Orcas Island School District

OASIS

Orcas Alternative Student Initiated Studies

School Handbook

2020-2021

Version 6.0

The mission of OASIS K12 is to work in partnership with families to enable all children to become creative, lifelong learners, critical thinkers and contributing members of society. We create a supportive educational community that provides a wide variety of quality educational resources to parents.

The vision of the Orcas Island School District is that our students will graduate fully equipped to meet life's challenges as confident and independent life-long learners, passionate in pursuing their dreams and in bettering the lives of others.

OASIS
PROGRAM HANDBOOK
Revised August 2020

Welcome to the 2020-2021 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, appreciate, and value that children learn and grow differently and are proud that our district can offer an alternative school flexible enough to meet your child's needs while still maintaining rigor, alignment with Washington standards, balanced curriculum options, and an expectation of excellence in each and every child.

This handbook has been created and is updated regularly to familiarize you with many of the Orcas Island School District policies and procedures for OASIS Alternative School. It is our hope that by using this handbook, along with the collaboration of your child's teacher, your family can be guided and supported throughout the work of building your student's educational plan to access school resources in order to put together the best school for your child.

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

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

The OASIS Team

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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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OASIS in a Nutshell: Is OASIS a good fit for our family?

It can be hard to determine exactly how a school will work for your students from the outside, so here are some things to consider.

- OASIS K12 is an alternative school that serves students across Washington State. We provide certificated teachers for each student and develop individual learning plans for each student with parental input. (what does this mean?, see below)

- We are part of the Orcas Island Public School District and, as such, must comply with all state education rules and regulations. (what does this mean?, see below)

- As an alternative school, however, we allow more parental input into curriculum choices, methods, and opportunities. (what does this mean?, see below)

How does OASIS work?

Once you determine that OASIS is right for you (please read through our website and our handbook before you make this choice), you will complete enrollment for your student. Our office manager will guide you through the process. Once enrolled, your student will be assigned to a certificated teacher who will consult with you to write an individualized learning plan that addresses your student's needs and learning style. This plan will cover topics and goals for each subject and will be supported by curriculum from our approved list. Core academic subjects must have board approved curriculum as the main source.

At this point, instruction begins and weekly contact between student and teacher commences. **For September, if contact is not made in the first 5 school days, that student cannot be counted, which delays funding available for curriculum to the following month.** Once a month, parents provide an overview of student progress to the teacher who combines that with weekly check-in notes to create a monthly report and determine progress.

How is OASIS affected by state rules and regulations?

OASIS is an ALE (alternative learning experience) school that helps facilitate learning for students in Washington. ALE requirements in the state of Washington include:

• A Written Student Learning Plan (WSLP)
-OASIS assigns each student to a certificated teacher who works in tandem with parents to create an individual learning plan based on state standards for each student that complements their learning style.
-OASIS requires an enrollment of at least 80%, which means a minimum of 4 academic classes.
-Parents have input with the curriculum used, but must choose materials from our board approved list that addresses state standards including common core and NGSS as it becomes available. Also, as a public school, OASIS may not provide or accept reporting on any materials that contain any non-secular bias or content. K-8 approved materials are listed on our website.

• Weekly Contact
Once set up, students are required to check in with their teachers each week and report on progress in each subject. This is documented, direct communication between students and teachers where students will report details about weekly assignments, review progress, and submit work samples. This contact can be made in person, via video chats, email, or by phone depending on parent and teacher preferences.
Weekly contact also serves as attendance for the week. Being part of a public school, OASIS is subject to the same attendance requirements as other public schools in the State of Washington. If a student will miss his/her scheduled check-in, he or she must notify their teacher and reschedule within that week. Note that due to teachers' other commitments to other students, this rescheduling will have to comply to the teachers' availability.

• Monthly Reviews

Once a month, teachers are required to create a Monthly Review of student progress to determine if the goals of the WSLP are being achieved satisfactorily. This information is obtained during weekly contacts, work samples, and from collaboration with parents.

Parents give input and collaborate with the teacher once a month by scheduled deadlines to provide input on student progress.

• State assessment

As public school students, OASIS students are required to participate in annual assessments. Grades 3-12 are required to participate in the SBAC either at one of the testing events facilitated by OASIS or at their local school district.

Grades K-2 can use the CAT, which is coordinated by OASIS, or a portfolio.

Beginning in 2019-20, other forms of testing will not be accepted as yearly assessments. Failure to comply with testing requirements will jeopardize re-enrollment for the following year.

Beginning in 2020-2021, OASIS will use the Fastbridge assessment as both an initial screener, and a pre (Fall window) and post (Winter window) assessment. If SBAC is cancelled this year, we will administer a Spring version of Fastbridge, as well. Fastbridge literally is a quick, common assessment that allows our parents and teachers to objectively measure their student's growth which is necessary to effectively guide our student's growth.

•What can OASIS not do?
- • OASIS cannot provide or accept reporting on any faith-based curriculum.
- • OASIS cannot provide individual lessons or classes of any sort.
- • OASIS does not coordinate Running Start. That program must originate with your local school district.

Requirements for enrollment:
- • Must be Washington state residents
- • Must have access to an email account, (preferably a gmail account), a scanner and internet for communication, weekly check ins, and, in some cases, classes.

What kind of input, choices, and responsibilities do parents have?

OASIS has developed a list of school board approved materials for each subject which address a variety of learning styles. As an OASIS parent, you are able to have input into the curriculum used for each of your students subjects. Core curriculum for math, English, science, and social studies must be on our approved list.

Upon teacher's discretion, students can attend group lessons for some subjects through Community Based Instructors pre-approved by OASIS and are subject to substantially similar rules.

Parents responsibilities:

Work with the teacher to assure learning materials are correct level and style
Oversee daily lessons and be sure that assignments are completed and understood
Prepare students for organized and productive weekly check ins
Make sure the technology is in place and functional for check ins and online work
Submit regular scanned work samples (no pictures please)
Follow through with sign up and transportation for assessment
Collaborate with teacher by providing monthly input as to student's progress

For more details, please see our handbook.

1. SCHOOL HISTORY

OASIS is designed to support students who benefit from an alternative educational option through the Orcas Island School District (OISD). The school and team of highly qualified staff provide educational support for our students while complying with Washington State requirements as outlined in WAC 392-121-182.

1.1 School 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 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. SCHOOL OVERVIEW

OASIS is a public school alternative educational program operated by the Orcas Island School District. The school'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 an 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 (Grades 3-8 and HS are required to participate in SBAC assessments)

As an enrolled student at Orcas Island School District, the students have access to instructional support, materials and supplies, and instructors from the Orcas Island School District. This support includes the following:
- Guidance, support and instruction by a highly qualified and certificated teacher
- Materials appropriate to your student's learning plan and in accordance with substantially similar guidelines.
- Commitment to low student-to teacher ratio to better serve our families
- Appropriate and substantially similar budgets to be used for materials, supplies, and contract instructional supports (CBI/CBF) prescribed by your student's teacher
    (See Section 8- Curriculum Materials and Instructional Support Services.)
- Access to instructional resources and ability to check out items 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 part of the public school at Orcas Island School District , 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). Prior to enrollment in OASIS school, families will understand and become familiar with this law. (Attached at the end of handbook). **Students enrolled in the**

OASIS school are subject to the rules and regulations governing public school students including accountability in meeting state learning goals and minimum hours of instruction and mandatory state testing. Prior to student's enrollment, a parent or guardian must read,understand, and submit a signed copy of the Declaration of Understanding that defines the differences between the OASIS school and home-based instruction.

3. HOW TO ENROLL IN OASIS SCHOOL

After reading this handbook and our website, families wishing to enroll in the OASIS School must sign up on our waiting list and complete our online enrollment forms.

Please be sure to read our Declaration of Understanding to be aware of the difference between home-based instruction and enrollment in an alternative learning experience.

You will be notified as space is available.The office staff will then assist families in enrolling in our school. Enrollment is not complete until all forms are received, a Choice Transfer is on file from your home district, and a Written Student Learning Plan (WSLP) is completed. Once all documentation is received, a certified teacher will be assigned to your student and will work with you to create the WSLP and to explain our school 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 for a full-time enrolled student required at OASIS are as follows:
● Kindergarten 14.5 hours per week
● Grades 1-8 29 hours per week
● Grades 9-12 29 hours per week

While we don't require that you log the hours of learning, you will be required to communicate your learnings to your certificated teacher. To maintain full-time status students may not be simultaneously enrolled in any other accredited school program. Aside from kindergarten (which is a half-time program at OASIS) we encourage all students to be enrolled full-time. If there are extenuating circumstances in which a child is not able to maintain full-time enrollment, please let your teacher know and they will work to provide the appropriate accommodations for your child.

