



Home-Study Program

Parent & Student Handbook 2011 – 2012

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 public school students in Washington State.

WELCOME TO THE LEWIS RIVER ACADEMY!

Lewis River Academy (LRA) is a tuition-free K-12 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 requirements.

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 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.

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

Michael Green, Woodland Public Schools Superintendent
Asha Riley, Principal
Mark Knudson, Teacher/Consultant
Tegan Steen, Secretary

HOW TO CONTACT US

LRA's Location	Our main office is in the Woodland School District office. We have a satellite location at Yale School and will conduct onsite classes in various locations.
By Mail:	Lewis River Academy 800 Third Street Woodland, WA 98674
By Email:	Ira@woodlandschools.org
By Phone:	(360) 841-2700 (360) 841-2701 fax
Office Hours:	Monday - Friday 9:00 am to 2:00 pm
Phone Hours:	Monday - Friday 8:00 am to 3:30 pm

MEET OUR STAFF

Principal:	Asha Riley – riley@woodlandschools.org
Secretary:	Tegan Steen – steent@woodlandschools.org
Teacher:	Mark Knudson – knudsonm@woodlandschools.org

CONTENTS

Welcome to the Lewis River Academy!.....	2
How to Contact Us.....	2
LRA Websites	Error! Bookmark not defined.
Meet Our Staff.....	2
Program Overview.....	4
Public School Enrollment.....	4
Curriculum, Classes, and Workshops	4
LRA Founding Principles	4
What Families Can Expect from the Teacher/Consultant?	4
Alternative Learning Experiences.....	4
Statement of Understanding	5
Written Student Learning Plan (SLP)	5
Religious Instruction.....	5
Direct Personal Contact.....	6
Attendance and Tardiness.....	6
Monthly Progress Review	6
Full-time Equivalent Student	7
Overall Determination of Satisfactory or Unsatisfactory Progress	7
Unsatisfactory Progress.....	7
Annual Assessment.....	8
Curriculum and Instructional Support (CIS).....	9
Physical Education.....	9

PROGRAM OVERVIEW

PUBLIC SCHOOL ENROLLMENT

Lewis River Academy is a tuition-free K-12 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. Part time enrollment in LRA is possible.

CURRICULUM, CLASSES, AND WORKSHOPS

Instructional materials made available through LRA are exceptional and engaging; covering both the core subject areas and electives. All the textbooks and instructional materials are delivered right to the family's doorstep-including books, CDs, and even materials for science labs.

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. Teacher/consultants have the unique opportunity to guide and support our families and are always expected to act in the **family's best interest**.
- We encourage each parent's active **participation**, and allow both parents and students a voice in the program development.
- We recognize that in order to run our program successfully we need the **input**, respect, and cooperation of students, parents, teachers, and administrators, as well as any other staff or community members who may participate.
- Since the program is a **partnership**, we encourage parent involvement. One important way parents can be involved is to attend the monthly advisory meetings. These meetings include parents willingly working together with staff to make LRA a great place for our children. At monthly meetings parents discuss concerns and questions, plan events, express opinions, and contribute ideas. Please join other parents at these very important monthly meetings.

WHAT FAMILIES CAN EXPECT FROM THE TEACHER/CONSULTANT?

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

- Discuss curriculum and goals
- Assist with Written Student Learning Plan
- Help choose materials
- Assist parent in assessing student progress
- Offer encouragement, academic support, and insight from their own teaching experiences
- One-on-one or group tutoring as needed.

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 (SLP) 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 LRA enrollment paperwork.

Written Student Learning Plan (SLP)

All students must have a written student learning plan, also known as an SLP. This plan will be developed using our online data management system, Sips. Your certificated teacher will work with you in developing an SLP for each of your children. Completed SLPs are due before a student is enrolled in classes.

