



Home-Study Program

Parent & Student Handbook 2020 – 2021

Mission

Lewis River Academy recognizes and supports family choice education where parents are the first and most important educators for their children. Through Lewis River Academy families can enjoy the benefits of being highly involved in their child's learning while accessing the resources made available to all K-8 public school students in Washington State.

WELCOME TO THE LEWIS RIVER ACADEMY

Thank you for taking the time to read and become familiar with the requirements in this handbook. You will find answers to many frequently asked questions here. If you have a question you don't see an answer to, we are always available to help you.

Lewis River Academy (LRA) is a tuition-free K-8 alternative public education program hosted by Woodland Public Schools. LRA operates under and is governed by Washington State law, WAC 392-121-182, Alternative Learning Experience (ALE) requirements.

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

Parents or guardians have the support of a Washington State Certified Teacher who will partner with them to design an individualized written student learning plan that will help guide and ensure student success. If your child has specialized learning needs, we also offer local access to special services offered by trained providers to assess and address the learning needs of your child.

Woodland Public Schools, in partnership with families and the community, will create a K-8 system that serves and supports ALL children – and ensures that EACH child has FULL access to, is engaged in, and obtains an excellent education that prepares them for responsible citizenship and a future of adaptability and success in life and their chosen endeavors.

HOW TO CONTACT US

LRA's Location: Our classroom and office are located at 800 Third Street

By Mail: Lewis River Academy
800 Third Street
Woodland, WA 98674

By Phone: For Office/Secretary (360)841-2713

MEET OUR STAFF

Principal: Jake Hall – hallj@woodlandschools.org
Teacher (K-1): Darren Sheaffer – sheaffed@lewisriveracademy.org
Teacher (2-3): Andrea Edwards – edwardsa@lewisriveracademy.org
Teacher (4) : Teri Retter – rettert@lewisriveracademy.org
Teacher (5-6): Annika Dukes – dukesa@lewisriveracademy.org
Teacher (7-8): McKenna Rinta – rintam@lewisriveracademy.org
School Secretary: Brandy Jackson – jacksonb@woodlandschools.org

PROGRAM OVERVIEW

PUBLIC SCHOOL ENROLLMENT

Lewis River Academy is a tuition-free K-8 alternative public education program hosted by Woodland Public Schools. Student enrolled in LRA are considered public school students. This allows the state to provide funding for their educational needs in the form of classes and resources to support the student's learning plan.

CURRICULUM, CLASSES, AND WORKSHOPS

Instructional materials made available through LRA are exceptional and engaging; covering core subject areas.

LRA Students are given the opportunity to choose from a variety of classes and workshops which support and supplement the parent's teaching. Families will have field trip opportunities and opportunities to connect with other families to share ideas. See the Curriculum and Instruction Services section for more information.

LRA FOUNDING PRINCIPLES

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

WHAT FAMILIES CAN EXPECT FROM THE TEACHER

An LRA certificated teacher meets with families to provide the following services:

- Create an environment of respect and instructional growth.
- Identify appropriate curriculum and academic goals.
- Develop a Written Student Learning Plan.
- Determine appropriate instructional materials.
- Supervise, monitor, evaluate, and document the student's progress towards goals.
- Provide encouragement, academic support, and insight from their own teaching experiences.
- Provide one-on-one or group tutoring as needed.

COMMUNICATION

LRA's primary mode of communication is email. **Families are required to:**

- Provide an email address to be used for communications with the school.
- Check their email daily for communications from the school.
- Provide students with weekly contact via email, Google Classroom, phone, or face-to-face with the certificated teacher of record.
- Review monthly reports with students and have students report to the certificated teacher of record they have reviewed the report with their family.

SYSTEM REQUIREMENTS

Each LRA student must have access to an appropriately configured computer with a suitable high-speed Internet connection. Satellite Internet connectivity is the minimum acceptable bandwidth to access Apex Learning, K12, Inc., Odysseyware, and Woodland School District digital curriculum.

TECHNICAL SKILLS REQUIRED FOR PARENTS AND STUDENTS

Parents with students enrolled in K12, Odysseyware and Apex Learning courses should possess the following basic technical skills:

INTERNET

- Use a web browser to access the internet
- Sign in to the Apex, Odysseyware or K12 learning web site
- Use a search engine
- Upload and download files
- Play videos and audio files
- Use headphones
- Interact with teachers via Google Classroom
- Consult Weekly Newsletter and Google Calendar for LRA and district events

WORD PROCESSING

- Create new documents
- Open and edit documents
- Save and print documents
- Use formatting such as bulleted and numbered lists
- Copy, cut, and paste text
- Use a spell checker, dictionary, and thesaurus
- Scan and attach to email or fax documents (distance learning programs)
- All students should work on mastering keyboarding skills

EMAIL

- Establish a Gmail address for LRA email and documents
- Create and send an email message
- Attach files to an email message
- Receive and reply to messages
- View and save email attachments

APPROPRIATE BEHAVIOR

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

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

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

CHANGE OF ADDRESS AND CONTACT INFORMATION

Parents are required to notify the LRA Office at 360-841-2704 of any change in name, address, email, phone number, emergency contact, responsible adult, or court order designating a change in guardianship. Additional documentation may be required. This information is part of your child's educational record and must be kept current.

