

Parent/Student Information Handbook



GLACIER
HIGH
SCHOOL



MOUNTAIN
HOME
SCHOOL



ENDEAVOR
CHARTER SCHOOL

“Committed to Family-Centered Education!”

41267 Highway 41
Oakhurst, CA 93644

777 West Shaw Ave.
Fresno, CA 93704

P: 559.642.1422
F: 559.642.1592

P: 559.248.0471
F: 559.248.0482



www.wscsfamily.org

Western Sierra Charter Schools

Western Sierra Charter Schools is a 501c3 non-profit corporation whose sole purpose is the governance of Mountain Home School, Glacier High School, and Endeavor Charter School. Mountain Home and Glacier High schools are chartered with Yosemite Unified School District. Our TK-12 Endeavor School is chartered with Fresno Unified School District. As charter schools, we operate independently.

STAFF CONTACTS

Call 559-642-1422 and enter one of the following extensions:

<u>Name</u>	<u>Extension</u>
Michael Cox, WSCS Executive Director mcox@wscsfamily.org	102
Mindy Klang, Principal - Oakhurst mklang@wscsfamily.org	104
Cheryl Wilhite, WSCS Administrative Secretary cwilhite@wscsfamily.org	133
Jody Jeffers, WSCS Chief Business Officer jjeffers@wscsfamily.org	117

Call 559-248-0471 and enter one of the following extensions:

Eric Hagen, Co-Principal – Endeavor ehagen@wscsfamily.org	203
Nancy Garcia, Co-Principal – Endeavor ngarcia@wscsfamily.org	202
Marianne Lord, Registrar – Endeavor mlord@wscsfamily.org	200

To contact one of our Advising Teachers or support staff, please visit our website at www.wscsfamily.org

Welcome FROM OUR EXECUTIVE Director

Greetings Students and Families of Western Sierra Charter Schools!

Western Sierra Charter Schools (WSCS) operates three schools in Madera and Fresno Counties. These schools are Mountain Home School Charter, Glacier High School Charter and Endeavor Charter School.

WSCS is committed to three foundational principles. First, parents are to be active leaders in their student's education. Secondly, each student's academic program should be personalized to meet the goals, interests and needs of that individual student. Finally, we are committed to maintaining high expectations of excellence in both academic rigor and personal conduct for students, parents and faculty.

Since our job is to provide you with the resources you need to accomplish your educational journey, we furnish you with four types of resources. First, we offer your family educational guidance from professional, credentialed and experienced teachers. Second, we conduct excellent, high interest classes and field trips taught and led by our teachers and designed around our students' needs and interests. Third, we supply you with a wide variety of curriculum and learning materials. Finally, we are a forum and meeting place for students and families providing you a network of others pursuing similar goals as yours.

This handbook is intended to give you a short introduction to how our school program works. Please take the time to read it carefully and keep it handy throughout the school year. If you have any questions, do not hesitate to call or come by. Mountain Home, Glacier High, and Endeavor are service organizations. If there is any way we may be of assistance please let us know.

Welcome to Western Sierra Charter Schools. We are glad to have you in the family!

Michael Cox, Executive Director

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WSCS SCHOOL-WIDE INFORMATION

Vision Statement

The vision of Western Sierra Charter Schools is to create a rigorous, dynamic, and accountable learning community that is built upon voluntary association, parent leadership, personalized student learning, and high academic standards for all students.

Charter & Program Distinctions

California Public Charter Schools were established in 1992 by the California Charter School Act. This Act allowed charter schools to be established as an option for students, parents, teachers and community members to design self-governing schools in order to meet the needs of the community.

These independent public schools are designed and operated by educators, parents, and other community leaders. Each charter school is sponsored by a school district or county board of education which monitors the school's quality and integrity. Charter schools operate by law and are created to be free of much of the education code and bureaucracy that hinders traditional government schools from meeting the needs of students.

Charter schools have the freedom to be designed as site-based, home-based, or hybrid programs. Regardless of program type, all charter schools are programs of choice. This means that each school is held accountable by its own participants to maintain academic and programmatic excellence. These participants attend voluntarily and are free to leave the program if it is not meeting their needs.

Western Sierra Charter Schools:

As charter schools, each school enjoys the freedom to innovate and collaborate with students and parents. We use the term “personalized learning” to explain how each student receives individualized attention and a customized program. Our programs are not designed to meet every need or desire, but we excel at what we are designed to offer; parent-led education for students and personalized learning for all.

Mountain Home School Charter

Mountain Home is located in Oakhurst, California to serve grades TK-8th grades in Eastern Madera County. It was established in 1994 as the 63rd charter school in California. Mountain Home remains committed to serving students and parents in Madera County and each adjacent county.

Glacier High School Charter

Glacier was created in 2002 to be a complementary high school program for the elementary program of Mountain Home School Charter. Glacier was developed to support a parent-led education. Glacier is a “hybrid” program which offers on-site instruction through teacher-led courses, on-site counseling and tutoring, and a foundation of supported home-based curriculum.

Endeavor Charter School

Endeavor is a TK-12th grade public charter school. Endeavor was established in 2020 out of a resource center started in 2015 serving both Mountain Home School Charter and Glacier High School Charter students in the Fresno area. Endeavor serves Fresno County and its adjacent counties.

Communication

At the beginning of each school year, a master schedule of classes is available for students and parents. The schedule is then broken down to times and dates of classes/events and can be found on the school website calendar at www.wscsfamily.org.

A monthly newsletter is also posted on the website which updates and announces event and class schedules for the following month. If you require a hard copy of this newsletter, please contact your Advising Teacher.

ParentSquare: This is an important communication device that we use to keep you up-to-date with pertinent information. These may include cancellations, announcements, field trips, events, etc. You can opt to receive email or text messages. Parents are invited to set-up an account when completing the online registration process.

Services

The regular student services available from traditional public schools are available through our schools:

- | | |
|--|------------------------------|
| health screening | scoliosis screening |
| vision screening | hearing screening |
| school pictures | student accident insurance |
| State Testing | benchmark testing (in-house) |
| Section 504 of the Americans With Disabilities Act | |
| Special Education – referral and assessment | |
| English Learner (EL) Support | |

Nutrition

WSCS provides one nutritionally adequate meal each school day, free of charge for students whose families meet eligibility criteria. All records related to eligibility for this program are

confidential. We offer this breakfast meal that students may access at any time during open school hours.

