

HOME LINK

FAMILY HANDBOOK 2022-2023

North Mason School District
James Taylor High School / HomeLink
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WELCOME

We are pleased to offer the HomeLink Parent Partnership program through the North Mason School District to help you meet the educational needs of your student.

HomeLink provides the opportunity for your student (gr 1 - 12) to work at home through Stride (1-5) and Edgenuity (6-12), our formal education program of online curriculum. With your help, your student will obtain a public-school education and ultimately, meet the requirements for a high school diploma.

At HomeLink, our Stride teachers and our James Taylor High School mentor/teachers inspire students to take control of their learning. Families and students determine a home schedule of 26 hours per week that ensures student success. This modern learning environment teaches our students to be self-motivated, self-disciplined and accountable – essential skills needed for today's world.

This handbook will be a helpful resource for you as together, we navigate through the new school year. Please contact us with questions at any time.

Welcome to HomeLink!



Dana Rosenbach
Superintendent,
North Mason Schools



Alexia Hadfield
Principal,
JTHS/ HomeLink



OUR MISSION STATEMENT

The North Mason School District
HomeLink program
serves the academic, social and
emotional needs of the whole child
in a safe environment
that provides the opportunity
for students to pursue
a public education at home
and at school,
through an on-line curriculum
in partnership
with their families and the district.



ABOUT THE HOMELINK PROGRAM

THE HOMELINK LAB

To find success through HomeLink, students are required to work 28 hours per week at home, on their own schedule, with a weekly check in meeting with their HomeLink teacher mentor.

During the weekly meeting, students discuss weekly progress, attendance as noted on their session logs and any other concerns.

OUR Edgenuity ON-LINE CURRICULUM

Quality education starts with quality curriculum. At HomeLink, we are proud to use Edgenuity, an outstanding curriculum we believe is the best available. Stride has benefited a half-million students at 7,000 sites throughout all 50 states and is used by nine of the nation's 15 largest school districts

OUR TEAM

HomeLink is served by the Homelink School staff, located at 90 E North Mason School Rd in Belfair, WA 98528. We are here to assist you and your student throughout the school year. Please see our contact information on page 4.

MEET OUR TEAM



PRINCIPAL Alexia Hadfield

360.277.2393 | ahadfield@northmasonschoools.org

SCHOOL COUNSELOR Mrs. Katelin Lacoste

360.277.2293 | klacoste@northmasonschoools.org

SCHOOL REGISTRAR Mrs. Naree Crabb

360.277.2329 | ncrabb@northmasonschoools.org

SCHOOL SECRETARY / ATTENDANCE Mrs. Crista Stevens

360.277.2294 | cstevens@northmasonschoools.org

OUR HOMELINK SCHOOL FACULTY

Mrs. Lisa Baumer

Mrs. Malloy Blankenship

Mrs. Anne Johannsen

Mr. Al Scheibner

Mes. Michelle Tvedt

The Homelink faculty is available by appointment to work with your HomeLink student in content areas where extra help is needed. Extra help is available in portable classroom office, by special appointment during the school day (Monday through Thursday, 8am to 2:45pm).

Please note: Your student's first resource for extra help is always his/her Edgenuity teacher.

Counseling

Students have access to their counselor just as students do who attend school in a building. To schedule an appointment, students and/or parents should call the counselor (360-277-2293) or email: klacoste@northmasonschoools.org to schedule an appointment.

ENROLLMENT PROCESS

Please call our JTHS/HomeLink office at 360.277.2329 to schedule an appointment with our school counselor to discuss Alternative Learning Education (ALE) options and to determine if HomeLink is the right fit for your student.

Unlike conventional homeschool students (or students receiving “home-based instruction,” the term used in Washington State law), HomeLink students are considered public school students. It is this public-school enrollment that drives the funding from the state (apportionment) that is then used to provide the instruction and resources to support each child’s education.

Part-time enrollment is possible. Discuss the appropriateness of part-time enrollment with our school counselor, Mrs. Katelin Lacoste.

OUR ON-LINE CURRICULUM



Edgenuity provides an exciting and engaging educational environment that is designed to capture attention and draw students into the interactive world of online learning.

Using a combination of animations, simulations, video-led direct instruction, relevant web sites, and a myriad of activities that support the lesson's topic, students have a wealth of information at their fingertips that can be reviewed as many times as necessary to achieve mastery.

Edgenuity strongly believes that each student is unique and acquires information in his or her own way. As a result of that belief, courses are designed to provide students with activities that support the ways they learn best: seeing, hearing, and touching the course materials.

