primary point of contact and can help answer questions, provide support, or connect you with additional school staff as needed..

3. 2 Dress Code

Students must dress appropriately for all activities and dress should not disrupt the educational environment. Attire should be neat, clean, and appropriate clothing that does not feature offensive graphics, profanity, or promotional references to drugs or alcohol.
Prohibited Attire:

- Revealing: Display of chest, buttocks, midriff, or underwear.
- Inappropriate Content: References to sex, violence, alcohol, drugs, tobacco, racism, discrimination, or gangs.
- Other: Any attire deemed disruptive by administrators.

3.3 Support: BCS Student Centers- Live Support

Baker Web Academy supports students in enjoying learning and making meaningful progress toward their academic goals. Each student is supported by a team that may include advisory teachers, course teachers, Learning Coaches, parents/guardians, support staff, counselors, administrators, and other students.

The advisory teacher serves as the student's primary point of contact and support. Advisory teachers help students manage coursework, plan schedules, monitor progress, and prepare for upcoming academic expectations. When additional support is needed, advisory teachers may connect students and families with other teachers, specialists, or school staff.

Students and Learning Coaches should begin by contacting the advisory teacher when questions or concerns arise.

BCS Student Centers, located in Bend, Eugene, Grants Pass, and Roseburg, are available to students who need additional academic support. Each Student Center may have site-specific rules, procedures, and operating expectations.

The purpose of the Student Centers is to provide a safe and supportive place for students to work. Each Center is staffed by a BWA staff member during open hours. Student Centers are generally open from 10:00 a.m. to 2:00 p.m.,

Tuesday through Thursday, though hours may vary by location. Student Centers are closed on staff meeting dates, holidays, and non-school days.

Students who choose to attend a Student Center are expected to remain on task and follow all Student Center expectations. Students who are off task, disruptive, or unable to follow Center rules may be asked to leave and may be subject to disciplinary action.

Students may only access the portion of the building in which Baker Web Academy operates. Students found in other areas of the campus or facility may be asked to leave and may be subject to disciplinary action.

Students in kindergarten through fifth grade may attend the Student Center for up to two hours per day. Students in grades 6 through 12 may remain at the Student Center for longer periods of time, provided they remain on task and follow Center expectations. If a student is off task or disruptive, Center staff may contact the parent/guardian and require the student to be picked up.

Students may not leave the Student Center during attendance hours unless a parent/guardian is present or a signed Permission to Walk form is on file.

3.4 Counseling

The professional school counseling staff at BAKER WEB ACADEMY assist students in their educational goals, planning classes, and making appropriate decisions concerning vocational, social and personal objectives during their schooling years.

BAKER WEB ACADEMY provides students with two different types of counseling services – school counseling and mental health counseling.

All BAKER WEB ACADEMY students are automatically assigned a school counselor who will assist them in addressing and overcoming social, emotional, and/or developmental challenges as they pertain to academics, as well as support in graduation and postsecondary planning.

School Counseling Services May Include:

- Academic Progress
- Career Development
- Personal / Social Development
- Transcript Evaluation / Graduation Requirements
- Postsecondary Planning

Learning Coaches are invited to consult with a school counselor regarding their student. School counseling meetings with all stakeholders present are often helpful in understanding, planning, and formulating goals and objectives.

Students at BAKER WEB ACADEMY also have access to licensed mental health providers (LPC-I, LPC, and LCSW) who can assist with diagnosis and treatment of mental health disorders through HIPAA-compliant telehealth. Referrals for mental health counseling can be made by the student themselves, parents, or school staff. The referral form can be found on the school website at Mental Health Therapists - Student Wellness, or may be requested from the student's advisory teacher or school counselor. In the State of Oregon, a minor who is 14 years or older may access outpatient mental health, drug or alcohol treatment (excluding methadone) without parental consent (ORS 109.675).

These Mental/Behavioral Health Services May Include:

- Mental health therapy through a doctor, psychologist, social worker, or counselor
- Help for drug or alcohol use

Providers are expected to involve parents by the end of the minor's mental health, and/or drug or alcohol treatment unless: 1) The parent refuses involvement; 2) Clear clinical indications to the contrary exist and are documented in the treatment record; 3) There is identified sexual abuse; or 4) The minor has been emancipated and/or separated from the parent for at least 90 days. For mental health and chemical dependency services, the provider may disclose health information to a minor's parent or guardian per ORS 109.680 if: 1) It is clinically appropriate and in the minor's best interests; 2) The minor must be admitted to a detoxification program; or 3) The minor is at risk of committing suicide and requires hospital admission.

Referrals for mental health counseling are accepted on a first-come-first served basis and are available during the school year only (September through June).

3.5 Learning Environment

We have found that students are most successful when regular boundaries and expectations are in place in the home environment. Teachers will work with your family to create a successful learning space and time. While there is a lot of flexibility in designing the system, we have found this to be most helpful. Please see the "Learning Plan and Commitment" form.

3.6 Learning Coaches/Student Orientation, Advisory Visits

All BAKER WEB ACADEMY Advisory Teachers are required to conduct regularly scheduled "advisory visits" for each student. An advisory visit is a required meeting between the student, learning coach, parent/guardian, and the student's Advisory Teacher that occurs at least once every two weeks and lasts at least 30 minutes. We understand that circumstances may prevent bi-monthly meetings on occasion, but a commitment to at least one advisory visit per month is expected. Advisory visits may be held virtually or in-person and are designed to support student success by reviewing academic progress, discussing goals and attendance, providing guidance and instruction, communicating important school information, completing required documentation, and coordinating assessments and other student supports. Both the student and parent/guardian are expected to participate for the duration of the meeting.

At no time shall an advisory teacher, staff member, administrator, or counselor ever be alone with a student in a private location such as a home or office. At all times there must be an additional parent/guardian or staff member present in the same location when working with a student unless meeting in a public, visible location. Upon arrival if no adult is present, staff will immediately leave the premises and make arrangements for another visit at a later time. Staff safety is a high priority for BAKER WEB ACADEMY. Staff may request to meet the student and parent at an alternate location, such as a local library or other space with internet connectivity at no cost.

VIRTUAL VISITS with Teachers

Learning Coaches, parents/guardians should participate and be aware of all virtual visits and communications with teachers. BAKER WEB ACADEMY believes the learning coach, parent/guardian role in a child's education is critical. If a student is visiting with a teacher, a learning coach, parent/guardian should always be involved for information and safety. If the learning coach, parent/guardian is not present during the meeting, the teacher will record the session for transparency and documentation purposes. Recordings available upon written request. A parent/guardian may request to meet virtually with a teacher instead of an in-person meeting. However, all parents/guardians should receive bimonthly meetings.

Advisory visits, whether virtual or in person, should generally be scheduled between 8:00 a.m. and 5:00 p.m., Monday through Friday. Visits outside of these hours may be requested in special circumstances; however, after-hours visits should be limited and are not intended to be a regular practice.

When a BAKER WEB ACADEMY advisory teacher arrives for an advisory visit, it is expected that:

1. The student is dressed appropriately and comfortable to work.
2. The student is ready to learn (computer is charged and turned on, school supplies are out and ready to be used, etc.)
3. A responsible adult (parent/guardian or appointed adult over the age of 21) remains in line of sight of the teacher and student at all times. Instruction should occur in the main living area. The parent/guardian or designee is expected to work in cooperation with the teacher to assure the supervision and safety of the student.
4. The student, parent/guardian, and teacher will use appropriate language.
5. The environment is free of all ODE-identified symbols of hate, firearms and/or other weapons.
6. No other electronics are to be used during the teaching time (phones, iPods, games, etc.).
7. Interruptions during the visit be prevented, if possible
8. CONTACT THE ADVISORY TEACHER IF THE ADVISORY VISIT NEEDS TO BE RESCHEDULED. Please notify the teacher as soon as possible, at least an hour before the scheduled visit.