Students who are not eligible for the free meal may purchase one of our breakfast meals at a low cost.

Resources

Equipment:

- copy machine
- binding machine
- laminating machine
- Ellison Die Cutter
- paper cutter
- Chromebook - can be checked out for home use

Books:

- textbooks and teacher's guides in all subject areas at all grade levels
- supplementary materials (such as study guides and test books)
- workbooks (such as handwriting and vocabulary)
- library books
- resource books (atlas, dictionary, homeschooling, etc.)
- curriculum resource books (literature units, science ideas, math drills, seasonal units, thematic units, black-line masters of maps, etc.)

Supplemental Materials:

- math manipulatives (clock face, base ten blocks, tangrams, attribute blocks, counters, Cuisenaire Rods, geometric solids, etc.)
- math equipment (meter sticks, measuring jars, balance, compasses, protractors, calculators, abacus, meter/yard wheel, etc.)

- science equipment (microscopes, dissection kits, scales, thermometers, magnets, rock and mineral kits, etc.)
- science supplies (litmus paper, microscope slides and coverslips, flasks, petri dishes, owl pellets, filter paper)
- learning "games" and activities (puzzles, phonics games, Learning Wrap-Ups, flash cards, etc.)

Non-consumable Items:

You may take these home to assist with your instruction but these items must be returned when you are finished. You are responsible for the replacement costs of these items if lost or destroyed.

Examples of non-consumables: Textbooks, Chromebooks, rulers, yardsticks, meter sticks, scissors, protractors, compasses

Consumable Supplies:

You are not responsible for the replacement cost of these items.

Examples of consumable supplies: Pencils, paper, workbooks, paint, glue, crayons, construction paper, lined paper, drawing paper, etc.

**Access to the Madera County Instructional Media Center is available to Mountain Home & Glacier High families.*

SPECIAL POPULATIONS

Students with Disabilities

WSCS will admit all students who wish to attend the Charter School (Education Code Section 47605(e)(2)(A).) For a student who has an IEP and wants to participate in independent study, a determination as to whether independent study is appropriate must be made within 30 days and written into the IEP. WSCS will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (“OCR”).

WSCS teachers will implement a wide range of accommodations for students with disabilities. All teachers will receive ongoing professional development regarding special education policies, strategies for working with students with disabilities, and instructional practices that support students with diverse learning including:

- Early identification and risk factors of disabilities
- Accommodations for specific, observed behaviors
- What to do when a teacher or parent suspects a child may be disabled or have other challenges.

To the maximum extent appropriate, all students with disabilities will be fully integrated into our school programs with the necessary materials, services, and equipment to support their learning. WSCS will ensure that any student with a disability attending one of our schools is properly identified, assessed and provided with necessary services and supports. WSCS will meet all the requirements mandated within a student’s Individual Education Program. No assessment or evaluation will be used for admission purposes. Parents will be informed that special education and related services are

provided at no cost to them. If a student enrolls with an existing IEP, WSCS will notify the SELPA. An IEP meeting will be convened within 30 days.

English Learners

No student who is an English learner shall be denied enrollment at any of our schools. As a personalized learning public charter school, English language development instruction will be targeted to a student's English proficiency level through daily parent/guardian instruction, guidance from credentialed teachers, onsite class instruction, and a wide variety of curriculum and learning materials.

Our school is notified of an EL student when the student's parent/guardian has indicated on the *Home Language Survey* that a language other than English *is spoken in the home*. *This home language survey is completed* when their child first enters public school.

State and Federal law mandates that an English Language Proficiency Assessment be administered to English language learners in grades TK – 12. The name of the state test is the English Language Proficiency Assessment for California (ELPAC). This assessment tests students' skills in the areas of listening, speaking, reading, and writing in English.

The purpose of the assessment is to determine a student's specific level of English Language proficiency and to identify the services necessary for the English Learner in the acquisition of enhancing their skills.

A student who is an English learner will be required to take the ELPAC annually until they've reached a reclassification status of Fluent English Proficient.

PROGRAM REQUIREMENTS

General Requirements

1. You are responsible for the supervision of your student during normal school hours.
2. You are responsible for the transportation of your student to Progress/PLP Meetings, classes, and other activities unless otherwise arranged. You must have appropriate insurance coverage on your vehicle to transport students, even your own.
3. Students in grades 1 through 12 should be instructed/be engaged in school work for a **minimum** of *20 hours* per week (4 hours daily). PreK and Kindergarten students should be instructed for *15 hours* weekly (3 hours daily). All students should receive a minimum of *180 days* of instruction per school year that matches our school calendar. Unusually high absence rates (more than 20 days per school year) are not acceptable.
4. Students should receive instruction in *all* the following subject areas, although students are not required to cover all subject areas on a daily basis.

Language Arts (Reading, English Grammar, Writing, Spelling), Mathematics, Science, Social Studies (Geography, History), Fine Arts (Art, Drama, Dance, Music)

Physical Education: students are **required** to have at least 20 minutes daily; 40 minutes for high school

5. The Advising Teacher, parent/primary teacher, and student must sign a written agreement, called the Master Agreement, at the beginning of enrollment.

6. The Advising Teacher, parent/primary teacher, and student will work together to achieve student's goals.
7. The primary teacher and student ***must formally meet*** with an Advising Teacher at least once every 20 teaching days. This Progress/PLP Meeting will be scheduled by the parent/primary teacher and Advising Teacher.
8. ***The parent/primary teacher must notify the school or Advising Teacher prior to the meeting time if you and your student are unable to make the scheduled meeting.*** The family will be considered non-compliant if this notification is not made. (See "Termination of Enrollment.")
9. The parent/primary teacher must keep a file of all student work to share with the Advising Teacher at the Progress/PLP Meeting. The student and Advising teacher will regularly review and maintain an assessment portfolio with work samples from all subject areas.
10. The parent/primary teacher must sign to verify minimum daily attendance on the Daily Attendance sheet. **This form must be returned to the school within a strict time frame at the end of each school month. Failure to return attendance on time is treated as non-compliance.** (See "Termination of Enrollment.")
11. The parent is responsible for all material checked out from the school. **The checkout period of resource materials, library books, and equipment is a maximum of 4 weeks** (This excludes yearly curriculum). The parent will reimburse the school for any lost or damaged materials.

