

# Linx Pathway Student Handbook

La Center School District

2014-2015



**Mission:**

The mission of the La Center School District is to create a supportive learning environment that empowers students to reach their fullest potential. We will do this in partnership with families, the community, staff and students to develop confident and self-reliant life-long learners who can thrive in a rapidly changing, more technologically advanced and diverse society.

**Welcome to the La Center Linx Pathway**

La Center Linx Pathway (LCLP) is a 10-12 grade additional pathway in La Center High School. La Center School District recognizes students will take alternate pathways on their life's journey. We have created the Linx Pathway option for students who have yet to experience success with a traditional high school experience.

Thank you for taking the time to read and become familiar with the requirements in this handbook. You will find answers to many questions here and we are always available to help you and answer questions!

Dr. Mark Mansell, Superintendent, La Center School District No. 101

Ms. Carol Patton, Principal, La Center High School

Mr. Pete Rosenkranz, Associate Principal

Bonnie Poffenroth, Teacher

Bob Hill, Teacher

## **HOW TO CONTACT US:**

**LCLP LOCATION:** The main office is in the La Center High School Office. The classroom is in the portable just east of the district office on the La Center High School Campus, Room 206.

**BY MAIL:** La Center Linx Program  
P O Box 1780  
La Center, WA 98629

**BY E-MAIL:** [carol.patton@lacenterschools.org](mailto:carol.patton@lacenterschools.org)  
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**BY PHONE:** (360) 263-1700 Extension 230  
(360) 263-1705 (FAX)

**CONTACT HOURS:** Monday – Friday 8:00 am to 3:30 pm

## **LINX PROGRAM OVERVIEW**

Linx is an additional pathway offered as part of our comprehensive high school to better serve students who are most likely to be successful in a different learning environment. By earning 20 credits, students in this pathway will earn a Washington State High School Diploma.

- Students will have access to typical amenities offered through La Center High School
  - Athletics
  - Breakfast and lunch program
  - Activities and clubs
  - Music programs
  - Physical Education
- Students are also eligible for Skills Center and other internships and work experience opportunities

### **Curriculum, Classes and Workshops**

Instructional materials made available through LCLP are exceptional and engaging; covering both the core subject areas and electives. High school students at all grade levels may share enrollment for elective classes with the High School. Transportation for such classes are the family's responsibility, unless the classes align with bus transportation regularly provided by KWRL.

### **How the Linx Program works**

A LCHS counselor meets with students and families to identify those eligible for the pathway. After eligibility is established, the student will meet with the counselor, a Linx teacher, and any other interested parties to develop appropriate curriculum and academic goals for the student.

A LCHS counselor meets with families and students to provide the following services:

- Provide an application and do original pathway interviews.
- Identify appropriate curriculum and academic goals.

A Linx teacher will:

- Determine appropriate instructional materials.
- Supervise, monitor, evaluate, and document the student's progress toward goals.
- Provide encouragement, academic support, and insight from their own teaching experiences.
- Provide one-on-one or group tutoring as needed.
- Assist in career guidance and High School and Beyond plans.

### **Communication**

LCLP's primary mode of communication is email. Families are asked to:

- Provide an email address to be used for communications with the school.
- Check their email daily for communications from the school.
- If email is not available to your family please let our staff know so we can make necessary adjustments.

High school students are required to:

- Use their username@lacenterschools.org e-mail for communications with the school.
- Check their student email account daily.
- Use caution when forwarding LCLP e-mail to other accounts. Students are ultimately responsible for reading their e-mail. LCLP highly recommends students read e-mail directly from their LCLP account to avoid technical difficulties.

## **Accomplishing Work Outside of LCLP**

Students who use their time effectively at school may not need to work outside of their LCLP classes. Students who need additional time or choose to advance at a faster rate should meet the following requirements for home study.

Each LCLP student must have access to an appropriately configured computer with a suitable high speed internet access connection. Satellite internet connectivity is the minimum acceptable bandwidth. A dial up internet connection does NOT have sufficient bandwidth and will not work with LCLP curriculum. Students should also have access to a printer.

## **Technical Skills Required for High School Students**

Students enrolled in APEX Learning courses should have the following basic technical skills:

### Internet

- Install and configure an APEX Learning supported web browser and browser plug-ins.
- Use a web browser to access the internet.
- Sign in to the APEX Learning web site.
- Use a search engine.
- Upload and download files.
- Play videos and audio files.
- Use headphones.

