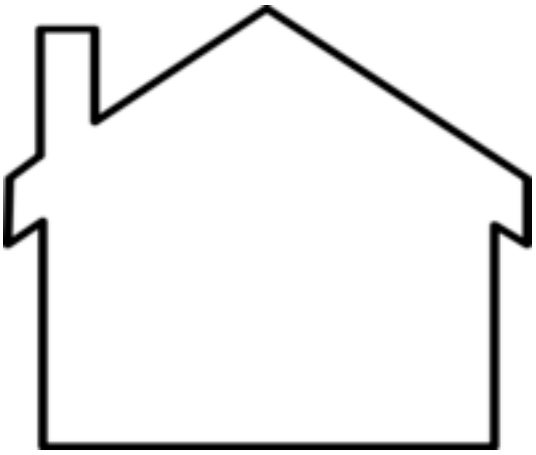

# Home School Academy
# Home-Study Program

# Parent and Student Handbook
# 2014-2015

## Mission

**La Center Home School Academy** recognizes and supports family choice education where parents are the first and most important educators for their children. Through La Center Home School Academy, families can enjoy the benefits of being highly involved in their child's learning while accessing the resources made available to all public school students in Washington State.

# Welcome to the La Center Home School Academy

La Center Home School Academy (LCHSA) is a tuition-free K-12 alternative public education program hosted by La Center Public Schools. LCHSA operates under and is governed by Washington State law, WAC 392-121-182, Alternative Learning Experience Requirements.

La Center Home School Academy recognizes and supports family choice education where parents are the first and most important educators for their children. Through LCHSA, families can enjoy the benefits of being highly involved in their child's learning while accessing the resources made available to all public school students in Washington State.

Parents or guardians have the support of a Washington State Certified Teacher who will partner with them to design an individualized written student learning plan that will help guide and ensure student success.

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 Public Schools
Ms. Carol Patton, Principal
Mr. Pete Rosenkranz, Associate Principal
Bonnie Poffenroth, Teacher

HOW TO CONTACT US:

**LCHSA 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 205.

**BY MAIL**: La Center Home School Academy
P O Box 1700
La Center, WA 98629

**BY E-MAIL:** carol.patton@lacenterschools.org
bonnie.poffenroth@lacenterschools.org

**BY PHONE:** (360) 263-1700 Extension 230
(360) 263-1705 (FAX)

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

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# PROGRAM OVERVIEW

## PUBLIC SCHOOL ENROLLMENT

La Center Home School Academy (LCHSA) is a tuition-free K-12 alternative public education program hosted by La Center Public Schools. Students enrolled in LCHSA are considered public school students. This allows the state to provide funding for their educational needs in the form of classes and resources to support the student's learning pan.

## CURRICULUM, CLASSES AND WORKSHOPS

Instructional materials made available through LCHSA are exceptional and engaging; covering both the core subject areas and electives.

Students at all grade levels may share enrollment for elective classes with the Elementary, Middle and High Schools. Transportation for such classes are the family's responsibility, unless the classes align with bus transportation regularly provided by KWRL.

LCHSA students are given the opportunity to choose from a variety of classes and workshops that support and supplement the parent's teaching. Families will have the opportunity to connect with other families to share ideas. See the *Curriculum and Instruction Services* section for more information.

## LCHSA FOUNDING PRINCIPLES

- We recognize the **parent** as the first and most important educator. We are here to offer support, knowledge, feedback and guidance.
- We recognize that all **students** develop and learn differently and at different rates. It is our goal to empower each student with the educational tools necessary to learn and succeed.
- We recognize the **teacher** as a person of many roles including advisor, supporter, observer, learner, and facilitator. Teachers have the unique opportunity to guide and support our families and are always expected to act in the **family's best interest.**
- We encourage each parent's active **participation**, and allow both parents and students a voice in the program development.
- We recognize that in order to run our program successfully, we need the **input, respect, and cooperation** of students, parents, teachers, and administrators, as well as any other staff or community members who may participate.
- Since the program is a **partnership**, we encourage parent involvement. One important way parents can be involved is to attend the Parent Advisory Meetings. These meetings include parents willingly working together with staff to make LCHSA a great place for our children. At these meetings parents discuss concerns and questions, plan events, express opinions, contribute ideas, and receive training from teachers. Please join other parents at these very important meetings.