ALTERNATIVE LEARNING EXPERIENCES

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

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

STATEMENT OF UNDERSTANDING

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

WRITTEN STUDENT LEARNING PLAN (WSLP)

All students must have a written student learning plan, also known as a WSLP. This plan will be developed by the teacher using our online data management system. Your certificated teacher will work with you in developing a WSLP for each child. Completed WSLPs are due before a student is enrolled in classes.

The WSLP is the driving force behind your student's education for the year. Parents work with their certificated teacher to plan an annual curriculum for each child. WSLPs must be in place

before students can take part in LRA activities, classes or access curriculum and instructional support.

DIRECT PERSONAL CONTACT

Each student enrolled in an alternative learning experience must have *Direct Personal Contact* (DPC) with a certificated teacher at least once every school week, until the student completes all course objectives or otherwise meets the requirements of the learning plan.

"Direct Personal Contact" means a **one-to-one 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, e-mail, Google Classroom, instant messaging, interactive video communication, or other means of digital communication. **Families are responsible to make contact with their student's teacher at least once during each school week.**

Weekly Contact/Direct Personal Contact must:

- **Be specific to the student's weekly learning activities:** 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
- **Be two-way communication between teacher and student**
- **Take place during school weeks of three days or more** during any seven-day calendar period starting with Monday and continuing through Friday.

No Weekly Contact is required during school breaks, e.g. Thanksgiving, Winter and Spring Breaks.

Important: If Weekly Contact is not made, students must contact their teacher the following week or be marked truant. Failing to make Weekly Contact is counted as Unsatisfactory Progress and risks a student's removal from the program.

ATTENDANCE

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

- 6 hours per day (72 minutes per subject per day)

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

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

Students participating in Lewis River Academy are expected to complete weekly contact time requirements. However, illness, emergency, and other family situations will sometimes arise. Email, other electronic means, or phone contact options may be utilized in each week in which there is an absence, even if your student usually has face-to-face contact with their LRA teacher.

PROGRESS REVIEW

- Progress and instructional goals are determined by due dates that start at the beginning of the year and terminate at the end of the year.
- Details regarding compliance with these goals are listed in the *Failure to Make Satisfactory Progress* section of this handbook.
- Any changes to the classes or due dates will prompt a review with the student and where appropriate, with the parent.
- K-8 students receive a Monthly Progress Review. This includes a review of progress in all classes, changes in the WSLP, other instructional goals, and a review of current intervention plans. Students and parents receive a daily progress chart every time they log in to K12, Odysseyware or Apex.
- The progress goals are listed in the K-8 Satisfactory Progress Schedule (SPS) below.
- Details regarding compliance with the SPS are listed in the Failure to Make Satisfactory Progress section of this handbook.
- Progress will be measured in two ways:
 - Monthly Progress – the expected amount of progress at mastery level for any given month; and
 - Total Progress – the cumulative progress at mastery level for the entire year.
 - *Mastery level is defined as 80% mastery performance on lessons, quizzes, unit tests and course exams for students in grades K-8. The teacher will email the Monthly Progress Report to parents to review with students.
 - It is a requirement that parents and students review this progress report and acknowledge and notify us that they received, reviewed, and understand their report by replying to the provided link.
 - The teacher and parent will discuss the progress and make necessary adjustments for the next month's goals.



Monthly Progress Reports

K-8 Satisfactory Progress Schedule Lewis River Academy 2020-2021			
Month	School Days	Monthly Progress Goal*	Total Progress
September	20	11%	11%
October	20	11%	22%
November	17	9%	31%
December	14	8%	39%
January	18	10%	49%
February	19	11%	60%
March	23	13%	73%
April	17	9%	82%
May	19	11%	93%
June	13	7%	100%
TOTAL	180	100%	

*Calculated by dividing number of school days by total number of school days enrolled

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

SATISFACTORY PROGRESS

Based on the progress reviews, weekly contact with each student, a review of input from parents, and input from LRA staff, the certificated teacher will make a determination of overall satisfactory progress each month.

A student will receive the designation of "Failure to Make Satisfactory Progress" in any of the following situations.

1. More than 10% behind in the Monthly Progress Goals in the average for all classes.

2. More than 10% behind in the Monthly Progress Goals for any one class.
3. Failure to meet 80% mastery level on lessons, quizzes, unit tests, and course exams for students in grades K-8, or 70% mastery level in Apex courses.

A student may receive the designation of “*Failure to Make Satisfactory Progress*” in any of the following situations.

1. Failure to satisfy Direct Personal Contact (DPC) requirements. Students must have at least 1 two-way conversation with their teacher every week
2. When a student or parent demonstrates a pattern of non-response to teacher/school communications, including, email, mail, phone calls, and voice messages. This may also lead to removal from the program.

Note: Any deviation from the above requirements must be pre-approved by the teacher in writing. (i.e., vacations, sick days, computer problems, etc.)

INTERVENTION PLAN

Parent action when students make unsatisfactory progress.

- o Teachers will provide parents with a schedule of availability for the conferences if needed.
- o The teacher and parent will discuss the progress and make necessary adjustments for the next month’s goals.

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

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

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

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

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

ANNUAL ASSESSMENT

All LRA students enrolled in grades 3-8 are expected to take the state assessments. The assessments are administered each spring. State assessment scores have an impact on LRA’s annual program evaluation performed by the state.