### Word Processing:

- Create new documents.
- Open and edit documents.
- Save and print documents.
- Use formatting such as bulleted and numbered lists.
- Copy, cut and paste text.
- Use a spell checker, dictionary and thesaurus.
- Scan and send or fax documents

### Email

- Create and send an email message.
- Attach files to an e-mail message.
- Receive and reply to messages.
- View and save email attachments.

### Recording Audio for World Language Courses:

- Use a microphone.
- Use audio recording software.

## **Credits**

20 Credits = Washington State High School Diploma. The 20 credit option serves students who are at risk or would like to choose a different pathway, their own pathway.

Students must take 4 credits per year to be eligible for a 20 credit Washington State High School Diploma.

### **Granting of Credit**

Students earn high school credit for classes they take at LCLP. Both full-time and part-time students may earn credit. A LCLP staff member must proctor assessments required for credit-conferring classes.

### **Grade Levels and Eligibility**

Grades 10 and 11

Minimum age of 15 or after the freshman year.

Students who have 18 credits entering their senior year are not eligible to enter the Linx program.

### **How do I apply?**

- Fill out application from student services
- Schedule interview with the high school counselor
  - Interviews are with Administrator, Counselor, special education case manager (if student is on an IEP) and Linx Coordinator
- Registration and orientation will occur after approval of the students' application

### **Satisfactory Academic Progress**

Based on the progress reviews, weekly contact with each student, a review of input from parents, and input from LCLP staff, the certificated teacher will make a determination of overall satisfactory progress each month. A student may receive the designation of "*Failure to Make Satisfactory Progress*" in any of the following situations:

- When a student demonstrates a pattern of not meeting the minimum hours per week either logging on to courses and/or completing graded assignments.
- When a student demonstrates a pattern of non-response to teacher/school communications, including email, mail, phone calls, and /or voice messages.
- A total of more than 20 overdue activities over all classes.
- Any class at or below 59% *On Schedule* as indicated on the student's Dashboard.
- Any class with a *Grade to Date* at or below 59% (this is the equivalent of an F).

### **Mastery Based Learning**

"Mastery Based Learning" is designed for students to "master" one concept before they move on to more difficult concepts.

- Students must pass assignments, lesson quizzes, unit tests, and course exams at a minimum of 70% to demonstrate mastery.
- The LCLP program is academically rigorous and completing one year of coursework in this model can be demanding. Washington State certificated teachers are here to assist in meeting these challenges. A strong partnership utilizing teacher expertise is essential for student success at LCLP.

### **Course Completion**

For most students beginning the year with LCLP, the following requirements apply.

- **High school students** must complete all assessments, including the final exam to pass a course. Semester or 0.5-credit courses are expected to be complete in one semester (90 school days) and yearlong or 1.0-credit courses are expected to be complete in one year (180 school days).
- **Pacing** - Students are encouraged to keep pace with their classmates on grade level, however, some students who are behind or attempting to complete their course of study at a faster rate may advance more rapidly.

### **Intervention Plan**

Failure to Make Satisfactory Progress will result in the implementation of an intervention plan within five (5) days to help the student meet progress goals. Intervention plans will include at least one of the following requirements:

1. Increasing the frequency or duration of direct personal contact for the purposes of enhancing the ability of the certificated teacher to improve student learning;
2. Modifying the manner in which direct personal contact is established;
3. Modifying the student's learning goals or performance objectives; and
4. Modifying the number or scope of courses or the content included in the learning plan.

Failure to satisfy the conditions of an intervention plan at any time may result in additional interventions or removal from the program.

Failure to Make Satisfactory Progress for two months in a row may require the student and their parents to meet with their teacher and/or principal to evaluate their placement and create a plan for further interventions.

Failure to Make Satisfactory Progress for three months in a row may result in removal from the program.

### **Grading Policy Definitions**

**Formative Assessments:** An activity that is done in preparation for a summative graded assignment.

**Summative Assessments:** These are any activity that shall be graded and recorded towards the student's overall grade in the course.