## WHAT FAMILIES CAN EXPECT FROM THE TEACHERS

A LCHSA certificated teacher meets with families to provide the following services:

- Create an environment of respect and instructional growth.
- Identify appropriate curriculum and academic goals.
- Develop a Written Student Learning Plan (WSLP). Parents and students may assist.
- 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

LCHSA's primary mode of communication is e-mail. Families are required to:

- Provide an e-mail address to be used for communications with the school.
- Check their e-mail daily for communications from the school.

High school students and middle school students taking high school courses are required to:

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

LCHSA teachers and staff respond to requests for help within one school day and usually in the same day, if not immediately.

## SYSTEM REQUIREMENTS

This section summarizes the required computer configurations to access APEX Learning, K12 Schools, and La Center School District digital curriculum. For additional help with workstation configuration, please contact LCHSA.

Each LCHSA student must have access to an appropriate configured computer with a suitable high speed internet access connection. Satellite internet connectivity is the minimum acceptable bandwidth. A dialup internet connection does NOT have sufficient bandwidth and will not work with LCHSA curriculum.

## Operating Systems

- Microsoft Windows 7
- Microsoft Windows XP SP2 or higher
- Microsoft Windows Vista
- Apple Mac OS X 10.4.11 (Tiger)
- Apple Mac OS X 10.5 (Leopard)

## Web Browsers

- Microsoft Internet Explorer 7.0 or higher
- Mozilla Firefox 3.0 or higher
- Apple Safari 3.0 or higher
- Google Chrome 18.0 or higher

## Optional (recommended)

- Scanner
- Microphone
- Web camera

## Other Hardware

- Monitor*
- Speakers or headphones
- Printer

## Browser Plug-Ins

- Adobe Reader 6.0 or higher
- Adobe Flash Player 9.0.115 or higher
- Java Virtual Machine (Sun Java 1.5 or higher)

***Monitor Specifications**

Resolution

800 x 600 pixels supported

1024 x 768 pixels recommended

Color Depth

8 bits (256 colors) supported

16 bits (High color) recommended

## TECHNICAL SKILLS REQUIRED FOR MIDDLE AND 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

E-MAIL

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

RECORDING AUDIO FOR WORLD LANGUAGE COURSES

- Use a microphone.
- Use audio recording software.

## APPROPRIATE BEHAVIOR

While participating in any school sponsored events or outings, LCHSA students are subject to the student discipline policies of the La Center School District. Any behavior which disrupts the learning environment, endangers the safety of others, or endangers the safety of the student will not be tolerated. Disruptive students will be removed from school activities.

At LCHSA, we expect proper behavior online and in any video-conferencing sessions. Any communications or postings that harass or intimidate students or teachers or disrupt any online classes are considered unacceptable. It is a parent responsibility to monitor behavior during all school activities.

It is important for all students to understand that any inappropriate postings to our websites can be traced back to the home address in much the same way that a phone call can be traced to a single phone number. Using a false username will still result in a successful trace. LCHSA staff response to all inappropriate language or behavior, and students will receive consequences in accordance with District policy.

## CHANGE OF ADDRESS AND CONTACT INFORMATION

Parents are required to notify the LCHSA Office at 360-263-1700 of any change in name, address, e-mail, phone number, emergency contact, responsible adult, or court order designating a change in guardianship. Additional documentation may be required. This information is part of your child's educational record and must be kept current.