CURRICULUM AND INSTRUCTIONAL SUPPORT

MASTERY BASED LEARNING

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

- K-8 students using the K12 curriculum must pass lesson, unit, and semester assessments at a minimum of **80%** to demonstrate mastery.
- Students taking Apex or Odysseyware courses must pass assignments, lesson quizzes, unit tests, and course exams at a minimum of **80%** to demonstrate mastery.
- The LRA program is academically rigorous, and completing one year of coursework in this model can be demanding. Washington State certificated teachers are here to assist in meeting these challenges. A strong partnership utilizing teacher expertise is essential for student success at LRA.

COURSE COMPLETION

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

- **K-8 students** must complete 95% of the "core lessons" by end of year in order to successfully complete a school year.
- **Accessing above grade level curriculum:** In order to access above grade level content a student must demonstrate successful mastery of grade level content. Please contact Mr. Hall if you believe your child should be placed in an advanced course. If you wish to have access to next year's curriculum students must successfully complete 70% by the end of January before advancement to a new course is considered. While new courses are being processed, the student is expected to complete the course to 100%.

GRADE LEVEL AND ASSIGNED CLASSES

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

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

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

PHYSICAL EDUCATION

Students are required to set goals for health and fitness and complete an average of 100 minutes of PE activities per week. The parent or student is responsible for logging this time in the Google Classroom for PE. Logs must be updated weekly. PE Logs count for Satisfactory Progress just like any other course.

Examples of PE activities to include on the PE log are: dance, yoga, baseball, softball, volleyball, track, sports team activities, bicycling, hiking, calisthenics, swimming, jogging and walking. The activities need be specific. For instance, "Playing outside" is not specific. Running, jumping, or calisthenics would work instead. Activities such as "playing with my dog" will not count for credit. If you are concerned whether an activity will count for credit, please ask the teacher.

Classes for Credit:

Students can earn high school credit for classes they take at LRA. Both full-time and part-time students may earn credit. Washington State History, Algebra, and Geometry credit can be earned in 7th or 8th grade, utilizing district-approved curriculum (Apex). Assessments required for credit conferring classes must be proctored by a district staff member. Families desiring credit for classes should work with their LRA teacher when writing the initial WSLP to document the intent to pursue credit.

ASSESSMENTS

Elementary and middle school students:

- Learning Coaches (parents) are responsible for monitoring student assessments at home.
- Students should take the assessments independently without prompts from the Learning Coach.
- Learning Coaches should enter all scores in the system. Scores should never be entered by students.
- Learning Coaches should never give their passwords to students.
- Teachers may request samples of student work and test the students independently if student work is in question.

ATHLETICS ELIGIBILITY

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

Families interested in participating in school athletics should contact the Woodland School District's Athletic Director.

CONSUMABLE VS. RETURNABLE MATERIALS

Some materials in the curriculum are considered "consumable" such as paints, seeds, write-in workbooks, and dirt. Consumable materials are not required to be returned. If consumable items such as workbooks have not been written in, please return them so they can be redistributed to other families. Other materials are "returnable" such as hard bound books, CDs, and microscopes. All items on the returnable list cannot be written in and must be returned. The family will be responsible for the replacement cost of items on the list that are not returned. Unpaid costs or fines may delay delivery of academic transcripts.

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

ACADEMIC HONESTY AND INTEGRITY

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

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

PLEASE NOTE: This applies to students AND parents since parents act as primary Learning Coach for their student(s).

When academic dishonesty occurs, students taking high school classes for credit will lose the privilege of testing at home using video-conferencing. The student will then be required to have all tests proctored face to face with LRA staff at a school location.

- **1st Offense** - Disciplinary actions for academic dishonesty will include notifying parents, a written referral, and the student will receive a zero on the assignment or test. If plagiarism or cheating is determined and successful completion of the assignment or test is a mandatory course requirement, the student will fail the course.
- **2nd Offense** – Student will be removed from the program.

PLEASE NOTE: If parents are discovered to have engaged in academic dishonesty, the student(s) may have to complete the work in front of a certificated staff member to show mastery, or the student(s) may be removed from the program.

UNEXCUSED ABSENCES AND TRUANCY

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

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

If a student accumulates the initial 5 unexcused absences in six consecutive weeks,

1. their enrollment from LRA may be terminated,
2. a truancy petition will be filed with the courts in alignment with the Compulsory School Attendance and Admission Law, and
3. a notice will be sent to the student's resident district for further follow-up.

These same actions will take place if a student accumulates 10 unexcused absences at any time throughout the year. If a student is temporarily unable to attend LRA, the student's teacher(s) must be contacted ahead of time to arrange a plan for the student to stay on track with their studies. At the first intervention, the Truancy Specialist will be notified.

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

STUDENT RESPONSIBILITIES AND DUTIES

A major goal of the Woodland School District system is to provide learning experiences which will assist all students in developing necessary skills, competencies, and attitudes that are fundamental to an individual becoming a responsible, contributing citizen. In order to achieve this mission, it shall be the responsibility and duty of each student:

1. to attend school regularly and actively pursues their course of studies.
2. to comply with the rules and regulations of the school district.
3. to follow the lawful direction of the staff appointed by the District Board of Directors.
4. to submit to reasonable corrective action or punishment imposed by a school district and its agent for violation(s) of rules.

