Orcas Island School District

OASIS

Orcas Alternatives for Student Initiated Studies

Program Handbook

2017-2018

Version 3.0

The mission of OASIS K-8 is to work in partnership with families to enable all children to become creative, lifelong learners, critical thinkers and contributing members of society. We will create a supportive educational community that provides a wide variety of quality educational resources to parents.

8/24/17

OASIS K-8
PROGRAM HANDBOOK
Revised August 2017

Welcome to the 2017-2018 OASIS school year. We are committed to supporting your students in their learning and look forward to working with you in this pursuit. We understand and appreciate that children learn and grow differently and are proud that we can offer an alternative program to meet your child's needs.

This handbook has been created to familiarize you with the Orcas Island School District policies and procedures for OASIS Schools. It is our hope that it will act as your guide throughout the school year and provide answers to questions regarding your student's educational plan and the resources available to parents through Orcas Island School District and OASIS.

The handbook has been developed in collaboration with the Orcas Island School District Board of Directors, the OISD district administration, and participating teachers. Thank you for helping us create a learning environment that supports the students we serve.

We hope you have an exciting, productive, and educational year!

Becky Mudd Bell
OASIS K-12 Principal

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Non-Discrimination Statement

English version
The Orcas Island School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Orcas Island School District Superintendent, 557 School Road, Eastsound, WA 98245, (360) 376-2284

Spanish version
El Distrito Escolar de Orcas Island no discrimina en sus programas o actividades por motivos de sexo, raza, credo, religión, color, origen nacional, edad, condición de veterano de guerra o grado militar, orientación sexual, expresión de género o identidad, discapacidad o uso de perro guía entrenado o animal de servicio, y ofrece igualdad de acceso a los Boy Scouts y a otros grupos de jóvenes especificados. El empleado mencionado a continuación ha sido designado para atender consultas y quejas de supuesta discriminación: Orcas Island Superintendent, 557 School Road, Eastsound, WA 98245, (360) 376-2284

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1. PROGRAM HISTORY

OASIS is designed to help families who want an alternative educational option for their children through the Orcas Island School District (OISD). The program provides educational support for our students while complying with Washington State requirements as outlined in WAC 392-121-182.

1.1 Program History

The Orcas Alternative for Student Initiated Studies School (OASIS) began in 2001. The school was created by a group of parents working in partnership with the Orcas Island School District's administration. Their goal was to create an alternative-education school within the district, based upon the Washington State law for Alternative Learning Experience (ALE) programs (WAC 392-121-182). In 2005 the state changed the rules governing ALE programs. The new rules allowed for greater flexibility and required increased accountability for ALE programs. In 2005 the OASIS school's program policies and procedures changed to take advantage of this greater flexibility and to comply with the requirements for increased accountability. Later, in 2006, the OASIS High School program was established to provide an alternative high school option for Orcas Island School District students. In 2011 the state enacted additional changes to the OSPI rules governing ALE programs. In June, 2013 OASIS K-12 was fully accredited by the Northwest Accreditation Commission, and is also recognized as an OSPI online provider. The state of Washington OSPI provides oversight for the programming and interprets rule changes as they occur. The handbooks are updated annually to incorporate these changes.

2. PROGRAM OVERVIEW

OASIS is an public school alternative educational program operated by the Orcas Island School District. The program's intent is to provide an innovative and flexible model that supports the education of a diverse student population. While each student's learning plan is unique, and there is flexibility in determining the content of a student's course of study, all learning plans must support Washington State Learning Standards.

OASIS is governed by the Washington State Alternative Learning Law (ALE) (392-121-182). The following basic ALE requirements form the essential part of your child's educational program.

1. Written Student Learning Plan (WSLP)
2. Weekly Student/Teacher Contact
3. 30-Day Review Completed by Teacher
4. Annual Assessment

As an enrolled student at OISD, the students have access to instructional support from the Orcas Island School District. This support includes the following:
- Guidance and support and instruction with a highly qualified and certificated teacher
- Commitment to low student-to teacher ratio to better serve our families
- An instructional support fund that allows for the requisition of curriculum, materials, supplies (See Section 8 - Instructional Support Fund)
- Access to instructional resources from the OASIS library
- Access to online resources

● Access to OASIS sponsored field trips

2.1 Public School Enrollment
OASIS is not home-based instruction, but is a public school program in which learning activities primarily occur away from a traditional classroom setting. OASIS is governed by the Washington State Alternative Learning Law (WAC 392-121-182). Upon entering the program, families will understand and become familiar with this law. Students enrolled in the OASIS school are subject to the rules and regulations governing public school students including accountability in meeting state goals and minimum hours of instruction. Prior to student's enrollment, a parent or guardian must read and understand the Declaration of Understanding that defines the differences between the OASIS school and home-based instruction.

3. HOW TO ENROLL IN THE PROGRAM

Families wishing to enroll in the OASIS school should contact the OASIS office at 360-376-1598. The office staff will assist families in enrolling in the program. A certificated teacher will be assigned to develop a Written Student Learning Plan (WSLP) and to explain the program requirements including Weekly Student/Teacher Contact, 30-day reviews, annual assessment, submission of work samples and selection of approved books and materials.

3.1 Full-time Enrollment
OASIS students are part of OISD and are considered public school students. All public school students must meet a minimum number of required hours spent in educational activities each week. The minimum number of hours of instruction required by the state (WAC 392-121-182) is as follows for elementary through 8th grade:
● Kindergarten 20 hours per week
● Grades 1-3 20 hours per week
● Grades 4-8 25 hours per week

To maintain full-time status students may not be simultaneously enrolled in any other public school program.

3.2 Shared Enrollment with Other Schools or Programs and Part-Time Enrollment
 We encourage our students to participate in OASIS full time, however, If special circumstances dictate a student may be considered for a .8 FTE when enrolling in a core subject area, or PE/Health or fine arts (or both) in another public/private school which receives state funding. This would be considered by the OASIS Principal upon individual request. Upon approval by the administrator, a student may be enrolled up to a .20 FTE in another public school, or private program.

3.3 Extended Travel and Enrollment
With approval of the certificated teacher, students may remain in the program for up to two months while they are on extended trips, including trips outside the country. During this time, the student's primary residence or domicile must remain within Washington. If, at any time, students change their primary domicile to a location outside the state of Washington, they are no longer eligible for enrollment in the program.

Prior to and during extended travel, it is important to complete the following steps:
● Discuss travel plans with certificated teacher at least two weeks prior.
● Fill out an extended-travel form.
● Continue to demonstrate sufficient progress toward meeting learning goals.
● Maintain contact with certificated teacher.
● Fulfill all weekly reporting requirements.

(Failure to make contact with the certificated teacher for 20 consecutive school days will result in withdrawal from the program. Any participant who is dropped from the program while on extended travel should contact their certificated teacher to re-enroll in the program.)

3.5 Withdrawing from the Program
A student can be withdrawn from OASIS at the discretion of the parent. To withdraw from the program, the parents must do the following:
● Inform the certificated teacher of the student's last date of instruction.
● Return all non-consumable materials within 30 days of the withdrawal.
● Inform resident school district of the change and complete appropriate paperwork.
● Parent needs to fill out online withdrawal survey to be officially withdrawn from OASIS.
● Parents are required to sign another "Declaration of Intent to Provide Home-Based Instruction" with the resident school district (Revised Code of WA, Chapter 28A.225) or enroll in another public school.

3.6 Truancy and the Becca Bill within ALE
Although ALE students are not counted in daily attendance, they are required to have weekly contact with a certificated teacher per WAC 392-121-182. Failure to do so without valid justification could be interpreted as being truant, and the school would be expected to comply with truancy laws, unless the absence is excused as defined in WAC 392-400-325.

Following is the recommended practice for handling truancy and complying with RCW 28A.225.020 with a full-time ALE student:

● If there is no contact in **five** consecutive school days, the school is advised to inform the parent in writing or by phone of the potential consequences of additional unexcused absences.
● A student who fails to make contact with their certificated teacher for **20** consecutive school days will be withdrawn from the program. Prior to a participant's removal from the program, they will be sent a letter, by both email and US mail, informing them of the exact date upon which their enrollment will be terminated. Parents are responsible for notifying their local school district of the student being withdrawn.