## ALTERNATIVE LEARNING EXPERIENCES

LCHSA is governed by WAC 392-121-182. This law requires that students in programs like LCHSA have a Written Student Learning Plan (WSLP) that helps plan and track the child's progress. Students are required to be in weekly contact with a certificated teacher and participate in a monthly review of progress.

There are several requirements of students and parents participating in Alternative Learning Experiences (ALEs) in Washington State.

STATEMENT OF UNDERSTANDING

According to Washington State Law (WAC 392-121-182), before a student enrolls in an alternative learning experience their parent or guardian must read a statement about the difference between home-based instruction and enrollment in a school like LCHSA. They must sign a statement that they understand the differences. This statement is included in the LCHSA registration packet.

WRITTEN STUDENT LEARNING PLAN (WSLP)

All students must have a Written Student Learning Plan, also known as a WSLP. The teacher using the online management system will develop this plan. Your certificated teacher will work with you in developing a WSLP for each child. Completed WSLPs are due before a student is enrolled in classes.

The WSLP is the driving force behind your student's education for the year. Parents work with their certificated teacher to plan an annual curriculum for each child. WSLPs must be in place before students can take part in LCHSA activities, classes, or access curriculum and instructional support.

DIRECT PERSONAL CONTACT

Each student enrolled in an ALE must have DIRECT PERSONAL CONTACT (DPC) with a certificated teacher at least once every school week, until the student completes all course objectives or otherwise meets the requirements of the learning plan. "Direct Personal Contact" means a one-to-one communication between the certificated teacher and the student. LCHSA includes parents where at all possible in these communications. Direct personal contact can be accomplished in person or through the use of telephone, e-mail, instant messaging, interactive video communication or other means of digital communication.

Direct Personal Contact must be for the purposes of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the WSLP, and must at minimum include a **two-way exchange** of information between a certificated teacher and the student. There will be no contact time requirements or opportunities during La Center School District vacations (Thanksgiving, Winter, and Spring Breaks) but one-day holidays such as Veteran's Day will not affect the requirement for weekly contact with a certificated teacher. In the event of school closures due to inclement weather lasting more than one day, the weekly contact requirement for that week will be waived.

Teachers may provide a weekly web-based instructional component or in-classroom lessons that students may use to satisfy their Direct Personal Contact.

It is the student's responsibility to initiate the contact with the teacher regardless of what instructional components are used. "School week" means any seven-day calendar period starting with Sunday and continuing through Saturday that includes at least three days when a district's schools are in session.

ATTENDANCE

Parents assume responsibility for the student's education and provide instruction for the indicated minimum number of **hours per week** according to the Washington State laws. LCHSA assumes responsibility for the Written Student Learning Plan and ensuring that progress is being made toward goals. According to WAC 392-121-122, students are required to meet a minimum number of educational hours spent each week. The average weekly hours required for full-time students are:

- 10 hours for Kindergarten, 2 hours per day
- 20 hours for grades 1-3, 4 hours per day
- 25 hours for grades 4-12, 5 hours per day (middle/high school equivalent to one period/day/week)

The average weekly hours will be reflected in the WSLP. Students demonstrating Satisfactory Progress will not have to log actual hours. Students not demonstrating Satisfactory Progress may receive an intervention plan that would require them to log actual hours until they once again demonstrate Satisfactory Progress.

This amount is adjusted to correspond with part-time enrollment and includes weekly contact time and all educational activities supported by the WSLP during a given week. The certificated teacher determines student enrollment levels and estimated weekly hours during the development of the WSLP.

Students participating in the La Center Home School Academy are expected to complete weekly contact time requirements. However, illness, emergency, and other family situations will sometimes arise. E-mail, other electronic means, or phone contact options may be utilized in each week in which there is an absence, even if the student usually has face-to-face contact with his or her LSHCA teacher.

PROGRESS REVIEW

High school students will receive a Weekly Progress Review, which is automatically e-mailed to parents. Students see a daily progress chart every time they log on.