TIPS TO HELP YOUR STUDENT SUCCEED

Focus on three things: time, expectations, and encouragement.

TIME: Since your student is working on Edgenuity courses from home, make sure your student has scheduled enough time to complete daily assignments at the pace set forth in the ASSIGNMENT CALENDAR for the course.

SET HIGH EXPECTATIONS: Encourage your student to actively use the ASSIGNMENT CALENDAR to track what coursework he or she should be completing each day. Setting and following a daily schedule with daily goals helps build confidence, keeping students motivated and determined to succeed.

ASK FOR FEEDBACK AND PROVIDE ENCOURAGEMENT: On a daily basis, check in with your student by asking questions.

- What did you learn today?
- What did you accomplish today?
- What did you find challenging today?
- How did you overcome those challenges?
- How can I help you achieve success?

FAMILY PORTAL AND PROGRESS REPORTS

The Family Portal is a site that allows parents access to current information about their student's progress and performance. Parents will be able to see a range of information such as how much time the student has spent working on their courses, what their grades are, and if they are on track to finish their courses on time.

To request access to the family portal and/or progress reports, please fill out this form online:

<https://goo.gl/forms/YGi2a6GAnM481INA3>

EDGENUITY COURSE DESCRIPTIONS

<https://docs.google.com/spreadsheets/d/1nmo3Eg-77wUETGW8SrFUFkUZAZRgKR63LRH6UezNCyw/edit?usp=sharing>

TROUBLESHOOTING TIPS FOR ACCESSING EDGENUITY AT HOME

Please call customer service at: 877-202-0338 ext. 3.

<http://ecomunity.education2020.com/trouble-shooting-tips-for-accessing-edgenuity-at-home/>

HELPFUL RESOURCES

Understanding Your Child's Progress Report

<http://media.edgenuity.com/Manuals/eCo/newUI/bpr/parentresources/understanding-your-childs-progress-report/Understanding%20your%20Child's%20Progress%20Report%20-%20ENG.pdf>

A NOTE ABOUT INTEGRITY

At HomeLink, we believe and expect that students will be responsible and do their own work. Cheating and plagiarizing will not be tolerated. Students and parents/guardians will sign a Plagiarism agreement prior to enrollment.

Our Edgenuity teachers and also our HomeLink teacher/mentor check student writing and assignments to be sure the work is unique. If the work is found not to be the student's own, action will be taken as per the Edgenuity & JTHS/HomeLink policy on academic integrity.

If you choose to plagiarize, you are choosing the following:
Plagiarism, a form of stealing, is considered cheating.

FIRST TIME: You will need to redo the assignment; a parent/guardian will be notified by the HomeLink mentor or Edgenuity teacher.

SECOND TIME: You will earn a grade of zero (0) on the assignment and a parent/guardian will be notified by the HomeLink mentor or Edgenuity teacher.

THIRD TIME: The third time you choose to plagiarize, your course will be deactivated; a parent/guardian will be notified by the HomeLink mentor or Edgenuity teacher, and a grade of "F" will be issued for the work completed.

Examples of Integrity mishaps:

1) Plagiarism

- Copying and pasting passages from Internet sources
- Copying work without properly giving credit to the source or person
- Taking credit for someone else's work

2) Cheating

- Providing questions/answers to other students
- Receiving questions/answers from another student
- Having someone else complete your assignments on your behalf

Some Prohibited Behaviors:

1. Giving or receiving answers
2. Googling answers on your laptop or phone
3. Attempting to have any person than yourself complete your work
4. Copying or pasting information outside of your class
5. Displaying threatening or bullying behavior
6. Not following the rules set forth by Edgenuity and the HomeLink program at North Mason School District

GRADING SCALE

All courses will be graded according to the standard grading scale used at HomeLink as follows:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60%-69%
F	59% and below

NEW & RETURNING STUDENTS

NEW STUDENTS

Orientation Video
On-line Orientation Course

RETURNING STUDENTS

Welcome back! Log in and begin your course.

- STEP 1. GO TO SIS-LOG-IN PAGE:
<https://sislogin.edgenuity.com/>
IT LOOKS LIKE THIS:



Student Information System

Login:

Password:

[Forgot your login and/or password?](#)

Watch the orientation video



- STEP 2. TYPE IN YOUR LOG-IN INFORMATION:

USER NAME _____

PASSWORD _____

- STEP 3. FIND YOUR COURSE LINK on LEFT SIDE OF DASHBOARD PAGE. CLICK ON YOUR COURSE!