3.2 Part-Time Enrollment and Shared Enrollment with Other Schools or Programs
We encourage our students to participate in OASIS full time, however, if special circumstances dictate, a student may be considered for .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. All enrollments less than 1.0 FTE must be approved by the administrator and will be based on extenuating circumstances. At least three courses, or 60% of full-time equivalent, must be core academic classes (math, ELA, science, social studies). For high school students enrolled in Running Start, exceptions can be made.

3.3 Extended Travel and Enrollment
With approval of the certificated teacher, students may remain in the school 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 OASIS school.

Prior to and during extended travel, it is required that the following steps are completed:
● Discuss travel plans with certificated teacher at least two weeks prior.
● Fill out a Travel Request Preapproval 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 the student being withdrawn from the school. Any participant who is dropped or withdrawn from the program while on extended travel should contact their certificated teacher to ask about the possibility to re-enroll. Once dropped or withdrawn from OASIS, the student's space may be given to another student on our waiting list. It is important to maintain active enrollment in order to maintain your status in our school.

3.4 Withdrawing from OASIS
A student can be withdrawn from OASIS at the discretion of the parent or adult student. To withdraw from OASIS, the parents must do the following:
- Inform the office manager and certificated teacher of the student's last date of instruction in writing.
- Fill out online withdrawal survey to be officially withdrawn from OASIS. The Choice Transfer form cannot be rescinded until these steps are taken, which can delay your start in a new school.
- Return all non-consumable and unused consumable materials within 30 days of the withdrawal. Record and transcripts cannot be forwarded until all materials are returned or paid for.
- Inform resident school district of the change and complete appropriate paperwork.
- 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.

3.5 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.

The following is the OASIS 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 OASIS school. Prior to a participant's removal, 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. Once withdrawn, the Choice Transfer will be rescinded.

4. SKYWARD ONLINE DATA PROGRAM

Starting in 2020-21, OASIS will begin transitioning to a new data management system called Skyward. Though Skyward is a large, popularly used program by many districts across the country, it has never had an ALE component for programs like OASIS. Starting in the winter of 2020, OASIS began developing in partnership with the Skyward corporation an ALE component. This work will be ongoing through the school year for both our teachers, and eventually our parents.

Until we have the program up and running satisfactorily, your student's teacher will share with you your student's written learning plan, and other pertinent information, via email or Google Docs. Thank you for your patience as we become familiar with our new system.

5. WRITTEN STUDENT LEARNING PLAN (WSLP)

Every student enrolled in OASIS 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. 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, and the community instructional support that will be used. The learning plan is a flexible, working document that can be changed to meet the 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 school.

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 the student is engaged in learning activities based on FTE
● 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 as well as community instructional support 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 belief system over others.) The materials must not be of a nature that would preclude their use in a public school classroom. (Families may use any materials they choose for hours not counted towards the minimum educational hours per week.) If the materials a family would like to use have not been approved by the District Instructional Materials Committee and adopted by the OISD School Board, the parent may suggest further review by the Committee. (See Section 9.1 Curriculum and Supplies to activate the approval process.) **However, core curriculum, the main materials used to teach a subject, must be from our board approved list and must be reported on.**

Once the WSLP is created, 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 curriculum materials can be provided.** All materials must be consistent with the goals listed in the WSLP, be substantially similar to other OISD course materials and pre-approved by the teacher and district.

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.

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.

5.4 Student Grade Level determination
Students are placed in a grade level based on their birth year and previous school district grade level. Requests for retention of advancement must be made to the principal and supporting input, work samples, and assessment results will be evaluated to make a determination. However, students may work in curriculum that is appropriate to their skill level as designed and approved by their OASIS teacher.

6. CONTACT AND REPORTING REQUIREMENTS

6.1 Student - 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, FaceTime, Skype, Google Chat, or other interactive online communication technology depending on arrangements between OASIS students and their certificated teacher. We expect families to support their students to ensure they are communicating and we expect parents and guardians to also communicate with the teacher.

The first weekly contact must be made in the first four days of school in order for your student to be counted by the state and OASIS to receive funding for your student. Failure to make this contact will result in funding not being available for your student for CBIs the month of September.

If a student enrolls after the first week of September, contact must occur on or before the first day of the following month, e.g. a student who enrolls September 25th must make contact with his or her teacher by 3 PM, Oct. 1st.

6.2 Weekly Contact - (Student and Certificated Teacher)
Students enrolled in OASIS are required to make contact with their certificated teacher on a weekly basis. Teachers will work with families 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 a 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 has 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.

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, 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.

Calendars

Please take note of our school calendar. By enrolling in OASIS, you are obligated to abide by our calendar--breaks are noted on the calendar and conflicts with sibling school breaks or co-ops are not a valid reason to miss weekly check-ins. Weekly check-ins may be made up the following week if the student is ill or away, with prior consent.

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. Please do not send pictures of your documents. These images can only be printed as pictures and waste an enormous amount of toner and are often illegible or too large to open. Your teacher will let you know what his or her schedule for work samples is. They will provide feedback to the student regarding the work samples. This can 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 6.6 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
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. The State expectation for students in grades 1-8 is 29 hours, Kindergartners 14.5 hours, and High Schooler's hours are dependent on the number and type of class in which a student is enrolled. 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 may be noted as having made "Unsatisfactory Progress" in any of the following situations:
● Missing weekly contacts with their certificated teacher. Every effort should be made to make up missed weekly contacts **within that week.** When a student displays a pattern of missed meetings, the student is not complying with the weekly contact requirements and will be marked as unsatisfactory for the month.
● 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.
● Not completing assignments from their teacher. Occasionally teachers will assign a task in lieu of a weekly check in. **These assignments should not be considered optional**. Often teachers are gathering specific information as needed, or perhaps meeting a student at a needed point. Whatever the motivation, a teacher's assignment must be completed and not substituted.

In order to keep a student enrolled in OASIS, 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. **If more than two months show unsatisfactory progress, the student may not be re-enrolled for the following year.**

6.7 Intervention Plan Implementation

A student whose progress is unsatisfactory after the 30-day evaluation, or who has missed three consecutive weekly contacts, will be required to have an intervention plan written and implemented by the OASIS teacher within five school days of the evaluation.

The Intervention Plan must be signed by the student and/or parent/guardian 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 funded books, materials, and CBIs. Lack of a signed plan may be cause for withdrawal and will suspend CBI and materials funding .

Three months of unsatisfactory status will jeopardize re-enrollment.

An intervention plan can include all of the following conditions:
        increased frequency of teacher-student contacts
        modified type of weekly contact
        changes to student's learning goals or objectives
        Modifying the number or scope of courses or content of learning plan

7. ANNUAL ASSESSMENTS

All OASIS students enrolled in grades 3-8, and 10 are expected to take the state assessment per WAC 392-121-182, Sec (9)(a), the Smarter Balanced Assessment. The Smarter Balanced Assessment is administered each spring. Passing the High School Assessments are 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.

Alternative Assessments: Families may select from a number of approved measures of student learning for students in grade levels not taking the SBAC assessment (K-2). 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 our district may offer include: California Achievement Tests and portfolio assessments.

Beginning in 2019-20, no other form of assessment will be accepted for students in grades 3-8 unless there is a compelling reason (e.g., health issue).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 for more information: www.OASISK-12.org, or speak with your child's teacher. 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 either send to you or direct you to the appropriate website link to access the OASIS Portfolio forms.

If a student assessment (SBAC 3-8 or other standardized test K-2 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 can be placed on the admission waitlist and enrolled when assessment requirements have been met if room is still available.

8. CURRICULUM MATERIALS & INSTRUCTIONAL SUPPORT SERVICES

Curriculum materials and instructional support services support the goals of the student's learning plan (WSLP). The district intends to provide instructional supports and materials in a substantially similar fashion to the brick and mortar schools and programs. It is important to note that funds used for student materials and contract providers is at the discretion of the district with approval by the student's teacher and overseen by the school principal. We have updated the wording in this section to comply with state rules and regulations regarding use of funds. We are removing the set dollar amount allocated per student and are going to require that all materials or services be approved by the certified teachers and the CBI specialist in accordance with substantially similar spending requirements. We are not allowed per state regulations to spend more than is similar to the average per student spending in the brick and mortar programs. This being said, there is still a budget available for materials and support services and access to that funding t is made through the certificated teachers who will oversee and plan what is necessary for your student.