4. WINGS: ONLINE DATA PROGRAM

WINGS is an online data management system used to facilitate participation in OASIS. All families will become familiar with WINGS and use it on a regular basis. Families will be given a username and password during enrollment. Certificated teachers will be happy to answer questions and concerns about the use of WINGS. (See Appendix B – WINGS)

Parents use WINGS to do the following:
● See the calendar of events
● Review student learning plans
● Read teacher comments on 30-day review
● Access the OASIS library
● Monitor the Instructional Support Fund and library materials account

5. WRITTEN STUDENT LEARNING PLAN (WSLP)

Every student enrolled in the OASIS K-8 program must have a Written Student Learning Plan (WSLP). The WSLP is the roadmap that guides the student's education and is developed by the certificated teacher in collaboration with the parent and the student using our online data management system, WINGS. The plan includes academic goals and objectives specific to the student that correlate to the Washington State Learning Standards, as well as a course description, minimum hours, and curriculum materials essential to meeting the goals. The learning plan is a flexible, working document that can be changed to meet needs of the students while continuing to meet state requirements. Written Student Learning Plans must be completed before a student is considered enrolled in the program.

5.1 Creating the Written Student Learning Plan: The WSLP will be developed and maintained in WINGS. The certificated teacher will develop the WSLP, and will ensure that the state requirements of the alternative learning experience are met.

 The WSLP must include the following information:
● A beginning and ending date
● Average weekly number of hours student is engaged in learning activities
● Methods of contact
● Washington State Learning Standards also referred to as Learning Targets and Activities
● Methods for evaluating student progress towards meeting learning targets
● Instructional materials and activities essential to the learning plan

As required by state law, religious instruction and religiously biased materials may not be included or used to support the required average hours per week as these hours are considered "public school hours". (Religious instruction is time spent directly promoting one religion over others.) The materials must not be of a nature that would preclude their use in a public school classroom. (Of course, families may use any materials they choose for hours not counted towards the minimum educational hours per week.) If the selected materials are not approved by the District Instructional Materials Committee and adopted by the OISD School Board, the parent may request further review by the Committee. (See Section 9.1 Curriculum and Supplies to activate the approval process.)

Once the WSLP is entered into WINGS, the certificated teacher will approve the plan during the first five days of the school year. The certificated teacher will maintain the WSLP throughout the school year and this includes the development of the WSLP, supervision, monitoring, and evaluation of student progress (WAC 392-121-182 (4)).

WSLPs must be in place and approved by the certificated teacher before the Instructional Support Fund can be accessed. All expenses for materials must be consistent with the goals listed in the WSLP, be substantially similar to other OISD course materials and pre-approved by the certificated teacher.

5.2 Determining Percent of Enrollment for WSLP
The state requires the following classes for a full-time student — English Language Arts, Math, Social Studies, Science, Fine Arts, Fitness/Health. Students may be doing many other activities that could be elective classes but most activities can be noted in these categories.

Full-time student instructional hours
Kindergarten 20 hours per week minimum
Grades 1-3   20 hours per week minimum
Grades 4-8   25 hours per week minimum
For HS please discuss hours with your individual teacher

5.3 Updating the WSLP during the School Year
Changes can be made to the WSLP during the year *by the* certificated teacher. The WSLP is a working document that can be altered to reflect the changing needs of the student. If participants feel the need to update their written learning plan they must notify their certificated teacher.

6. CONTACT AND REPORTING REQUIREMENTS

6.1 Family - Certificated Teacher Communication
The collaboration between the student and the certificated teacher, provides a strong foundation for student success. The partnership/collaboration between family and teacher is strengthened when direct, personal contact is maintained. This contact may be made either in person, by telephone, via email, instant messaging, FaceTime, Skype, Google Chat, or other interactive on-line communication technology depending on arrangements between OASIS families and their certificated teacher.

6.2 Weekly Contact - (Student and Certificated Teacher)
Students enrolled in OASIS K-8 are required to make contact with their certificated teacher on a weekly basis. Teachers will work with family to determine a workable contact time. According to WAC 392-121-182, Sec 4(b), students will have direct personal contact "for the purposes of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the Written Student Learning Plan, and must at minimum include a two-way exchange of information between a certificated teacher and the student".

Students are expected to plan and prepare what they will communicate to their teacher to demonstrate their progress. Student-directed dialogues with the certificated teacher have not only proven to be the most meaningful form of weekly contact, but they also build student confidence, develop student organizational skills and give students an opportunity to take pride in their accomplishments.

A variety of contact options shall be considered, including phone calls, Skype, FaceTime, Google Chat, and email. In order for weekly contacts to be most effective, students need to organize and prepare a description of the activities completed during the week for each class. For example, on Skype they can share artwork, show science experiments, play an instrument, do a dance, share a math page, or read a story. Most of these descriptions can also be accomplished over the phone. Emails should describe the activities with the same detail to form a picture in the teacher's mind.

Contact that occurs between the parent and the certificated teacher does not meet the requirement for weekly contact. The contact must be between the student and teacher but may be supported by parents.

6.3 Work Samples as Regular, Informal Assessment
OISD policy requires students to submit work samples electronically (email, scanned images and documents, video etc.) or through the mail. The certificated teacher will provide feedback to the student regarding the work samples. This will be considered two-way contact and will constitute a weekly contact.

Work samples will demonstrate progress over time and will include a piece of writing (a handwritten or typed composition), a page of math or a math assessment, a science lab sheet or project, a social studies assignment or project, and may also include any other work samples students would like to share.

6.4 30-Day Review - (Certificated Teacher)
As part of documenting student progress certificated staff will complete a monthly review based on weekly contacts and parent input and observations.

For various reasons, the student may not make progress in each subject every month. This is not necessarily a problem. A student's lack of progress in any one area can be discussed with the certificated teacher and new goals can be set for this subject area in the forthcoming month. (See Section 6.4 Determination of "Satisfactory and Unsatisfactory Progress")

Under some circumstances, it may be possible for the certificated teacher to conduct an in-person evaluation meeting off-campus. This can be arranged with your child's individual teacher.

6.5 Monthly Hours
In most cases it is not necessary for students to report specific hours spent engaged in their studies. However, if a student fails to demonstrate satisfactory progress in activities identified in the learning plan the certificated teacher may request that the hours of instruction be documented. Non-secular (religious) instruction cannot be used to support the minimum educational hours each week.

6.6 Determination of "Satisfactory" or "Unsatisfactory Progress"
As per OISD School Policy: Students participating in OASIS K12 will be evaluated monthly by a certificated teacher who will determine whether the student's progress is satisfactory or unsatisfactory for that month.   If in the teacher's' professional judgment the student's progress is not satisfactory, an intervention plan will be developed, in accordance with WAC 392-121-182. (OISD Procedure 2255P) *****

A student will be noted as having made "Unsatisfactory Progress" in any of the following situations:
● Missing two or more weekly contacts with their certificated teacher. Every effort should be made to make up missed weekly contacts. When a student displays a pattern of missed meetings, the student is not complying with the weekly contact requirements.
● Making inadequate academic progress toward the goals in their learning plan. This is a general assessment that is not simply based on work in one academic area.

In order to keep a student enrolled in the OASIS program, it is important that the students are complying with the weekly contact According to WA State ALE regulations, a student's progress shall be marked "Unsatisfactory" for a month when monthly progress is not noted.

6.7 Intervention Plan Implementation
A student whose progress is unsatisfactory after the 30-day evaluation, or who has missed two or more weekly contacts, will be required to have an intervention plan written and implemented by the OASIS teacher within five school days of the evaluation. When an intervention plan is in place, signed by the parent and returned to the OASIS teacher, the student may be claimed in state reports as enrolled based on the weekly instruction hours identified in the Written Student Learning Plan.(replaced below) If an intervention plan is not in place within five school days of the unsatisfactory evaluation, the student's FTE must be removed from the K-12 Total District Enrollment column for the month of the unsatisfactory evaluation.

The Intervention Plan must be signed by the parent within 24 hours and returned to the certificated teacher. Compliance with this plan allows the student to continue as an OASIS student and continue to receive state funding for books, materials, and special instruction.

7. ANNUAL ASSESSMENTS

All OASIS K-8 students enrolled in grades 3-8 are expected to take the state assessment per WAC 392-121-182, Sec (9)(a), the Smarter Balanced Assesment. The Smarter Balanced Assessment is administered each spring. Passing the 10th grade High School Proficiency Exam (HSPE) is required for

students seeking a high school diploma. OASIS will coordinate local testing sites for students who do not live on Orcas Island. State assessment accommodations for students with special needs are possible; contact your certificated teacher for details. There is no charge for the Smarter Balanced Assessment or the HSPE.

Alternative Assessments: Families may select from a number of approved measures of student learning. These alternative tests can often be administered in the home, by the parent, and can provide an accurate measure of a student's progress. Examples of alternative tests include: California Achievement Tests, and Iowa Tests of Educational Development. As these assessments are not substantially similar, OISD can not pay fees for these assessments grades 3-8. Families will be responsible for the full expense of these assessments. There is no charge for students 3-8 taking the Smarter Balanced State assessments. OISD can pay for assessments offered by the Family Learning Organization (FLO) (when OASIS staff registers the student(s)) for grades K-2. Please refer to our website to register and for more information: www.OASISK-12.org. Parents must submit the results of these assessments to OASIS.