STAFF AUTHORITY AND RESPONSIBILITIES

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

DISCIPLINARY ACTIONS AND DEFINITIONS

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

For the purpose of the district's policies relating to corrective action or punishment the following definitions will apply:

- **Discipline:** All forms of corrective and disciplinary actions employed by school personnel and the Board of Directors to ensure that appropriate order and control for a conducive learning environment is maintained.
- **Referral:** A formal written description of a violation which will be placed in the student's permanent file and a copy sent to the parents.
- **Disciplinary Action:** Informal talk, Warnings, Parent notification, Parent conference, Detention, Work Assignment, Temporary removal from class, Saturday School, Step Program, In-School suspension, Restriction of attendance at extra-curricular activities and/or School service.

- **Removal from Class:** Staff members may remove students from the classroom for a period of time. Further disciplinary action may be taken.
- **Detention:** Assignment of student to work detail, lunch break, or after school supervised study period.
- **3-Strikes:** The 3-Strikes Policy was adopted by the school board to address certain serious rule and regulation violations by students. Listed in the following chart are examples of offenses whereby an accumulation of three such violations will result in a student being placed on a long-term suspension, or expulsion from school on the third offense.
- **In loco parentis:** In the position or place of a parent. School officials at times may act in place of parents when necessary.
- **In-School Suspension (ISS):** May be used in lieu of certain short term out of school suspensions. This is to be used at the discretion of the school administrators.
- **Short-Term Suspension:** Temporary removal of the student from attending school or school activities. Suspension can last a maximum of ten (10) school days.
- **Long-Term Suspension:** Removal of the student from attending school or school activities. Long-Term suspension can last a maximum of one (1) semester or 90 days.
- **Expulsion:** Exclusion from school, or individual classes for an indefinite period.
- **Emergency Expulsion:** A student may be excluded from school prior to a hearing without other forms of corrective action if the principal reasonably believes the student is an immediate and continuing danger to himself/herself, other students, staff, or administrators, or is a substantial disruption to the educational process of the district.
- **Zero Tolerance Policy:** The Zero Tolerance Policy has been adopted by the Woodland School District to maintain a safe school environment for students, personnel and patrons. Therefore, incidents, which jeopardize the safety and welfare of individuals and/or the educational process, will be considered severe and warrant "extraordinary means" allowed by law. Examples of such incidents, which will not be tolerated, include: the possession of weapons on school grounds or transportation, gang related activity, and chemical substance trafficking. Violations of the Zero Tolerance Policy will result in immediate long-term suspension or expulsion.

STEP PROGRAM

This can apply to any disruption of the educational process, i.e., profanity, vulgarity, disruptive conduct, etc. It consists of six steps. Once a student has reached a particular Step (such as Step 3) they can never return to a previous Step (such as Step 1 or Step 2). Each applicable referral moves the student up to their next Step. Typically, if more than 30 school days have elapsed between referrals the student will remain at their current Step. The final decision for placement on the Step Program will be made by the school administrators. Each teacher has the privilege to use this Step Program as a semester-long policy or a year-long policy.

Step 1 – The teacher notifies the student of the misbehavior and warns the student. The teacher outlines the consequences for any future violations. A referral is written by the teacher and recorded by office personnel. The teacher may impose discipline.

Step 2 – The teacher notifies the student and a parent of the misbehavior and consequences. A referral is written by the teacher and recorded by office personnel. The teacher may impose discipline.

Step 3 – The teacher notifies the student of misbehavior. The student is suspended from that class for one day by sending the student to a different classroom (or area) in order to be

under the supervision of a staff member (each teacher is responsible for this arrangement). The teacher will contact the parent in person, phone or email. A conference is conducted outlining a written contract that specifies the consequences for future misbehaviors in that class. A referral and contract is written by the teacher and recorded by office personnel. An administrator will conference with the student.

Step 4 – The teacher notifies the student and the parent of the misbehavior that violated the contract. A referral is written by the teacher and recorded by office personnel. An administrator will suspend the student from school for one day and a STRIKE will be imposed.

Step 5 – The teacher notifies the student and the parent of the misbehavior that violated the contract. A referral is written by the teacher and recorded by office personnel. An administrator will suspend the student from school for two days and a STRIKE will be imposed.

Step 6 – The teacher notifies the student and the parent of the misbehavior that violated the contract. A referral is written by the teacher and recorded by office personnel. An administrator will suspend the student from school for the remainder of the semester and a STRIKE will be imposed.

ITEMS NOT COVERED IN THIS HANDBOOK

This handbook outlines certain procedures and is not intended to be comprehensive. For policies and procedures not covered comprehensively in this handbook refer to the corresponding school's Parent/Student Handbook.

Additional policies and procedures are in the Lewis River Academy policy and procedures manuals and the Woodland School Board policies and procedures. Anything not covered in these documents will be handled at the discretion of school administrators.

SERIOUS RULES INFRACTIONS:

Consequences for a principal referral for student misbehavior will often times begin with a parent contact by phone, letter/email or conference. These rules violations will be handled by an administrator or dean. The student may be required to appear to meet with staff to address the issue in the presence of parents or guardians. In certain instances, appropriate community agencies, law enforcement, or the Board of Education may be involved as part of the process.

These offenses are the most serious disruptions to the educational process and may result in short term suspension, long term suspension, or expulsion from school. Short term suspension means a suspension for any portion of a calendar day up to and not exceeding ten (10) consecutive school days. Long term suspension means a suspension which exceeds a short term suspension.