12. (Oakhurst Campus Only)The parent **must** comply with all deadlines for return of materials which were borrowed from the Madera County Instructional Media Center. Material not returned to our school site on a timely basis is the responsibility of the parent. You may call Madera County Office of Education to make arrangements for extension or the return of late items – (559) 673-6051 ext 275.
13. For enrollment purposes, we require the following documents: health and dental records (or waivers), (one of the following: birth certificate, passport, baptismal certificate, or immigration certificate), proof of residence (for your student's cumulative file), and school records.
14. WSCS will be able to serve your family more effectively if you inform the school if your student has an active *I.E.P.* (Individual Educational Program) or a Section 504 Plan from any other school prior to enrollment.
15. All students in 3rd through 8th grade and 11th grade are required to participate in annual state standardized testing (during April/ May). Students are also required to take state science tests in 5th and 8th grades and once in either 10th, 11th, or 12th. This is part of our Charter.
16. Families who leave Mountain Home, Glacier High, or Endeavor must schedule and participate in an exit meeting before withdrawing from the school. ***All books, materials, and equipment must be returned to the school at that time. Also, any lost or damaged items must be paid for at that time.***

ASSESSMENTS AND TESTING

State Testing

All students, including students with disabilities, in 3rd through 8th grade and 11th grade are required to participate in annual state standardized testing. Students are also required to take science tests while in 5th and 8th grades and once in either 10th, 11th, or 12th. Finally, a test in physical fitness is required for students in 5th, 7th, and 9th grade.

Benchmark Testing (in-house testing)

Every student will be assessed in math and reading at the beginning and at the end of the year. Students may also be assessed in the middle of the year. Advising Teachers will work with parents to use the assessment results to help set goals and objectives. We also use this information to record progress.

Progress/PLP Meetings

The reason for regular meetings with an Advising Teacher is **school accountability**. We have stated in our Charter that we will evaluate student progress and provide recommendations and assistance on a regular basis.

Initially, frequent visits (one each week) can help a family adjust to their new situation. By meeting frequently, the family can receive the support they need during a period of adjustment. Once a family has established a regular routine and is more confident with homeschooling, official visits can be scheduled less frequently, up to once every 20 school days.

You are *welcome* to visit our site at any time during regular hours. You are **required** to attend your scheduled progress meeting. Because of the numbers of families and expanded schedule of activities, we must adhere to a strict schedule. You and your Advising Teacher can agree upon a day and time for

each scheduled progress meeting. It is *very* important that you do not miss a scheduled meeting.

Please have the following ready for your meeting:

1. Record of studies accomplished: This could be in the form of lesson plans, monthly journal, written list, or other records showing work completed.
2. All school work, tests, art projects, photos of projects or student activity, completed since the last meeting.
3. Plans for the near future: These can be written down or be ready to discuss them.
4. You and your student(s): We regularly discuss learning with the students and use informal questioning to assess student progress.

Also, please tell us about:

- Any questions you may have.
- Equipment or materials you need.
- Special news regarding your student.

WORK RECORDS

What your Advising Teacher needs to see is ***proof of progress***. You should bring in all work from each subject area to the scheduled meeting with your Advising Teacher. All work should be corrected and a record of grades brought to the meeting. You and the Advising Teacher can decide which samples will be kept for your student's portfolio. At the elementary level, a minimum of 4 samples in different subject areas will be collected. On the following pages are some *suggested* work samples from each subject which would be appropriate for the student portfolio.

ATTENDANCE

Keeping Attendance Records

Our attendance accounting system begins with the parent. You must keep track of how many regular school days you instruct your child for at least the minimum amount of time required (See "Requirements"). You'll teach nearly every day. In fact, you will probably teach more than the required 180 school days. Many families teach on weekends and during holiday and summer breaks, however, **we can only count the days listed on the calendar and attendance as regular days of instruction.**

We do not receive revenue for days when a child has an "excused absence," such as an illness, a doctor's appointment, a funeral, etc. If you do not teach your child because he/she is ill, you cannot count this as a day of instruction. Please speak with an Advising Teacher if you have further questions regarding attendance.

We use the Daily Attendance form for attendance accounting. Soon after you enroll for the school year, you will either receive a packet of attendance accounting forms for each month of the school year or complete your attendance online. You may also print-out the forms you need from the school website:

www.wscsfamily.org

1. **In blue or black ink, sign (no initials please) at the bottom of each attendance form for that instructional period.**
2. **Mark absent if a student was not instructed on a regular school day.**
3. **Return (or submit online) the attendance form to your Advising teacher by the due date at the bottom of the form.**

Failure to submit attendance will result in a letter of non-compliance.

POLICIES

Student Conduct

All Western Sierra Charter Schools take pride in the professional and positive learning environments provided for our students. This quality learning environment is everyone's responsibility. In addition to the rigorous curriculum, excellent staff, and proper facilities, we have high expectations for our students.

We are confident that all students will treat other students, staff, and campus visitors with courtesy and respect. Reports of verbal or physical abuse will be reported to and dealt with by the Principal. (Any Ed Code 48900 offense). Any student who feels another participant is disrupting the student's learning environment is strongly encouraged to report that misconduct to the Principal as soon as possible.

Student Behavioral Expectations Policy

*WSCS has a **Student Behavioral Expectations Policy** that every student and their parent/guardian must agree to and sign as part of the enrollment packet. It reads as follows:*

Western Sierra Charter Schools desires to create and maintain an environment of mutual respect and personal responsibility for all member students, siblings, parents, and staff. Every one of the required expectations in this document are for the purpose of establishing this environment of mutual respect and personal responsibility.

Violating any of these behavioral expectations may result in a Non-Compliance letter and/or termination of enrollment.

I understand that all profanity is prohibited anywhere on school grounds or at a school sponsored event.

I understand that I need prior permission from school administration to attend a class that I am not enrolled in.

I understand that I need the instructor's permission if I need to leave in the middle of a scheduled class.

I understand I am not allowed to eat while in class except during designated break times or with the teacher's permission.