3.7 Grading, GPA Calculation, and Class Rank

Students must maintain adequate academic progress, as defined on the Academic Calendar. ***Any course remaining active after the drop date will receive a final grade at semester and at the end of the year (final grade= % progress x % performance. i.e. 94% grade x 94% complete = 88%)***. Regardless of any revision to a student's learning plan, all students will actively participate in a mathematics and language arts course.

All work in scheduled classes must be completed by posted end of the semester timelines. Students may drop a class with teacher approval up to the quarter break each semester. It is the student's responsibility to understand and follow each individual teacher's grading policies. At Baker Charter Schools, we want to prepare students for postsecondary education or work. Therefore, it is important to teach students about being self-advocates and the importance of deadlines.

Dual credit courses may be offered on a different timeline than other BWA classes. It is the student's responsibility to ensure they read through the syllabus and have an understanding of course due dates and deadlines.

It is important that students and their parents/guardians regularly check their student's course progress. Students not making adequate progress may receive a Student Support Plan and/or modified schedule.

All BAKER WEB ACADEMY students must be working towards graduation and participating full-time for the duration of their enrollment.

GPA

BAKER WEB ACADEMY students earn two high school GPAs - one weighted, and one unweighted (as of S1, 23/24). Both GPAs are visible on students' high school transcripts.

Unweighted GPA

Classes taken for high school credit only (i.e. not dual credit) will be based on a 4-point scale. BAKER WEB ACADEMY does not award +/- grades (ex. A+ or A-). If a student earned high school credit outside of BAKER WEB ACADEMY from a school that grades with +/-, those grades will be added with the +/- to the student's BAKER WEB ACADEMY transcript. All high school credit earned outside of BAKER WEB ACADEMY will be calculated on the

unweighted scale, regardless of whether the previous school weighted any classes.

Weighted GPA

To honor the rigor of college coursework (100-level or higher), credits earned through completion of a college-level course at BAKER WEB ACADEMY will receive an additional 1.0 weight (see chart below). Classes that are taken P/NP will not be factored into the weighted nor the unweighted GPA. Beginning with the 2026-2027 school year, weighted GPA will be used to determine First in Class Valedictorian in each region. Weighted GPA will be used to determine honors diploma.

Grade Points Chart

HIGH SCHOOL LEVEL CLASSES (HS classes + college classes below 100-level)				COLLEGE LEVEL CLASSES (Dual credit classes + college classes at/above 100-level)		
GRADE	**WEIGHTED**	**UNWEIGHTED**		**GRADE**	**WEIGHTED**	**UNWEIGHTED**
A	4.0	4.0		A- / A / A+	5.0	4.0
B	3.0	3.0		B- / B / B+	4.0	3.0
C	2.0	2.0		C- / C / C+	3.0	2.0
D	1.0	1.0		D- / D / D+	2.0	1.0
F	0	0		F	1.0	0
P/ NP/ I / W/ R	N/A	N/A		P/ NP/ I / W/ R	N/A	N/A

<u>If you have concerns about a grade received in a class, please:</u>

1. Speak with your teacher and ask for an explanation of the grade given and/or for possible options to improve your grade.
2. Schedule an appointment with your school counselor to discuss your concerns.
3. Ask your school's administrator about your concern. All unresolved grade appeals will ultimately be reviewed by an administrator.

<u>Incompletes</u>

Generally, incomplete grades are reserved for students with documented inability to complete coursework within established timelines. To receive an incomplete, a student must make arrangements ahead of time with their counselor. The student will generally have one month to resolve the incomplete grade after the standard grading period is complete. After one month, incompletes turn to a No Pass (NP), unless the counselor and/or administrator approves additional time. First semester incompletes will need to be finished by the first Friday of March and second semester completed by enrolling in summer school or by September 30th of the next school year (counselor approval).

Incompletes are not available for dual credit courses.

<u>Course Retakes</u>

All currently enrolled BAKER WEB ACADEMY students may retake any course that is available in which they received a C or below. With school counselor permission, the first grade may be changed to an "R" after the first

retake attempt is completed. Further retakes will need additional approval by counselors and may not result in changing the second grade or subsequent grades. All grade change requests must go through the student's school counselor and grading teacher. If approved for a retake, **the student must start the course over.** The course must be taken from the same institution, course, and curriculum. Retake courses may be completed over summer school but not all curriculum programs are offered during summer school.

No Pass (NP) Courses

If a student does not pass a course, they should meet with their school counselor to inquire about retake options. Students who do not pass 3 or more courses in any semester will automatically be placed on an SSP for the following semester. A student who does not pass a course and keeps the original grade may start where they left off to finish the course, with counselor approval.

Course End Dates

- Canvas projects and assignments (if applicable) will be due the Friday before the last week of the end of the term at 5:00 PM. Please refer to the current progress calendar for this date.
- Online work that requires feedback from a teacher will remain open until Friday before the end of the term at 5:00 PM.
- Online work that is graded automatically may remain open until Monday of the end of the semester at 8:00 AM.

3.8 Credit Options

Advisory Teachers must fill out the non-traditional credit form in order to have the following courses added to the transcript.

(*) Work experience, credit by proficiency, credit recovery, and independent study do not meet NCAA Eligibility Center requirements and do not count toward NCAA initial eligibility.

***Credit Recovery-** Students who did not previously pass a course may retake the course in credit recovery (CRX) mode. Credit recovery allows students to complete final assessments for units or semesters to demonstrate mastery of course content. Previously completed coursework may be considered in the final grade calculation when appropriate. Courses completed through credit recovery will be clearly labeled on the student's transcript as CRX and may not qualify for NCAA initial eligibility.

***Credit by Proficiency** - Students may be assigned the unit review and final assessment in a course if they believe they can demonstrate proficiency in the course content. Students should have prior exposure to the content through a non-accredited educational option, independent study, or another approved learning experience.

The final assessment must be completed under the direct supervision of a BCS staff member. To earn credit, students must score 70% or higher on the final assessment within three attempts. Students seeking to earn more than 2 total credits through credit-by-proficiency must receive counselor approval.

Eligible courses include Algebra 1, Geometry, Algebra 2, Physical Science, Biology, Chemistry, English 1, English 2, English 3, World History, and U.S. History. Credit by proficiency may only be completed through StrongMind or Subject when the feature is supported. Math is completed using ALEKs.

Students who score 70% or higher will receive a letter grade based on the earned percentage. Credit earned through this process will be clearly labeled on the transcript as CBP.

Students may also earn credit through CLEP testing. CLEP testing must be arranged and paid for by the family. Credit earned through CLEP testing will be clearly labeled on the transcript as CLEP.

***Work Experience** - Students may enroll in work experience for elective credit. Students are responsible for providing the necessary verification of experience, and completing any other assignments in the course to receive credit. Students may earn a maximum of 2.0 HS credits through work experience. Work experience will be clearly labeled as such on the transcript and will not count for NCAA eligibility.

***Independent Study** - With counselor approval, students may enroll in an independent study course. All independent study courses will be for elective credit only and graded as pass/no pass. Documentation of work and examples must be provided. Students may earn a maximum of 2.0 HS credits for each independent study experience, and no more than 5.0 credits in total. Independent study will be clearly labeled as such on the transcript and will not count for NCAA eligibility.

3.9 State of Oregon Assessment Exams

As a public school in Oregon, BAKER WEB ACADEMY is required to administer Oregon statewide assessments to students in grades 3–8 and to students in grade 11 or the second year of high school, as applicable. Most state assessments are computer-based.

Teachers will provide students and families with information about testing locations, schedules, and testing requirements. Students may be required to participate in state assessments more than once during the school year. All actively enrolled students in tested grade levels are expected to attend and participate in required state assessments unless an official opt-out form has been completed.

Families who choose to opt a student out of state testing must complete the required opt-out form. Opt-out forms are valid for one school year and must be completed for each subject area from which the family wishes to opt the student out.