The consequences of disruptive behavior are determined by the nature and circumstances of the behavior, as well as the severity, and the number of prior office referrals. While it is not possible to list all potential infractions, the following acts are specific infractions of rules that will lead to disciplinary action if such acts occur on school grounds, school transportation, and at school events on or off school premises.

- Woodland School Board Policies:
 - ❖ [Policy No. 3240 Student Conduct](#)
 - ❖ [Policy No. 3240 Procedure](#)
 - ❖ [Policy No. 3241 Classroom Management, Corrective Actions, or Punishment](#)
 - ❖ [Policy No. 3241 Procedure](#)

REMOVAL FROM THE PROGRAM

Students may be removed from the program due to:

Failure to:

- respond to teacher/administrator emails and phone calls
- participate in scheduled parent/student/teacher conferences
- meet required weekly direct personal contact
- submit requested work samples or assessments
- participate in required assessments
- communicate change of contact information
- make satisfactory progress for 3 months in a row
- follow the Individual Education Plan (IEP)
- follow the Written Student Learning Plan (WSLP) requirements
- follow other program or district policies

Falsifying:

- attendance and/or progress in the OLS
- enrollment documents
- cheating and/or plagiarism by student or parent (Learning Coach)

Removal from:

- a school sponsored event due to disciplinary action
- any online sessions due to disciplinary action

Parents who wish to withdraw their student from LRA must notify the teacher. It is the parent's responsibility to enroll in another educational program, or to fill out an "Intent to Homeschool" form. LRA will inform your resident school district of your withdrawal.

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

APPEAL PROCESS

APPEAL PROCESS FOR DISCIPLINARY ACTION

Any parent or student who is aggrieved by the imposition of discipline shall have the right to an informal conference with the principal for the purpose of resolving the grievance. At such conference the student and parent shall be open to questioning by the principal and shall be entitled to question staff involved in the matter being grieved.

If the matter is not resolved, the parent and student shall have the right, upon 2 school business days' prior notice, to present a written and/or oral grievance to the superintendent. If the

grievance is not resolved, the parent and student, upon 2 school business days' prior notice, shall have the right to present a written grievance to the board during its next regular meeting. A closed meeting may be held for the purpose of considering the grievance. The board shall notify the parent and student of its response to the grievance within 10 school business days after the date of the regular meeting in which the grievance was presented. The disciplinary action shall continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

SHORT-TERM SUSPENSION

In the event the proposed punishment of a student is to include the denial of the right of school attendance from any single class or full schedule of classes for 1 to 10 consecutive school days, a conference shall first be conducted with the student as follows:

1. An oral or written notice of the charges shall be provided to the student.
2. An oral or written explanation of the evidence in support of the charges shall be provided to the student.
3. An oral or written explanation of the suspension, which may be imposed, shall be provided to the student.
4. The student shall be provided the opportunity to present his/her explanation.
In the event a short-term suspension is imposed, the parent of the student shall be notified of the reason for the suspension and the duration of the suspension orally, or by U.S. mail, as soon as reasonably possible.

Any student subject to a short-term suspension shall be provided the opportunity upon return to make up assignments and tests within teacher-determined time lines if:

1. Such assignments or tests have a substantial effect upon the student's semester grade or grades.
2. Failure to complete such assignments or tests would preclude the student from receiving credit for the course or courses.

SHORT-TERM SUSPENSION APPEALS PROCESS

Any parent of a student who is aggrieved by the imposition of a short-term suspension shall have the right to an informal conference with the principal for the purpose of resolving the grievance. At such conference the student and parent shall be subject to questioning by the principal and shall be entitled to question staff involved in the matter.

If the grievance is not resolved, the parent and student shall have the right, upon 2 school days prior notice, to present a written and/or oral grievance to the superintendent. If the grievance is not resolved, the parent and student, upon 2 school days prior notice, shall have the right to present a written grievance to the board at its next regular meeting. A closed meeting may be held for the purpose of considering the grievance. The board shall notify the parent and student of its response to the grievance within 10 school business days after the date of the regular meeting in which the grievance was presented. The short-term suspension shall continue notwithstanding implementation of the grievance procedure unless the principal, superintendent or board elects to postpone such action.

LONG-TERM SUSPENSION OR EXPULSION APPEALS PROCESS

The principal may impose a long-term suspension or expulsion or assistant principal only after a fair hearing is made available to the affected student and parent. Written notice of the hearing shall be delivered to the parent and student by certified mail or in person. The notice shall be in the parent's primary language and shall supply (1) the alleged misconduct and the school rules alleged to have been violated, (2) the recommended corrective action or punishment, (3) the right to a hearing, (4) the notice that if a written request for a hearing is not received by the staff member in the notice within 3 school business days after the notice is received, the hearing shall be waived and the recommended corrective action or punishment shall take effect, and 5) the date by which the request for a hearing must be received.

The school may temporarily impose a long-term suspension/expulsion during an appeal period, not to exceed a period of ten consecutive school days, or until the appeal is decided, whichever is the shortest period. If a hearing is requested, the superintendent shall schedule the matter for a hearing within 3 school business days of such request.