- Progress and instructional goals are determined by due dates that begin at the start of the class and end at the semester.
- Details regarding compliance with these goals are listed in the "Failure to Make Satisfactory Progress" section of this handbook.
- Any changes to the classes or due dates will prompt a review with the student and, where appropriate, with the parent.

K-8 students will receive a Monthly Progress Review on or about the first school day of the month. This will include a review of progress in all classes, changes in the WSLP, and other

instructional goals. It will also include a review of current intervention plans. Students and parents receive a daily progress chart every time they log on.

- The Progress goals are listed in the K-8 Satisfactory Progress Schedule (SPS) below.
- Details regarding compliance with the SPS are listed in the Satisfactory Progress section of this handbook.
- Progress will be measured in two ways:
    - MONTHLY PROGRESS: the expected amount of completion for any given month; and
    - TOTAL PROGRESS: the cumulative progress for the entire year.
- The teacher will mail email the Monthly Progress Review to parents.
    - Parents must call for a phone conference with the teacher within 5 school days of receipt of the progress report.
    - Teachers will provide parents with a schedule of availability for the conferences.
    - The teacher and the parent will discuss the progress and make adjustments necessary for the next month's goals.

K-8 Satisfactory Progress Schedule
(Based on 2014/2015 start date of August 27)

| Month | School Days | Monthly Progress | Total Progress |
|---|---|---|---|
| August | 3 | 2% | 2% |
| September | 21 | 12% | 14% |
| October | 22 | 12% | 26% |
| November | 16 | 9% | 35% |
| December | 15 | 7% | 42% |
| January | 18 | 11% | 53% |
| February | 19 | 11% | 64% |
| March | 22 | 12% | 76% |
| April | 17 | 8% | 84% |
| May | 20 | 11% | 95% |
| June | 7 | 5% | 100% |
| TOTAL | 180 | 100% | |

**IMPORTANT NOTE:** *Progress measures may be adjusted on a case-by-case basis by the certificated teacher as needed (i.e., student starts course late, special circumstances, etc.). Any adjustments or considerations must be documented in the WSLP.*

SATISFACTORY PROGRESS

Based on the progress reviews, weekly contact with each student, a review of input from parents, and input from LCHSA 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.

**ALL GRADES**

1. Failure to satisfy Direct Personal Contact (DPC) requirements. Students must have at least one (1) two-way conversation with their teacher every week. (See page 9).
2. When a student demonstrates a pattern of not meeting the minimum hours per week either logging on to courses and/or completing graded assignments.
3. When a student demonstrates a pattern of non-response to teacher/school communications, including e-mail, mail, phone calls, and /or voice messages.

**HIGH SCHOOL (9-12)**

1. A total of more than 20 overdue activities over all classes.
2. Any class at or below 59% *On Schedule* as indicated on the student's Dashboard.
3. Any class with a *Grade to Date* at or below 59% (this is the equivalent of an F).

**ELEMENTARY AND MIDDLE SCHOOL (K-8)**

1. Failure to satisfy an average *Monthly Progress* in all classes based on the K-8 Satisfactory Progress Schedule.
2. More than 10% behind the *Total Progress* percentage for any class based on the K-8 Satisfactory Progress Schedule.

Any deviation from the above requirements must be pre-approved by the teacher in writing.

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 must 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 I 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.

ANNUAL ASSESSMENT

All LCHSA students enrolled at 80% FTE or more in grades 3-11 are expected to take the state assessments. The assessments are administered each spring for students. Passing scores on state assessments for high school students in Reading, Writing, Math, and Science are required for graduation.

**Important Note**: *The Measurement of Student Progress (MSP) in grades 3-8 have no impact on your student's satisfactory progress or advancement to the next grade. Passing the High School Proficiency Exam (HSPE) in Reading and Writing, and the End of Course exams (EOC) in Math and Biology are required for students seeking a high school diploma. High School students have multiple opportunities to pass these exams and their scores do not affect advancement to the next grade.*

All LCHSA students (full or part-time) are required to participate in and report a result for a personalized assessment each year.