I understand I am not allowed to bring guests on campus without permission from the school administration. Additionally, prior permission is needed if a student wants to observe a class that I am in.

I understand public displays of affection (hand holding, extended hugging, kissing etc.) are not allowed anywhere on campus or any school sponsored event.

I understand that I need to address all staff by Mr., Ms. Mrs. and last name (as appropriate) unless they have given me permission to address them by their first name.

I understand I am not allowed to wrestle or play fight with any other student(s).

I understand if I am absent, it is my responsibility to contact the teacher regarding missed work. It is not the teacher's responsibility. Regular due dates apply unless I have spoken to the teacher and made other arrangements. Doctor notes do not necessarily excuse work being completed on time.

I understand that I am responsible to every WSCS Staff Member. If any WSCS staff member speaks to me about any school rule, safety issue or my behavior, I must comply (obey) immediately. Defiance is not allowed in our school.

I understand that cell phone use is not permitted in class unless I have been given permission by the instructor. Violation will

result in the teacher confiscating my cell phone and arranging a time for my parents to pick up the phone.

I understand that students represent our school outside of classes. I will remember this when using social media (i.e. Facebook, Snapchat...). Any profanity, cyber bullying, threats or negative comments between students will be dealt with as a school violation.

I understand that I must dress modestly. I will ensure that I am properly covered (not exposing my chest, midriff or bottom). I must dress neatly. I may not wear any clothing with profanity or images or messages which are sexually explicit or violent. Further, I may not wear clothing with images or messages regarding alcohol, drugs, cigarettes, etc.

I understand that I am only permitted to be on campus for scheduled classes, meetings, tutoring, studying, or other school related business or activities.

I understand that all doors must remain open in areas where students are working without supervision.

I understand I am not allowed to use classroom technology, such as Promethean Boards or 3D printers, without prior staff approval.

I understand that I must enter and exit the school by the designated main entrance and only use other exits in case of emergency.

I understand that I can check out Chromebooks while on site, but they must be checked out by a staff member and must be checked in with staff upon return.

Student & parent signatures will be required.

Technology Use Policy and Agreement

INTRODUCTION

In today's educational environment, technology provides a vast spectrum of excellent educational tools that allow students to access a wide variety of information to supplement academic study, conduct research, enhance projects and much, much more. Accordingly, the Internet is a place for the exchange of ideas, information, perspectives and experiences that allows students to access a wide variety of information to supplement academic endeavors. The Western Sierra Charter Schools (Mountain Home School, Glacier High School and Endeavor Charter School), hereafter individually and collectively referred to as "Charter Schools" provides students with technology capable of accessing the Internet to further their education and research. Technology, and thus the Internet, provides access to people across the world which includes access to materials that do not have educational value in a school setting. As such, students may encounter information and ideas they may consider obscene, controversial, abusive, or otherwise offensive. Despite these risks, the Charter School believes that the value of the educational information available on the Internet outweighs the risk that students may access information that is not consistent with educational principles, goals and purposes.

Western Sierra Charter Schools has developed and adopted this Student Technology Use Agreement Policy ("Policy") to ensure that student access to technology and use of the Internet is consistent with the educational goals and purposes of the Western Sierra Charter Schools. This Policy sets forth student responsibilities and duties when technology issued and maintained by Western Sierra Charter Schools is employed to access and use the Internet, applicable educational tools and productivity resources, regardless of setting and location. Western Sierra Charter Schools has deemed certain uses of the Internet inappropriate for an educational setting and therefore not appropriate for use with Charter School

equipment and resource networks. Western Sierra Charter Schools stresses that an inappropriate use does not always mean that the use is in itself “bad” or illegal, but only that the use does not further the educational goals and purposes of any Charter School.

In addition to the below identified policies, Western Sierra Charter Schools will employ technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are sexual in nature, obscene, child pornography, harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse to administration and using a spam filter.

Students are reminded that their use of Charter School equipment and technology resources reflect upon the Charter School, and Students should guide their activities accordingly.

STUDENT RESPONSIBILITIES

1. Use Limited to an Educational Purpose

The Student acknowledges that access to the Internet via Charter School technology and campus resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. The Student recognizes that he or she has a duty to use Charter School technology and campus resource networks only in a manner specified in the Policy.

a. Educational Purpose

“Educational purpose” means classroom activities, research in academic subjects, career or professional development activities, research in matters of civic

importance or that further citizenship in a democratic society, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

b. Inappropriate Use

An “inappropriate use” is one that is inconsistent with an educational purpose or that is in clear violation of Charter School policy.

2. Plagiarism and Academic Fraud (Cheating)

Researching information and incorporating that information into a student’s work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the Student acknowledges that plagiarism is inappropriate and unacceptable and is considered cheating. Plagiarism means the copying of a phrase, a sentence, or a longer passage from a source written by someone else and claiming the written work as the student’s original work. Student agrees that when quoting from information obtained on the Internet, he or she will acknowledge the source through quotation or any academically accepted form of notation.

The teacher’s first assumption will be that work a student turns in is the student’s own and that what a student says is true. However, WSCS teachers keep a close eye on academic fraud (cheating) and the consequences are severe. WSCS maintains what could be called a “Zero Tolerance” policy regarding cheating. For more examples of cheating refer to the Parent/Student Handbook. The consequences are as follows:

1st time caught cheating

- Student receives a Non-Compliance notice
- Student receives a failing grade on the assignment

- Student's semester grade in that course is automatically lowered by one grade

2nd time caught cheating

- Student is dis-enrolled from school with the Non-Compliance exit letter in CUM file stating reason
- Student receives a failing grade in the class in which he or she cheated

3. Copyright

Student agrees that he or she will not use Charter School technology or campus resource networks to download or print text, music, or pictures for the purpose of selling or giving the files to others unless specifically authorized by the Charter School and the owner of the copyrighted material.

4. Communication

Student agrees that he or she will use Charter School technology and internet resources or campus resource networks to communicate in a lawful, polite, and respectful way to others. This means that all of the following examples are not allowed:

- a. Student will not post on newsgroups, social media, or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
- b. Student will not at any time use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.