The parent and student and the district or representatives shall be permitted to inspect, in advance of such hearing, any affidavits or exhibits which are to be submitted at the hearing. The parent and student shall have the opportunity to be represented by counsel, to explain the alleged misconduct and to present affidavits-exhibits, and such witnesses as desired, as well as the opportunity to question witnesses. The hearing shall be conducted before a hearing officer appointed by the superintendent. Such hearing officer shall not be a witness and shall determine the facts of each case solely on the evidence presented at the hearing. The hearing officer shall state in writing the findings as to the facts, conclusions and disposition to be made. The decision shall be provided to the parent and student counsel.

If the hearing officer upholds the long-term suspension or expulsion, the parent and student shall have 3 school business days after receiving the hearing decision to appeal that decision to the board. If an appeal is not taken, the corrective action or punishment decided upon shall take effect at the end of this 3-day period. If an appeal is made to the board, the imposition of the corrective action or punishment may be stayed until such appeal is decided.

The parent and student may request an open or closed hearing. A closed hearing may be attended only by the hearing officer, principal, student, parent and counsel. Witnesses should be present only when they are giving information. At times when the student's psychological or emotional problems are being discussed, he/she may be excluded at the discretion of the hearing officer with the concurrence of the parent and/or counsel. In an open hearing only those persons designated as witnesses shall have the right to speak. The principal shall make available in his/her office at least 2 days before the hearing exhibits, affidavits or the signed statements which are the basis for the alleged misconduct and the penalty suggested by the principal. These may be examined and copied by the parent, student and counsel. If the principal later receives any further information that shall be presented at the hearing, he/she shall notify the parties involved and make copies available before the hearing. The principal may request a similar opportunity to review exhibits or statements to be used by the parent, student and/or counsel.

Upon the request of the hearing officer, the parent and student or counsel, the principal shall submit to the hearing officer the student's cumulative record folder. If the principal or the hearing officer deems it necessary, the information contained in such records shall be explained and interpreted to the officer by a person trained in their use and interpretation. When the hearing officer determines that the alleged act of misconduct has been committed, the hearing

officer shall reach a disposition of the case. The disposition need not be the action recommended by the principal, but shall not exceed the penalty he/she recommends. The disposition should explain the reason for the particular decision. The decision shall be provided to the parent and student or counsel.

If the student is under an emergency expulsion, the hearing officer shall render his/her decision within 1 school business day of the conclusion of the hearing. If the student was under an emergency expulsion at the time of the hearing and if the hearing officer imposes a long-term suspension or expulsion, the imposition of the long-term suspension or expulsion shall be stayed until a timely appeal to the board is decided. The imposition of a long-term suspension or expulsion shall not be stayed if the hearing officer's decision includes a finding that the student continues to pose an immediate and continuing danger to himself/herself, other students, or staff, or poses an immediate and continuing threat of substantial disruption of the educational process of the district.

If no appeal to the board is taken, the corrective action or punishment shall take effect after the expiration of the appeal period of 3 school business days.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following condition exist:

1. A single hearing shall not likely result in confusion.
2. No student shall have his/her interest substantially prejudiced by a group hearing. If the hearing officer finds that during the hearing a student's interests shall be substantially prejudiced by the group hearing, he/she may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

If a long-term suspension or expulsion is upheld, the parent and student shall have the right to appeal the hearing officer's decision by filing a written notice of appeal at the office of the hearing officer within 3 school business days after the date of receipt of the decision.

The board shall schedule and hold a meeting to informally review the matter within 10 school business days from receipt of such appeal. The purpose of the meeting shall be to confer with the parties in order to decide upon the most appropriate means of handling the appeal. At that time the student, parent, and/or counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the board deems reasonable. Prior to adjournment, the board shall agree to the following procedures:

1. Study the hearing record or other materials submitted and record its finding within 10 school business days.
2. Schedule and hold special meeting to hear further arguments on the case and record its findings within 15 school days.
3. Hear and try the case de novo (again) before the board within 10 school business days.

Any decision by the board to impose or to affirm, reverse or modify the imposition of suspension or expulsion upon a student shall be made only by:

1. Those board members who have heard or read the evidence.
2. Those board members who have not acted as a witness in the matter.
3. A majority vote at a meeting at which a quorum of the board is present.

Within 30 days of receipt of the board's final decision, any parent and student desiring to appeal any action upon the part of the board regarding the suspension or expulsion may serve a notice of appeal upon the board chairman and file such notice with the superior court clerk of the county. Such notice shall also set forth in a clear and concise manner the alleged errors mentioned in the appeal. The provisions governing notice and hearing of regular long-term suspensions or expulsions shall apply except:

1. Written notice of the emergency expulsion shall be sent by certified mail within 24 hours of the expulsion.
2. The parent and student shall have 10 school business days after receipt of the notice during which to request a hearing.
3. The hearing officer shall render the decisions within 1 school business day after the conclusion of the hearing.

EMERGENCY EXPULSION APPEAL PROCESS

A student may be excluded from school prior to a hearing without other forms of corrective action if the principal reasonably believes the student is an immediate and continuing danger to himself/herself, other students, staff, or administrators, or is a substantial disruption to the educational process of the district. Such emergency expulsion shall continue until the principal reinstates the student or until a fair hearing is held and a final determination reached. (See Policy 3323, Long-Term Suspensions or Expulsions). Such an emergency expulsion shall be stayed whether or not appeal is made to the board, unless the hearing officer shall find that the student continues to present an immediate and continuing danger to himself/herself, other students, staff, or administrators or continued to cause a substantial disruption to the educational process of the district.