Students who opt out of state assessments remain responsible for meeting Oregon graduation requirements, including the Oregon Essential Skills graduation requirement, when applicable. The Essential Skills requirement is currently suspended through the 2026–2027 school year.

3.10 Field Trips

We believe strongly in the power field trips and experiential learning. As a school, we provide opportunities for families to participate in field trips. Some costs, transportation and supervision will be the responsibility of the parent/guardian. Upcoming field trips and activities, as well as any associated costs, will be regionally communicated throughout the year.

With the permission of the field trip organizer, a parent/guardian may drop a student off for a field trip/activity if:

1. The student is at least 13 years old.

2. Prior to dropping off, the parent/guardian must contact the field trip organizer to make arrangements.

3. An appropriate amount of chaperones/staff members are present, as appropriate for the student grade level and field trip needs.

4. A specific pick-up time and location is agreed upon between the parent and field trip organizer.

5. The staff member that will be in-charge of the student agrees to be responsible for the student. Please note that a non-staff member may not be in charge of a student that is dropped off by a parent.

3.11 Physical Education

Per OAR 581-022-0104, all students in grades K-8 are required to participate in physical education. High school students must complete 1.0 HS credit of physical education to graduate. Students will need to complete at least 65 hours of physical activity a semester, for a total of 130 for the school year.. To achieve this total, students should complete 45 minutes a day or 4 hours a week. Students should log only activities that raise the heart rate for more than 20 minutes. Some activities might include biking, running, walking, hiking, aerobics, yoga, working out at gym, and all other sport activities. Students who are unable to participate will need a doctor's note or a 504/IEP accommodation to be excused from the PE requirement.

3.12 Interscholastic Activities

Information about interscholastic activities can be found HERE.

3.13 Elementary Policies

In order to ensure the success of all our K-5 (6-8 hybrid options) students in our virtual program we are asking that students and learning coaches, parents/guardians be aware of these policies:

- To align with Oregon Department of Education (ODE) standards, all students are required to participate in a diagnostic assessment three times a year to monitor their academic progress. Because these assessments are mandatory, opt-out options are not available. Students who score below grade level may be placed in targeted intervention or academic support groups to help them succeed.

    - **Intervention Support:** Some students may require more focused, individualized support to make progress in core academic areas. Based on diagnostic assessments and ongoing performance data, these students may be referred to work with our trained RTI (Response to Intervention) team. This specialized support is delivered through small-group Zoom sessions and is designed to meet each student's unique needs. Participation is a key part of the student's learning plan, and families will be notified if their student is recommended for this level of intervention. Learning coaches are expected to help students log in to Zoom and be prepared for their group time.

      Academic Support: To help every student thrive, we offer small-group Zoom sessions in math and reading for those who need extra support. Students are placed in these groups based on diagnostic testing. These sessions are an important part of the student's learning plan and provide targeted instruction in a supportive setting. Families will be contacted if their student is recommended to participate**.** Learning coaches are expected to help students log in to Zoom and be prepared for their group time.

- **Procedure for Changing Curriculum:** Once a curriculum has been selected for the semester, students will not be able to make changes until the next semester. Families can work with their advisory teacher to review options and make a new selection for the following term. If students are experiencing difficulties with their chosen curriculum, learning coaches are encouraged to contact the course instructor for support and guidance throughout the semester.

- K–5 students at Baker Charter Schools are enrolled in seven courses simultaneously: Language Arts, Math, Science, Social Studies, Writing, and Physical Education and Advisory. To ensure timely course completion, students are expected to follow the suggested pacing guides provided for each subject.

Guidelines for specific curriculum are outlined below:

- **Hybrid Curriculum:** Hybrid students are graded based on their assigned coursework, the completion of at least 80% of the curriculum, and consistent communication with their advisory teacher.

- **Online Curriculum:** Online students are graded based on the timely completion of daily work, adherence to teacher-scheduled deadlines, and the successful completion of all required quizzes, tests, and assignments. Final grades are calculated and displayed directly within Canvas, unless otherwise specified in the course syllabus.

3.14 Complaint Procedure

The Principal and Superintendent have responsibility for investigations concerning hazing, harassment, intimidation, bullying or menacing. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any student, employee or third party who has knowledge of conduct in violation of this policy or feels he/she has been a victim of hazing, harassment, intimidation, bullying, cyber bullying or menacing in violation of this policy shall immediately report his/her concerns.

Reference BWA Board Policy KL-AR.

3.15 Media Policy

Baker Charter Schools, its representatives, employees, assignees, successors and transferees, reserve the right to capture various forms of media including but not limited to photographs, video, writing samples, projects, student accomplishments, audio or other media forms of me and/or my child(ren) and my property for use in any and all of its publications including other media, whether now known or hereafter existing, controlled by Baker Charter Schools, in perpetuity, and for other use by Baker Charter Schools. Families will make no monetary or other claim against Baker Charter Schools for the use of the media. Families authorize Baker Charter Schools, its assigns, successors and transferees to copyright, use and publish the same in print and/or electronically.

If a Learning Coach or student chooses to opt out of this media policy, they must fill out and submit a Media Opt Out Form prior to participating in any BCS activities.

3.16 NCAA Eligibility

All Baker Charter School students who wish to be eligible for NCAA athletics after graduating from Baker Charter Schools must adhere to Baker Charter School's athletic policy. The following conditions must be met for a student to be eligible:

1) Students must meet NCAA course and GPA requirements.
2) Students may not take any credit by proficiency courses, CLEP or FLATS tests. There can be no credit by exam credits on the final transcript.
3) Students may not take independent study or work experience courses, as they are not NCAA approved.
4) Students must be fully enrolled and complying with attendance/progress requirements.
5) Students may not finish a course in less than 45 hours per 0.5 credit.

3.17 IEP, 504 and ELL Services

BAKER WEB ACADEMY offers additional support for students who qualify for special programs such as Individual Education Plan, 504 Plan of Accommodation and/or English Language Learner services. Services for identified students may vary, depending on each student's specific needs. Families may request testing to determine initial eligibility.

BWA is committed to providing appropriate services for all enrolled students, regardless of eligibility status or category. Our Special Education team, English Language Learner team and other professionals will work to assure curriculum, interventions, and online support meet each students' individualized needs.

If you have concerns that your child may have a disability, please discuss this with your advisory teacher who will collaborate with our special education team on the next steps. Formal requests for testing are shared with the special education team.

Your advisory teacher can provide contact information for the SPED team who will provide more information about the eligibility process for special education and section 504 accommodations..

3.18 Curriculum Options

Baker Charter Schools provides a variety of approved curriculum options for families. Curriculum options are available for review through the school's curriculum resources.

Students are required to participate in at least four courses through BAKER WEB ACADEMY using approved curriculum options. These courses must include math, language arts, social science, and science. High school students must enroll in six courses to support progress toward on-time graduation.

As an accredited school, BAKER WEB ACADEMY cannot accept homeschool courses or religious curriculum as credit-bearing coursework unless the courses are provided by an accredited institution.

4) ATTENDANCE

4.1 Typical School Day

Students must spend time working on their classes and complete their attendance assignment in their advisory class every day, Monday through Friday. For Dual Credit courses, students may be required to participate in live, online sessions. In addition to working on a computer, some classes may have paper/pencil components. We encourage students to work at a pace that is right for them, but are still expected to get assigned work completed on time, complete their daily attendance assignment in their advisory course every day, and spend time working on their classes every day.

4.2 Time and Scheduling

BAKER WEB ACADEMY students are expected to be engaged in schooling activities according to the information below:

- Grades K-8- 900 hours a year, 5.3 hours a day, 4 courses + PE + Advisory
- Grades 9-11- 990 hours a year, 5.8 hours a day, 6 courses + Advisory
- Grades 12- 966 hours a year, 5.7 hours a day, 6 courses + Advisory

It is a requirement of Oregon School Law (ORS 330.010) that children between the ages of 7-18 regularly attend school. Research shows that excessive absences have a negative effect on grades and learning.