We encourage families to participate in state assessments. The confidentiality of the scores is protected by federal law (FERPA). In addition to having a great indicator for your student's success, our school's success is based on how our students do on these assessments. If we want the state to continue to fund these alternative-learning experiences, we must show that they are at least as successful or more than traditional public schools.

# CURRICULUM AND INSTRUCTIONAL SUPPORT

## MASTERY BASED LEARNING

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

- K-8 students must pass lesson, unit, and semester assessments at a minimum of 80% to demonstrate mastery.
- High school students and middle school students taking high school courses must pass assignments, lesson quizzes, unit tests, and course exams at a minimum of 70% to demonstrate mastery.
- The LCHSA 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 LCHSA.

## COURSE COMPLETION

A student's Written Student Learning Plan is the document designed to identify instructional goals, including course completion. Refer to the plan for any specific agreements made between families and LCHSA staff. For most students beginning the year with LCHSA, the following requirements apply.

- **K-8** students must complete each course to a minimum of 95% of the "core lessons" before advancement to a new course is considered. While new courses are being processed, the student is expected to complete the course to 100%.
- **High school students** and middle school students taking high school courses 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).

## GRADE LEVEL AND ASSIGNED CLASSES

Student grade levels are determined by their age, unless there is evidence in their cumulative file of retention in a previous grade or lack of sufficient credits in previous years. Classes are determined by age appropriate grade, previous academic experience, and assessment data. Classes may be adjusted as needed based on parent and student input, assessment data, and working closely with their assigned teacher.

Student success is closely monitored by the teacher to assure appropriate placement in the curriculum. Some students may notice familiar concepts in the first lessons or units and may feel the coursework is too easy. Other students might find the curriculum challenging as they adjust to a new curriculum and a new learning environment. Teachers may recommend working in the assigned course for a period of time prior to a placement change, depending on assessment data and supporting documentation.

If a placement change is needed and authorized, the teacher will facilitate the change. Students may work at a curriculum level below or above their actual grade level. This does not alter their age-appropriate grade level.

## PHYSICAL EDUCATION

K-8 students are required to complete an average 100 minutes of PE activities per week. The parent is responsible for logging this time on the PE log.

High school students must complete two health and fitness credits (.5 credit health; 1.5 credits fitness) for graduation. High school students at LCHSA taking PE are required to complete an average of 100 minutes per week. High school students are responsible for logging their time in the PE log.

Examples of PE activities include, but are not limited to: dance, yoga, baseball, softball, volleyball, track, sports teams, bicycling, hiking, calisthenics, swimming, jogging, etc.

## GRANTING OF CREDIT

Students can earn high school credit for classes they take at LCHSA. Both full-time and part-time students may earn credit. Washington State History, Algebra and Geometry credit can be earned in 7th or 8th grade. All other credits must be earned in the 9th-12th grade. A LCHSA staff member must proctor assessments required for credit conferring classes. Families desiring credit for classes should work with their LCHSA teacher when writing the initial WSLP to document the intent to pursue credit.

## ASSESSMENTS

- **High school students:**
  - Formative work such as quizzes, study sheets, practice problems, etc. may be done at home or at school with no proctor.
  - Summative work such as computer-scored tests (CST) and teacher-scored tests (TST) must be proctored by the LCHSA staff.
  - Final exams must be proctored in the classroom with LCHSA staff.

- **Elementary and Middle school students:**
  - Learning Coaches (usually parents) are responsible for monitoring student assessments at home.
  - Students should take the assessments independently with no prompts from the Learning Coach.
  - Learning Coaches should enter all scores in the system. Students should never enter scores.
  - Teachers may request samples of student work and test the students independently.