READMISSION PRIOR TO TERMINATION OF A SUSPENSION OR EXPULSION

Any student who has been suspended or expelled shall be allowed to make application for readmission at any time. If a student desires to be readmitted to the school from which he/she has been suspended/expelled, the student shall submit a written application to the principal. The application shall include:

1. A written statement from the student wanting to return on why the request should be considered.
2. Evidence which supports the request; and
3. A supporting statement from the parent or others who may have assisted the student, including therapists, counselors, probation officers, etc.

The Principal shall, in writing, advise the parent and student of the decision within 15 school days of the receipt of such application. The principal's decision may be appealed to the superintendent, who may review the evidence and/or conduct a hearing to hear new evidence. The superintendent shall advise the parent and student of the final decision within 15 school days of receiving the appeal.

TRANSPORTATION INFORMATION

Students of Woodland School District have access to bus transportation in their neighborhood, this includes Lewis River Academy Students who live within the district boundaries. Because students of LRA do not regularly ride the bus we ask that prior to using the bus you call KWRL to

make them aware of your plan to ride the bus. If you fail to communicate with them prior to, the bus drivers may not recognize your child or allow them on the bus for safety reasons. Information regarding routes, pick up, and drop off times is provided by KWRL as well. Their number is 841-2023. Please contact them directly regarding transportation questions.

BUS TRANSPORTATION RULES

These rules and regulations were prepared by the State Superintendent of Public Instruction, with the advice of the Chief of the Washington State Patrol and the State Director of Highways, and apply to all public-school buses operating in the State of Washington.

1. The driver is in full charge of the bus and students. The students must obey the driver promptly and willingly.
2. Student shall ride their regularly assigned bus at all times, unless permission has been granted by the school authorities.
3. Outside of ordinary conversation, classroom conduct must be observed.
4. Pupils are to assist in keeping the bus clean by keeping their waste paper off the floor. Pupils must also refrain from throwing refuse out of the windows.
5. No pupil shall open a window on the school bus without first getting permission from the school bus driver.
6. No pupil shall at any time extend his or her hands, head, or arms out of the windows whether the school bus is in motion or standing still.
7. Pupils are to remain seated while bus is in motion and are not to get on or off until the bus has come to a full stop.
8. Pupils must leave the bus in an orderly manner and must obey the orders of the adult on bus duty. They **MUST NOT** cross the highway until given consent by the school bus driver or the School Safety Patrolman.
9. Pupils must cross the highway **ONLY** in front of the school bus.
10. Pupils must not at any time ride on the outside of the bus.
11. Pupils who have to walk for some distance along the highway to the bus loading zone must walk on the left-hand side facing the oncoming traffic. This will also apply to pupils leaving the bus loading zone in the evening.
12. Pupils must not stand or play in the roadway while waiting for the bus.
13. Pupils must see that they have nothing in their possession that may cause injury to another, such as sticks, any type of firearms, straps, or pins extending from clothing.
14. Each pupil must see that his/her books and belongings are kept out of the aisle.
15. No pupil will be allowed to talk to the driver more than is necessary.
16. No pupil shall sit in the driver's seat, nor shall any pupil sit to the left or to the right of the driver interfering with him/her in any manner.
17. No pupil will smoke or light matches on a school bus.
18. No balloons are allowed on the buses.

WAC 392-141-010 (1)

School Districts - General Authority to Provide Transportation

A school district is not required to provide transportation for school children, but may do so.

WAC 392-145-015 (6)

TRANSPORTATION OF UNSAFE ARTICLES

Requires that teachers or other school district personnel refrain from requesting students to transport on a school bus any form of animal life (except seeing-eye dogs), firearms, weapons, breakable containers, flammables, or articles which could adversely affect the safety of the bus or passengers.

WAC 392-145-020 (7)

RULES FOR SCHOOL BUS DRIVERS

A student may be permitted to leave the bus at other than his or her regular stop, provided that permission is first obtained pursuant to district policy.

Students must bring a signed note from home to the office in order to ride a different bus.

LEGAL NOTICES

CONFIDENTIALITY - FERPA

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

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

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

RELEASING INFORMATION

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

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

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

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

BULLYING/HARASSMENT/DISCRIMINATION

No student or staff member should be subjected to bullying or harassment at school for any reason by any student or staff member. Acts of bullying, harassment, hostility, or defamation, whether verbal, written or physical, will not be tolerated, and will constitute grounds for disciplinary action, suspension, or expulsion from school. Legal agencies may be contacted. Bullying is any mean work, look, sign or act that hurts a person's body, feelings or things. Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention, as well as the creation of an intimidating, hostile or offensive school or work environment.

This can include:

- Sexually suggestive looks or gestures
- Sexual jokes, pictures or teasing
- Pressure for dates or sex
- Sexually demeaning comments
- Deliberate touching, cornering or pinching
- Attempts to kiss or fondle
- Threats, demands or suggesting that favors will be granted in exchange for sex or tolerance of sexual advances.

The District and School Board recognize their responsibility to provide a working environment for employees and a learning environment for students that is free from all types of discrimination, including sexual harassment and bullying. Sexual harassment is illegal, and procedures have been developed that provide for receiving and investigating a complaint from any staff member or student. To make a confidential report, contact the school office.