Portfolios: Students may choose to demonstrate their learning by compiling a portfolio of work throughout the year to meet the annual assessment requirement. Projects, artwork, written assignments, videos and photographs are examples of materials that may be used to build a portfolio. It is the responsibility of the student's certificated teacher to review the portfolio quarterly and ensure that sufficient progress has been demonstrated. In addition to quarterly samples, students who are using portfolio assessment will complete "portfolio evaluation forms", available on the OASIS website www.OASISK-12.org at the time portfolios are due (first week in June). The decision to use the Portfolio option must be communicated to the certificated teacher early in the school year. The teacher will send OASIS Portfolio forms to the parent and student.

If a student assessment (state or other standardized test, or portfolio) is not completed by the last day of school for Orcas Island School District, the student will not be re-enrolled in OASIS for the next school year. The student will be placed on the admission waitlist and enrolled when assessment requirements have been met.

8. INSTRUCTIONAL SUPPORT FUND

The Instructional Support Fund allows students with the support of their teachers and families to request materials, in support of the goals in their student's learning plan (WSLP). The monthly allocation is based on ALE laws and regulations. (RCW 28A.150.305)

8.1 Determining the Instructional Support Fund
Like all public school students, OISD receives a revenue allocation per student. The revenue received for remote students in the ALE program is not the same as the formula for brick and mortar students, but is sufficient to provide staffing for the OASIS students, in addition, the OISD board of directors has chosen to allocate a portion of that OASIS student revenue for instructional supports and sets the amount to be made available per student.

Please note that the Instructional Support Fund is public money and cannot be used for private benefit. This fund can be used to support the Written Student Learning Plan in order to meet Washington State Learning Standards and district policy and is subject to scrutiny through OSPI. This fund must adhere to rules regarding substantially similar services.

8.2 District Enrollment Revenue

OISD receives enrollment revenue based on monthly enrollment rates. In order to obtain appropriate funding for students in OASIS and access the instruction support funds, the students must first be enrolled, counted, and participating in the program. In this way, the district can be assured that they will have adequate funds to cover program costs. Washington State generally considers a student full-time if they are enrolled at a level of 1.0 Full Time Equivalent (FTE) an entire school year.

A student who is enrolled at a level of 1.0 FTE for the standard academic year can request to use up to $200 a month after each month of enrollment, for 9 months (September through May). The district cannot receive nor expend more than 1.0 FTE of enrollment revenue for each student within a given school year.

A student is not required or expected to access all of the Instructional Support Fund (ISF). At the end of the last quarter all unused funds will go to the district's general fund with no ISF funds carried over to the next year.

9. USING THE INSTRUCTIONAL SUPPORT FUND

Please note that access to the Instructional Support Funds is subject to the "substantially similar" rules as defined by OSPI. See WAC (392-121-182) or contact your certificated teacher if you have specific questions. This is a supplementary fund, intended to assist with educational curriculum for the school year. Parents can monitor the Instructional Support Fund in the ISF/ Allocation section of their WINGS account. This section is updated monthly after materials are purchased.

9.1 Curriculum and Supplies
A goal of OASIS is to ensure that families have flexibility in choosing the content of their curriculum. In accordance with WAC 392-121-182, Sec 6(f) through the Instructional Materials Committee, OASIS provides materials "consistent in quality" with those available to the general population of students within the district to each student enrolled in the program. Instead of dictating the specific materials a student must use, OASIS K-8 allows parents to work with the certificated teacher to choose OISD approved materials most appropriate for their student's WSLP.

Core instructional texts are approved through our Instructional Materials Committee. A core instructional text is used to teach the majority of a course. If your chosen text is not already approved there is a process for approval:
1. Review the text with your certificated teacher.
2. If necessary the Instructional Materials Committee will review the text and the family will be notified of the final decision.

9.2 Consumable and Non-consumable Items
Instructional support materials fall into one of two categories: consumable or non-consumable. (WAC 392-121-182, Sec 6(h))

Non-consumable materials are the property of OISD and will be marked as such at the time of purchase. Examples of non-consumable items include books, curriculum, manipulatives, etc. When an item is no longer needed, parents must return it to the district following the materials return procedure. Participants will be charged the full replacement value of non-consumable items such as a textbook that has been marked or otherwise damaged.

If parents wish to keep non-consumable items at the end of the year, for use by a sibling, it is necessary to re-check out the items from our library (see Section 10.2). Failure to do so may result in loss of access to instructional support funds. If a High School student is leaving the district and has any non-consumable materials that have not been returned, the district may withhold the student's official transcripts. The District shall notify both the student and the parent or guardian that the official transcript will not be sent until the obligation is met.

Items are considered consumable if another program participant can not reuse them. Examples of consumable items include used-up art supplies and used workbooks. Questions about consumable and nonconsumable items should be directed to the certificated teacher.

An attempt may be made to find a cost-saving option prior to approval of any "substantially similar" materials and supplies requested.

9.3 Software
Software may be purchased to support a learning plan. If the software can be recycled (i.e. used by other program participants) then it will be considered a non-consumable item and will become part of the OASIS K-8 library. If the software cannot be recycled, then it will be considered consumable. Whenever possible, especially in the case of software that may be useful to many students, an attempt will be made to find a cost-saving option prior to approval.

9.4 Educational Trips
OASIS K-8 school will allow use of instructional support funds to be used for group trips to various sites to be scheduled during the school year. All admission expenses will be covered for OASIS students through the instructional support funds and one adult chaperone per family may be covered through the funds if available. Tickets may be purchased for non-OASIS siblings and other related adults. (Additional tickets must be purchased in advance by payment with check sent to the OASIS office.) Parents will be given ample notice of upcoming field trips. These trips will include popular destinations such as Seattle Children's Theater, Pacific Science Center, area zoos, aquariums, and others and are encouraged to allow students access to social interations, promote hands-on learning, and provide students with face to face interactions with OASIS teachers.. State regulations do not allow OASIS to pay for travel costs of any kind.

All experiences or activities must be "substantially similar" to experiences or activities made available to students in the district's regular instructional program and listed in the WSLP. OASIS staff will continue working with families to schedule appropriate educational experiences. Cancellations must be made 7 days prior to the event so we can offer the tickets to other families. If you cannot attend a field trip for which you have committed, please let the trip organizer know at the earliest time so that your tickets can be offered to people on the waiting list. If we are able to give the tickets to someone else, you will not be charged.

9.5 Instructional Support Service Provider ISSP (Previously this position was called a CBI or community based instructor)
OASIS families can (with the collaboration of the OASIS teacher and within guidelines and substantially similar rules) choose to have instructional support for student learning by accessing the experience and expertise of ISSP's (Formerly CBI's) and Community-Based Facilities for fine arts, physical education, or other services that are substantially similar to what courses are offered in our Orcas Island School District brick and mortar schools. ISSP's and CBFs can be an integral part of student learning and enrichment within a given course and allow students to explore subjects of interest in greater detail, meet proficiency standards, or to develop more advanced skills. All courses must align with Washington State Learning Standards and support the student's learning plan and all ISSPs must be overseen by an OASIS teacher.

ISSP's /CBFs are considered an "instructional support service provider" (ISSP) and will work under the supervision of an OASIS teacher (WAC 392-121-182) as part of an ALE course. This means that communication between the ISSP/CBF and the highly qualified teacher must be "intentional and frequent." They are required to work with a highly qualified teacher monthly through the OASIS online reporting system to report learning targets, activities, and student progress. In order to invoice for instructional services, ISSP's/CBFs must meet monthly reporting requirements. When a class or workshop ends, the certified teacher must be notified.
ISSP
Applications for new ISSPs/CBFs are given priority at the beginning of the school year. Applications are taken until mid-April, but the approval process may take longer later in the school year. Please refer to the OASIS website at www.OASISK-12.org for the application packet and more information. Please contact our OASIS ISSP Liaison at oasiscbi@orcas.k12.wa.us with any questions.

ISSPs and CBFs are required to complete the OASIS ISSP Application packet available on the website. This packet includes a **Declaration of Agreement**, **Background Disclosure** form, **Fingerprint Verification**, a **W-9**, and any other forms as required by the District and state. All ISSPs must be fingerprinted even if the parent is present during the class, and it must be on file with OSPI (Office of the Superintendent of Public Instruction). The District cannot pay for any classes given before the CBF is approved, or before the beginning of or after the end of the OISD school year.