## GRADING POLICY

DEFINITIONS

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

Summative Assessments: These are any activity which 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. Learning and performance standards shall be used to distribute grades and marks. Rubrics or scoring guides, either formal or informal, should be shared with students prior to giving a summative assessment activity.
3. Students are expected to complete all required work and will be given opportunities to do so.
4. 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.
5. Late work shall be handled as follows: Teachers have the ultimate authority to adjust and determine final deadlines.
6. 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.
7. Grades shall be determined to ensure that the grade each student receives is a fair reflection of his or her performance.
8. Grades shall be weighted carefully to ensure that intended importance is given to each learning goal and to each assessment.
9. Teachers shall properly record evidence of student's achievement on an ongoing basis.

10. Teachers shall provide to students and parents a written general overview of assessments, including grading in clear easily understandable language during the first week of classes in each course they teach.
11. Marks from summative assessments only shall be included in determining the student's grade.
12. Teachers can take a student's most recent evidence of learning into consideration when making the final determination of a student's grade.
13. Pass/Fail Grades may be assigned to certain elective classes (i.e., teaching assistant)
14. Grade levels:

| | + | | - |
|---|---|---|---|
| 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 | | |

## ATHLETICS ELIGIBILITY

According to the Washington Interscholastic Activities Association (WIAA) handbook (rules 18.5.2, 18.5.3 and 18.5.4), students enrolled as either full-time alternative education students or home-based students may participate in sports at their school of local residence. For more information, please see the WIAA handbook available at www.wiaa.com.

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

## CONSUMABLE VS. RETURNABLE MATERIALS

Some materials in the curriculum are considered "consumable" such as paints, seeds, write-in workbooks and dirt. Consumable materials will not have a LCHSA stamp, and are not required to be returned.

Other materials are "returnable" such as hard-bound books, CDs, microscopes and other equipment, particularly that bearing a LCHS stamp. All items on a returnable list cannot be written in and must be returned. The family will be responsible for the replacement cost of items on the list that are not returned. Unpaid costs or fines may delay delivery of academic transcripts.

**Important note:** *When a student withdraws prior to the end of the school year, all items, regardless of condition, must be returned. This includes student- and teacher-printed pages.*

# ADHERENCE TO POLICIES AND PROCEDURES

## ACADEMIC HONESTY AND INTEGRITY

LCHSA 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.

LCHSA has a zero-tolerance policy for cheating and plagiarism and either will result in a disciplinary action. (Appendix A of this handbook provides additional information used at the high school on this topic.)

- **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 Offence** – 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 Offence --** 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 LCHSA'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 LCHSA 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 LCHSA, 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

A major goal of the La Center School District system is to provide learning experience which will assist all students in developing necessary skills, competencies, and attitudes that are

fundamental to an individual becoming a responsible, contributing citizen. In order to achieve this mission, it shall be the responsibility and duty of each student:

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 and
4. To submit to reasonable corrective action or punishment imposed by a school district and its agent for violation(s) of rules.

## 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 submit 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 due to:

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 the Written Student Learning Plan (WLSP) requirements
- 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 LCHSA 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.

## ITEMS NOT COVERED IN THIS HANDBOOK

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

- La Center Middle School Student Handbook: http://www.lacenterschools.org/web-conent/Pages/MiddleSchool/MS%20handook%2014-2015.pdf

- La Center Elementary School Student Handbook: http://www.lacenterschoolsorg/web-content/Pages/Elemenary_School/ES%20Handbook%2014-2015.pdf

Additional policies and procedures are in the La Center Home School Academy policy and procedures manuals and 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

SHORT-TERM SUSPENSION, SHORT-TERM SUSPENSION APPEALS PROCESS

LONG-TEM SUSPENSION OR EXPULSION AND THE APPEALS PROCESS

EMERENCY EXPULSION AND THE APPEAL PROCESS

READMISSION PRIOR TO TERMINATION OF A SUSPENSION OR EXPULSION

Are all found under La Center School District Board Policy 3241P.