Woodland Public Schools 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, gender 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:

- Vicky Barnes, Title IX Officer, Civil Right Coordinator, and Affirmative Action Officer, 800 Second St. Woodland, WA 98674, barnesv@woodlandschools.org, (360) 841-2702
- Jake Hall, 504 Coordinator, 800 Second St. Woodland, WA 98674, hallj@woodlandschools.org, (360) 841-2720

PUPIL RIGHTS - PPRA

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

- Consent before students participate in a survey that concerns one or more of the protected areas: political affiliations or beliefs; mental or psychological problems; sex behaviors or attitudes; illegal, anti-social or self-incriminating behavior; legally recognized

privileged relationships; religious practices, affiliations or beliefs; and income, other than required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of any other protected information survey; any non-emergency, invasive physical exam or screening required as a condition of attendance, except for those required under state law; and activities involving collection, disclosure, or use of personal information obtained from students for marketing.
- Inspect upon request and before administration of use any protected information surveys of students; instruments used to collect personal information from students for any marketing, sales or distribution purposes; and instructional material used as part of the educational curriculum.

ACKNOWLEDGEMENTS

K-8 PARENT RESPONSIBILITIES

Throughout the year:

- Report to LRA office any changes in telephone, email, or mailing address
- Report missing/damaged materials
- Set up teaching space and organize materials
- Participate in goal setting conferences with teacher and student
- Promptly drop off and pick up student(s) from school activities
- Maintain open lines of communication with teachers so we can celebrate and troubleshoot with you

Daily:

- Check email messages from the teacher and respond as needed
- Check Assignment Alerts and Messages in Odysseyware
- Follow and complete the scheduled lessons as shown in the OLS
- Score and record progress/assessment results from Odysseyware and K12 lessons
- Review lessons for next day and gather all necessary materials
- Ensure students master assessments to 80% or higher before proceeding to new lessons

Weekly:

- Review and prepare K¹² lessons for the next week
- Note topics to discuss on next regularly scheduled visit
- Ensure student satisfies direct personal contact with teacher on a weekly basis
- Set goals for health and fitness and complete an average of 100 minutes of PE activities per week
- Ensure progress of 2-3% in each course

Monthly:

- Review and update student progress and established goals with teacher
- Review progress report with student and report that student has seen and understands progress and updated goals

As Required or Scheduled:

- Attend any conferences scheduled with teacher or principal
- Collect and submit requested work samples
- Review Written Student Learning Plan goals with teacher
- Attend special education conferences and/or 504 placement meetings (if applicable)
- Complete parent surveys
- Attend training sessions and workshops
- Report contact information changes immediately (address, email, phone)
- Attend outings (Optional)
- Review and discuss course placement for the following year during spring conferences

End of Year:

- Gather returnable materials and bring them to school for check-in
- Indicate registration status for the next school year

PARENT/STUDENT ACKNOWLEDGEMENT OF EXPECTATIONS

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

- ❑ I understand that advancement in courses requires the semester assessments showing all student work and calculations to be submitted to the teacher for review and that advancement for each school year must take place prior to the cutoff date.

Lewis River Academy

PARENT AND STUDENT HANDBOOK AGREEMENT

- I have read and understand LRA policy on testing and assessments.
- I have read the LRA Handbook and agree to follow LRA guidelines, policies, and procedures.
- Revisions to the LRA Handbook may be made as necessary at the discretion of the LRA Staff. I will receive written notification of any such revisions.



Date: _____

Parent Name: _____
(Please print.)

Parent Signature: _____

Student Agreement

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

Student Signature: _____



In accordance with the Alternative Learning Experience Implementation Standards, reference WAC 392-121-182 (3)(e), prior to enrollment, parent(s) or guardian shall be provided with, and sign, documentation attesting to the understanding of the difference between home-based instruction and enrollment in an alternative learning experience (ALE).

Provided on this form are descriptions of the difference between home-based instruction and an ALE. Please read these descriptions and sign below.

Summary Description

Home-Based Instruction

- Is provided by the parent or guardian as authorized under RCW 28A.200 and 28A.225.010.
- Students are not enrolled in public education.
- Students are not subject to the rules and regulations governing public schools, including course, graduation, and assessment requirements.
- The public school is under no obligation to provide instruction or instructional materials, or otherwise supervise the student’s education.

Alternative Learning Experience

Lewis River Academy

- Is authorized under WAC 392-121-182.
- Students are enrolled in public education either full-time or part-time.
- Students are subject to the rules and regulations governing public school students including course, graduation, and assessment requirements for all portions of the ALE.
- Learning experiences are:
 - **Supervised, monitored, assessed, and evaluated by certificated staff.**
 - **Provided via a written student learning plan.**
 - **Provided in whole, or in part outside the regular classroom.**

Part-Time Enrollment of Home-Based Instruction Students

Home-based instruction students may enroll in public school programs, including ALE programs, on a part-time basis and retain their home-based instruction status. In the case of part-time enrollments in ALE, the student will need to comply with the requirements of the ALE written student learning plan, but not be required to participate in state assessments or meet state graduation requirements.

I have read the descriptions of home-based instruction and alternative learning experience provided, and I understand the difference between home-based instruction and the alternative learning experience program in which my child is enrolling.

Parent/Guardian Signature: _____ Date: _____

Name(s) of Student(s): _____