We would recommend breaking learning into chunks of time and content. Break up extended periods on the computer with PE activities, projects, lunch/snack breaks, craft time, etc.

4.3 Absences

4.3a What is an Absence?

A student absence at BAKER WEB ACADEMY is defined as any day that a student fails to engage with school systems, instructional platforms, and assigned learning activities.

4.3b How is attendance measured and what are the progress expectations?

A student at BAKER WEB ACADEMY must meet attendance requirements set forth by school administration in order to maintain enrollment. Student attendance is measured in two specific ways: Daily requirements and progress expectations. A student is considered absent if they do not log into Canvas and submit attendance. Students who fail to meet attendance requirements for ten consecutive days must be dropped in accordance with Oregon state law.

- **Daily Requirements:** Students must engage in their classes and complete the attendance assignment in their advisory course every school day.
- **Progress Expectations:** Students have flexibility within the week to create a routine that works for them, however, students are expected to complete assignments and meet weekly goals and/or curriculum suggested pacing to ensure they make adequate progress in each course.

4.3c Ten (10) Day Drop Policy

If a student has ten consecutive absences, the student will be unenrolled from BAKER WEB ACADEMY.

4.3d Lack of Adequate Academic Progress

In the event that the teacher feels a student's adequate academic progress is being hindered by excessive absences and/or poor work habits, the teacher will initiate either a SSP (Student Support Plan) or a referral to the SST (Student Support Team) and make contact with the home. A parent/guardian conference, student contract or course load adjustment may result. A student will be placed on a Student Support Plan, as well as placed on the appropriate RTI tier.

4.3e Student Support Plans

Students in grades k-5: ELE SSP Program Guidelines

Students in grades 6-12: SSP Program Guidelines 6-12 - Master

Students who are behind in 50% or more classes may be placed on a Student Support Plan. The goal of a student support plan is to address barriers to learning and provide accountability. The Student Support Plan team will consist of the learning coaches, parents/guardians, student, teacher, counselor and administrator. Failure of the plan goals may result in dismissal from the school. Alternative placement options will be discussed at that time.

4.4 Other Pre-Arranged Absences

4.4a Family Vacations

BAKER WEB ACADEMY requests that families schedule vacations or special programs so as not to conflict with school. In the case of a planned absence, the student must consult with their teacher ahead of time. BAKER WEB ACADEMY will need advanced notification of family plans that will cause a student to miss days to work on academics so that arrangements can be made by the teacher to help keep the student in good academic standing.

4.5 Excused Absences

The following are legal reasons for an absence to be excused according to ORS 339.065:

1. Student illness
2. Illness in the student's immediate family if it prevents the student from completing work.
3. A medical or family emergency
4. Dentist or doctor appointment
5. Other reasons where satisfactory arrangements have been made in advance (see Pre-Arranged Absences)
6. In the event of an absence which has not been prearranged, the parent/guardian is responsible for notifying the student's advisory teacher within two consecutive school days following the student's return to school. Notice may be in writing, email or by telephone. Please include the student's first and last name on all notes or messages. The spelling of the last name on messages is also helpful.

4.6 Snow Days

Generally, we do not honor snow days if your resident district closes due to weather or other issues since much of our students' work is done from home. If you have an in-person advisory visit scheduled, your teacher will reschedule if they are unable to safely drive to the chosen location. You should also check for messages from your teacher related to field trips or other activities.

4.7 School-Sponsored Events

Students at all school sponsored events are governed by BAKER WEB ACADEMY rules and regulations and are subject to the authority of BAKER WEB ACADEMY officials wherever the event. Students are also reminded that they are subject to discipline for conduct while traveling to and from activities.

4.8 Formation of Student Groups/Clubs

I. Guidelines for Student Groups or Clubs:

1. **Non-Discrimination:**
    - Membership and participation in student groups or clubs must be open to all students, regardless of race, color, national origin, sex, disability, religion, sexual orientation, gender identity, or any other characteristic protected by law.
2. **Educational Purpose:**
    - All activities and objectives of the group must support the educational mission of the school.
3. **Compliance with School Policies:**
    - Student groups must adhere to all school policies, including those related to behavior, dress code, and the use of school facilities and technology.
4. **Conduct:**
    - Members must follow the school's code of conduct during all meetings and activities.
    - Activities must be conducted in a safe, respectful, and non-disruptive manner.
5. **Meeting Times and Locations:**
    - Meetings must be held at times that do not interfere with regular school hours or other school activities.
    - Meeting locations and times must be approved by the school administration.
6. **Adult Supervision:**
    - An approved faculty or staff advisor must be present at all group meetings and activities.
7. **Record Keeping:**

- Groups must maintain accurate records of meetings, including dates, attendance, and minutes.

8. **Safety and Liability:**
    - All activities must comply with school safety regulations and procedures.
    - Groups must obtain necessary permissions and waivers for any off-campus activities or events.
9. **Inclusivity and Respect:**
    - Groups must foster an inclusive environment, promoting respect and understanding among all members.
    - Bullying, harassment, or any form of discrimination will not be tolerated.
10. **Use of School Name and Resources:**
    - The use of the school's name, logo, or resources must be approved by the group Advisor and an Administrator and used in a manner that reflects positively on the school.
    - School resources, including facilities and equipment, must be used responsibly and returned in good condition.
11. **Communication and Publicity:**
    - Any publicity or communication related to the group's activities must be approved by the school administration.
    - Groups must not engage in any activities that could harm the school's reputation.
12. **Annual Review and Reporting:**
    - Groups must submit an annual report to the school administration, detailing their activities, achievements, and membership status.
    - The school administration may conduct periodic reviews to ensure compliance with all rules and policies.
13. **Membership Records:**
    - Groups must keep updated membership lists and ensure that all members meet the group's requirements and school policies.
14. **Conflict Resolution:**
    - Groups must have a clear process for resolving internal conflicts and disputes among members.
    - Major conflicts or disciplinary issues must be reported to the school administration.
15. **Legal Compliance:**
    - Groups must comply with all local, state, and federal laws, including those related to student privacy and the rights of individuals.

By adhering to these rules, student groups and clubs can ensure they operate within the framework of public school law, fostering a positive, inclusive, and educational environment for all members.

II. Application Process:

1. Application:Interested students must submit a written proposal to the school administration using the Student Group Request Form
    - The proposal must include:
        - The name of the proposed group or club.
        - The purpose and objectives of the group.
        - A statement of how the group will contribute positively to the school community.
        - Rules and procedures of the group
        - The name of a proposed faculty or staff advisor (if known).
        - Contact information for the student leader(s).

- A description of planned activities and meeting frequency.
- Proposed meeting times and locations.

2. Submission:
    - The completed application will be submitted to the Administration team for approval.
3. Review Process:
    - The Administrative team will review the application within 30 school days.
    - The review will ensure the group's purpose aligns with the educational goals of the school and complies with non-discrimination policies.
    - The administrator may request a meeting with the student leader(s) for further clarification.
4. Approval/Denial:
    - The administration will notify the student leader(s) by email of the approval or denial of the application.
    - If denied, the notification will include the reasons for denial and suggestions for revisions, if applicable.

III. Guidelines for Adult Advisors:

1. **Role and Responsibilities:**
    - Advisors must be staff members employed by the school.
    - Advisors will provide guidance, support, and oversight to ensure the group's activities align with school policies and educational objectives.
    - Advisors must attend all meetings and events sponsored by the group.
2. **Support and Supervision:**
    - Advisors will assist in the planning and executing of activities and ensure compliance with school policies.
    - Advisors must ensure that all activities are safe and appropriate for the school setting.
3. **Liaison Role:**
    - Advisors will serve as liaisons between the student group, school administration, and, if applicable, parents or guardians.