OASIS strongly recommends that parents or guardians supervise all student interactions with CBIs/CBFs. Parents are required to complete a **Parent Request for ISSPCBF Approval** and in some cases, a **High Risk Activity Documentation** form and proof of the student's personal health insurance before the District can approve payment for the student's classes. All forms are available on the OASIS website: www.OASISK-12.org

A list of participating ISSPs/CBFs can be accessed on the OASIS website. If you have questions ISSP regarding how ISSPs are approved, please contact your certified teacher or the OASIS ISSP Liaison (oasiscbi@orcas.k12.wa.us).

Specific defined expenses associated with group classes and workshops may be funded using the Instructional Support Fund. To qualify for funding, these must meet the goals of the WSLP, must be pre-approved by the student's certified teacher and ISSP Liaison, and must meet the "substantially similar" requirement as defined by OSPI. No one-on-one classes or private tutoring will be considered for funding - see Appendices D and E for more information. State regulations do not allow OISD to pay for classes before the student has attended the class. ISSPs/CBFs may invoice for no more than three consecutive months of previously completed classes. Please refer to the ISSP FAQ's on the OASIS website.

9.6 Procedure for Accessing Instructional Support
All instructional support expenses must be pre-approved by the certificated teacher who will ensure that funds requested are in alignment with the Washington State Learning Goals and district standards as outlined in the student's written learning plan and that all forms are updated, contact requirements are met (weekly), and that funds are available. It is the responsibility of families to monitor each student's ISF, and ensure that enough funds are available to cover the costs requested. If funds are not available the expense must comply with the district's Expenditures in Excess of Budget Policy: 6040. Again, refer to the OASIS website for more details.

Curriculum and Supplies:
● The Written Student Learning Plan (WSLP) must include a list of the approved materials needed to achieve the goals of the plan.

- Requisition forms must be complete including ISBN numbers, title, cost, vendor, and student name. Select vendors from the OASIS list of approved vendors, found on the web site.
- After filling out the Materials Requisition form, families must contact their certificated teacher for approval and processing.
- Approved Materials Requisitions will be processed each month, September through May, between the 1st and 15th.
- Final requisitions for materials and supplies to be used prior to the end of the school year must be submitted by May 15. Materials may not be purchased for extended use throughout the summer or for the following year.
- Annual subscriptions can be ordered through OASIS in the first semester of the year. After that, subscriptions that can be prorated will be purchased.

10. OASIS LIBRARY

The OASIS Library contains instructional materials including curriculum, books, art supplies, games, software, and manipulatives. These materials are available to all OASIS families to check out and use in support of the Written Student Learning Plan. Through WINGS, families can access our library to see materials available for check out. Library items can be renewed only if there is an appropriate age or grade level student to use them.

All materials purchased with instructional support funds in support of student learning plans are property of the Orcas Island School District. The OASIS Library continues to grow as families use their instructional support fund to purchase additional instructional materials.

When a family purchases non-consumable materials, they are initially checked into the OASIS library and recorded in WINGS. These materials are then checked-out to the family and will show up on their WINGS library account as checked out to them. When non-consumable materials are no longer needed to meet the learning goals (or when the participant exits the OASIS school program), the materials must be returned to the library.

Consumable materials such as workbooks and art supplies are also the property of the school district. When a participant is finished using a consumable material, if there is any material left over, the family *should return the unused portion of the material to the OASIS library for others to use.* If materials are found to be inappropriate for a student the family will return the material to the OASIS library for the use of other families.

10.1 Materials Check Out Procedure
The OASIS Library is currently located in the Orcas Elementary School building. Families who are on the island and are interested in checking out materials from the OASIS library must come to the OASIS room and check out items with approval from their OASIS teacher.

Families who do not have access to the library can check out items by filling out a "Library Checkout Form" found on the OASIS website, and submit it to their certificated teacher for approval. After approval the items will be processed and mailed. Shipping and handling costs will be charged to the family's Instructional Support Fund.

10.2 Re-checking - Library Materials
Library items may be checked out again at the end of the school year for use the following year as long as they have not already been checked out for 2 years and if there is an appropriately aged student to

use them. To do that, download the form "Library Materials Renewal Form" from the OASIS website: www.OASISK-12.org, complete the form and submit it to your OASIS teacher for approval.

11. CHANGING CERTIFICATED TEACHERS

A family may request a different certificated teacher. However, please note that all OASIS teachers work within the same guidelines as found in this handbook and state law. In addition, a certificated teacher may suggest that a family work with a different teacher. Changing certificated teachers may take time because the workloads for specific teachers must be kept consistent with their teaching time.

12. APPENDIX SECTION (A-E)

Appendix A: Glossary of Terms

Alternative Learning Experience (ALE): Is a state program to support families who wish to individualize learning for their students, kindergarten through high school. A certificated teacher is employed by the school district to supervise and monitor student progress which may include assessing, evaluating and documenting student learning. All participating students have a Written Student Learning Plan which meets state requirements and is written by the certificated teacher in collaborations with the student's parents or guardian.

In State language: *A course, or for grades kindergarten through eighth, grade-level course work, that is a delivery method for the program of basic education and is:*
(A) Provided in whole or in part independently from a regular classroom setting or schedule, but may include some components of direct instruction;
(B) Supervised, monitored, assessed, evaluated, and documented by a certificated teacher employed by the school district or under contract as permitted by applicable rules; and
(C) Provided in accordance with a written student learning plan that is implemented pursuant to the school district's policy and this chapter.

Annual Assessment: A test that measures a student's academic progress each year.

Consumable Instructional Materials: Items not reusable by more than one student, such as workbooks, lab materials, etc. These items are considered "used up" during the course and need not be returned. Refer to Section 9.2, for more detailed information regarding Instructional Materials.

Essential Academic Learning Requirement (EALR): Learning Standards developed from the Washington State Learning Goals that define what all students should know and be able to do at each grade level.

End of Course Tests (EOC): The end-of-course exams are available in algebra 1/integrated math 1, geometry/integrated math 2, and biology. The EOC exams will be given to students in grades 7-12 who are taking those respective classes. Under current regulations, in order to earn a high school diploma students must pass one of the math EOC exams and biology.

Full Time Equivalent (FTE): An enrollment term that provides the basis for basic education funding. This is the percent of time a student is enrolled.

Grade Level Expectations (GLE): A statement containing the essential content to be learned and the cognitive demand required to learn it.

Highly Qualified Teacher (HQT): A certificated teacher who is a specialist in a specific content area or areas. This teacher is responsible for the development of learning plans for the individual courses for the student and is available for assistance in that course of study.

Instructional Materials: Curricular materials used to facilitate instruction of a student.

Instructional Support Fund: The Instructional Support Fund is a fund generated by revenues provided to the school district by the state per enrollment. This fund allows parents to request materials in support of the Washington State Learning Standards and district standards in the Written Student Learning Plan.

ISSP: ISSP's /CBFs are considered an "instructional support service provider" (ISSP) and will work under the supervision of an OASIS teacher (WAC 392-121-182) as part of an ALE course.

Materials Requisition Form (MR Form): A form (found on the OASIS website) used to request purchase of curricular materials (books, supplies, etc.). The requisition must contain items supported by the Written Student Learning Plan (WSLP) goals and be approved by the certificated teacher.

Non-Consumable Instructional Materials: Those materials that retain their value and can be used again by subsequent students such as textbooks and literature books. These items must ultimately be returned to OASIS.

OASIS K-12 Certificated Teacher: Each student's OASIS K-12 teacher is responsible for guiding the student's learning activities as related to the Written Student Learning Plan (WSLP). The certificated teacher is the primary point of contact for each student. He or she will: have two-way communication with each student at least once a week; review and discuss learning progress each month as related to the goals of the WSLP; recommend curriculum; and will match each student to appropriate learning activities.

OASIS K-12 Principal: The OASIS K-12 principal is the individual who supervises the OASIS K-12 teachers and is available to resolve any concerns that a student or parent or guardian may have that is not successfully resolved with the certificated teacher.

Remote Course: OASIS is a Remote Alternative Learning Experience. "Remote course" means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for less than twenty percent of the total weekly time for the course.

State Assessments: All OASIS K-8 students enrolled in grades 3-8 and grade 10 are expected to take the State Assessment, Smarter Balanced, or the High School Proficiency Exam (HSPE) or End of Course Tests (EOC) in algebra, geometry and biology. The State Assessment is administered each spring for students.