8.1 Determining Curriculum Materials and Instructional Support Materials
Like all public schools, OISD receives a revenue allocation per student. The revenue received for students in the ALE program is not the same (is somewhat less than) as the formula for brick and mortar students, but is sufficient to provide staffing, curriculum materials, and instructional support to meet the educational needs of OASIS students.

Please note that per state requirements public school funds cannot be used for private benefit. Funds can be used to support the Written Student Learning Plan that is written by the OASIS teacher in order to meet Washington State Learning Standards per district policy and is subject to scrutiny through OSPI and local and state audit. Use of public school funds must adhere to rules regarding substantially similar services.

Substantially similar:

We use this term a lot as it is one of the most important determinations for our alternative school. It basically means that we must provide the same, or very similar, materials and curriculum to our OASIS families as we do to our in-district students. This means that courses covered, materials allowed, and hours of instruction all must be as close to the same, or substantially similar, as possible in **content, cost, frequency, intensity, and duration.**

When ordering, items can be substituted for less expensive items to meet substantially similar rules. This applies mostly to fine arts, but there may be other instances. For example, you might request Lyra colored pencils, but we would provide Crayola. Your child may want to attend 14 hours of dance every week, but we could only include 2 in your WSLP.

8.2 District Enrollment Revenue
OISD receives enrollment revenue based on monthly enrollment rates. In order to obtain public school funding for students in OASIS, the students must first be enrolled, counted, and participating in OASIS school. In this way,

the district can be assured that they will have adequate funds to cover school 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.

9. USE OF PUBLIC SCHOOL FUNDS

All public school funding used in ALE programs 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.

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), the Instructional Materials Committee for the OASIS school provides materials "consistent in quality" with those available to the general population of students within the district to each student enrolled in the school. While it is up to the discretion of the certificated teacher in selecting the appropriate curriculum to use for your student, our school prefers to allow parents to work with the certificated teacher to discuss materials and community providers most appropriate for their student's WSLP. Teachers must adhere to the regulations regarding approved curriculum. Approved curriculum is the curriculum that has been adopted by the OISD board of directors. If you are unsure about whether or not your child's curriculum is approved, our website lists the approved curriculum or the OASIS teacher can direct you to the curriculum options.

Fall crunch

To streamline the curriculum process for the fall, we are changing the process slightly. Once your learning plan is completed, your teacher will submit a Materials Requisition Form for only the core curriculum needed. We want to get everyone up and running with the core materials for the academic subjects before we start dealing with supplemental items. This will also help teachers cross check core subjects and get learning plans completed in a timely manner. Please be reminded that all core curriculum must be on the board-approved list. **Core, in this context, has nothing to do with common core but refers to the core or main curriculum used for academic subjects.**

Core instructional texts are approved through our Instructional Materials Committee and our board of directors. A core instructional text is used to teach the majority of a course. All core materials must be from the board approved list. If there are texts or other instructional materials that you would like to suggest for addition to the existing list, you may do the following:

1. Review the text with your certificated teacher.
2. The Instructional Materials Committee will review the text or other materials at least annually and determine whether to add them to the curriculum list. Please note that the curriculum and text adoption process is a lengthy process that occurs once or twice annually so if there is a curriculum not yet approved, it may take some time to determine whether or not it can be approved. In the meantime, you will need to select a curriculum that is on the approved list.

9.2 Consumable and Non-consumable Items

Curriculum 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. Examples of non-consumable items include books, curriculum, and manipulatives. 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 or a microscope that has been marked or otherwise damaged.

The school year calendar determines the access to OASIS library and curriculum materials. All curriculum materials must be returned or renewed by the end of the school year in June each year. Failure to do so may result in the student's enrollment not being renewed the following school year. 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 or records until materials are returned. 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 cannot reuse them. Examples of consumable items include used-up art supplies, science kits, and used workbooks. Questions about consumable and non-consumable items should be directed to the certificated teacher. The rule of thumb is, if there is a barcode sticker on it, is has been determined for reasons of cost or waste reduction, that the book can be used as a text and should not be written in.

9.3 Software
Software may be purchased to support a learning plan. If the software is non-consumable it will become part of the OASIS Library. 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. OASIS will not pay for computer equipment, supplies, upgrades, systems, or any other technology.

Online curriculum

Please be aware that rules and regulations prevent us from providing online classes that have a teacher unless the class is listed on the DLD approved class site. So we can, for instance, offer the Brave Writer program, but not one of the online classes.

9.4 Educational Trips

During the school year, group educational trips to various sites may be scheduled. Admission expenses will be paid for OASIS students in a manner that is substantially similar to brick and mortar paid expenses for trips. The number of parent volunteers/chaperones needed for the group trip will be determined by the certificated teachers who will also attend the trip. These parent volunteer/chaperone tickets may also be paid for by OASIS. All others attending (if extra tickets are available) will be paid for by the families prior to the event. Some examples of educational trips have been Seattle Children's Theater, Pacific Science Center, museums, area zoos, and aquariums. Participation is encouraged to allow students access to social interactions, 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 work with families to schedule appropriate educational experiences. Cancellations must be made at least 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. If we are unable to use the tickets for other attendees you will be charged.

Field trips

When considering a field trip, please make sure you read the fine print as the requirements for attending vary from field trip to field trip.

Due to the pandemic, there will be no field trips for 2020-21 until further notice.

9.5 Community Based Instructors (CBIs)

OASIS teachers can choose for their students to have community based instructors for student learning by accessing the experience and expertise of Community Based Instructors (CBI's) and Community-Based Facilities (CBF) for fine arts, physical education, or other services that are substantially similar in content and time to courses offered in our Orcas Island School District brick and mortar schools. While we agree that CBIs and CBFs can be an integral part of student learning and enrichment all courses must align with Washington State Learning Standards and support the student's learning plan and all CBIs must be overseen by an OASIS teacher.

CBIs/CBFs are considered a "community based instructor" (CBI) 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 CBI/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 and classes, CBIs/CBFs must meet monthly reporting requirements.** If a CBI/CBF fails to complete the necessary reporting for any given month, **they will not receive payment for that month's services.** After three months of no response to requests for student progress reports, the CBI will no longer be approved to work with OASIS students. When a class or workshop ends or the student withdraws from the class, the certificated teacher must be notified.

Applications for new CBIs/CBFs are given priority at the beginning of the school year. Applications are taken until mid-April, but the approval process may take place 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 CBI Coordinator at oasiscbi@orcas.k12.wa.us with any questions.

CBIs and CBFs are required to complete the OASIS CBI 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 CBIs 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 and will not pay for any classes given before the CBI/CBF is approved, or before the beginning of or after the end of the OISD school year.** The district will not pay for CBI/CBF time that is not in the WSLP or has not been approved by the student's teacher. CBI's cannot be family members of OASIS students.

While all CBIs/CBFs are fingerprinted and a background check is completed, OASIS continues to recommend that parents or guardians supervise student interactions with CBIs/CBFs.

The District may contract with a CBF for the cost of specific defined expenses associated with group classes and workshops. To qualify for funding, the class or workshop content must meet Washington State Standards, meet the goals of the WSLP, must be pre-approved by the student's certified teacher and CBI Coordinator, 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. CBIs/CBFs may invoice for no more than three consecutive months of previously completed classes. Please refer to the CBI FAQ's on the OASIS website.

_____

CBI funding

CBI payments can only be made for periods in which a student is making satisfactory progress and has met the weekly check-in requirements.
_____

9.6 Procedure for Accessing Instructional Support

A list of participating CBIsISSPs/CBFs can be accessed on the OASIS website. Instructional Support and access to Community Based Facilities must be requested and **approved by the certificated teacher** who will ensure that content and materials 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 and contact requirements are met (weekly). If you have questions regarding how CBIs are approved, please contact your certified teacher or the OASIS CBI Coordinator (oasiscbi@orcas.k12.wa.us).

When accessing a CBI/CBF, parents are required to complete a **Parent Request for CBI/CBF Approval** and in some cases, a **High Risk Activity Documentation** form and show 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

10. OASIS LIBRARY

The OASIS Library contains instructional materials including curriculum, books, art supplies, games, and manipulatives. These materials are available to all OASIS families to check out and use in support of the Written Student Learning Plan. Through Skyward (eventually?), families can access our library to see materials available for check out. All materials purchased for student use are property of the Orcas Island School District. The OASIS Library continues to grow as teachers and students' needs grow.