# LEGAL NOTICES

## CONFIDENTIALITY – FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights with respect to the student's education records. The parent or eligible student has a right to:

- Inspect and review the student's education records;
- Seek to amend the student's educational records;
- Consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent (See Releasing Information below); and
- File a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of the act.

Parents wishing to review their children's records should contact the school office.

## RELEASING INFORMATION

La Center School District is permitted by state and federal law to disclose student information without consent in the following cases:

- If a school official needs to review an education record to fulfill his or her professional responsibility;
- If information is requested by another school district in which a student seeks or intends to enroll; and
- If the information is directory information. Directory information includes data such as student's name, photograph (for use in public information), date and place of birth, address, phone number, grade, dates of attendance, most recent previous school attended, diplomas an awards received and participation in recognized activities and sports.

Although schools may release directory information without obtaining the prior consent of parents, school officials use their discretion as to whether they release such information to third parties.

Please note that under FERPA, parents have the right to request nondisclosures of any or all of the above information.

## PUPIL RIGHTS – PPRA

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include the rights to:

- Consent before students participate in a survey that concerns one or more of the protected areas: political affiliations or beliefs; mental or psychological problems; sex behaviors or attitudes; illegal, anti-social or self-incriminating behavior; legally recognized privileged relationships; religious practices, affiliations or beliefs; and income, other than require by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of any other protected information survey; any non-emergency invasive physical exam or screening required as a condition of attendance, except for those required under state law; and activities involving collection disclosure, or use of personal information obtained from students for marketing.
- Inspect upon request and before administration or use any protected information surveys of students; instruments used to collect personal information from students for any marketing sales or distribution purposes; and instructional material used as part of the educational curriculum.

# ACKNOWLEDGEMENTS

## K-8 PARENT RESPONSIBILITIES

THROUGHOUT THE YEAR:

Report to LCHSA office any changes in telephone, e-mail or mailing address.
Report missing/damaged materials.
Set up teaching space and organize materials.
Participate in goal setting conferences and teacher and students.

DAILY:

Check e-mail messages from teacher and respond as needed.
Follow and complete the scheduled K12 lessons as shown in the Online Learning Schedule.
Score and record progress/assessment results.
Review K12 lessons for the next day and gather all necessary materials.
Ensure students master assessments to 80% or higher before proceeding to new lessons.

WEEKLY:

Review and prepare K12 lessons for the next week.
Note topic to discuss on next regularly scheduled meeting or conference call.
Ensure student satisfies direct personal contact with teacher on a weekly basis.

AS REQUIRED OR SCHEDULED:

Attend any conferences scheduled with the teacher or principal.
Collect and submit requested work samples.
Review Written Student Learning Plan goals with teacher.
Attend special education conferences and/or 504 placement meetings (if applicable).
Review and update student progress and established goals with teacher.
Complete parent surveys.
Attend training sessions and workshops.
Attend outings (optional).

END OF YEAR:

Gather returnable materials and bring them to classroom for check-in.
Review and discuss course placement with teacher for the following year.
Indicate registration status for the next school year as instructed via e-mail.