IV. Monitoring and Evaluation:

1. **Annual Review:**
    - The school administration will conduct an annual review of all student groups or clubs to ensure compliance with this policy.
    - Upon administrative request, groups must submit an annual report outlining their activities, achievements, and membership status.
2. **Feedback:**
    - Students and advisors will be able to provide feedback on the group's operations and suggest improvements to the policy.

V. Policy Violations:

1. **Consequences:**
    - Violations of this policy may result in disciplinary actions against the group or individual members, including suspension or revocation of the group's approval.
2. **Appeals:**
    - Students may appeal decisions related to the denial or revocation of group approval by submitting a written appeal to the school board within 10 school days of the decision.

VI: Conflict Resolution

1. Identify the Cause
    - Task Conflict: Disagreements over ideas or budget. (Focus on facts)
    - Process Conflict: Disagreements over deadlines or division of labor. (Focus on organization)
    - Personal Conflict: Personality clashes or communication issues. (Address privately and immediately)

2. A Simple 4-Step Resolution Process
    - Pause & Move to Private: Pause heated discussions and move them out of group chats and public meetings.
    - Set Ground Rules: Agree to focus on the problem (not the person) and speak without interrupting.
    - Use "I" Statements: State perspectives clearly (e.g., "I feel stressed when deadlines are missed") instead of blaming ("You never finish your work").
    - Agree & Document: Find a middle ground, write down the agreed action items, and schedule a 1-week check-in.

3. Escalation Chain
If a direct conversation doesn't work, escalate through these levels:
[Members Involved] ➔ [Club President/Executive] ➔ [Faculty Advisor] ➔ [Campus Student Life]
Quick Prevention Tips
    - Define Roles Early: Make sure everyone knows exactly what they are responsible for.
    - Use Majority Voting: Set a rule that if consensus can't be reached after 15 minutes of discussion, the team votes.
    - What specific conflict is your group currently facing, or would you like a template to help prevent future disputes?

This policy aims to create a structured and supportive environment for student groups or clubs, promoting student engagement and leadership while ensuring alignment with the educational mission of the school.

5) HIGH SCHOOL GRADUATION PLANNING

5.1 Higher Education & Career Path Skills

The State of Oregon requires that all students complete 0.5 credits of Higher Education and Career Path Skills coursework. This is coded as HC on the high school transcript and focuses on four state-mandated pillars: *Seeking Assistance & Self-Advocacy, Career Exploration & Preparation, Postsecondary Readiness, and Workforce Readiness.* This requirement can be completed at BAKER WEB ACADEMY as follows:

- **Dual Credit College/Career Course:** This course can be completed through our dual credit option: *College & Careers*. The course is worth 3 college credits / 0.75 HS credits, with credit awarded by Eastern Oregon University.
- **High School Higher Ed/Career Path Courses:** These courses serve as an introduction to postsecondary options, student aptitudes, interest exploration, and practical skill-building (resumes, interview skills, letters of recommendation, and financial aid applications). Available high school level courses are worth 0.5 HS credits.

5.2 High School Completion

BAKER WEB ACADEMY is committed to supporting students who may need additional time to complete required credits and demonstrate essential academic competencies. In these situations, continued enrollment depends on the student's ongoing participation, consistent engagement, and reasonable progress toward graduation requirements.

Students who do not demonstrate consistent engagement or make reasonable progress toward completing required credits may be referred for additional support, intervention, and academic planning. If a student continues to be unsuccessful despite these supports, school staff may work with the student and family to consider alternative educational options that may better meet the student's needs.

5.3 Graduation Requirements

- Language Arts- 4.0 credits
- Math (Algebra + two others) - 3.0 credits
- Science (at least 2 lab sciences) - 3.0 credits
- Social Studies- 3.0 credits
    - World History - 1.0
    - U.S. History - 1.0
    - Civics - 0.5
    - Personal Finance - 0.5
- Physical Education - 1.0 credits
- Health - 1.0 credits
- Career & Technical Education/World Language/Arts- 3.0 credits
- Higher Ed & Career Path Skills - 0.5 credits
- Electives - 5.5 credits

***All credit bearing courses are taught by properly licensed and endorsed teachers.**

Graduates must also demonstrate proficiency in reading, writing, and math as defined by the Oregon Department of Education.

~The Oregon State Board of Education has suspended the Assessment of Essential Skills graduation requirement through the 2027–2028 school year.

All BAKER WEB ACADEMY students will maintain an education plan with the goal of an on-time high school graduation.

5.4 Baker Early College

Students who are in 9-12th grades can enroll in Baker Early College. It is important to know that Baker Early College (BEC) is not a program within BAKER WEB ACADEMY but is in fact a separate school. When students leave BWA to enroll in BEC, they unenroll from BWA. If a student wishes to leave BEC to return to BWA, they must begin the BWA enrollment process again, including getting a district release.

BEC 9th Grade

The 9th grade program at BEC is a cohort model. It is currently capped at 50 students. The intent of the program is to serve as a bridge between middle school and college, focusing heavily on skills for college success and incorporating a blend of high school and dual credit classes. All classes are online, with dual credit classes taught by BEC teachers but yielding both high school and college credit. Ninth grade students have the opportunity to earn between 10-14 college credits by the end of the year. Students have an assigned BEC advisory teacher and a predetermined schedule. One of the requirements of the 9th grade program is a live weekly Zoom meeting. The weekly Zoom meeting serves two functions: live instruction and social activity. At the end of their 9th grade year, students may continue a blend of online high school classes and dual credit classes, or a full schedule of classes at a college (12 credits).

BEC 10th-12th Grade

Students in 10th-12th grade can complete a combination of online high school and college classes or a full schedule of college classes. BEC pays for students to take up to 12 college credits at a community college every term. Students taking community college classes receive a $100-$200 textbook stipends each term, depending on the number of credits taken. BWA students may only transfer to BEC at the beginning of the school year (application deadline of May of the preceding school year) and at the end of semester 1 (application deadline of December 1).

5.5 Dual Credit

Dual credit classes are taught by Baker Charter Schools instructors and can result in both high school and college credit. High school credit and grades will be automatically awarded and added to students' high school transcript; college credit will be awarded based on criteria set for individual courses and partner colleges. Information about how high school and college credit is awarded is available to students on the first day of class in the course syllabus. It is possible for students to take a DC class and earn high school credit, though not earn college credit. It is also possible for students to earn a high school grade and college grade that are different from one another. Details about high school and college credit requirements will also be available in the course syllabus. It is the responsibility of the student to complete all necessary steps to earn college credit. All costs associated with dual credit courses, including tuition/fees and supplies, will be paid by BAKER WEB ACADEMY.

Dual credit courses are all college-level and therefore will result in weighted grades. Dual credit courses are open to students in grades 9-12, and below grade 9 with instructor approval. By registering for college-level classes, students and their families are accepting that course content will not be modified for them in any way. It is recommended that students and families read course descriptions ahead of registration to get an idea of what content and assignments may be required.

NOTE: ***The Federal Educational Rights and Privacy Act (FERPA) limits communication with a college to the student, regardless of the student's age. Learning Coaches are not legally permitted to communicate with the college on behalf of the student.***

5.6 Transferring Credit Policies

5.6a From an accredited institution or program

1. New students and parents provide their assigned counselor with any relevant records of previous schools and credits earned.
2. BAKER WEB ACADEMY will request your records from your previous school.
3. Upon receipt of transcript from previous high school, the counselor evaluates and assigns credits consistent with BAKER WEB ACADEMY graduation requirements.
4. Students who transfer in mid semester will be placed in classes for which they bring withdrawal grades from the previous school or as best decided by parents, students, teachers, and counselors.

5.6b From a non-accredited institution or program

Credits will not be accepted from non-accredited programs. Please speak with your counselor/administrator about non-accredited program credits.