When OASIS purchases non-consumable materials for a student, items are initially checked into the OASIS library. These materials are then checked-out to the family and will show up on their Skyward 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), the materials must be returned to the library within 30 days.

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, or if a family withdraws from the school, the family *should return the unused portion of the material to the OASIS library for others to use.* This does not apply to half used workbooks, but only unused workbooks. For instance, if your student was using Moving Beyond the Page and you withdrew from OASIS in January, the other half of year's curriculum units must come back to OASIS.

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 can come to the OASIS room and check out items with approval from their OASIS teacher.

Families who do not have access to the physical library can check the listings in the library on Skyward, when we get that function up and running. If you find something that is interesting, you can request items by filling out a "Library Checkout Form" found on the OASIS website, and submitting it to your certificated teacher for approval. After approval the items will be processed and mailed. Please pay attention to whether an item is actually available or not in the library listing when making your list.

Library items requested for the fall can be submitted to your teacher in June. Re-enrollment, assessment, and all library accounts must all be up to date prior to any request. Please limit your request to 5 books per student for the first go round. Your teacher will compile your requests and items will be mailed at the beginning of school.

10.2 Renewing 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
> • there is an appropriately aged student to use them.

To renew items, 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. Items can only be renewed if :
> you have completed your re-enrollment process,
> you have an appropriately aged student who will use materials the next year
> you have not had the item longer than two school years.

Please note, all library materials must either be returned or appropriately re-checked out by the last day of school in order to complete the school year. Please do not renew items simply to avoid shipping them back. Curriculum is a district asset and needs to be returned for use with other students.
No new materials will be ordered or shipped in the fall if there are outstanding library items.

Microscopes must be returned at the end of the school year.

Early bird gets the . . . book

Please note, we are a public school. We are not staffed over the summer. If you do not return items by the due date in June, they will not be processed over the summer. Once we return in fall, our priority is to get materials ordered and delivered promptly to start the new year. Student accounts that have materials missing from the prior year become a lower priority when ordering for the new year.

When returning materials in the Spring, please be aware of the due date for materials. Our office staff will notify you of this date and depending on the materials, offer a shipping label. Once the due date for library materials is past, return labels can no longer be generated and the cost of returning materials becomes your responsibility--even in the following fall. Labels will only be generated once so please print promptly.

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11. CHANGING CERTIFICATED TEACHERS

OASIS tries to maintain teacher and student's status and assignments as much as possible. In the unlikely event that a student would like to request a move to a different teacher, they may do so by contacting the OASIS principal. Before requesting a change it is important to note that all OASIS teachers work within the same guidelines as found in this handbook and state law. Unless there are clear and extenuating circumstances, students will be encouraged to remain with the same teacher throughout the school year. In the event a change is approved, the change may take time because the workloads for specific teachers must be kept consistent with their teaching time.

12. RE-ENROLLMENT PROCEDURE

In April, re-enrollment is opened up to current students for the next school year. No matter how long your student has been with us, they must complete the re-enrollment procedure or it will be assumed they have made other plans and their spot will be offered to a student on the waiting list.

The OASIS office manager will send notification and instructions out to every current family. It is your responsibility to follow all instructions as sometimes things change from year to year.

Every year you must complete a Choice Transfer Request at your home district, even if you have never attended school there. This is a legal requirement and we cannot accept your enrollment without it.

There are issues that can jeopardize a student's re-enrollment:
- unsatisfactory progress for more than 3 months
- lack of annual assessment
- lack of cooperation or progress from a student
- truancy--2 consecutive of 3 cumulative missed weekly contacts

Once re-enrollment is completed, please double check your contact information in WINGS. Be sure we have an accurate shipping address or materials may be lost. Be sure your email address is accurate.

13. MIDDLE SCHOOL

Washington State Graduation Requirement:

To receive a Washington state graduation diploma, every student must meet the Washington state class requirement. This can be done from 7th to 12th grade. Middle schoolers will receive graduation requirement credit only, not high school class credit. In order to meet this requirement, the course must be pre-approved by your OASIS teacher, be reported on through the current semester, and must meet various topics of study. Please discuss this option with your teacher and see the completion form in our appendix for specifics.

High school credit:

The only course that can receive high school credit in 8th grade is Algebra, and like Washington State, that must meet specific requirements, be recommended by your teacher based on course work and SBAC test scores, and be pre-approved by the principal. This is the only course our district offers high school credit for as an 8th grader.

14. APPENDIX SECTION (A-G)

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 collaboration with the student's parents or guardian.

In State language: *A course, or for grades kindergarten through eighth, grade-level coursework, 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.

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.

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. 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 3pm 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 5:00 pm on Friday, contact may take place earlier in the week.

WINGS: An internet-based student data management program used for 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: Skyward

As previously mentioned, our data management system is changing this year (20/21 sch. yr.). As components become available for home access, we will push those out to you and provide training as necessary.

Appendix C: Substantially Similar materials

When it comes to materials, we are providing comparable items to our OASIS students as are provided to our local students. We realize that no school can cover all expenses, as a classroom teacher's fund rarely do. Here are a few often asked questions on what can and what cannot be covered:

What we can provide

What we cannot provide:

Curriculum
• Any approved material from our website as long as it is in the WSLP

•Anything published by a faith-based publisher

•Basic school supplies (paper, binders, pens, etc.)

•Technology hardware, operating systems, internet access, printing supplies, toner

Music
• One set of lesson books (usually lessons, technique, theory and note speller) per student per year.

• Instruments, rentals, instrument parts or accessories, songbooks, or individual sheet music.

Art supplies

K-6
• Basic art supplies are provided in our OASIS art kits by Blick Arts and include:
- Construction, tissue, newsprint, watercolor and mixed media papers
- Watercolor and tempera paints
- Pastels, Crayola colored pencils, markers (fine and broad)
- Brushes and mixing pan
• items from the list above
• 2 skeins yarn per student
• 2 pounds air dry clay per student
• Crayola 24ct. watercolor pencils
• Scratch art paper (10 sheets)

K-8
• Artist quality supplies
  • Jewelry making supplies
  • Glues, varnishes, or plasters
  • Single use kits or sets
  • Leather crafts
• Scrapbook supplies
• Fabric and fabric related arts
  • Models
  • Items from the 9-12 list

7-12
• Basic acrylic paints (Liquitex 6 color set)
• 2-4 blocks of Lino and primary color ink
• Sculpting wire
• 3-piece Zentangle pen set
• Charcoal and charcoal paper
• Drawing pencil set
• Pentel or DB Watercolor pencilS

• Canvases
• Oil paints
• Silk screening supplies
• Photography supplies

Appendix D: Washington State History Graduation Requirement

OASIS 7th/8th Grade expectations to meet
WA State Graduation Requirement completion

This class is not for high school credit, and will not appear on transcript except as a completion of the graduation requirement for Washington State History.

Course needs to address the following:

Area of SS		Student will provide Evidence of Learning in the completed workbook.
Civics	Constitutional Issues checks and balances	
History	Causes of conflict Enduring Cultures	
Economics	Meeting Wants and Needs International Relations	
Geography	People on the Move Maps	

To meet this requirement it is suggested that the following curriculum be used::

The Washington Journey, published by Gibbs Smith
Text   ISBN 13: 978-1-4236-0622-2
Workbook   ISBN 13: 978-1-4236-0623-9

Requirement may also be met with other established curriculum as long as it meets the following requirements:
1) Curriculum must receive teacher approval prior to beginning the work and must be part of the SLP.
2) Curriculum must address all of the categories above.
3) Curriculum must have a student workbook that provides clear Evidence of Learning in all areas.
4) Additional writing assignments may be required by the teacher.

To receive credit for this graduation requirement, Washington State History must be part of the SLP for at least one semester, must be reported on throughout that period, and the completed pre-approved workbook must be submitted to your OASIS teacher no later than May 1.

Attached form will be filled out by OASIS teacher and submitted to Office Manager for credit processing.

OASIS WA State Graduation Requirement Completion

Student: _____

Curriculum: _____

Approved by OASIS teacher _____ Date:_____

Topics to cover:

		Curriculum covers:	Student completed:
Civics	Constitutional Issues checks and balances		
History	Causes of conflict Enduring Cultures		
Economics	Meeting Wants and Needs International Relations		
Geography	People on the Move Maps		
Writing for Social Studies			

_____ has completed OASIS requirements for completion of the WA State History graduation requirement.

OASIS Teacher signature:

_____

Completion Date:

_____2/1//16

Appendix E: Algebra Credit for Middle School FAQs

Who can receive high school credit for algebra while attending middle school?