- c. Student will not make threats against others.
- d. Student will not reveal personal information about others.
- e. Student will not use email to send chain letters or “spam” email to a list of people or to an individual. Excessive email use may constitute grounds for suspecting misuse.
- f. Student will not place illegal information on the Internet, nor will Student use the Internet or technology in any way that violates federal, state, or local law.
- g. Student will not give out to any other Internet user or post on the Internet his or her name, address, or telephone number unless expressly authorized by the Charter School in writing.

In instances of misuse or suspected misuse, in addition to any disciplinary actions appropriate, the Student’s parent or guardian may be granted access to the Student’s email files.

5. Illegal, Dangerous Activities and Hacking

Student shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law. Student shall not access information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Additionally, Student shall not damage, debilitate or disable computers, computer networks or systems. Whether through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs. Student shall not engage in any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers. Student shall not use

any web browser or other tools to evade restrictions or circumvent security settings on what programs or websites Students can run on the Charter School's computers or other technology resources.

6. Obscene Materials

Student acknowledges that obscene materials do not further an educational purpose. Accordingly, Student shall not use the Internet to access, upload, download, distribute, or transmit obscene materials or images. Obscene materials include, but are not limited to, materials that offend generally accepted social standards. This includes the access of or retrieval of any sexually explicit materials, and materials that are pornographic, abusive or threatening. Students are to exercise their best judgment when encountering sexually explicit or obscene materials. As a general rule, if the material could not be openly displayed in a classroom setting without violating generally accepted social standards, the material is obscene for purposes of this Policy and must not be accessed. Student further agrees that he or she will not access any Internet site which requires the Student to state that he or she is eighteen years of age or older as a condition of accessing the site.

7. Supervision and Student Privacy

Students shall have no expectation of confidentiality or privacy with respect to any usage of a school-owned equipment, school email account or school document storage (ie Google Drive), regardless of whether that use is for school-related or personal purposes (which is prohibited), other than as specifically provided by law. In order to comply with the Children's Internet Protection Act (CIPA), the WSCS shall filter student internet access when using the Chromebook. Internet filtering shall be in place both when the Chromebook is being used in school, as well as when it is being used away from the WSCS network.

WSCS will log, monitor and supervise use of WSCS- owned Chromebooks and applications (ie. Google Classroom, Email, Docs, Drive) and google applications at any time. By using a school-owned Chromebook and applications, students acknowledges this logging, monitoring, and supervision of their use.

WSCS shall not, at any time, remotely turn on or operate a students camera or microphone without the students knowledge.

Student acknowledges that computer equipment, Internet access networks are owned by the Charter School and provided to students for educational purposes. Student acknowledges that technology and equipment issued by The Charter School may be tracked using geo-location tracking technologies (“Geo Tracking”). The Charter School will provide staff to monitor and supervise all Student access to computer equipment, campus access networks and Internet access networks. To facilitate monitoring of activities, computer screens will be positioned so that they are visible to the staff member supervising the students. The Charter School also reserves the right to access stored computer records to assure compliance with this Policy. Student is aware that communication over Charter School owned networks is not private and acknowledges that email and records of Internet activities will be accessed under, but not limited to, the following circumstances:

- a. Routine system maintenance.
- b. General inspection or monitoring, with or without notice to Student.
- c. Specific review of individual files or monitoring of individual activity, with or without notice to Student, if there is suspicion that Student is engaging in inappropriate use.

8. Responsibility for Chromebooks or Computers, School Equipment, and Related Peripherals

Student is solely responsible for the School Equipment assigned to them and shall adhere to the following terms and conditions:

- Student shall be actively enrolled in a WSCS school.
- Student shall comply with Technology Use Policy and student handbook for Staff and Students” when using School Equipment.
- Student participating in workshops or classes should bring their Chromebooks or Computer to school and make sure it is fully charged. (Note, a fully charged Chromebook should last the length of a school day). If the Chromebook or Computer is missing from school for an extended period of time, the device shall be considered stolen and a police report may be filed.
- Student shall be the exclusive user of this device and shall not grant access to any other individual or student.
- Student shall sign into the Chromebook or Computer using their WSCS assigned Google Apps for Education account.
- Student shall treat their device with care and never leave it in an unsecured location.
- Student shall keep their device in a protective case when traveling.
- Student shall not remove or interfere with the serial number and other identification tags on the School Equipment.
- Student shall not attempt to disassemble, remove or change the physical structure of the Equipment, including the keys, screen cover or protective casing.
- Student shall not attach stickers or labels to the Equipment or add any markings to the Equipment

- or school provided shell.
- Student shall not attempt to install or run any operating system on the Chromebook other than the ChromeOS operating system supported by the school or whatever operating system on the provided computer.
 - Student shall keep the device issued to them clean and shall not touch the screen with anything (e.g., finger, pen, pencil, etc.) other than approved computer screen cleaners.
 - Student shall promptly report any problems with their equipment to one of their teachers or by directly emailing support@wscsfamily.org
 - Student shall return School Equipment and additionally issued peripherals in good working order to WSCS at the end of each school year, at the request of the Administration of the Western Sierra Charter Schools, or at the time of transfer or withdrawal from the Charter School. Failure to return the computer or equipment in good working order shall result in the student/parents/guardian being responsible for the full replacement cost of the computer, equipment, and peripherals.
 - Charter School shall repair or replace damaged equipment and/or peripherals resulting from normal use. The cost of all other breakages, accidental or intentional, shall be the responsibility of Student. These instances shall be reviewed on a case by case basis by the school principal and Director of Technology. Charter School shall make its best attempt to purchase replacement parts at the best possible price.
 - Loss or theft of the device or equipment is the responsibility of the student/parent/guardian and shall result in the student/parent/guardian being charged the full replacement cost.
 - Optional insurance through a third party provider shall be made available for Student to purchase.

Some items may be covered by an existing homeowners/renters policy. It is the responsibility of the parent and/or guardian to check insurance agent about this possibility.

9. Spare Equipment and Lending

If the Chromebook or computer issued to a student is inoperable, the school has a limited number of spare devices for use while the original Chromebook or device is repaired or replaced. This agreement shall remain in effect and is applicable to loaner computers. The student may not opt to keep an inoperable Chromebook to avoid doing classwork due to loss or damage. If a student does not bring his/her Chromebook or computer to school, the student may be required to borrow a device from the school based on direction from his/her teacher.