5.7 Final Class Rank and Valedictorian Process

Class rank will be calculated each year for the Junior and Senior class at BAKER WEB ACADEMY. Class rank will include all courses counting for credit and will be based on students' unweighted GPA. The final class rank will be determined after S1 of students' senior year. Final transcripts will be submitted to colleges upon request. Students who are graduating early as an 11th grade student will be included in their cohort year class (11th grade) for the purposes of class rank.

Beginning with the 2026-2027 school year, weighted GPA will be used to determine First in Class valedictorian in each region. If there is a tie, all students sharing that GPA shall be awarded the distinction of First in Class valedictorian. All BAKER WEB ACADEMY students who earn a 4.0 GPA or higher will earn the designation of valedictorian. BAKER WEB ACADEMY will invite valedictorians to speak at graduation ceremonies, if they wish to participate. They will also receive a special cord for graduation.

6) Student Behavior Expectations

The BAKER WEB ACADEMY online learning community rules include all those listed in this handbook and any changes posted on the school website or distributed to students and their parents and any other roles clearly communicated to students by the BAKER WEB ACADEMY staff. Students and parents are invited to suggest changes. Following the BAKER WEB ACADEMY rules is a necessity to help keep a supportive environment for student success.

6.1 Student to Teacher Communication

With any and all communication between student and teacher, it is expected that a student will abstain from any form of vulgarity, slang or jargon, or inappropriate topics. This includes all methods of communication – electronic, verbal, or written.

Students may not use inappropriate language, discuss inappropriate topics or make disrespectful comments based on ethnicity, gender, creed, sexual orientation, race, disability, national origin, language spoken or marital status toward any BAKER WEB ACADEMY student or in the presence of BAKER WEB ACADEMY staff.

Threats, intimidation, harassment, or other behavior that creates an unsafe or disruptive learning environment are inconsistent with BAKER WEB ACADEMY expectations and may result in disciplinary action.

Students, Learning Coaches, and families are encouraged to report concerns about threatening, intimidating, harassing, or otherwise inappropriate behavior by a BAKER WEB ACADEMY student toward another student, family member, or staff member. Reports should be made to the student's advisory teacher, an administrator, or another school staff member as soon as possible.

Concerns involving social media or other online communication will be reviewed by school administration when the communication involves threats, harassment, intimidation, discriminatory conduct, disruption to the school environment, or safety concerns involving students, families, or staff. When appropriate, administration may meet with the student and family to address the concern, seek resolution, and determine next steps. BAKER WEB ACADEMY may request that content be removed when it negatively affects student or staff safety, privacy, or the school environment.

6.2 Plagiarism/Academic Dishonesty

BAKER WEB ACADEMY students are expected to do their own work and cite the work of others as appropriate. Plagiarism is the willful presentation of someone else's previously written, published, or copyrighted material as one's own. Such material may include work that appears in print, online, or in audio or video formats. Copying work from another student may be regarded as plagiarism if done without consent and if credit is not given to the original writer. Generally speaking when citing a source, students should limit what is directly quoted from the source to no more than 20-30% of the paper. Proper citation at BWA is generally MLA format.

It is expected that BAKER WEB ACADEMY students generate their own ideas and assignments, without assistance from any form of artificial intelligence (AI).

Penalties for plagiarism or academic dishonesty may include failing the assignment in question, failing the course or project, failing the semester, or being subject to a dismissal hearing. BAKER WEB ACADEMY may choose at its discretion, to employ plagiarism- and AI-detection software.

6.3 Cheating

BAKER WEB ACADEMY expects students' individual work to be solely the result of their own effort. The penalty for cheating may include failing the assignment, project or exam in question, failing the course, or doing alternative assignments to earn credit for that assignment.

6.4 Artificial Intelligence (AI) Policy

BAKER WEB ACADEMY recognizes that artificial intelligence (AI) text generators and other AI-based assistive resources are increasingly part of academic, workplace, and post-secondary environments. Students should learn when and how to use AI tools in ways that support, rather than replace, their development as writers, coders, communicators, creators, and critical thinkers.

AI tools may be used only when permitted by the teacher or course expectations. When AI use is allowed, students are expected to use these tools responsibly, ethically, and transparently. This may include acknowledging, citing, or explaining how AI was used in completing an assignment, as directed by the teacher.

Teachers communicate expectations for AI use in their courses and for applying grading practices fairly to students who use AI appropriately and to students who complete work without AI assistance.

BAKER WEB ACADEMY recognizes that AI is a rapidly developing area of technology. Policies, procedures, and classroom expectations related to AI use may be revised as technology, instructional practices, and academic integrity expectations continue to evolve.

Students should:

1. Students recognize that AI tools are a resource, not an expert, and could be inaccurate or show bias.
2. Cite AI tool as a source whenever used to help complete an assignment
3. Use AI tools wisely and intelligently, aiming to deepen understanding of the subject matter and to support learning.
4. Adhere to the rules of the course as written in the syllabus

6.5 Overview of Discipline Consequences

The purpose of disciplinary action at BAKER WEB ACADEMY is to ensure that both the individual students and the BAKER WEB ACADEMY community stay focused on growth and learning. Depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be instituted:

- **Student Warning Oral or Written**: Warning given directly to the student either verbally or written. Immediate resolution of the problem or issue is expected.
- **Learning Coaches/Guardian Notification**: Learning Coaches are notified via phone, email or meeting of problem(s) and prompt resolution of the problem(s) or issue is expected. Learning Coaches phone-calls or conferences may result in a written commitment to improve behavior and/or performance.
- **Academic Consequence**: Infractions that are primarily academic in nature, such as non-participation in school work, may result in students receiving a lower grade and/or a student contract designed to help the student improve.
- **Goal-Setting Meeting**: Teachers, Learning Coaches, and Students will meet to develop focused goals to address the problem as a team.
- **Student/Learning Coaches Meeting:** Discipline meeting with parents/guardians, students, administrator and teacher to discuss problem areas, potential consequences and future plans for the student.
- **Confiscation of Equipment**: Gross neglect, abuse, or theft of school issued equipment may result in temporary confiscation or loss of privileges as appropriate. It may also result in alternative technology use being established.
- **Behavior Contract**: Occasionally, a student contract will be written to design a course of action to determine goals and expectations for improvement. The contract will be mutually agreed upon by the student, parent/guardian, teacher, and administrator.
- **Suspension**: Students will be excluded from school communications and in-person activities, and/or school grounds or events for a chosen amount of days decided by the administrative team. A student/parent meeting must take place.
- **Dismissal**: We recognize that our school model may not be appropriate for all students. If a student is not successful in our school, a change in placement may be necessary. In such cases a team decision will be made between school staff and the family to work towards a more suitable educational option.

6.6 Level 1 Offenses

	First Offense Range of Consequences		Repeated Offense Range of Consequences	
	Minimum	**Maximum**	**Minimum**	**Maximum**
Poor performance in classes	Student and Learning Coaches Notification	Goal Setting Meeting	Counselor and Administrator Notification	Goal Setting Meeting + Contract
Lack of Preparation for Visits	Student Warning	Student Learning Coaches Meeting	Student Learning Coaches Meeting	Goal Setting Meeting
Lack of Communication	Student Warning	Learning Coaches Notification	Student Learning Coaches Meeting	Goal Setting Meeting
Absent	Learning Coaches Notification	Suspension	Student Learning Coaches Meeting	Dismissal- after 10 days of no work/communication
Unpaid debts	Student Warning	Learning Coaches Notification	Student Learning Coaches Meeting	If in excess of $50 records may be held until payment is made or payment schedule established

6.7 Level 2 Offenses

	First Offense Range of Consequences		Repeated Offense Range of Consequences	
	Minimum	**Maximum**	**Minimum**	**Maximum**
Plagiarism or cheating	Student Warning	Suspension	Academic Consequence	Suspension
Technology Misuse	Student Learning Coaches Meeting	Dismissal	Student Learning Coaches Meeting	Dismissal
Technology Intentional Abuse	Student Learning Coaches Meeting	Suspension	Dismissal	Dismissal
Disruptive Appearance	Student Warning	Suspension	Student Learning Coaches Meeting	Suspension