Any 8th grade student who has the background and support to complete high school-level curriculum with satisfactory (above 80%) achievement. This course becomes part of your student's transcript.

What materials can be used for this class?

See the link below, which refers to the high-school curriculum approved by the OISD School Board. Any other materials must be approved by an OASIS high school math teacher.

https://docs.google.com/spreadsheets/d/1BPoxo7dyeFxE8N7KC96GQAaExuL8IXiKNahoEjH4zPg/edit#gid=1580611056

Who grades assignments?

The easiest approach is to have students take a fully-online class, where all work and assessments are provided. Course offerings include FuelED, BYU, and to a lesser extent, Apex Learning. An algebra course taught through Apex must be accompanied by a high school teacher, which means that the student's advisor will switch to OASIS HS instead of OASIS K-8. In rare situations where there is strong parental support, students can remain in middle school, document all of their chapter, midterm and final tests as well as pass a district-approved End of Course test. Our test comes from the Holt curriculum which is adopted by our District.

NOTE: If a parent wants to pursue this option, he or she should contact a high school teacher and complete a plan at the beginning of the school year.

How are grades calculated?

Typical weighting would be 70% for test scores, and 30% for daily work.

For a detailed contract for this course, visit:

https://docs.google.com/document/d/171pR7FBG3-Thsp3gfLldzhCKoD8HUFUUJ9F8jpeCpYA/edit

Appendix F: Contract for High School Credit Algebra

Exceptional OASIS Middle School students may earn High School credits in Algebra. In order to earn high school credit, a student must identify themselves with the intention of working on high school mathematics, select approved curriculum, maintain satisfactory achievement as evaluated by the OASIS teacher, and complete a post-course test, with satisfactory results, from the Holt math curriculum.

Curriculum:

The link below refers to high school curriculum approved by the OISD School Board. Any other materials must be approved by an OASIS high school math teacher.

https://docs.google.com/spreadsheets/d/1BPoxo7dyeFxE8N7KC96GQAaExuL8IXiKNahoEjH4zPg/edit#gid=1580611056

Curriculum must meet Common Core Standards:

Algebra Overview (Common Core aligned)

http://www.corestandards.org/Math/Content/HSA/introduction/

Seeing Structure in Expressions
- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Functions
- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational functions

Creating Equations
- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations

- Represent and solve equations and inequalities graphically

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

For more information, please see the Frequently Asked Questions page related to Algebra credit:
https://docs.google.com/document/d/1Uj9aRnwABVUhvFaBnvIv46adCnx6KwmrviiXBJXZgOs/edit

Upon completion of the course the attached form will be filled out by the OASIS teacher and submitted to the Office Manager for credit processing.

OASIS Algebra Credit earned in middle school

Student: _____

Curriculum: _____

Approved by OASIS teacher _____ Date:_____

Coursework grade based on test scores and daily work: _____

Post course test source:_____score: _____

_____ has completed OASIS requirements for completion of 1.0
Algebra high school credit.

OASIS Teacher signature: _____

OASIS High School Mathematics Teacher signature: _____

Completion Date: _____

9/26/2018

Appendix G: 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%.*

Appendix H: **Travel Request Preapproval**

Request and pre-approval should be completed 2 weeks prior to the trip.

Student Name (s): _____

Today's Date: _____ **Dates of travel:** _____

Trip Location: _____

1. How do you plan to demonstrate progress toward the learning goals in your student learning plan?

2. What specific learning targets, if any, will be met during the extended travel?

3. What artifacts does the student plan to submit after the trip? (journal pages, summary, pictures, etc)

4. What will be the method(s) of communication with the OASIS teacher during the trip?

Appendix I: MBTP Contract

Moving Beyond the Page Contract

Moving Beyond the Page (MBTP) is a complicated yet wonderful curriculum, but as with all complicated yet wonderful things, it does not fit all student's or all family's learning styles. It is also an expensive investment, so in order to be sure this is a good fit for your family, please read and initial the following:

- MBTP is a literature-based program. It would not be a good fit for a student who does not enjoy reading or, at the youngest ages, being read to. Please be sure you understand the program by going to their website and reading about the curriculum here https://www.movingbeyondthepage.com/curriculum/methodology.aspx _____
- MBTP is a challenging curriculum that is based on age and skill rather than grade level. The age levels are suggestions but should not be selected without first reading the "Choosing the Right Age Level" guidelines and viewing the booklist of the level you are considering. https://www.movingbeyondthepage.com/curriculum/choosinganagelevel.aspx _____
- Once you have decided what level looks best, please go to the "Getting Started" page on MBTP website and select the level you are considering. Please watch the 10 minute video on the curriculum. It explains more clearly the practical application of this program and will help you when it is time to get started. https://www.movingbeyondthepage.com/gettingstarted/ _____

MBTP is also an expensive curriculum that will use a sizable portion of the funding for your student.

If you feel confident that this is the right curriculum for your student, please agree to the following by signing and return this contract to your teacher so that your curriculum can be ordered.

1. I understand that due to the cost of MBTP, I will have less funding available for other expenses.
2. I have researched this curriculum and understand the basics of the program.
3. I have watched the "Getting Started" video and feel this curriculum is a good choice for my student.
4. I understand that the literature books are the property of the school district and will return the complete library in good usable condition. If a book is lost or damaged, I will replace it.
5. If my family withdraws from OASIS during the year, I will return the library as well as all unused curriculum units as well as manipulatives to OASIS within 30 days.

_____
__
Signature   Date

_____

_____

Family name   Teacher name

OASIS 9-12 Addendum to the Handbook / High School

2020-21

Draft

Orcas Island School District

557 School Road, Eastsound, WA 98245

(360) 376-1598

OASIS High School

Welcome to OASIS High School. OASIS 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. Students who complete all required coursework, activities, and assessment will be awarded an Orcas Island School District OASIS school diploma and be invited to participate in a special OASIS graduation ceremony held annually in the town of Eastsound, Washington on Orcas Island.

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.*

OASIS High School Overview

OASIS High School is governed by the same ALE rules and school 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 , Edgenuity and various approved online providers approved by the state of Washington. A list of online providers is available through the Alternative 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 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 takes):

https://www.k12.wa.us/student-success/graduation/graduation-requirements/graduation-toolkit for more information.

Student Requirements for OASIS High School 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.

OASIS 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 regular full time student will work at least 29 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. All grades are the discretion of the OASIS teacher and in accordance to Washington State Standards.

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 learning plan may be changed to help the student be successful.

Part-Time Enrollment and Shared Enrollment with Other Schools or Programs
We encourage our students to participate in OASIS full time, however, if special circumstances dictate, a student may be considered for .6 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 .40 FTE in another public school. All enrollments less than 1.0 FTE must be approved by the administrator and will be based on extenuating circumstances. At least two courses, or 40% of full-time equivalent, must be core academic classes (math, ELA, science, social studies).

Curriculum Materials
Examples of Approved Core Curriculum Materials:

Holt, Pearson, Apex, Edgenuity, FuelEd, CK12, approved online 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.

OASIS High School 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:

94 -100/A

90-93/A-

87-89/B+

84 – 86/B

80-83/B-

77- 79/C+

74 –76/C

70-73/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 a 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 the required coursework.

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 participation in required state tests. See the graduation toolkits here:
http://www.k12.wa.us/GraduationRequirements/GraduationToolkit.aspx

High School Credits

High school classes are selected by the student, parent/guardian 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, .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 some 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 school. 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. Some students complete high school in four years, but some take fewer classes or add outside experiences to their high school education and take longer, others transfer into a Running Start program and begin earning college credits prior to graduation.

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 minimum credit requirements.

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 complete 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 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

Participation in state tests is a graduation requirement. See:
http://www.k12.wa.us/GraduationRequirements/StateTesting.aspx

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, 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 students may 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 the 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 online curriculum (www.apexlearning.com), FuelEd online and Middlebury Interactive Language courses (http://aventalearning.com/curriculum, http://www.middleburyinteractive.com), Edgenuity courses and the intervention program in math and

English Language Arts (https://www.edgenuity.com/) and any course approved through the Alternative l Learning Department http://www.k12.wa.us/ALD/CourseCatalog.aspx.