The SLP is the driving force behind your student's education for the year. It is completed online via Sips. Parents work with their certificated teacher to plan an annual curriculum for each child. Our website has suggested class descriptions for each grade and subject area. These are templates for those who choose to use them and are by no means required classes. Parents are encouraged to edit and add to the suggested class descriptions as necessary to produce a unique SLP for each child. The SLP should list any tutors or specific materials you intend to use as curriculum.

A certificated teacher will review and approve each completed SLP. SLPs must be in place before students can take part in any LRA activities, classes or access curriculum and instructional support.

Religious Instruction

Please note that religious instruction may not be included in the SLP or used to support the minimum education hours as these hours are considered "public school hours" (time in school funded by public funds). Families may purchase and use any materials they choose for hours not counted towards the minimum educational hours each week. Sometimes, even though LRA cannot purchase a particular item, some of the time spent on that item may "count" (an example would be a text that had a child practice penmanship while copying Biblical passages.)

"Religious Instruction" is time spent directly promoting one religion over others and cannot be used to support the minimum educational hours each week. Some classes or lessons may have a component of religious instruction as well as non-religious components. In that case, the non-religious portion of the class can be used to support the minimum educational hours, while the religious portion cannot. For example, if you teach spelling from a book with a list of words and a Bible verse for each week - the time spent studying the words "counts" while the time spent memorizing the verse does not. Another example would be a history class that incorporates religious elements and discussions - the portion of the class that includes studying historical facts and events "counts" while the time spent interpreting or discussing those events from one

religious view does not. Time spent discussing the motivation or religious beliefs of historical figures would not be considered "religious instruction," but times saying those religious beliefs themselves were right or wrong would be "religious instruction." Religious texts that are used cannot be provided by LRA but should still be identified in the SLP. Since only the non-religious portion would "count" towards the weekly educational hours, you would say, "non-religious portions of BJU Press 5th grade math are used for this class."

Due to the varying nature of each family, subject, and class, the amount of time "counted" will vary from student to student and class to class. Your certificated teacher will work with you to determine what portion of a given class is eligible to count towards your student's educational hours.

Direct Personal Contact

Each student enrolled in an alternative learning experience must have direct personal contact with a certificated teacher at least **once a 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, instant messaging, interactive video communication, or other means of digital communication.

Direct personal contact must be for the purposes of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning plan, and must at minimum include a **two-way exchange** of information between a certificated teacher and the student. All required direct personal contact must be documented.

There will be no contact time requirements or opportunities during LRA vacations (Christmas and Spring Break), but one day holidays such as Veteran's Day will not affect the requirement for weekly contact with a certified teacher.

Attendance and Tardiness

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 can 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. Extensive out of state stays may affect a student's ability to remain enrolled. LRA Principal will discuss attendance issues with the parent or guardian.

In the event of missed weekly contact, the following rule of thumb applies:

- first missed weekly contact will result in a reminder email
- second missed contact in a month results in a phone call
- third missed contact will result in administrative intervention
- fourth missed contact may require us to remove the student from LRA

Monthly Progress Review

The parent and a LRA teacher must review the SLP once every 30 days. Parents may login to Sips anytime between the 1st and the 15th of the current month to complete a review for the last 30 days. The review is due by 5pm on the 15th (or the next school day.) Completing the review will include a summary of the last 30 days' activities for each "off-site" class and should include specific information as available. Parents should include specific goals met or worked on, progress made and any areas of concern. Reviews must include a **List of Learning Goals** from the SLP that were worked on or completed as well as a summary of the **Topics, Activities and Assessments** for the previous 30 days' work in that class.

The student's certificated teacher (or another staff member with expertise in the class area) will review the comments and may refer them back to the parent with specific questions if they need additional information. If no work was done in a particular area for a month it is acceptable to indicate that in the month end review and indicate why. For example, you might not have done any PE if the weather was inclement all month. The work in any one class or subject will not determine overall unsatisfactory progress. The first 30 day review of the SLP is due in September - it is acceptable to indicate that a student has just begun the class and describe the first two weeks' activities.