### **Agreements/Policy**

1. Grading procedures shall be directly related to stated learning goals.
2. Students are expected to complete all required work and will be given opportunities to do so.
3. Absent students shall be given make up opportunities for all missed summative assessments without penalty. Teacher-established deadlines could be imposed and if established, shall be understood by the student. Students are expected to initiate this conversation with their teachers.
4. Late work shall be handled as follows: Teachers have the ultimate authority to adjust and determine final deadlines.
5. Teachers shall mark and/or provide written or oral feedback on formative assessments and those shall not be included in the student's grade calculation.
6. Grades shall be determined to ensure that the grade each student receives is a fair reflection of his or her performance.
7. Teachers shall properly record evidence of student's achievement on an ongoing basis.
8. Teachers shall assist students and parents working with the APEX program in finding course objectives and grading rubrics for each course taken.
9. Marks from summative assessments only shall be included in determining the student's grade.

10. Teachers can take a student's most recent evidence of learning into consideration when making the final determination of a student's grade.
11. Pass/Fail Grades may be assigned to certain elective classes (i.e., teaching assistant)
12. Grading Scale:

	+		-
A		100 – 93%	92 – 90%
B	89 – 87%	86 – 83%	82 – 80%
C	79-77%	76-73%	72-79%
D	69-67%	66-63%	62-60%
F	59% and below		

### **Athletic Eligibility**

Families interested in participating in school athletics should contact La Center School District's Director of Extracurricular Learning, Matt Cooke, at 360-263-1700.

### **Student Policies and Procedures**

As an additional pathway through the high school, this program conforms to the La Center High School Student Handbook as approved by the board of directors of the La Center School District. As we work to build strong habits of mind and progress as a student you are expected to attend Linx daily. Additionally students are expected to make adequate progress following the prescribed plan established in collaboration with their counselor.

### **Academic Honesty and Integrity**

LCLP provides students an environment that teaches and supports honesty and integrity. Cheating and plagiarism result in a false evaluation of student performance and the mastery of the subject matter. It also harms other students by lowering the value of their honest achievement. LCLP has a zero-tolerance policy for cheating and plagiarism and either will result in a disciplinary action

- **Cheating and Fabrication:** When a student claims he/she has mastered information without doing the work or when a student falsifies information.
- **Plagiarism:** The use of someone else's words, ideas, or research data as your own academic work. This includes failing to cite references when using other sources of information. A good example is copying information from an Internet web page.

When academic dishonesty occurs, the following consequences shall be put in place.

- **First Offense** – Parents will be notified. A written referral to the school's principal will be issued. The student will receive a zero on the assignment or test. If plagiarism or cheating is determined and successful completion of the assignment or test is a mandatory course requirement, the student will fail the course.
- **Second Offense** -- Student will be removed from the program.

### **Unexcused Absences and Truancy**

Compliance with state attendance statutes and regulations is the responsibility of the parents. The following is LCLP's truancy policy and will be used to calculate a student's total unexcused absences.

- **First unexcused absence** – Failure to log-in to the online program AND failure to complete required weekly teacher contacts for two (2) consecutive school weeks.
- **Thereafter** – Failure to log-in to the online program AND failure to complete required weekly teacher contact for any one (1) school week counts as an unexcused absence.

If a student accumulates the initial 5 unexcused absences in six consecutive weeks, their enrollment from LCLP may be terminated

This same action will take place if a student accumulates 10 unexcused absences at any time throughout the year. If a student is temporarily unable to attend LCLP, the student’s teacher(s) must be contacted ahead of time to arrange a plan for the student to stay on track with his/her studies.

These truancy accountability measures will ONLY occur when a student is not engaged in the school’s online academic program and has demonstrated a pattern of non-response to teacher/school communications, including e-mail, phone calls and voice messages. Unexcused absences and truancy issues can easily be avoided by logging into the online program each school day and/or communicating with teachers every week.

### **Student Responsibilities and Duties**

The mission of the La Center School District is to create a supportive learning environment that empowers students to reach their fullest potential. We will do this in partnership with families, the community, staff and students to develop confident and self-reliant life-long learners who can thrive in a rapidly changing, more technologically advanced and diverse society.

1. To attend school regularly and actively pursue his/her course of study;
2. To comply with the rules and regulations of the school district;
3. To follow the lawful direction of the staff appointed by the District Board of Directors.

### **Staff Authority and Responsibilities**

Each teacher or authorized staff member is empowered to hold pupils accountable for their behavior on the way to and from school, while on or about school grounds, or at any school-related activity. That accountability applies to the interference with, or disruption of, the dignity and rights of other individual students, the student group as a whole, or the school staff as they fulfill their responsibilities and duties. Accountability also applies to the conduct of a student, which may bring discredit upon himself/herself, upon other members of the school, or upon the school itself.