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 and Edgenuity 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 ALD (Alternative Learning Department) at OSPI. To see what classes are available see: https://www.k12.wa.us/student-success/learning-alternatives/online-learning/course-catalog

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 and Edgenuity 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. Some online courses come with an online teacher and some courses provide curriculum that is overseen by the OASIS teacher. In either case, the student may be given a school gmail account as a primary communication tool and means for sharing assignments. 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, Donald Johnston, djohnston@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.

2. Explore the class and figure out what has to be done before the class starts. Complete the orientation to the course and troubleshoot any technical issues. Ask for help if needed. Respond to the teacher's email, phone or other messages and get comfortable in communicating with him/her.

3. Get organized . Plan a specific time to work on your online class . Get a folder or notebook 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 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 an 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 the 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 online 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). 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.

WAC 392-121-182

This is the full WAC edited only to remove references to charter schools and all day kindergarten as they do not apply to OASIS and adding indents and bullets to help follow organization. Some more important areas are highlighted, but the text has not been edited.

Alternative learning experience requirements.

(1) **Purposes:** The purposes of this section are the following:

  (a) To ensure that students enrolled in an alternative learning experience offered by a school district have available to them educational opportunities designed to meet their individual needs;

  (b) To provide general program requirements for alternative learning experiences offered by or through school districts;

  (c) To provide a method for determining full-time equivalent enrollment and a process school districts must use when claiming state funding for alternative learning experiences.

(2) **General requirements:** A school district must meet the requirements of this section to count an alternative learning experience as a course of study pursuant to WAC 392-121-107. This section applies solely to school districts claiming state funding pursuant to WAC 392-121-107 for an alternative learning experience. It is not intended to apply to alternative learning experiences funded exclusively with federal or local resources. This section does not apply to alternative learning experiences offered by charter schools pursuant to charter contract terms governing the operation of alternative learning experience in the school.

(3) **Definitions:** For the purposes of this section the following definitions apply:

  •(a) (i) "Alternative learning experience" means a course, or for grades kindergarten through eight, 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.

  (ii) The categories of alternative learning experience courses are:

    (A) "Online course" means an alternative learning experience course that has the same meaning as provided in RCW 28A.250.010.

(B) "Remote course" means an alternative learning experience course or course work that is not an online course where the written student learning plan for the course does not include a requirement for in-person instructional contact time.

(C) "Site-based course" means an alternative learning experience course or course work that is not an online course where the written student learning plan for the course includes a requirement for in-person instructional contact time.

•(b) "Alternative learning experience program" is a school or a program within a school that offers alternative learning experience courses or course work;

•(c) "Certificated teacher" means an employee of a school district or of a school district contractor pursuant to WAC 392-121-188, who is assigned and endorsed according to the provisions of chapter 181-82 WAC;

•(d) "Direct personal contact" means a one-to-one meeting between a certificated teacher and the student, or, where appropriate, between the certificated teacher, the student, and the student's parent. Direct personal contact can be accomplished in person or through the use of telephone, email, instant messaging, interactive video communication, or other means of digital communication. Direct personal contact:

  (i) Must be 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;

  (ii) Must be related to an alternative learning experience course or course work identified in the written student learning plan; and

  (iii) Must at a minimum include a two-way exchange of information between a certificated teacher and the student. All required direct personal contact must be documented.

•(e) "Full-day kindergarten" means a program that is eligible for state-funded full-day kindergarten, as provided for in RCW 28A.150.315 in which any student's alternative learning experience enrollment is claimed as greater than 0.50 full-time equivalent.

•(f) "In-person instructional contact" means face-to-face contact between a certificated teacher and the student in a classroom environment. In-person instructional contact may be accomplished in a group setting between the teacher and multiple students. The in-person instructional contact must be:

•(i) For the purposes of actual instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning plan; and

  (ii) Related to an alternative learning experience course identified in the written student learning plan.

•(g) "Intervention plan" means a plan designed to improve the progress of students determined to be not making satisfactory progress. An intervention plan must be developed, documented, and implemented by a certificated teacher in conjunction with the student and, for students in grades K-8, the student's parent(s). For students whose written student learning plan includes only online courses, the intervention plan may be developed by the school-based support staff in conjunction with the student and certificated teacher and must be approved by the

student's online certificated teacher. At minimum, the intervention plan must include at least one of the following interventions:

  (i) Increasing the frequency or duration of contact with a certificated teacher for the purposes of   enhancing the ability of the certificated teacher to improve student learning;

  (ii) Modifying the manner in which contact with a certificated teacher is accomplished;

  (iii) Modifying the student's learning goals or performance objectives;

  (iv) Modifying the number of or scope of courses or the content included in the learning plan.

•(h) "Parent" has the same definition as "parent" in WAC 392-172A-01125;

•(i) "Satisfactory progress" means a determination made in accordance with subsection (4)(c) that a student's progress toward achieving the specific learning goals and performance objectives specified in the written student learning plan is satisfactory;

•(j) "School week" means any seven-day calendar period starting with Sunday and continuing through Saturday that includes at least three days when a district's schools are in session;

•(k) "School-based support staff" means an employee of a school district or of a school district contractor pursuant to WAC 392-121-188, who is supporting a student in an online course. The school-based support staff may or may not hold a teaching certificate;

•(l) "**Substantially similar experiences and services**" means that for each purchased or contracted instructional or co-curricular course, lesson, trip, or other experience, service, or activity identified on 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:

  (i) At a similar grade level;

  (ii) At a similar level of frequency, intensity, and duration including, but not limited to, consideration of individual versus group instruction;

  (iii) At a similar level of cost to the student with regard to any related club, group, or association memberships; admission, enrollment, registration, rental or other participation fees; or any other expenses associated with the experience or service;

  (iv) In accordance with district adopted content standards or state defined grade level standards; and

  (v) That is supervised, monitored, assessed, evaluated, and documented by a certificated teacher.

•(m) "Synchronous digital instructional contact" means real-time communication between a certificated teacher and the student using interactive online, voice, or video communication technology. Synchronous digital instructional contact may be accomplished in a group setting between the teacher and multiple students. The synchronous digital contact must be:

(i) For the purposes of actual instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning plan; and

(ii) Related to an alternative learning experience course or course work identified in the written student learning plan.

•(n) "Total weekly time" means the estimated average hours per school week the student will engage in learning activities to meet the requirements of the written student learning plan;

•(o) "WaKIDS" means the Washington kindergarten inventory of developing skills assessment provided under RCW 28A.655.080.

•(p) "**Written student learning plan**" means a written plan for learning that includes at least the following elements:

(i) A beginning and ending dates for the student's alternative learning experience courses;

(ii) An estimate by a certificated teacher of the average number of hours per school week the student will engage in learning activities to meet the requirements of the written student learning plan. This estimate must consider only the time the student will engage in learning activities necessary to accomplish the learning goals and performance objectives specified in the written student learning plan;

(iii) For online courses and remote courses, a description of how weekly contact requirements will be fulfilled;

(iv) A description of each alternative learning experience course or course work included as part of the learning plan, including specific learning goals, performance objectives, and learning activities for each course, written in a manner that facilitates monthly evaluation of student progress. This requirement may be met through the use of individual course syllabi or other similarly detailed descriptions of learning requirements. The description must clearly identify the requirements a student must meet to successfully complete the course or course work. Courses or course work must be identified using course names, codes, and designators specified in the most recent *Comprehensive Education Data and Research System* data manual published by the office of superintendent of public instruction;

(v) Identification of the certificated teacher responsible for each course or course work included as part of the plan;

(vi) Identification of all instructional materials that will be used to complete the learning plan; and

(vii) A description of the timelines and methods for evaluating student progress toward the learning goals and performance objectives specified in the learning plan;

(viii) Identification of whether each alternative learning experience course or course work meets one or more of the state essential academic learning requirements or grade-level expectations and any other academic goals, objectives, and learning requirements defined by the school district; and

(ix) For students enrolled in full-day kindergarten: (section removed for space as does not apply to OASIS)

(4) **Alternative learning experience program requirements:**

•(a) Each student participating in an alternative learning experience must have a written student learning plan developed and approved by a certificated teacher that is designed to meet the student's individual educational needs. **A certificated teacher must have responsibility and accountability for each course specified in the plan, including supervision and monitoring, and evaluation and documentation of the student's progress.** The written student learning plan may be developed with assistance from the student, the student's parents, or other interested parties. For students whose written student learning plan includes only online courses, the written student learning plan may be developed and approved by a certificated teacher or a school-based support staff.