TIME REQUIREMENTS

There are two different time requirements to understand as your student participates in HomeLink:

1. CONTACT TIME (AT SCHOOL)
2. EDUCATIONAL TIME (AT HOME)

1. CONTACT TIME (2 HRS PER WEEK AT SCHOOL)

Each student enrolled in HomeLink MUST have direct personal contact with his or her Mentor/Teacher (certificated teacher) every week for the duration of enrollment. The preferred method of weekly contact is by attendance in the HomeLink lab.

Students will be assigned either a Tuesday or Thursday lab session beginning at 12:45pm and ending at 2:45pm. Students will be expected to attend their assigned lab session where attendance will be recorded.

ABSENCE

If a student is unable to attend the weekly lab session due to illness or other reasons, the parent is requested to telephone our school office at 360.277.2294 to excuse the student's absence.

ALTERNATIVE MEANS OF WEEKLY CONTACT IF ABSENT

According to NMSD School Board approved policy, the weekly contact requirement may also be accomplished through "distance" means, including student cell/home phone or e-mail.

WEEKLY CONTACT & PROGRESS MEETINGS

The HomeLink Mentor/Teacher meets weekly and individually with each student during the lab session for the purposes of attendance documentation, course review, assistance with assignments, updating student progress and/or proctoring cumulative exam assessments.

Please note that WEEKLY CONTACT must occur between the student and the mentor/teacher. This contact of course, be facilitated by the parent/guardian, but contact between parent and teacher is insufficient.

2. EDUCATIONAL TIME (AT HOME)

The second-time requirement is called Educational Time. This includes the student's time logged on and working on his/her Edgenuity course, and also time spent on educational activities supporting the course in which the student is enrolled, i.e. off-line projects, research, etc.

The number of weekly hours at home that are required of each student varies according to full- or part-time enrollment status. The table illustrates the Total Education Time requirements by FTE (Full Time Enrollment 1.0).

Total Educational Hours per Week

1.0 FTE (FULL-TIME)	28 HR/WEEK at HOME
0.5 FTE (HALF-TIME)	14 HR/WEEK at HOME

Students in grades 9-12 may also enroll in classes offered at North Mason High School, further altering their FTE requirements for HomeLink. The student counselor will determine the appropriate FTE in these circumstances.

WEEKLY STUDENT PROGRESS

Progress will be determined by the student accomplishing a minimum of 60% accuracy on the required number of assigned tasks each week according to the student's ASSIGNMENT CALENDAR.

Progress reports will be printed each week and progress duly noted and discussed with Mentor/Teacher during weekly progress meetings. A PDF of the student's weekly progress report will also be sent home to the parent via email.

MONTHLY STUDENT PROGRESS

During the last week of each month, parents will attend a Monthly Progress Meeting with their student and the Mentor/Teacher at an assigned time reserved especially for them. At this meeting, parents will view and be apprised of their student's progress, view and discuss their student's attendance log at home, ask questions and sign their student's Monthly Progress report. Dates and times for Monthly Progress Meetings with parents will be arranged by the HomeLink Mentor/Teacher.

UNSATISFACTORY STUDENT PROGRESS

A student may be deemed to have made unsatisfactory progress if one or more of the following criteria are met:

- a. A pattern of insufficient contact with the Mentor/Teacher during the month (attendance in lab)
- b. Inadequate academic progress =
Defined as when the student's pace is running in the RED for one week or more, completing less than 60% accuracy of course content, or completing less than 60% of the course.
- c. Insufficient evidence of the required 28 hours/week

Unsatisfactory progress may be determined by the parent or the Mentor/Teacher. The law that governs HomeLink is clear about what steps must be taken for students who make Unsatisfactory Progress in three weeks for HS or five weeks for MS students.

HomeLink staff work in concert with the law to establish requirements designed to help the student be successful, including (but not limited to) submission of work samples, more frequent contact and more frequent and specific reporting on hours. Please reference Appendix B for a review of the required forms following 3 or 5 weeks of Unsatisfactory Progress, and contact us with any additional questions.

When the end date of a student's course arrives and the student has not completed the work, the course will be temporarily disabled (no student access), with a new course being assigned that day in accordance with the three or five-week schedule.

Should a student NOT finish the coursework within the required three-week period, the student and parent will be required to meet with their HomeLink teacher and/or the counselor and admin to determine adjustments need to be made to the student learning plan.