10. Digital Citizenship

Student must follow the six conditions of being a good digital citizen as follows:

- **Respect Yourself.** “I will show respect for myself through my actions. I will select online names that are appropriate, I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation or relationships I post. I will not be obscene.”
- **Protect Yourself.** “I will ensure that the information, images and materials I post online will not put me at risk. I will not publish my personal details, contact details or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts and resources.”
- **Respect Others.** “I will show respect to others. I will not use electronic mediums to antagonize, bully, harass or stalk other people. I will show respect for other people in my choice of websites; I will not visit sites that are degrading,

pornographic, racist or inappropriate. I will not abuse my rights of access and I will not enter other people's private accounts, spaces or areas.”

- **Protect Others.** “I will protect others by reporting abuse, not forwarding inappropriate materials or communications; I will moderate unacceptable materials and conversations, and not visit sites that are degrading, pornographic, racist or inappropriate.”
- **Respect Intellectual Property.** “I will request permission to use resources. I will suitably cite any and all use of websites, books, media etc. I will acknowledge all primary sources. I will validate information. I will use and abide by the fair use rules.”
- **Protect Intellectual Property.** “I will request to use the software and media others produce. I will use free and open source alternatives rather than pirating software. I will purchase, license and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses. I will act with integrity.”

11. Commercial Activities

Student agrees that Student will not use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by the Charter School in writing.

12. Information About Others.

Student agrees that he or she will not make any statement or post any communication on the Internet about another person that he or she knows or suspects to be untrue.

13. Violation of Policy

The Student acknowledges that violation of this Policy can result in a loss of all Internet access and email privileges. If Student violates this Policy, or in any other way uses Charter School technology in a manner that is not consistent with educational uses, the Student will be promptly notified that he or she has violated the Policy. The Student will be given the opportunity to explain why the Charter School should deem the activity in question a use consistent with the educational purposes stated in this Policy. If the Charter School deems that the use is inconsistent with the educational purposes stated in this Policy, the Charter School may terminate the Student's Internet and computer privileges. However, because one of the educational purposes in providing technology is to teach students to use such technology, including the Internet, appropriately and responsibly. The Charter School reserves the right to fashion penalties to specific concerns or specific violations and Student acknowledges that he or she may receive penalties less than full termination of technology, Internet or email privileges. Such penalties may include, but are not limited to, restricted access to technology, restricted access to Internet or supervised access to Internet and email.

Student also acknowledges that the Charter School will contact the proper legal authorities if the Charter School concludes or suspects that the Student's use of school issued technology is a violation of any law or otherwise constitutes an illegal activity.

Adopted: 1/20/2010

Revised: 5/5/2017

Revised: 4/7/2021 (pending approval)

(Student & parent signatures will be required at time of registration).

Academic Honesty

Academic honesty is careful avoidance of deception, especially avoiding dishonesty for the purpose of improving a grade or to obtain course credit. A student, who has an opportunity to help

plan their own learning, who is taking responsibility for his or her own work, and who recognizes study as an opportunity to learn, grow, and produce something worthwhile, will seldom feel a need to be dishonest about what he or she has done.

Note that the student has full responsibility for the content and integrity of all academic work submitted. Students who are unclear about a specific situation should ask their Advising Teacher.

WSCS Cheating Policy

The teacher's first assumption will be that work a student turns in is the student's own and that what a student says is true. However, WSCS teachers keep a close eye on academic fraud (cheating) and the consequences are severe. WSCS maintains what could be called a "Zero Tolerance" policy regarding cheating. Here's the process:

1st time caught cheating

- Student receives a Non-Compliance notice
- Student receives a failing grade on the assignment
- Student's semester grade in that course is automatically lowered by one grade

2nd time caught cheating

- Student is dis-enrolled from school with the Non-Compliance exit letter in CUM file stating reason
- Student receives a failing grade in the class in which he or she cheated

Examples of Academic Fraud

Taking Information:

- Copying assignments from another student.
- Copying or otherwise using an answer key on worksheets, tests, etc, rather than demonstrating your own expertise.
- Working together on tests or other assignments and calling it your own.

- Looking at another student's paper during an examination.
- Accessing another student's computer and using his/her data as your own.

Providing Information:

- Giving your work to another to be copied or used.
- Giving answers to another student during an examination.
- Providing a term paper or other project information for a student to copy or use as his or her own.
- Taking an examination, writing a paper, or creating computer data or artistic work for another.

Plagiarism:

- Failing to give credit for ideas, statements of fact, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another author, whether it is a paragraph, a sentence, or a part thereof.
- Copying from an Internet site and using the information as your own.
 - NOTE: With today's "information age" technology, this form of plagiarism has become rampant. You must be sure to properly document any information used from the Internet.
- Submitting a paper purchased from a "research" or term paper service.
 - NOTE: Most of these sites are actually free. Play it safe and just stay away from them. Even if you document the material, these sites engage in plagiarism for profit and should not be visited.
- Copying another person's assignment and handing it in as your own.
- Giving a speech or oral presentation written by another and claiming it as your own work.
- Claiming credit for artistic work done by someone else, such as a music composition, photos, a painting, drawing or design.

- Presenting another's computer data as one's own.

Other Academic Dishonesty:

- Planning with one or more fellow students to commit any form of academic dishonesty together.
- Having another student take your examination or do your assignment or lab experiments.
- Lying to an instructor to increase a grade.
- Submitting papers or speeches that are substantially the same for credit in two different courses without prior approval of the instructors.
- Copying computer software from a flash drive, CD or hard drive unless specifically allowed by the instructor.

(Student & parent signatures will be required).

Suicide Prevention Policy

Assembly Bill (AB) 2246 requires all county offices of education, school districts, state special schools and charter schools serving pupils in grades 7-12 to adopt pupil suicide prevention policies. AB 2246 represents an effort to address rising youth suicide rates.

Protecting the health and well-being of all students is of utmost importance to the school district. The WSCS Board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes.
2. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.