•(b) Each student enrolled in an alternative learning experience must have one of the following methods of contact with a certificated teacher at least once a school week until the student completes all course objectives or otherwise meets the requirements of the learning plan:

   (i) Direct personal contact; or

   (ii) In-person instructional contact; or

   (iii) Synchronous digital instructional contact.

•(c) The educational progress of each student enrolled in an alternative learning experience must be evaluated at least once each calendar month of enrollment by a certificated teacher or, for students whose written student learning plans include only online classes, school-based support staff in accordance with this section. The results of each evaluation must be communicated to the student or, if the student is in grades K-8, both the student and the student's parent. For students whose written student learning plan includes only online courses, a school-based support staff may communicate the progress evaluation to the student. Educational progress must be evaluated according to the following requirements:

   (i) Each student's educational progress evaluation must be based on the learning goals and performance objectives defined in the written student learning plan.

   (ii) The evaluation of satisfactory progress must be conducted in a manner consistent with school district student evaluation or grading procedures, and be based on the professional judgment of a certificated teacher.

   (iii) In the event that the monthly evaluation is not completed within the calendar month being evaluated, the evaluation must be completed within five school days of the end of the month. Districts must not claim funding for the subsequent month for a student who was not evaluated within that time frame.

   (iv) The progress evaluation conducted by a certificated teacher must include direct personal contact with the student with the following exceptions:

        (A) After an initial month of satisfactory progress, in subsequent months where progress continues to be satisfactory the evaluation may be communicated to the student without direct personal contact.

        (B) Direct personal contact is not required as a part of the evaluation conducted in the final month of the school year if the evaluation takes the form of the delivery of final grades to the student.

(v) Based on the progress evaluation, a certificated teacher must determine and document whether the student is making satisfactory progress reaching the learning goals and performance objectives defined in the written student learning plan.

(vi) For students whose written student learning plan includes only online courses, school-based support staff, according to school policy and procedures, may use the student's progress grades in the online course or courses to determine whether a student's progress is satisfactory. School-based support staff, following school policy and procedures, may take into account nonacademic factors or local school expectations to finalize the determination of satisfactory progress. The progress grades posted in the learning management system may serve as the documentation of determining satisfactory progress.

(vii) If it is determined that the student failed to make satisfactory progress or that the student failed to follow the written student learning plan, an intervention plan must be developed for the student. An intervention plan is not required if the evaluation is delivered within the last five school days of the school year.

(viii) If after no more than three consecutive calendar months in which it is determined the student is not making satisfactory progress despite documented intervention efforts, a course of study designed to more appropriately meet the student's educational needs must be developed and implemented by a certificated teacher in conjunction with the student and where possible, the student's parent. This may include removal of the student from the alternative learning experience and enrollment of the student in another educational program offered by the school district.

(5) **Required school district board policies for alternative learning experiences:** The board of directors of a school district claiming state funding for alternative learning experiences must adopt and annually review written policies authorizing such alternative learning experiences, including each alternative learning experience program and program provider. The policy must designate, by title, one or more school district official(s) responsible for overseeing the district's alternative learning experience courses or programs, including monitoring compliance with this section, and reporting at least annually to the school district board of directors on the program. This annual report shall include at least the following:

•(a) Documentation of alternative learning experience student headcount and full-time equivalent enrollment claimed for basic education funding;

•(b) Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each alternative learning experience program;

•(c) A description of how the program supports the district's overall goals and objectives for student academic achievement; and

•(d) Results of any self-evaluations conducted pursuant to subsection (10) of this section.

(6) **Alternative learning experience implementation requirements:**

•(a) School districts that offer alternative learning experience courses or course work must ensure that they are accessible to all students, including students with disabilities. Alternative learning experience courses or course work for special education students must be provided in accordance with chapter 392-172A WAC.

•(b) Contracting for alternative learning experience courses or course work is subject to the provisions of WAC 392-121-188.

•(c) It is the responsibility of the school district or school district contractor to ensure that students have all curricula, course content, instructional materials and learning activities that are identified in the alternative learning experience written student learning plan.

•(d) School districts must ensure that no student or parent is provided any compensation, reimbursement, gift, reward, or gratuity related to the student's enrollment or participation in, or related to another student's recruitment or enrollment in, an alternative learning experience course or course work unless otherwise required by law. This prohibition includes, but is not limited to, funds provided to parents or students for the purchase of educational materials, supplies, experiences, services, or technological equipment.

•(e) School district employees are prohibited from receiving any compensation or payment as an incentive to increase student enrollment of out-of-district students in an alternative learning experience course or course work.

•(f) Curricula, course content, instructional materials, learning activities, and other learning resources for alternative learning experience courses or course work must be consistent in quality with those available to the district's overall student population.

•(g) Instructional materials used in alternative learning experience courses or course work must be approved pursuant to school board policies adopted in accordance with RCW 28A.320.230.

•(h) A district may purchase educational materials, equipment, or other non-consumable supplies for students' use in alternative learning experience courses or course work if the purchase is consistent with the district's approved instructional materials or curriculum, conforms to applicable laws and rules, and is made in the same manner as such purchases are made for students in the district's regular instructional program. Items so purchased remain the property of the school district upon program completion.

•(i) School districts are prohibited from purchasing or contracting for instructional or co-curricular experiences and services that are included in an alternative learning experience written student learning plan including, but not limited to, lessons, trips, and other activities, unless substantially similar experiences or services are also made available to students enrolled in the district's regular instructional program. This prohibition extends to a district's contracted providers of alternative learning experience programs, and each district shall be responsible for monitoring the compliance of its contracted providers. Nothing herein shall:

  (i) Prohibit school districts from contracting with school district employees to provide services or experiences to students; or

  (ii) Prohibit school districts from contracting with online providers approved by the office of superintendent of public instruction pursuant to chapter 28A.250 RCW; or

  (iii) Require school districts that contract with school district employees to provide services or experiences to students, or with online providers approved by the office of superintendent of public instruction pursuant to chapter 28A.250 RCW, to provide substantially similar experiences and services under this subsection.

•(j)(i) A school district that provides alternative learning experience courses or course work to a student must provide the parent(s) of the student, prior to the student's enrollment, with a description of the difference between home-based instruction pursuant to chapter 28A.200 RCW and the enrollment option selected by the student. The parent must sign documentation attesting to his or her understanding of the difference. Such documentation must be retained by the district and made available for audit.

(ii) In the event a school district cannot locate a student's parent within three days of a student's request for enrollment in an alternative learning experience, the school district may enroll the student for a conditional period of no longer than thirty calendar days. The student must be disenrolled from the alternative learning experience if the school district does not obtain the documentation required under this subsection before the end of the thirty day conditional enrollment period.

•(k) The school district or school district contractor is prohibited from advertising, marketing, and otherwise providing unsolicited information about learning programs offered by the school district including, but not limited to, digital learning programs, part-time enrollment opportunities, and other alternative learning programs, to students and their parents who have filed a declaration of intent to cause a child to receive home-based instruction under RCW 28A.200.010. School districts may respond to requests for information that are initiated by a parent. This prohibition does not apply to general mailings, newsletters, or other general communication distributed by the school district or school district contractor to all households in the district.

•(l) Work-based learning as a component of an alternative learning experience course of study is subject to the provisions of WAC 392-410-315 and 392-121-124.

•(m) The school district must institute reliable methods to verify a student is doing his or her own work. The methods may include proctored examinations or projects, including the use of web- cams or other technologies. "Proctored" means directly monitored by an adult authorized by the school district.

•(n) School districts may accept nonresident students under the school choice enrollment provisions of RCW 28A.225.200 through 28A.225.230 and chapter 392-137 WAC for enrollment in alternative learning experiences.

•(o) School districts enrolling a nonresident student must inform the resident school district if the student drops out of the alternative learning experience program or is otherwise no longer enrolled.

•(p) The alternative learning experience must satisfy the office of superintendent of public instruction's requirements for courses of study and equivalencies as provided in chapter 392-410 WAC.

•(q) High school alternative learning experience courses must be offered for high school credit. Courses offering credit or alternative learning experience programs issuing a high school diploma must satisfy the state board of education's high school credit and graduation requirements as provided in chapter 180-51 WAC.

•(r) Beginning in the 2013-14 school year and continuing through the 2016-17 school year, school districts offering or contracting to offer alternative learning experience courses must pay costs associated with a biennial measure of student outcomes and financial audit of the district's alternative learning experience courses by the office of the state auditor.