STATE STANDARDIZED TESTING

Washington state law requires students to take the Smarter Balanced Assessment Consortium (SBAC) test.

HOMELINK MENTOR/TEACHER

The term Mentor/Teacher is given to our certificated teacher who is responsible for monitoring the HomeLink program.

The Mentor/Teacher is additionally responsible for the development of the student's learning plans in concert with the family. The Mentor/Teacher, under direction of the School Counselor, will assign required Edgenuity courses in line with the student's credit check and goal of on-time graduation.

Parents/guardians are invited to set an appointment with our

school counselor at any time to discuss their student's progress toward graduation and the various requirements that must be met. We are confident that this model will assist all of us to remain in compliance with state law (see Appendix A).

STUDENT LEARNING PLANS

Participation in the HomeLink program requires a written Student Learning Plan (SLP) established for each student prior to the start of that student's enrollment in each course.

The Student Learning Plan must include the following:

1. Beginning and ending dates for the learning plan
2. Average number of hours per week that the student will engage in learning activities to meet the requirements of the written student learning plan
3. Description of how weekly contact requirements will be met
4. Course syllabus and description, including specific learning goals, performance objectives and learning activities
5. Identification of the Edgenuity certificated teacher responsible for the course
6. Description of timelines and methods for evaluating student progress toward meeting the specified learning objectives
7. Identification of whether the course meets one or more of the state academic learning requirements or grade level expectations, and other learning requirements defined by the school district. For high school courses the plan must specify whether the course meets state and district graduation requirements.
8. WA State Learning Standards for the course

ALTERNATIVE LEARNING EXPERIENCES PER WASHINGTON STATE LAW

It is recommended that all HomeLink parents become familiar with the WA State Law governing Alternative Learning Experiences (ALE) under WAC 392-121-182.

<https://www.k12.wa.us/student-success/learning-alternatives/alternative-learning-experience>

To read the text of the law please see Appendix A in this HomeLink handbook. You may also read the laws on-line at <https://apps.leg.wa.gov/WAC/default.aspx?cite=392-121-182>

BEHAVIORAL EXPECTATIONS

It is expected that HomeLink students, siblings and parents will abide by all North Mason School District rules while on campus.

North Mason School District Staff have the authority to redirect behavior. Specific concerns should be addressed to the Home-Link Principal.

PLEASE, NO CELL PHONES IN THE LAB

The HomeLink student cell phone policy mirrors the James Taylor High School student cell phone policy. Cell phones should be kept OUT OF SIGHT during the HomeLink lab session.

If students need to use a cell phone during the lab, they should step out into the hallway. This policy applies to phone calls and/or texting, etc.

SCHOOL ID CARDS & PHOTOS

School photos for ID badges and the yearbook will be taken every fall. Photo packages are available for purchase.

FIELD TRIPS

HomeLink students are invited to join James Taylor High School students on scheduled school-sanctioned field trips. A Field Trip Permission Form must be signed by the parent and the Home-Link Mentor/Teacher and returned to the office by the posted deadline for a student to attend the Field Trip.

INTERNET USE & SAFETY

All students and parents working on a HomeLink computer, or using online courses offered through HomeLink must read and sign an Internet Use agreement. There is no substitute to strong parental supervision to assure a student's safety while online.



APPENDIX A

WAC 392-121-182

Alternative Learning Experience (ALE) 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 or public charter school 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 and charter schools;

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

(2) **GENERAL REQUIREMENTS:** A school district or charter school 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 and charter schools 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 charter school, 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 or charter

school'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 charter school, of a school district contractor pursuant to WAC 392-121-188, or a charter school contractor pursuant to WAC 392-121-1885, 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 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 or when a charter school is in session;

(k) "School-based support staff" means (k) an employee of a school district or a charter school, of a school district contractor pursuant to WAC 392-121-188, or a charter school contractor pursuant to WAC 392-121-1885, 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 cocurricular 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 expense associated with the experience or service;

(iv) In accordance with district adopted or charter school 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 date 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 or charter school; and

(ix) For students enrolled in full-day kindergarten:

(A) A description of curriculum activities that assist students in:

(I) Developing initial skills in the academic areas of reading, mathematics, and writing;

(II) Developing a variety of communication skills;

(III) Providing experiences in science, social studies, arts, health, physical education, and a world language other than English;

(IV) Acquiring large and small motor skills;

(V) Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and

(VI) Learning through hands-on experiences.

(B) A description of learning environments that are developmentally appropriate and promote creativity.

(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 or charter school 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 and charter schools 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 or charter school.