## K-8 PARENT/STUDENT ACKNOWLEDGEMENT OF EXPECTATIONS

- I understand that the LCHSA program is not an independent study program. I accept the responsibility to supervise my student in using the K12 curriculum. I understand that I am expected to become knowledgeable about the curriculum and the Online School (OLS).
- I accept the responsibility to participate actively in the lesson preparation, support, and assessment of my student(s) using the K12 curriculum and the OLS.
- I understand that I will schedule the minimum hours of required attendance daily.
- I understand that all LCHSA K-8 students are required to have full-time adult supervision and participation during instruction/learning in order to be enrolled in the program.
- I understand that my student(s) must have weekly direct personal contact with his/her teacher via phone, e-mail, or face-to-face.
- I understand that full time enrollment includes complete participation in all mandated state testing (MSP) on the required dates and at the assigned location. If I fail to comply with this requirement, I may forfeit enrollment for the following school year.
- I understand that full time enrollment includes complete participation in all district/school assessments.
- I understand I will have the guidance and support of a certificated teacher in implementing the K12 program with my student(s).
- I understand that there are guidelines and policies regarding daily lesson completion and recording of scheduled OLS lessons.
- I understand that progress is measured y "core lessons" in the OLS.
- I understand that my student(s) and I are required to participate in scheduled progress conferences with our teacher(s) at least once per month. I understand that during these conferences I am expected to have access to all materials and the computer. Scheduled progress conferences are expected to occur from the primary location that instruction takes place.
- I understand that I will be required to submit student work samples and assessment when requested by my teacher.
- I understand that I must read and respond to all communications from the LCHSA teacher within 24 hours.
- I understand that if my phone number, address, e-mail address, or emergency contacts change that I will inform the LCHSA office within 24 hours.
- I understand that advancement in courses requires the semester assessments showing all student work and calculations to be submitted to the teacher for review and that advancement for each school year must take place prior to the cutoff date.

## HIGH SCHOOL PARENT RESPONSIBILITIES

THROUGHOUT THE YEAR:

Report to LCHSA office any changes in telephone, e-mail, or mailing address.
Report missing/damaged materials.
Set up an instructional space for my student to work in quietly.

DAILY:

Check e-mail messages from the teacher and respond as needed.
Supervise daily student progress through courses to ensure adequate work completion is occurring at home.
Supervise student work and tests, to insure they are authentic evidences of their learning.

WEEKLY:

Review weekly progress report sent automatically by online system.
Ensure transportation is available for students to attend open learning lab times where necessary, either via the bus or family.
Note topics to discuss on next regularly scheduled conference call.

AS REQUIRED OR SCHEDULED:

Attend any conferences scheduled with teacher or principal.
Review Written Student Learning Plan goals with teacher.
Attend special education conferences and/or 504 placement meetings (if applicable).
Review and update student progress and established goals with teacher.
Complete parent surveys.

END OF YEAR:

Gather returnable materials and bring them to the classroom for check-in.
Review and discuss course placement with your teacher for the following year.
Indicate registration status for the next school year as instructed via e-mail.

## HIGH SCHOOL PARENT/STUDENT ACKNOWLEDGEMENT OF EXPECTATIONS

- I understand that the LCHSA program is not an independent study program. I accept the responsibility to supervise my student in using online curriculum.
- I understand that I will ensure my student does school work for the weekly minimum hours required in the Written Student Learning Plan.
- I understand that my student must have weekly direct personal contact with his/her teacher via phone, e-mail, or face-to-face.
- I understand that full time enrollment includes complete participation in all mandated state testing (HSPE and EOC) on the required dates and at the assigned location. If I fail to comply with this requirement, I may forfeit enrollment for the following school year.

- I understand that I must read and respond to all communications from the LCHSA teacher within 24 hours.
- I understand that if my phone number, address, e-mail address, or emergency contacts change that I will I inform the LCHSA office within 24 hours.

# La Center Home School Academy

## Parent and Student Handbook Agreement

- I have read and understand LCHSA policy on testing and assignments.
- I have read the LCHSA Handbook and agree to follow LCHSA guidelines, policies, and procedures.
- Revisions to the LCHSA Handbook may be made as necessary at the discretion of the LCHSA staff. I will receive written notification of any such revisions.
- I understand that my student can earn a high school diploma from the La Center Home School Academy and that it will NOT be a diploma from La Center High School.

Date: _____

Parent Name: _____
(Please print.)

Parent Signature: _____

## Student Agreement

I agree to follow LCHSA rules and the instructions of my teacher(s). I will treat other LCHSA students, office staff, teachers and guests with courtesy and respect.

Student Signature: _____

Student Signature: _____

Student Signature: _____

Student Signature: _____