(7) **Enrollment reporting procedures:** Effective the 2011-12 school year, the full-time equivalency of students enrolled in an alternative learning experience must be determined as follows:

•(a) The school district must use the definition of full-time equivalent student in WAC 392-121-122 and the number of hours the student is expected to engage in learning activities as follows:

   (i) On the first enrollment count date on or after the start date specified in the written student learning plan, subject to documented evidence of student participation as required by WAC 392-121-106(4), the student's full-time equivalent must be based on the estimated average weekly hours of learning activity described in the student's written student learning plan.

   (ii) On any subsequent monthly count date, the student's full-time equivalent must be based on the estimated average weekly hours of learning activity described in the written student learning plan if:

>   (A) The student's progress evaluation conducted in the prior calendar month pursuant to subsection (4)(c) of this section indicates satisfactory progress; or

>   (B) The student's progress evaluation conducted in the prior calendar month pursuant to subsection (4)(c) of this section indicates a lack of satisfactory progress, and an intervention plan designed to improve student progress has been developed, documented, and implemented within five school days of the date of the prior month's progress evaluation.

   (iii) On any subsequent monthly count date if an intervention plan has not been developed, documented, and implemented within five days of the prior month's progress evaluation, the student's full-time equivalent must not be included by the school district in the subsequent month's enrollment count.

   (iv) Enrollment of part-time students is subject to the provisions of RCW 28A.150.350, and generates a pro rata share of full-time funding.

•(b) The enrollment count must exclude students meeting the definition of enrollment exclusions in WAC 392-121-108 or students who have not had contact with a certificated teacher for twenty consecutive school days. Any such student must not be counted as an enrolled student until the student has met with a certificated teacher and resumed participation in their alternative learning experience or is participating in another course of study as defined in WAC 392-121-107;

•(c) The enrollment count must exclude students who are not residents of Washington state as defined by WAC 392-137-115;

•(d) The enrollment count must exclude students who as of the enrollment count date have completed the requirements of the written student learning plan prior to ending date specified in the plan and who have not had a new written student learning plan established with a new beginning and ending date that encompasses the count date;

•(e) For alternative learning experience programs that end prior to June 1st, the June enrollment count date may be the last school day in May and include students whose written student learning plan includes an ending date that is the last school day in May.

•(f) Graduating alternative learning experience students whose last school day is in May may be included in the June enrollment count if the following conditions are met:

   (i) The alternative learning experience program calendar identifies that the last day of school for the graduating students is in May.

   (ii) The students' written student learning plan includes an end date that is the last day of school for graduating students in May.

•(g) School districts claiming alternative learning experiences students for funding for nonresident students must document the district of the student's physical residence, and shall establish procedures that address, at a minimum, the coordination of student counting for state funding so that no student is counted for more than one full-time equivalent in the aggregate including, but not limited to:

   (i) When a resident district and one or more nonresident district(s) will each be claiming basic education funding for a student in the same month or months, the districts shall execute a written agreement that at minimum identifies the maximum aggregate basic education funding each district may claim for the duration of the agreement. A nonresident district may not claim funding for a student until after the effective date of the agreement.

   (ii) When a district is providing alternative learning experiences to nonresident students under the school choice enrollment provisions of RCW 28A.225.200 through 28A.225.230 and chapter 392-137 WAC the district may not claim funding for the student until after the release date documented by the resident district.

(8) **Assessment requirements:**

•(a) All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the school district. Part-time students must also be assessed at least annually. However, part-time students who are either receiving home-based instruction under chapter 28A.200 RCW or who are enrolled in an approved private school under chapter 28A.195 RCW are not required to participate in the assessments required under chapter 28A.655 RCW.

•(b) Any student whose alternative learning experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the school district in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures.

•(c) Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule. It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include arranging for appropriate assessment materials, notifying the student of assessment administration schedules, arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting, arranging for any allowable testing accommodations, and other steps as may be

necessary. The agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and administering the assessments to students not enrolled in the district of physical residence. Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

(9) **Reporting requirements:**

•(a) Each school district offering alternative learning experience courses or course work must report monthly to the superintendent of public instruction accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences. Each school district offering alternative learning experience courses or course work must further report monthly to the superintendent information about the resident and serving districts of such students.

•(b) Each school district offering alternative learning experience courses or course work must submit an annual report to the superintendent of public instruction detailing the costs and purposes of any expenditure made pursuant to subsection (6)(i) of this section, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional program.

•(c) Each school district offering alternative learning experience courses or course work must annually report the following to the superintendent of public instruction:

   (i) The number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and

   (ii) Separately identify alternative learning experience enrollment of students where instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.

   (iii) The number of students enrolled in full-day kindergarten at any time during the school year.

   (iv) The number of students enrolled in full-day kindergarten who participated in the WaKIDS assessment prior to the assessment deadline.

•(d) Each school district offering alternative learning experience courses must report all required information to the office of superintendent of public instruction's *Comprehensive Education Data and Research System* under RCW 28A.300.500. School districts must designate alternative learning experience courses as such when reporting course information to the *Comprehensive Education Data and Research System*.

(10) **Documentation and record retention requirements:** School districts claiming state funding for alternative learning experiences must retain all documentation required in this section in accordance with established records retention schedules and must make such documentation available upon request for purposes of state monitoring and audit. School districts must maintain the following written documentation:

•(a) School board policy for alternative learning experiences pursuant to this section;

•(b) Annual reports to the school district board of directors as required by subsection (5) of this section;

•(c) Monthly and annual reports to the superintendent of public instruction as required by subsection (9) of this section;

•(d) The written student learning plans required by subsection (4) of this section;

•(e) Evidence of weekly contact required by subsection (4) of this section.

  (i) For students participating in regularly scheduled classes, including in-person instructional contact and synchronous digital instructional contact, evidence may include classroom attendance records.

  (ii) For students who are not participating in regularly scheduled classes, evidence of contact must include the date of the contact, the method of communication by which the contact was accomplished, and documentation to support the subject of the communication.

•(f) Student progress evaluations and intervention plans required by subsection (4) of this section;

•(g) The results of any assessments required by subsection (9) of this section;

•(h) Student enrollment detail substantiating full-time equivalent enrollment reported to the state; and

•(i) Signed parent enrollment disclosure documents required by subsection (6)(j) of this section.

[Statutory Authority: RCW 28A.150.290, 28A.710.220, 28A.232.010, and 28A.150.315. WSR 18-19-040, § 392-121-182, filed 9/13/18, effective 10/14/18; WSR 18-10-045, § 392-121-182, filed 4/26/18, effective 5/27/18. Statutory Authority: RCW 28A.150.290 and 28A.710.220. WSR 15-18-078, § 392-121-182, filed 8/28/15, effective 9/28/15. Statutory Authority: RCW 28A.150.290. WSR 15-03-056, § 392-121-182, filed 1/14/15, effective 2/14/15. Statutory Authority: RCW 28A.150.290(1). WSR 13-22-076, § 392-121-182, filed 11/5/13, effective 12/6/13. Statutory Authority: RCW 28A.150.305. WSR 12-17-107, § 392-121-182, filed 8/20/12, effective 9/20/12. Statutory Authority: 2011 c 34 § 2(5). WSR 11-17-147, § 392-121-182, filed 8/24/11, effective 9/1/11. Statutory Authority: RCW 28A.150.305. WSR 11-12-022, § 392-121-182, filed 5/24/11, effective 9/1/11. Statutory Authority: RCW 28A.150.290. WSR 09-06-038, § 392-121-182, filed 2/25/09, effective 3/28/09. Statutory Authority: RCW 28A.150.290 and 2005 c 356. WSR 05-13-154, § 392-121-182, filed 6/21/05, effective 7/22/05. Statutory Authority: 1997 c 265 § 6 and RCW 28A.150.290. WSR 99-08-008 (Order 99-01), § 392-121-182, filed 3/25/99, effective 4/25/99. Statutory Authority: RCW 28A.150.290. WSR 95-18-097, § 392-121-182, filed 9/6/95, effective 10/7/95; WSR 95-01-013, § 392-121-182, filed 12/8/94, effective 1/8/95. Statutory Authority: RCW 28A.150.290, 28A.150.250 and 28A.150.260. WSR 91-02-096 (Order 50), § 392-121-182, filed 1/2/91, effective 2/2/91. Statutory Authority: RCW 28A.41.055 and 28A.41.170. WSR 88-03-013 (Order 88-8), § 392-121-182, filed 1/11/88.]