(d) Alternative learning experience programs providing full-day kindergarten must have:

(i) Multiple weekly, in-person, and on-site observations of students by certificated teachers each week during the eight-week WaKIDS assessment window.

(ii) At least a one thousand annual hour instructional program.

(5) REQUIRED SCHOOL DISTRICT OR CHARTER SCHOOL BOARD POLICIES FOR ALTERNATIVE LEARNING EXPERIENCES:

The board of directors of a school district or charter school board 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) or charter school official(s) responsible for overseeing the district's or charter school'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 or charter school board 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 or charter school'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 or charter schools 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, or charter school or charter school 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 and charter schools 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 or charter school'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 or charter school may purchase educational materials, equipment, or other nonconsumable supplies for students' use in alternative learning experience courses or course work if the purchase is consistent with the district's or charter school'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 or charter school's regular instructional program. Items so purchased remain the property of the school district or charter school upon program completion.

(i) School districts and charter schools are prohibited from purchasing or contracting for instructional or cocurricular 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 or charter school's regular instructional program. This prohibition extends to a district's or charter school's contracted providers of alternative

learning experience programs, and each district and charter school shall be responsible for monitoring the compliance of its contracted providers. Nothing herein shall:

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

(ii) Prohibit school districts or charter schools 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 or charter schools that contract with school district or charter school 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 or charter school 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 or charter school and made available for audit.

(ii) In the event a school district or charter school cannot locate a student's parent within three days of a student's request for enrollment in an alternative learning experience, the school district or charter school 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 or charter school 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, or charter school or charter school contractor, is prohibited from advertising, marketing, and otherwise providing unsolicited information about learning programs offered by the school district or charter school 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 and charter schools 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, school district contractor, charter school, or charter school 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 or charter school 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 or charter school.

(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 and charter schools 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 or charter school'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 or charter school 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 or charter school 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 or charter school. 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 or charter school 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.

(d) School districts and charter schools offering alternative learning experience courses or course work to students enrolled in full-day kindergarten under RCW 28A.150.315 must administer WaKIDS to identify the skills, knowledge, and characteristics of kindergarten students at the beginning of the school year in order to support social-emotional, physical, and cognitive growth and development of individual children; support early learning provider and parent involvement; and inform instruction. To maintain fidelity to the state WaKIDS assessment protocol, the WaKIDS assessment requires multiple weekly, in-person, and on-site observations of students by certificated teachers each week during the eight-week assessment window.

(9) REPORTING REQUIREMENTS:

(a) Each school district or charter school 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 or charter school 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 or charter school's regular instructional program.

(c) Each school district or charter school 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 or charter school 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 and charter schools 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 and charter schools 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 and charter schools 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 or charter school board 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.]

APPENDIX B

WAC 392-121-182 Alternative Learning Experience (ALE) requirements

FORMS stored on-line in School Data for your student are as follows:

1. Weekly Progress
2. Monthly Progress
3. Plagiarism Contract Signatures Page
4. HomeLink Handbook Signatures Page
5. Addendums
6. Intervention Plans
7. Field Trip Permission Form
8. Miscellaneous





HANDBOOK ACKNOWLEDGEMENT & SIGNATURES PAGE

Our signatures below indicate that we have received a copy of the HomeLink Family Handbook.

We understand that this handbook contains information regarding the HomeLink program which affects students and parents/guardians of students.

We acknowledge that we have read and understood the HomeLink Family Handbook.

Print Student Name _____

Student Signature _____

Print Parent Name _____

Parent Signature _____

Date _____

NMSD STATEMENT of NON-DISCRIMINATION

El Distrito Escolar de North Mason 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: Coordinador del Título IX, Ray Bonnell, rbonnell@northmasonschoools.org; Sección 504 Coordinador, Kyle Ehlis kehlis@northmasonschoools.org; Y Cumplimiento de Derechos Civiles, Lisa Roberts lroberts@northmasonschoools.org. Pueden ser contactados por medio de correo electrónico o teléfono al 360- 277-2300, o por correo al 71 E Campus Dr. Belfair, WA 98528.

North Mason 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: Ray Bonnell, rbonnell@northmasonschoools.org; Section 504 Coordinator, Kyle Ehlis, kehlis@northmasonschoools.org; and Civil Rights Compliance Coordinator, Lisa Roberts lroberts@northmasonschoools.org. They can be reached by email, phone at 360-277-2300, or by mail at 71 E Campus Dr. Belfair, WA 98528.