### **Disciplinary Actions and Definitions**

All students shall adhere to the reasonable rules of the district. Refusal to comply with written rules and regulations established for the governing of the school shall constitute sufficient cause for discipline, suspension or expulsion. Corrective action and/or punishment for misconduct must reflect good faith and effort on the part of the staff.

For the purposes of the district’s policies relating to corrective action or punishment, the following definitions will apply;

- **Discipline:** All forms of corrective and disciplinary actions employed by school personnel and the Board of Directors to ensure that appropriate order and control for a conducive learning environment is maintained.



- **Referral:** A formal written description of a violation which will be placed in the student's permanent file and a copy sent to the parents.
- **Disciplinary Action:** Informal talk, Warnings, Parent notification, parent conference, Detention, Work assignment, Temporary removal from class, Saturday School, Step program, In-school suspension, Restriction of attendance at extra-curricular activities and/or School service.
- **Removal from Class:** Staff members may remove students from the classroom for a period of time. Further disciplinary action may be taken.
- **Detention:** Assignment of a student to work detail, lunch break, or after school supervised study period.
- **In loco parentis:** In the position or place of a parent. School officials at times may act in place of parents when necessary.
- **In-School Suspension (ISS):** May be used in lieu of certain short-term, out-of-school suspensions. This is to be used at the discretion of the school administrators.
- **Short-Term Suspension:** Temporary removal of the student from attending school or school activities. Suspension can last a maximum of 10 (ten) school days.
- **Long-Term Suspension:** Removal of the student from attending school or school activities. Long-Term suspension can last a maximum of one (1) semester or 90 days.
- **Expulsion:** Exclusion from school, or individual classes, for an indefinite period.
- **Emergency Expulsion:** A student may be excluded from school prior to a hearing without other forms of corrective action if the principal reasonably believes the student is an immediate and continuing danger to himself/herself, other students, staff, or administrators, or is a substantial disruption to the educational process of the district.
- **Zero Tolerance Policy:** The Zero Tolerance Policy has been adopted by the La Center School District to maintain a safe school environment for students, personnel and patrons. Therefore, incidents which jeopardize the safety and welfare of individuals and/or the educational process will be considered severe, and warrant "extraordinary means" allowed by law. Examples of such incidents which will not be tolerated include: the possession or transportation of weapons on school grounds, gang-related activity, and chemical substance trafficking. Violations of the Zero Tolerance Policy will result in immediate long-term suspension or expulsion.

### **Removal from the Program**

Students may be removed from the program for

#### Failure to:

- Respond to teacher/administrator e-mails and phone calls
- Participate in scheduled parent/student/teacher conferences
- Meet required weekly direct personal contact time
- Meet required instructional contact time
- Submit requested work samples or assessments
- Participate in required assessments
- Communicate change of contact information
- Make satisfactory progress
- Follow the Individual Education Plan (IEP)
- Follow other program or district policies

#### Falsifying:

- Attendance and/or progress in the OLS
- Enrollment documents

### Removal From

- A school-sponsored event due to disciplinary action
- Any on-line sessions due to disciplinary action

Parents who wish to withdraw their student from LCLP must notify the teacher. It is the parent's responsibility to enroll in another educational program.

Students who are voluntarily withdrawn or are withdrawn due to a lack of progress or attendance may not be eligible to re-enroll during the current school year.

This handbook outlines certain procedures and is not intended to be comprehensive. For policies and procedures not covered comprehensively in this handbook, refer to the handbooks of the La Center school district for the appropriate grade level and building:

La Center High School Student Handbook: [http://www.lacenterschools.org/web-content/Pages/High\\_School/HS%20Handbook%2014-2015.pdf](http://www.lacenterschools.org/web-content/Pages/High_School/HS%20Handbook%2014-2015.pdf)

Additional policies and procedures are in the La Center School Board policies and procedures. Anything not covered in these documents will be handled at the discretion of school administrators.

La Center School Board Policies: <http://www.lacenterschools.org/web-content/Pages/School%20Board/Policies/POLICIESintropage.html>

Appeals process for short-term, long-term suspensions, expulsions and emergency expulsions, as well as readmissions process are all found under La Center School District Board Policy 3241P.