Substantially Similar: "Substantially similar experiences and services" means that for each purchased or instructional or co-curricular course, identified in an alternative learning experience Written Student Learning Plan, there is an identical or similar experience, service, or activity made available to students enrolled in the district's regular instructional program:
● At the same grade level;
● At an equivalent level of frequency, intensity, and duration including, but not limited to, consideration of individual versus group instruction;
● At an equivalent level of cost to the student with regard to any related club, group, or association or any other expense associated with the experience or service;
● In accordance with district adopted content standards or state defined grade level standards; and
● That is supervised, monitored, assessed, evaluated, and documented by a certificated teacher.

30-Day Review: Monthly summary of student learning progress in each subject area within the Written Student Learning Plan (WSLP), The OASIS K-8 teacher will make a professional determination through weekly student contact, work samples, and information provided by the parent or guardian and as to whether or not the student is making satisfactory progress toward accomplishment of the learning goals and performance objectives set forth in the WSLP.

Weekly Contact: Required, direct personal interaction between a student and his or her OASIS K-8 teacher on a weekly basis for the purpose of instruction, review of assignments, testing, evaluation of student progress or other learning activities. Contact must be accomplished no later than 5pm on Friday to establish and document attendance for the preceding five school days. Please note that sole contact between a parent or guardian and teacher cannot be counted in place of direct student/teacher interaction and communication. Although contact is required by 5pm on Friday, contact may take place earlier in the week.

WINGS: An internet-based student data management program used or the majority of student learning progress documentation.

Written Student Learning Plan (WSLP): A written plan developed to guide student learning for the school year. The WSLP is developed for the student by the Highly Qualified Teacher Team, personalized and written by the certificated teacher with input from the student, parent or guardian. The WSLP is a requirement for all enrolled students.

Appendix B: WINGS

WINGS Information: www.wingsnw.com/wings/oasis

Username and Password: Assigned by OASIS staff upon enrollment, Families may change their password using the "Preferences" link.

Resources available using WINGS: Instructional Support Fund balance (ISF), calendar items, important announcements, OASIS library resources.

A. Creating a Written Student Learning Plan (once a year) Certificated teacher will develop the WSLP with input from families.

Appendix C: Fund Guidelines

Things To Consider When Ordering:
- All purchases must be **pre-approved** by the student's certificated teacher.
- All expenses must **directly support** the learning targets outlined in the student's learning plan.
- All expenses must meet OSPI's "**substantially similar"** requirements (WAC 392-121-182, Sec 6(i))
- Items that are **consumable** (have no useful life after the student uses them) do not need to be returned to the OASIS Library. Examples of consumable items include admission to field trip, a workbook, or art supplies.
- Items considered **non-consumable** (have a useful life after a student is finished with them) are the property of Orcas Island School District and must be returned to the OASIS Library when the student is finished using them. Examples of non-consumable items include books, math manipulatives, microscopes, etc.

Category of Expense	Items Eligible for Funding	Items Not Eligible for Funding

Materials and Supplies	Recommended and many other books, workbooks, materials, manipulatives and resources required to reach learning goals listed in WSLP General art supplies OASIS art box Sheet music Audio-visual materials for music education and instruction.	Sectarian materials of any kind. (Any materials that promote one religion over another.) Curriculum that has not been approved by the school board. Animals of any kind including 4H and science projects. Food items even if they are part of a student's study of nutrition or cooking. General School supplies such as binder, paper, pencils Gardening supplies Sheds, refrigerators, appliances, tools More sheet music than can be used in one school year. Musical instrument rental or purchase. Instrument maintenance supplies, tuning, or replacement parts.
Technology	Educational software in support of WSLP as approved by teacher.	Computers, Ipods, ipads, MP3 players and related hardware or operating system upgrades Any access hardware and software systems and installations including modems, cabling, satellite dishes, mobile systems, wi-fi antennas, network cabled multiple access systems, etc. Fees for Internet Access
Travel & Educational Trips	OASIS K-8 organized educational field trips for students and one chaperone per ISF. One additional chaperone allowed with 4 or more OASIS students	Travel Expenses Lodging
Physical Activities, Sports		Club team-sports, membership, competition and tournament fees. Horseback riding. Membership dues to athletic facilities or organization Sports equipment rental, uniforms, costumes, sports equipment, carry bags, backpacks

Appendix D: Instructional Support Fund Substantially Similar Table

The instructional support funds are provided to allow access to materials to be selected for individual students based on the goals in their Student Learning Plan. State law requires that these funds be used to purchase materials which are "substantially similar" to those provided in the OISD K-8 "brick and mortar" programs. The following table has been provided to assist you in developing your WSLP. Final decisions regarding Instructional Support Funds will be made with your certificated teacher.

Orcas Island K-8 School	"Substantially Similar" OASIS K-8 NOTE: This column is subject to changed based on what courses are offered at Orcas Island School District and will be updated as changes occur.
Language Arts K-8 (5-10 hours per week) ● Reading ● Writing ● Spelling ● Poetry ● Phonics ● Handwriting	Language Arts K-8 (5-10 hours per week) ● Reading ● Writing ● Spelling ● Poetry ● Phonics ● Handwriting
Mathematics K-8 (5-10 hours per week) ● Grade level specific math instruction	Mathematics (5-10 hours per week) ● Grade level specific math instruction
Social Studies K-8 (5-10 hours per week) Grade Level Specific Instruction in: ● Geography ● History ● Economics ● Civics ● Humanities ● Psychology ● Anthropology	Social Studies (5 -10 hours per week) Grade Level Specific Instruction in: ● Geography ● History ● Economics ● Civics ● Humanities ● Psychology ● Anthropology
Science K-8 (5-10 hours per week) Grade Level Specific Instruction in: ● Biology ● Earth and Space Science ● Physical Sciences ● Chemistry ● Physics ● Life Sciences ● Farm to Classroom	Science (5-10 hours per week) Grade Level Specific Instruction in: ● Biology ● Earth and Space Science ● Physical Sciences ● Chemistry ● Physics ● Life Sciences ● Gardening, Cooking, Animal husbandry

| Physical Education K-8 (2 hours/week)

● Fitness
● Martial Arts
● Gymnastics
● Wrestling
● Soccer
● Tennis
● Basketball
● Golf (7-8)
● Running
● Weight Training
● Aerobics
● Volleyball | Physical Education

*K-6: 2 hrs/wk and 7th-8th: 3.75 hrs/wk
● Fitness
● Martial Arts as part of PE curriculum
● Gymnastics as part of PE curriculum
● Wrestling
● Soccer
● Tennis
● Basketball
● Golf (7-8)
● Running
● Weight Training
● Aerobics
● Volleyball |

• Flag Football (7th & 8th) • Juggling • Sailing • Swimming	• Flag Football (7 & 8) • Juggling • Sailing • Swimming
FINE ARTS - Group Instruction of Music Education K-6 (2 hours/week), 7-8 (4 hours/week) • General Music • Piano • Choir • Instrumental • Strings	FINE ARTS - Group Instruction of Music *K-6 (2 hours/week), *7-8 (4 hours/week) • General Music • Piano • Choir • Instrumental • Strings
Visual Art K-8 (1-3 hours/week) • Ceramics • Sculpture • Painting • Drawing • Weaving • Needlework	OR Group Instruction of Visual Art *K-6 (2 hours/week), *7-8 (4 hours/week) • Ceramics • Sculpture • Painting • Drawing • Weaving • Needlework
Theater Arts	Theater Arts *K-6 (2 hours/week), *7-8 (4 hours/week)
Educational Field Trips School funded class trips to various sites to be scheduled during the school year.	Educational Field Trips Organized group trips to various sites to be scheduled during school year.

Appendix E: Tips and Suggestions for Providing Quality Input to the Certificated OASIS Teacher to Determine Satisfactory or Unsatisfactory Monthly Student Performance.

30-day progress meets Washington State Law. **Letter grades and percent scores do not work for all subject areas, and are sometimes not appropriate for primary-age students.** The content below is intended to help you in your work with your student think about and describe progress with or without letter grades and scores

The examples accompany a variety of assignments: Observations of your student, Discussions, Participation and/or Performance, Presentation, Summarizing, Projects and/or Assignments.

Observation (What do you see that indicates progress?)
● *Tackles* new math skills with enthusiasm and confidence.
● *Demonstrates competence* with basketball skills. m,
● *Reluctantly* reads for pleasure.
● *Eagerly* chooses to read for pleasure in free time and becomes absorbed in books.
● *Engages* in discussion with siblings about our study of Asian History.
● As she masters more of her multiplication facts, *I see less resistance to doing math assignments*.
● As part of our nutrition study, *I am seeing James make more healthy choices for snacks*.

Discussion (After completing a reading, watching a performance, or any other experience, ask questions and talk about what your child learned.)
- In *discussing the stage performance of "The Best Christmas Pageant Ever", Sam's ideas confirmed* that he understood how character development is an important component in a story.
- After our family *finished the read aloud of "The Giver", there was a lively discussion among us as each person effectively described* their opinion about family life as portrayed in the story.