4. Students will have access to national resources which they can contact for additional support, such as:
 - a. The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK)
 - b. www.suicidepreventionlifeline.org
 - c. The Trevor Lifeline – 1.866.488.7386
 - d. www.thetrevorproject.org
5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
7. For a more detailed review of policy changes,

Please see the district's full suicide prevention policy located at <https://www.wscsfamily.org/board-policies-and-postings.html>

Open Campus

WSCS schools operate as open campuses which means that students are not prevented from coming or going. Furthermore, consistent with California Ed Code 44808, Western Sierra Charter Schools and Mountain Home, Glacier High, and Endeavor do not assume responsibility for any student who is off the school grounds. While students are on campus they are to remain in the normal areas of campus usage.

WSCS School Safety Plan:

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289.5

WSCS desires all students, parents, and adults to feel safe at school. WSCS has developed a safety plan that incorporates the social, emotional, AND physical safety for both youth and adults at our schools.

To view the WSCS Comprehensive Safety Plan, go to:
<https://www.wscsfamily.org/board-policies-and-postings.html>

TERMINATION OF ENROLLMENT

WSCS will terminate a student's enrollment for the following reasons:

Non-compliance:

If the parent/guardian, as the primary teacher, or student is not fulfilling the requirements of the written agreement.

Example - No work samples supplied.

Example - Missing scheduled meetings.

Example - Student not accomplishing a reasonable amount of work.

Example - Attendance Sheet not returned by due date.

Example - Student work has been plagiarized

Example - Lack of response to Advising Teacher's communications (phone call, email, USPS)

NOTE: You will be given reasonable opportunities to correct any non-compliance issues. If the issue is not corrected and continues, a second non-compliance will be given. If after receiving the second non-compliance, the issue still continues, the student will be dismissed.

Other reasons for possible termination of enrollment are:

- **Inappropriate Placement:**
 - Example 1 - Student is unhappy/unsuccessful in this option. Although this condition can often be improved by working closely with an Advising

Teacher, the initial excitement of homeschooling sometimes disappears completely for a child who is lonely, works better with groups than as an individual, or cannot accept a parent as a teacher. *This is more likely to occur with a child who has been **happy** in a traditional classroom.*

- Example 2 - Parent does not have time to spend schooling one-on-one. Often the economic situation in the home requires that both parents work. Some self-motivated students can be successful in this situation, but most students are not. Also, *a child cannot be left unattended during school time* even if they are doing school work.
- **Lack of Success:** Although many people try homeschooling, not all are successful at it. Many people feel they are not doing a good job of home-schooling initially, but they usually *catch on* in a few months. Advising Teachers will assist parents and allow time for them to adjust to their new role. If, after a reasonable time, the Advising Teacher does not see success he/she will recommend another educational option.

WITHDRAWING YOUR STUDENT

The Exit Meeting

Whether we are terminating your student's enrollment or the parent is withdrawing the student from the school, the parent must meet with the Advising Teacher which allows the school to close out all paperwork on the student before sending records on to the next school.

All books, materials, and equipment at the time of the exit meeting must be returned.

Grades TK-8 Elementary

MOUNTAIN HOME SCHOOL CHARTER

ENDEAVOR CHARTER SCHOOL

ELEMENTARY PROGRAM OVERVIEW

The elementary program is home-based. Students and parents meet with credentialed Advising Teachers at a minimum of every 20 school days. During these meetings the teacher, student and parent work together planning the next learning goals and activities as well as reviewing work recently accomplished by the student.

Parent-Led Instruction

Mountain Home and Endeavor exist to support parents in their leading role as teacher in their student's education. Parents are involved with their students in the entire educational process. Parental involvement is not only important, it is essential. Parent-led instruction is vital as the home-based foundation of our elementary program.

Onsite Instruction

Mountain Home and Endeavor are committed to providing the best academic program possible. We understand that there are some subjects that require more instruction; sometimes instructional expertise outside of a parent's knowledge. Therefore, we offer certain on-site classes, such as math, to compliment the home-based foundation.

Math classes are scheduled to take place 2-3 times a week throughout the school year. These classes are led by credentialed teachers in the subject areas they teach. Teachers are fully responsible for all aspects of these classes (i.e. attendance, instruction, evaluation, etc.)

Enrichment Classes

Mountain Home and Endeavor offer enrichment classes during the school year. These classes are not intended to take the place of core subject matter teaching because the parent is providing the instruction at home. Enrichment classes may include art, music, science, engineering, history, writing, and math.

GRADE LEVEL EXPECTATIONS

Families who are new to homeschooling may not know where to begin. Although they know they want to homeschool, they may not be aware of what students need to learn at each grade or age. That is exactly what an Advising Teacher is for! We provide grade level objectives which are tied to California learning standards. The standards provide a starting place for recommended learning.

What if my child is above or below grade level in one or more subject areas? Many children are not exactly on grade level in all academic areas. That's fine, they are all different. It's one of the advantages of personalized education. You can address your student's *learning needs* rather than his/her *grade level*. Your assigned Advising Teacher can help you go further in the curriculum or slow it down depending on the learning needs of your child.

If your student is below grade level in a subject, teach them the concepts that they need to learn. Don't try to teach them at grade level. It will only frustrate them and you. *Learning* doesn't happen when students are frustrated.

Successful Homeschooling

At Mountain Home and Endeavor, we realize that we do not only work with students. Rather, we work with families. We believe that parents are the natural leaders and teachers of

their children. We believe that children thrive when their parents (sometimes grandpas and grandmas too) are leading their educational program. And we believe that our job is to serve a supporting role in helping parents achieve their educational goals for their children. In fact, that is our great purpose, to help you achieve the educational goals you have for your children.

As parents, you undoubtedly have many types of goals and aspirations for your children. You desire many good things for them. But what are your educational goals for your children? How do you define homeschooling “success” and what does it take to achieve that success? However you define success, learning takes time, energy and focus, and helping you achieve that success is our primary purpose. To this end, we share with you three tried and true tips that lead to student learning and academic success. There is nothing fancy here, just solid, proven strategies.

1. Guard your child’s daily learning time

In order for your child to learn, he/she has to have regular, dedicated time to do so. Since this is homeschooling, we call this “kitchen table” time. Commit yourself and your child to focused learning time each day. We recommend at least three hours per day for TK/K and four hours per day for 1st through 8th graders. Guard this time because it seems that all of life conspires to interrupt and distract us from this dedicated learning time. This means you really need to be choosy as to what classes (or other activities) you involve your child in. There are many things that may be good and very tempting for your child to be involved with, however, there are limited hours in the day and days in the week. We like to say, “It’s all good but it’s not all best.” Choose those experiences which are best so that you maximize your child’s learning time and the educational goals you have set. We have seen this for many years. The students who are really doing well and are achieving their learning goals are consistently, daily doing “kitchen table” time.