Full-time Equivalent Student

Parents assume responsibility for the student's education and provide instruction for the indicated 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 average weekly hours required for full time students are:

- 10 hours for Kindergarten, 2 hours per day
- 20 hours for grades 1-3, 4 hours per day
- 25 hours for grades 4-12, 5 hours per day

The average weekly hours will be reflected in the SLP and Monthly Progress Review. Students showing adequate monthly progress will not have to log actual hours. Students not showing adequate monthly progress may receive an intervention that would require them to log actual hours until they once again show adequate progress.

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

Overall Determination of Satisfactory or Unsatisfactory Progress

Based on the monthly review, weekly contact with each student, a review of comments from parents and any campus teachers, the certificated teacher will make a determination of overall satisfactory or unsatisfactory progress each month.

Unsatisfactory Progress

A student may be noted as having made Unsatisfactory Progress in any of the following situations.

1. Missing two or more weekly contacts with their LRA teacher
2. Missing excessive campus classes (if applicable)
3. Making inadequate overall academic progress (not just in one class)
4. Not meeting minimum educational hours established in the SLP
5. Not meeting the deadline of the 15th of the month for 30 day review of progress report

If a student is determined to have made unsatisfactory progress for a month, an intervention plan is implemented to help the student meet progress. The intervention for a student's first overall unsatisfactory will be a second weekly contact via phone.

If a student makes unsatisfactory progress two months in a row, the student and their parents will need to meet with their LRA teacher to evaluate their placement and create a plan of further intervention. This intervention may include increasing the frequency, duration, or method of weekly contact or modifying the learning goals in the student's plan. Interventions may include any reasonable course of action agreed on by the parent, student, and teacher.

If a student makes unsatisfactory progress for three months in a row, Washington State law requires that they be withdrawn from the program.

Annual Assessment

All LRA students enrolled at 80% FTE or more and are in grades 3-8 and grade 10 are expected to take the state assessment (the Measure of Student Progress or MSP). The MSP is administered each spring for students.

Important Note: *The MSP in grades 3-8 has no impact on your student's satisfactory progress or advancement to the next grade. Passing the 10th grade MSP (also called the High School Proficiency Exam or HSPE and End of Course exams or EOC) is required for students seeking a high school diploma. High school students have multiple opportunities to pass these exams and their scores do not affect advancement to the next grade.*

LRA will coordinate local testing sites for students who reside outside of the Woodland School District boundary. State assessment accommodations for students with special needs are possible. Contact your LRA teacher for details. There is no charge for the MSP, HSPE or EOC exams.

If a family chooses to opt out of the state assessment, their students must still be assessed annually. All LRA students (full or part-time) are *required to participate in and report a result for a personalized assessment each year.*

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

CURRICULUM AND INSTRUCTIONAL SUPPORT (CIS)

PHYSICAL EDUCATION

Parents have three PE options:

1. Parents may document PE hours on a PE log and submit that log to the LRA teacher for fulltime enrollment in LRA.
2. Parents may retain home-based instruction status and assume the responsibility for PE. The student would be enrolled part-time in the Woodland School District.
3. Parents may contact the neighborhood school to see if the hours for PE fit in their daily schedule. If the student is taking Language Arts, Math, Science, and History with LRA and enrolls in the neighborhood school for PE, the student is enrolled full-time in the Woodland School District.

GRANTING OF CREDIT

Students can earn high school credit for classes they take at LRA. Both full-time and part-time students may earn credit. A maximum of 10 credits can be earned in a school year. Washington State History, Algebra, and Geometry credit can be earned in 7th or 8th grade. All other credits must be earned in 9th-12th grade. Assessments required for credit conferring classes must be proctored by a certified teacher or other proctor designated by LRA. Families desiring credit for classes should work with their LRA teacher when writing the initial SLP to document the intent to pursue credit.

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.

PRIVATE SCHOOL ENROLLMENT

Any enrollment at a private school affects the percent a student may enroll at MP3. Please consult with your SLPC if your child is enrolled at a private school.