Participation and Performances (What did you observe about your child's music performance, team sport activities, or small group presentation participation?)
- Kevin participated in his choir's seasonal music performance with *confidence, enthusiasm, and focus, demonstrating his understanding of performance skills.*
- Susan participated in three games this month with her basketball team. *She demonstrated improvement in her ball handling skills when she dribbled the ball the length of the court and successfully passed it to a teammate*, who made a basket.

Presentation (What do you hear and observe when your child does an oral presentation or Powerpoint Presentation?)
- *Her Power Point about the American Revolution exhibited Amy's understanding* of the causes and outcomes of the war.
- Emily memorized a poem to recite. *Her vocal inflection indicated her understanding of the meaning of the poem, and her eye contact and enthusiasm demonstrated her understanding of presentation skills.*

Summarizes (What main ideas did the student learn and remember from an assignment, a chapter, a unit of study?)
- After listening to a read-aloud story, *she accurately summarized* the story's beginning, middle and end.
- At the end of our unit on Colonial America, Jackie *accurately summarized the main ideas about life in colonial times.*

Projects and Assignments (What did the student produce to demonstrate progress?)
- *Drawings demonstrate understanding* of the art lesson about line and shading.
- *Poster indicates understanding* of how animals depend on their habitat.
- Jackson *successfully used the writing process to plan and compose a rough draft and final copy of an essay about the main character* in his book, "Treasure Island".
- *Self-correction and editing of his essay verify* his grasp of the writing process, and correct grammar and punctuation.
- His final essay *substantiated his ability to compose* a well-organized five-paragraph essay.
- At the end of chapter 5 in the math book, Zach took the *mid-year review test and scored 85%.* In reviewing the test; he needs more work on dividing decimals *so we reviewed that skill and his scores on the review assignments were an average of 92%.*

OASIS 9-12

Orcas Alternatives for Student Initiated Studies

2017-2018

Orcas Island School District

557 School Road, Eastsound, WA 98245

(360) 376-1598

OASIS High School

Welcome to OASIS High School. OASIS K-12 is an accredited K-12 public school which offers a high school diploma based on Washington State Standards. Because we are a public school, there are no fees or tuition charges for classes. All of the classes that a student requires for graduation can be provided through OASIS K-12.

*OASIS K-12 operates under Washington State ALE (Alternative Learning Experience) guidelines. These rules mean we are subject to oversight and audits; we strive to meet our responsibilities with the state while still providing an outstanding, flexible learning experience for students and families. Please note that under state rules, we are not able to include religious materials for use in the student learning plan or core curriculum. For more details about this policy, please see the section **Curriculum Materials.***

This handbook is designed to inform you of school policies and procedures as you plan for and navigate through high school. OASIS K-12 offers a very personalized high school experience intended to meet the individual needs of students and families within the overall state requirements for earning high school credits. Our teachers help students and parents design a program that allows the student to meet high school requirements at their own pace, which matches their own learning style. All classes offered meet state and national standards and are eligible for credit towards graduation. We hope that you find the information in this handbook helpful. Please let us know if there is other information that would be useful. *Note: Many of the core program details are similar to OASIS K-8, and these are covered in depth in the K-8 Handbook.*

OASIS High School Program Overview

OASIS High School is governed by the same ALE rules and program requirements as is OASIS K-8. Students must have a written learning plan, weekly contact with their teacher, a monthly assessment check in and annual assessments, all documented in our online management platform known as WINGS. In addition, students earn high school credits towards a high school diploma based on Washington State Standards.

OASIS K-12 offers online classes for students through APEX, FuelED (formerly Aventa) and various approved online providers approved by the state of Washington. A list of online providers is available through the Digital Learning Department at OSPI (Office of the Superintendent of Public Instruction). These online classes cover a wide range of subjects and academic levels, all of which meet high school course requirements. Advanced Placement classes are offered through several of these providers.OASIS offers an individualized program that may or may not include online classes. In addition to online classes, there are a wide variety of classes that can be offered or created for students by our highly qualified teachers. We work with the student and family to provide the best possible combination.

In order to earn a diploma from OASIS High School, students must meet the requirements for a Washington State Diploma. These requirements include earning the required number of credits for the student's graduating class. Washington graduation requirements also include passing the required state tests and the completion of both a High School and Beyond Plan. You can find the graduation requirements for each graduating class here (class is based on the 4th year after you start high school, regardless of how long it actually takes):

http://www.k12.wa.us/graduationrequirements/GraduationToolkit.aspx for more information.

Student Requirements for OASIS Participation

Weekly communication between the teacher and the student is a required part of the student's written student learning plan. The most productive contacts are via video chat, telephone, and in-person meetings. *Relying solely on email contact is strongly discouraged, as it prevents meaningful real-time conversation and learning*. Teachers will set up a weekly check in time of approximately 30 minutes. Video Chat through Google, Facetime or Skype is often a great way for student and teacher to share, the advantage of screen sharing can be especially useful for students with online courses..

OASIS K-12 students create their own study schedule. However, a student who does not put in the time required to complete the assignments will not be able to complete the courses as assigned. A full time student will work at least 25 hours a week. The supervising teacher will help each student to make a reasonable plan to complete work.

Satisfactory progress is defined by student, teacher and parent (as appropriate) and outlined in the written student learning plan. Final determination of satisfactory progress is the sole responsibility of the OASIS teacher.

If a student does not make satisfactory progress, an intervention plan must be created with the student and teacher to bring the student back to satisfactory standing. Interventions may require more communication between teacher and student or the class or learning plan may be changed to help the student be successful.

Curriculum Materials
Examples of Approved Core Curriculum Materials:

Holt, Pearson, Apex,, FuelEd, CK12, approved on-line providers (http://digitallearning.k12.wa.us)

Examples of Materials that are Not Approved for Core Curriculum:

Apologia, Abeka, Sonlight, Omega (Lifepac, Horizons, Switched on Schoolhouse), Mystery of History, Young Earth/Creationist curriculum in general.

A goal of OASIS K-12 is to ensure that families have flexibility in choosing the content of their curriculum. In accordance with WAC 392-121-182, Sec 6(f) through the Instructional Materials Committee, OASIS K-12 provides materials "consistent in quality" with those available to the general population of students within the district to each student enrolled in the program. Instead of dictating the specific materials a student must use, OASIS K-12 allows parents to work with the certificated teacher to choose school district approved materials most appropriate for their student's learning plan.

Core instructional texts are approved through our Instructional Materials Committee. A core instructional text is something that is used to teach the majority of a course. If your chosen text is not already on our approved curriculum materials list, there is a three-step process for approval:
1. Review the text with your OASIS teacher using the form: "Instructional Materials Screening Form" found on the OASIS web site.
2. Submit completed form to the teacher, who will submit to the Instructional Materials Committee.
3. Instructional Materials Committee will review the text and the family is will be notified of the final decision.

9.2 Consumable and Non-consumable Items
Instructional support materials fall into one of two categories: consumable or non-consumable. (WAC 392-121-182, Sec 6(h))

Non-consumable materials are the property of OISD and must will be marked as such at the time of purchase. Examples of non-consumable items include books, manipulatives, games, software etc. When an item is no longer needed, parents must return it to the district following the materials return procedure. These items need to be checked out prior to use and returned to the library when they are no longer needed. Participants will be charged the full replacement value for damaged or lost non-consumable items.

If parents wish to keep non-consumable items at the end of the year, for use by a sibling it is necessary to re-check out the items from our library (see Section 10.2). Failure to do so may result in loss of access to instructional support funds. If a student is leaving the district and has any non-consumable materials that have not been returned, the district may withhold the student's official transcripts until the obligation is met.

Items are considered consumable if another program participant cannot reuse them. Examples of consumable items include used art supplies and used workbooks. Questions about consumable and non-consumable items should be directed to the certificated teacher.

An attempt will may be made to find a cost-saving option prior to approval of any "substantially similar" materials and supplies requested.