Defiance of Authority/ Insubordination	Student Learning Coaches Meeting	Suspension	Student Learning Coaches Meeting + Contract	Dismissal
Bullying/Cyber Bullying/Harassment	Student Learning Coaches Meeting	Suspension	Student Learning Coaches Meeting	Dismissal
Disorderly Conduct/ Profanity	Student Warning	Suspension	Student Learning Coaches Meeting	Dismissal
Disrupting the educational environment within the SLL	Student Warning	Suspension	Suspension	Dismissal

6.8 Level 3 Offenses

	First Offense Range of Consequences		Repeated Offense Range of Consequences	
	Minimum	**Maximum**	**Minimum**	**Maximum**
Alcohol	Suspension	Dismissal	Dismissal	Dismissal
Assault	Suspension	Dismissal	Dismissal	Dismissal
Drugs/Medication/ Tobacco	Suspension	Dismissal	Dismissal	Dismissal
Vandalism or Theft	Student Learning Coaches Meeting	Suspension	Suspension	Dismissal
Fighting/ Endangering	Student Learning Coaches Meeting	Suspension	Suspension	Dismissal
Sexual Harassment	Student Learning Coaches Meeting	Dismissal	Suspension	Dismissal
Weapons	Suspension	Dismissal	Dismissal	Dismissal

6.9 Threats and Intimidation

Any student who engages in conduct, by word or action, that constitutes threats or intimidation will be subject to immediate disciplinary action. For those students who, by their written or spoken statements, are threatening to harm others by using firearms, explosive devices, or deadly and dangerous weapons, appropriate law enforcement officials shall be notified. Students should immediately inform a teacher, counselor, or administrator regarding any threat or intimidation of students.

6.10 Profile/Virtual Pictures

Baker Charter Schools online profile pictures used in Google, Zoom, Canvas, or other digital learning platforms may include a photograph or an appropriate graphic representation. Examples of appropriate graphic representations may include geographic locations, pets, vehicles, school-appropriate avatars, or other neutral images.

Profile pictures may not include content that is vulgar, discriminatory, inflammatory, gang-related, weapon-related, sexually explicit, threatening, in violation of copyright law, or otherwise inappropriate for the school environment.

Profile pictures that violate this policy may be removed, and the student or family will be notified of the concern. Questions or concerns regarding this policy should be directed to the regional administrator.

7) FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. BAKER WEB ACADEMY generally must obtain written consent before disclosing personally identifiable information from a student's education records, unless an exception under FERPA applies.

FERPA allows schools to disclose appropriately designated directory information without prior written consent if the school has provided required public notice and the parent/guardian or eligible student has not opted out of the disclosure of directory information.

The primary purpose of directory information is to allow BAKER WEB ACADEMY to include basic student information in school-related publications and communications, such as honor rolls, graduation programs, activity programs, newsletters, yearbooks, websites, social media, or other school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parent/guardian or eligible student has opted out of the disclosure of information.

To prevent BAKER WEB ACADEMY from disclosing directory information from a student's education records without your prior written consent, parents/guardians must complete the enrollment packet accordingly.

BAKER WEB ACADEMY has designated the following information as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Honors, and awards received
- Date and place of birth
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Footnotes:

These laws are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the No Child Left Behind Act of 2001 (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107), the legislation that provides funding for the Nation's armed forces.

8) HEALTH INFORMATION

8.1 HIPAA Compliance

Baker Web Academy does not anticipate receiving or disclosing any individually identifiable information in the normal course of providing services. Should Protected Health Information (PHI) be made available, or obtained by Baker Charter Schools, we do hereby assure our students and staff that we will:

1. Comply with the rules and regulations concerning the privacy and security of PHI under the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
2. Not use or disclose any PHI except in the course of meeting our contractual obligations or as required by law.
3. Report any non-compliance of which we become aware.
4. At the request and direction of the staff or student, and if feasible, make available PHI in accordance within the requirements of HIPAA.
5. Upon reasonable notice and during normal business hours, allow the Secretary of the United States Department of Health and Human Services the right to audit our records and practices related to the use and disclosure of PHI to ensure compliance.
6. Upon termination of contract or upon request, if feasible, return or destroy all PHI received or created as a result of any contract and retain no copies.

8.2 Medical/Emergency Information

Current contact and health information is required via the student's SchoolMint account. Please inform the student's advisory teacher of any changes in your student's health. Current phone numbers are required so school staff can contact families in the event of an emergency. Parents/guardians are responsible for keeping contact information up to date.

Any special medical considerations or student needs should be reported on field trip sign-up forms and communicated to the activity lead before the event. This information helps staff appropriately plan for and address student needs during school-sponsored activities.

8.3 Communicable Disease

Students who are scheduled to attend an in-person group event, including field trips, state testing, or small group classes, should remain home if they have symptoms of a communicable illness. Students may return to in-person activities once they have been symptom-free for at least 24 hours without the use of fever-reducing medication.

Symptoms may include a fever of 100 degrees or higher, vomiting, diarrhea, severe cough, rash, draining wound, head lice, or other symptoms that may indicate a contagious condition. Keeping ill students home during the contagious period helps reduce the spread of illness and supports the health and safety of students, families, and staff during school-sponsored activities.

8.4 Immunizations

Oregon requires students attending public and private schools to meet state immunization requirements unless a medical or nonmedical exemption applies. BAKER WEB ACADEMY schedules in-person activities throughout the school year, including events where groups of students may gather. For this reason, students must meet Oregon immunization requirements or have appropriate exemption documentation on file before participating in applicable school activities.

Families will be notified if a student's immunization record is incomplete or if additional documentation is needed. Parents/guardians are responsible for providing updated immunization information to the school office when a student receives additional vaccines.

Required immunizations vary by the student's age and grade level. Oregon school immunization requirements include DTaP/Tdap, polio, varicella, MMR, hepatitis B, hepatitis A, and Hib when applicable. Families should consult the Oregon Health Authority, their healthcare provider, or the school office for current requirements and immunization clinic information.

8.5 Health Physicals

Students participating in sports or extracurricular activities should check with their resident district school for rules and policies around physicals.

9) TECHNOLOGY

9.1a Student Responsibilities for School Technology

BAKER WEB ACADEMY is committed to using technology to support teaching, learning, communication, and student engagement. Students, families, and staff are expected to use school-issued devices, approved software, Google Workspace applications, computer networks, and related technology resources in a responsible, legal, ethical, and educational manner.

Use of BAKER WEB ACADEMY technology resources must be consistent with school expectations, applicable laws, and the educational purposes for which the resources are provided. Misuse of school technology may result in loss of technology privileges, disciplinary action, suspension or expulsion, and/or referral to law enforcement when appropriate.

Students who receive a school-issued computer from BAKER WEB ACADEMY are responsible for following all technology use expectations outlined below.