Grading Policy and Practices

A student earns a grade based on his or her satisfactory completion of a class--in general, a .5 credit is earned for each semester of coursework completed. Grading information and specific class requirements will be found in the written student learning plan and in the class outline or syllabus. All assignments, discussions, presentations and assessments are part of the final grade. Classes are graded on a four point scale as shown below, or can be taken as pass/fail. These assessment and grading decisions are made by the student's supervising teacher.———

The grading scale for all graded high school classes is:

90 -100/A

87-89/B+

80 – 86/B

77- 79/C+

70 –76/C

 60 – 69D

 59 or below/Fail/No Credit

Pass/Fail grades are used for participation based courses that the OASIS teacher has approved but is not present for. Many art, pe, and work based learning classes fall into this category, as well as, courses without significant opportunity for assessment by the OASIS teacher. Letter grades are based on the quality and quantity of the student's work on assignments and tests as outlined in the course evaluation on the learning plan.
When the student completes the class, grades will be entered on the student's transcript. The student's transcript is a permanent document that provides a record of all classes taken at OASIS or other schools where the student earned high school credits. Classes that have not been completed will be marked with No Credit (NC) until the student finishes

Graduation Requirements

OASIS High School students must earn minimum credits for a Washington State diploma based on their expected graduation year. Washington graduation requirements also require the completion of a High School and Beyond Plan, and satisfactory performance on the required state testsSee the graduation toolkits here: http://www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx

High School Credits

High school classes are selected by the student, parent and teacher based on the student's High School and Beyond Plan, state requirements and on the student's time and interests. High school credits will be earned for each class that is completed. In general, a .5 credit is earned for each semester of class work. However, OASIS High School students can determine their class load and can complete their classes on their own schedule.

With the exception of approved online classes which often have set start and stop times, students plan their time with their supervising teacher and parent in coordination with the school calendar. A student can focus on completing one or a few classes in a shorter period of time or work on six or more.

ALE programs like OASIS require that students make satisfactory progress each month—that progress will be determined by the student's supervising teacher. If a student does not make satisfactory progress in a given month, an intervention plan must be developed with the supervising teacher. If unsatisfactory progress continues for more than two months, a student may be dropped from the program. It is the certificated teacher's responsibility to determine satisfactory or unsatisfactory status.

Under Washington State law, students can remain in high school until they receive a high school diploma or the year in which they turn 21. Most students complete high school in four years, but some take fewer classes or add outside experiences to their high school education and take longer.

In order to earn a diploma at OASIS High School, students must meet the state graduation requirements. This chart is from: http://www.k12.wa.us/GraduationRequirements/Requirement-Credits.aspx which lists the state credit requirements along with the requirements expected for college entry.

Washington State Minimum Credit Requirements

CLASSES	REQUIRED CREDITS		
	Class of 2015	**Classes of 2016-2018**	**Class of 2019 and Beyond**
English	3	4	4
Mathematics	3	3	3
Science	2	2	3
Social Studies**	2.5	3	3
Arts	1	1	2
Health and Fitness	2	2	2
Career and Technical Education	1	1	1
Electives	5.5	4	4
World Language or Personalized Pathway Requirement	0	0	2

Total Required Credits	**20**	**20**	**24** *(Up to 2 credits can be waived locally based on a student's unusual circumstances.)*

Shading indicates a change from the previous requirements

PPR: Personalized Pathway Requirement: these courses related to specific post high school career or educational outcomes chosen by the student.

Expectations for Students/ Weekly

Students are required to check in each week to report on progress. Skype, Facetime, Google Chat, face to face conversation and phone calls are the most productive ways to check in with your advisors. During this check in, students report on completed assignments, seek help and guidance with coursework, reflect on progress, and consider learning targets for the upcoming week.

Expectations for Students/ Monthly

OASIS teachers are required to completed a 30-Day Review. These reviews are based on progress toward the goals of the learning plan. The evidence for that progress is documented in weekly contacts and in assignments and activities associated with the courses on the learning plan.

High School and Beyond Plan

As students complete 8th grade or as they enter high school, they will work with their teacher to complete the High School and Beyond Plan. Students revise the plan through high school as their goals and plans change. A plan usually includes the student's goals which may include Running Start, work, military service, two or four year college, apprenticeship or other training programs or technical school. The student's post high school goal, helps them decide on their high school courses. Four year colleges, for example, have specific entry requirements that students will need to meet in order to be admitted.

State Required Tests

Meeting the standard on the state tests is also a graduation requirement. See: http://www.k12.wa.us/GraduationRequirements/StateTesting.aspx

Students must pass a state exams in Biology (the "end of course" or EOC test is taken when student completes the biology course), English Language Arts (ELA) and Math (both offered in 10th grade). Starting with the class of 2019, the ELA and Math tests will be on-line only using Smarter Balanced tests, the Biology EOC is a paper and pencil test.. . There are state-approved alternatives or assessments for students in special education. these tests are described at: http://www.k12.wa.us/GraduationRequirements/StateTesting.aspx

OASIS teachers will coordinate with students and parents to provide information about testing locations and schedules and provide practice and study materials. Students have a choice to either schedule with OASIS for on island or off island opportunities or to schedule with their local school districts.

Other Tests for Planning and Beyond High School

In addition to state tests required for a diploma, students and parents have options for other assessments to help guide the student's future plans. Most parents and students are aware of the SAT or ACT tests that most colleges require as a part of the application process for entrance. Most colleges will take either of these tests as a part of the application process. Students usually take these tests in their junior year of high school. Timelines are important when dealing with the college application process. Most four year college applications are submitted by December of the student's senior year of high school.

Although the district will not pay for the SAT or ACT, to help students plan for the future and prepare for success on these tests, we offer the pretests for the ACT and the SAT at district expense to our 10th and 11th graders. These are optional tests; no one is required to take them. Both tests are offered at local schools, usually in mid October. Students who are interested in taking these tests should speak with their supervising teacher who will coordinate to arrange for the student to take the test at a local school. Note that these tests must be taken on the date and at the time assigned.

All 9th and 10th graders are invited to take the pre-ACT test. Please refer to the website for more information: www.act.org.

Eligible tudents will be notified and are invited to take the pre-SAT test, the PSAT. This is the qualifying test for the National Merit Scholarship Program. For more information about the PSAT test: http://www.collegeboard.com/student/testing/psat/about.html

The ASVAB is another test that students have found helpful in planning for their future. All of the branches of the military use the results of this voluntary test for career and training placement. Students who want more information about their skills and interests or who are considering a career in the military should plan to take the ASVAB. This test is often given at local schools by a representative of the military and there is no charge for test. It is a three-hour test identifying a student's vocational aptitudes and strengths. For more information contact a military recruiter.

Students interested in Running Start courses through their local community colleges will need to take placement tests prior to enrollment. Information about running start is available through the community colleges. Most programs require a student to be 16 or a Junior in academic standing.

Online Classes

We offer the APEX on-line curriculum (www.apexlearning.com), FuelEd On-line and Middlebury Interactive Language courses (http://aventalearning.com/curriculum, http://www.middleburyinteractive.com), and any course approved through the Digital Learning Department (http://digitallearning.k12.wa.us/online_courses/). Online providers supply strong

support for students and clear orientation and guidelines for success in online classes. some of which are available for students only after they log in to their account.

Selection and Enrollment

Students will work with their supervising teacher to enroll in online classes which are available for students in 4th through 12th grades.

All APEX online classes have a highly qualified OASIS teacher to teach and personalize each class for the student. OASIS Washington State certified teachers work directly with the student to ensure student success. Teachers provide both synchronous, and asynchronous instruction and support to students by telephone, school email, web conferencing, Skype, and other electronic means and face to face meetings when possible.

In high school students have one subject specific teacher for each subject studied. Teachers work together as a teaching team and one teacher is designated as the supervising teacher. Teachers grade students' assignments and assessments and respond to student questions via email, telephone, Skype, etc. They conduct online class meetings, online tutorial sessions to reinforce difficult topics and hold online office hours to allow students to drop in with questions in addition to physical office hours for local students to drop in.

Note that many classes that students take are not entirely online. Most students have a combination of types of classes based on their individual interests and needs. The written student learning plan, developed by the supervising OASIS teacher in collaboration with the student and parent, will be documented and managed in the WINGS online management software. The written student learning plan outlines all courses, online and offline, that the student is enrolled in.

Special interest classes can be added to the student's course load through the provider offerings at the DLD (Digital Learning Department) at OSPI. To see what classes are available see:
http://digitallearning.k12.wa.us/online_courses/ **Timeline for Online Classes**

The timeline for completion of online classes is determined by the student and the teacher and outlined in the written student learning plan in WINGS. Because the teacher for the APEX classes is an OASIS teacher, we can offer flexible start and stop times as well as options for the pace of the class. For example, high school students can complete a semester (.5 credit) class in a month or take a full semester or more to earn the credit.

Online Safety and Common Sense

A student's access to the Internet for class is designed for educational purposes. Strong parent or guardian supervision is vital in assuring a student's safety while working online. Before students can participate in online classes, the student and parent must sign the district's Acceptable Use Policy which outlines expectations for Internet use.

Students should not reveal personal information on websites, blogs, podcasts, videos or any other public electronic medium. If students encounter dangerous or inappropriate information or messages, they should notify a parent or guardian. Neither the school district nor its employees or agents are responsible for content or materials viewed or acquired on the Internet accessed from the student's home. There are many online informational sites for parents about online safety and guidance for Internet use.

Student Success in Online Classes

Student success in online classes is achieved much the same as success in regular classes. The supervising teacher will set the student up with a school email and arrange for preferred means of communication between student and teacher. Teachers are open to various types of communication, depending on the student's needs and interests. Students can email or use the phone or may prefer to video chat their teacher so that they can talk face to face. Teachers will also contact students to share upcoming information about the class and comment on progress or to give suggestions and assistance.

Whenever possible, students in classes will be given the opportunity to share ideas and collaborate on assignments. Having another online student to communicate with about the class can make learning easier for both students. It is also ok for a student to work entirely on their own with no communication except with the teacher. In this case, participation for grading will be based on participation and communication with the teacher and not with other students in the class. Teachers have the option to add assignments or change assignments so that the class best meets the needs of the student.

OASIS staff are listed on the school website with email addresses. Parents and students will have the contact information for their supervising teacher. Students and parents are welcome to call the school office at (360) 376–1598 to contact any staff member or contact the Principal of OASIS, Becky Bell, bbell@orcas.k12.wa.us. . Students can also email lead teachers for OASIS High School: Jill Sherman, jsherman@orcas.k12.wa.us, and Robert Dash: rdash@orcas.k12.wa.us. Lead teacher for K-8 is Bruce Orchid, borchid@orcas.k12.wa.us.

Here are some guidelines to help students start strong and finish their classes successfully:

1. Talk to the supervising teacher who knows all of the classes that a student is taking. The supervising teacher will communicate with the student at least weekly.

Access to the online course. Getting extra help with coursework. Making sure the student is on track to complete the online course, setting up communication with other students in the class to work on group projects, or labs, or chats to review and master material.

2. Explore the class and figure out what has to be done before the class starts Complete the orientation to the course Follow the teacher's directions to get set up and ask for help if needed Respond to the teacher's email or phone or other messages and get comfortable in communicating with him/her.

Work with the teacher to determine the best form of communication for you – email, Skype, chat, phone, in person Ask your supervising teacher or the class teacher if you are confused about anything at all

Find out how you are expected to communicate with other students in the class Share your concerns about the class structure, timelines for completion, difficulty level of the class, etc

These are real teachers and just like real live teachers they want to hear your voice and will contact you and will expect contact back from you.

3. Get organized . Plan a specific time to work on your online class . Get a folder for this online class and fill it with printouts of your online class paperwork, including general directions, assignments, reading material and homework. Make sure to ask for any required textbook or supplemental materials. If you're not sure of what you need, ask your supervising teacher.

4. Communicate, ask for help and communicate with your supervising teacher. Tell your teacher about your successes and problems with the course. Ask for help with the work for any of your classes. Share your questions about an assignment.

Get feedback on your scores on assignments and exams. Be sure that you know exactly what is expected of you in each class. Respond to your teacher's inquiries.

Code of Conduct: Academic Integrity

1. All students are expected to do their own work. Help is available from teachers, parents and other assistants but all work must be the student's own work.

2. Students will not submit work that is plagiarized or otherwise violates copyright laws of the United States of America. Students who use plagiarized papers or projects or are involved in any other form of cheating will be subject to reduction in grades and/or disciplinary action for a first offense. For a second offense a student is subject to removal from class with loss of credit and/or a failing grade.

Cheating is generally defined as knowingly submitting the work of others represented as his/her own (i.e., copying from others, using information or technology not authorized by the teacher, asking someone for

improper help on an assignment/exam, and/or gaining or providing unauthorized access to exam materials). Cheating also includes the aiding and abetting of cheating by others.

Plagiarism is defined as the unauthorized use of the language and thoughts of another author and the representation of them as one's own. It is the students' responsibility to clearly document the source of information used in work submitted as their own (as defined by the MLA Handbook).

3. Students are expected to abide by all rules and expectations of OASIS High School and the Orcas Island School District and the rules and expectations as outlined by our staff . These school-wide expectations apply to all students whether present on campus or attending classes only online:

Be on time. Be prepared with notebooks, supplies and assignments. Don't disturb or distract others. Treat all people with respect and dignity.

The vast majority of OASIS K-12 students meet all expectations for student behavior and participation in classes. It is rare that consequences, other than the natural ones of lower grades for not completing assignments, are applied. However, there can be other consequences for not meeting behavior expectations.

Consequences for students who have classes on campus may include detention, parent, student, teacher conferences with a written a plan for improvement, removal from a class, suspension from school, loss of credit for assignments or for an entire class. In extreme cases, students will be considered for expulsion from OASIS K-12.

4. When submitting written responses and assignments, students should not write anything that might be construed as intent to hurt or abuse other people unless it is directly connected to an assignment. The mention of firearms or drug use, physical harm, or intending harm, or any other subject of a violent nature is to be avoided unless directly related to the subject under study. If a student's assignment contains subject matter that raises the concern of the teacher, it will be brought to the attention of the student, parent and school officials as appropriate.

Student Expectations for Online Classes

1. Students in online classes need to meet the general expectations for all classes as noted above.

2. Before starting any online class, each student will participate in an orientation to the class' operating system and to the general Internet acceptable use policy and safety practices. Each student must sign the district's Acceptable Use Policy before starting any online class.

3. Online students need to have access to the technology required to complete their classes. If computer or Internet access is not available at home, students can plan to work in the public library. See Technology Requirements below.

4. As a part of an online class, students will often be expected to contribute work to a discussion forum or to comment on other student's work. Teachers will provide specific guidelines for these assignments but in general students should expect to follow appropriate online etiquette which is as important, and serves much the same purpose, as good manners do in person to person contacts.

5. Each student in online classes will be given a school email account. This is not a personal account and is to be used for school business only. Remember that teachers have access to postings within the email system. Think before you write something. If it would not be polite to say it aloud in the presence of your teacher, do not post it or send it in an email.

o Show respect for your fellow students and instructors.

o Grammar and punctuation should be consistent with rules of English. For example, capitalize the first letter of a sentence, use correct spelling, and punctuation marks, etc.

o Do not capitalize all letters when writing

o Refrain from using abbreviations or use sparingly.

 o A clearly written email or post will convey your message to the reader.

 o Any inappropriate use of email or communication will result in teacher and administrative action which may include dropping the student from the class

6. If there is any problem with the online class, please share this with the teacher. Student feedback on the classes, helps us to improve them. Teachers can add or change assignments so if something is not working well for you, ask for help.

Technology Requirements:

For all of your courses students will need the following: A reliable internet connection (obtainable at a public library if you do not have access at home) . A working email address which your supervising teacher can help you to set up. Access to a computer and printer. Online language classes will require that the student be able to record his/her voice on the computer. Sharing work using a scanner or sending photos is useful. A computer with a camera is necessary for video chat.

NOTE: Specific technology requirements for various on-line courses will be available when signing up for courses. APEX automatically checks your configurations upon logging in. **Technology Skills Required:**

To successfully start an online class students need basic computer skills, including word processing and presentation skills, and familiarity with the Internet. Teachers will help students to acquire or to polish their skills so that their class is easy to navigate and the student is successful.

If a student has a problem connecting or working on their online class, follow the directions at the APEX or FuelED log on site and contact the OASIS supervising teacher.

The teacher will provide basic assistance and/or can connect you with our district technology staff for assistance. Technology issues can be resolved within one day. Do not wait until the weekly contact time to request help. **The most successful students ask for help as soon as they have a problem.**

Support and General Assistance

The student's supervising teacher is the primary contact for support and assistance for the student and parent. The supervising teacher is primarily responsible for the written student learning plan documented in WINGS. This teacher will know the student's progress in all of the student's classes and will be in contact with the student's other teachers. Most problems can be solved by contacting the supervising teacher who will work with the student and parent to find resolution.

If a student is taking an online class through an approved provider, the supervising teacher will serve as the student's mentor throughout the time of the class.

If the supervising teacher cannot solve the problem, he/she may refer the student or parent to the lead teacher or principal.. We are a small and close knit organization. If there is an issue, we should be able to get it solved quickly.

Parents and students are also welcome to contact the OASIS lead teachers or principal directly:

For 9-12, lead teachers are Jill Sherman (jsherman@orcas.k12.wa.us) and Robert Dash (rdash@orcas.k12.wa.us). Our principal is Becky Bell (bbell@orcas.k12.wa.us).

We are here to help our students meet their goals. Please call on us for assistance. Parent and student feedback is important to us. If there is a problem with a class, please let us know so that we can make it work better for your student.