Acceptable Use is defined in this manner:

Responsible users may use BWA computers to:

- Research assigned classroom projects
- Send/receive education related communication using school issued student accounts
- Work on homework/school work assignments

Unacceptable Use is generally defined as, but not limited to, any action that:

- Disrupts the proper and orderly operation of the computer
- Threatens the usefulness of the computer
- Violates others' rights
- Is socially inappropriate

- Is illegal

Unacceptable use is specifically defined, but not limited to, as inappropriate use of the computer in the following ways:

- Acting in a way that may reasonably be interpreted to threaten any person, group of persons, building or property with harm, regardless of whether the user intends to carry out such threats
- Disclosing personal addresses, telephone numbers, or other personal identifying information of other persons
- Using or disseminating material that constitutes or furthers fraud (including academic fraud), libel, slander, plagiarism, forgery, or a violation of copyright or other intellectual property rights
- Using the computer for commercial, private or personal financial gain, including gambling
- Deliberately accessing, creating, displaying, transmitting, or otherwise possessing or disseminating material that contains pornography, obscenity, sexually explicit, or indecent/inappropriate language, text, sounds, or pictures
- Disabling any antivirus or other security feature maintained on the computer
- Using or accessing another user's computer network account or password, with or without consent from that user
- Disclosing any computer password (including your own) to any other individuals (s) or sites
- Deliberately downloading or installing programs or executable files to the computer without prior permission of the staff
- Creating or deliberately downloading, uploading, or forwarding any computer virus or otherwise attempting to modify, destroy, or corrupt computer files maintained by any individual on any computer
- Using the computer in any way that violates federal, state or local law
- Disabling or bypassing Internet filtering/blocking software
- Playing games of any kind on school computers that are not specifically enabled by BCS Staff
- Accessing Non-BCS Instant Messaging
- Accessing Non-BCS Chat Rooms

Administrator's Access to Files: Students should assume that their use of Baker Charter School's systems and services will not be private. All files, browsing activity, and other records are subject to review by administrators at any time, ensuring that safe practices are followed. Students should understand that administrators will cooperate with law enforcement authorities by providing access to email, files, and other records as necessary.

Web Filtering/Security: All school supplied computers come with pre-installed security and content filtering software and extensions. Altering or subverting these security systems is a direct violation of student's acceptable use of technology, and may result in disciplinary actions. Content filters and alerting systems are designed to keep students safe and focused on their education. Should learning coaches request or desire further access or have questions about filtering mechanisms, please contact our technology support team.

Students may NOT share any of your passwords or e-mail account information.

Students are expected to check their student email at least once a day for important school information and announcements.

Printing to school printers is for school-related purposes only.

Students may bring personal laptop computers to regional Student Centers and access the available wireless network when permitted. All school technology expectations apply to students' personal devices used at Student Centers.

Personal devices may be held by school staff if a student violates technology expectations and may be returned only to a parent/guardian or as directed by a school administrator. BAKER WEB ACADEMY is not responsible for personal devices that are lost, damaged, or stolen while at the Student Center.

Use of school technology must comply with all applicable laws and school expectations. Unauthorized access, attempted access, damage, alteration, or misuse of school computers, computer systems, networks, software, programs, documentation, or data may violate Oregon law, including ORS 164.377, and may result in disciplinary action, loss of technology privileges, financial responsibility, and/or referral to law enforcement when appropriate.

BAKER WEB ACADEMY values the technology resources made available to students. The following responsibilities apply when school-issued technology equipment is used:

- The student and family accept responsibility for school-issued equipment while it is in their possession.
- If school-issued equipment is damaged, the student and family may be responsible for repair or replacement costs.
- If school-issued equipment is lost, the student and family may be responsible for the replacement cost.
- If a student withdraws, is dropped, graduates, or otherwise exits the school, all school-issued equipment and materials must be returned promptly. Students and families may be charged for the full replacement value of any items that are not returned.
- When school property is damaged, lost, or not returned, BAKER WEB ACADEMY may pursue recovery of repair or replacement costs as permitted by law and school policy. Law enforcement may be contacted when appropriate.

School Technology Platforms

Baker Charter Schools is committed to providing students with effective web-based educational tools and applications to support instruction, engagement, and academic progress. These tools and applications may include, but are not limited to, Zearn, IXL, Reading Eggs, Splash Math, ALEKS, Subject, StrongMind, Canvas, and Google Workspace for Education.

Baker Charter Schools uses several web-based sites and applications operated by third-party service providers. In order for students to access these programs and services, limited student information may need to be shared with the provider for educational purposes, such as creating accounts, assigning coursework, monitoring progress, or supporting instruction.

The Children's Online Privacy Protection Act (COPPA) requires operators of certain websites, online services, and applications to provide notice and obtain verifiable parental consent before collecting personal information online from children under the age of 13, unless an exception applies. In the educational context, schools may provide consent on behalf of parents/guardians when student information is collected and used only for authorized educational purposes and not for commercial purposes.

Baker Charter Schools authorizes approved educational technology providers to collect and use student information only as needed to provide school-authorized educational services. Parents/guardians with questions

about educational technology tools, privacy practices, or student data use may contact the school for additional information. www.ftc.gov/privacy/

9.2 Technology Support Help

Technical support is available during normal school hours. You can find contact information for technical support by visiting Tech Help at the school website.

9.3 Personal Electronic Devices

Student use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below.

Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver).

Except as otherwise provided in this policy, "personal electronic device" means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school's network infrastructure. This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student's medical provider's order for the care and treatment of a medical condition.
2. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794).
3. A written exemption provided for the student based on a request received in administrative regulation JFCEB-AR – Request for Personal Electronic Device Exception. School administration will respond to such a request within 10 school days.

Personal electronic devices may be kept by students in lockers, backpacks or stored on the student's person, but may not be used during regular instructional hours.

10) FAQ'S

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1. What are some ways to be successful in BAKER WEB ACADEMY?

   Work on lessons every day. Learn something new every day. Ask questions. Communicate with your teachers and parents about what you are learning. Attend advisory visits. Keep a journal. Take notes.

2. Can I take classes at my local public school or other school?

No, not unless required by an OSAA activity– please work with your BWA administrator/school counselor on these special cases.

3. Can we change classes if needed?

   We may be able to accommodate a change. Work with your school counselor and advisory teacher to help with adjusting to the appropriate academic level.

4. Can we substitute a lesson and/or unit for one that has been assigned?

   If there is a lesson and/or unit on a particular subject you do not want your child to learn, we may be able to accommodate by providing an alternative assignment in its place.

5. What if we feel BAKER WEB ACADEMY is no longer the best place for our child?

   If you have changed your mind and decided there is a better educational choice, notify your teacher as soon as possible. Daily attendance is a critical part of education and keeping an accurate account of what school district the child is attending is important. This is also true if you decide to homeschool your child. We want to make proper arrangements to help with a smooth transition to the new place of education for the student. You can also decide to come back to our school. Students who were enrolled, then dropped out may need to wait before being re- enrolled if there is no available space for new students.

11) LEARNING COACHES AND PARENT/GUARDIAN EXPECTATIONS

Learning Coaches and parents/guardians play an important role in supporting student success in the virtual learning environment. Families are encouraged to establish routines, monitor progress, maintain communication with school staff, and provide encouragement throughout the school year.

Learning Coaches and parents/guardians are expected to:

1. Provide an organized, quiet place for study and academic work. Students of all ages need a place to focus and learn. Students of all ages need a consistent space where they can focus and learn. If the home environment does not provide an adequate learning space, families are encouraged to identify an accessible alternative, such as a local library or another appropriate supervised location.
2. Establish a school work schedule.
3. Meet with the student's advisory teacher at least once every two weeks for at least 30 minutes.
4. Stay informed about the courses, units, and assignments the student is completing. Advisory teachers can provide information about course enrollment, academic expectations, and timelines for completing schoolwork.
5. Talk with the student each school day about learning, assignments, progress, and areas where support may be needed.
6. Monitor the student's academic progress, schoolwork, and appropriate use of technology, including coursework, PE logs, reading, journaling, and online progress.
7. Maintain regular communication with the student's advisory teacher and other school staff. Families should keep necessary contact information available and contact the advisory teacher with questions about curriculum, technology, internet access, or other educational needs.
8. Share relevant information with the advisory teacher when it may help school staff better support the student.
9. Encourage the student by recognizing effort, celebrating progress, and reinforcing the student's ability to grow as a learner.
10. Help the student identify personal strengths and areas for improvement, while encouraging persistence in subjects that may be challenging.
11. Provide appropriate academic support when needed, such as tutoring, dictionaries, reference material.
12. Remove potential distractions such as electronics and television.
13. Do your best to provide breakfast for your student and as often as possible, and share meals together.