2. Provide direct instruction

Along with needing regular daily learning time, your child also needs you to teach him/her directly. Clearly, every student, especially as they grow older, needs independent learning time. They need to think, wrestle with ideas, ponder questions and solutions and they need time simply to complete the learning activities assigned to them. However, it is equally clear that they need to be taught. This is one of the greatest potential strengths of homeschooling. The student has a lot of access to the teacher. You are the private tutor that you don't have to pay for! Your child needs you, the parent/ teacher to introduce new ideas, to clarify concepts, to teach needed skills, review key ideas, to point out priorities, to check their understanding, etc. Without this kind of active, daily instruction from you, your child is left to attempt to do all of these complex and critical learning processes on their own. This means they will end up with a very patchy understanding at best of whatever they are studying. Give your child the learning advantage he/she needs. Provide direct instruction.

3. Give prompt, direct feedback on your child's school work

Another really powerful learning strategy for your child is feedback to their assigned work. Learners really need to know how well they accomplished their learning task or assignment and so do you, the instructor. We call this "feedback" and not "grades" because the power in evaluating your child's work is not a grade, but the knowledge that you both gain as to what you need to focus on next. Every assignment, every learning exploration or task gives you the opportunity to check your child's understanding. Is your child getting it? Are there gaps in what he understands? Is he ready to move on? Do you need to review or try a different approach? Evaluating your child's work with these questions in mind provides you really important information. Your feedback should be direct and encouraging. The point is for you and your child to know where the next learning needs to go. So be direct. This feedback

should be prompt. Your child has a strong interest in how well they did immediately after doing the assignment. As they say, “strike the hammer while the iron is hot.” It is a great challenge but the sooner you give them the feedback they desire the more likely you tap into their natural motivation and teachable moments.

Probably the greatest strength of our elementary program is that the school staff shares the same vision as the parents of our students. We all want what is best for each child and we believe that the parent is the indispensable educational leader for their own children. We hope that you find these instructional strategies helpful even if they are merely reminders. No matter what your educational goals are or what your child’s learning style is these three strategies remain vitally important.

TEACHING the CURRICULUM

WHAT DO I TEACH?

In response to this question, another question needs to be added: ***What Do You Want Your Child to Learn?*** One of the reasons this school became a charter school was to allow for complete personalized learning. The parent-teacher, the student, and the Advising Teacher can work together to determine goals. Know where you are going – that’s the starting point. The parent-teacher and Advising teacher can then work together to formulate a basic plan to guide the student to his/her goals.

Curriculum:

There are a few things to consider when choosing curriculum for your student.

1. How does your child learn? Some learn best from hands-on, some from listening, some from seeing or watching.

2. What do you feel comfortable with? If you aren't into doing a lot of active hands-on presentations, you may really love using videos, illustrated books, or some other approach.
3. There are different homeschool philosophies that different families choose to embrace. If you are interested in learning more about these philosophies, please feel free to contact an Advising Teacher.

Although it may be easy to become overwhelmed with the various subjects and the amount of curriculum, be assured, there are creative ways to cover all curricular areas. One way of instructing is to alternate the days you teach some of the subjects, such as social studies, science, and art. This allows English language arts and mathematics to be taught daily. Your Advising Teacher can help you develop a schedule.

Additional Requirements for TK-8th

Work Samples: “What work records should I bring for my meeting and student's portfolio?”

A minimum of 4 samples, 1 from each subject, need to be brought to your monthly meetings. Below are examples of the types of samples you could bring in:

Mathematics:

- A complete/corrected lesson or test from a math text/workbook, with work shown
- A handwritten page of problems complete/corrected with work shown
- A paragraph which explains how to solve a specific mathematics problem

Reading:

- A complete/corrected page, lesson or chapter test from reading workbook or selection reflecting decoding

skills/word analysis, vocabulary development, comprehension, literary response

- A book report. Primary: A picture about something from the story (w/wo a sentence about it). Middle: A short book report. Intermediate: A short or long report, focusing on the entire story or book, or on a single element, such as plot, characters, setting
- "Artistic" response to a poem, short story, or book.

Language Arts:

- Writing sample, i.e. sentence/paragraph writing, a summary, personal letter, narrative, expository, opinion/argument, response to literature, &/or report writing
- A sample of good writing such as: Primary: A picture with sentences explaining it, pattern poems
Middle: A paragraph, five paragraph essay, a short letter, a story/narrative, a short report, etc. Intermediate: A narrative, expository, persuasive writing, poem, report, letter, essay, etc., from any subject area.
- A complete/corrected page/lesson/test from an English workbook/Language Exercise book.
- Penmanship practice or keyboarding skills practiced/printed

Social Studies:

- A complete/corrected lesson from a social studies/geography/history workbook, study guide, or map
- A complete/corrected chapter or unit test.
- A labeled map/geography lesson.
- A report, model, chart, poster or other artistic response to a topic in social studies.
- A written response to current events or activities.

Science:

- A complete/corrected lesson or test from a workbook or study guide.

- A written description of an experiment.
- A labeled picture or diagram of some aspect studied in science (e.g. plant, animal cell, parts of plant or flower, parts of an atom, types of levers, growth chart, weather chart, ecosystem, water cycle, etc.)
- A report, model, collection, or artistic response to a topic in science.

Fine Arts: *Additional or Optional Samples:

- A drawing or painting in any medium, of any subject matter.
- A complete/corrected page from a music theory book
- A complete/corrected test on art, artists, composers, music, drama, etc.

Physical Education and Health: *Additional or Optional Samples

- A chart of exercise completed (e.g. calisthenics, running times, weights & reps, length of jumps, etc.) A test on a topic in health, chapter outline and/or notes.

Please have the following ready for your meeting:

Record of studies accomplished: This could be in the form of lesson plans, monthly journal, written list, or other records showing work completed.

All school work, tests, art project, photos of projects or student activity, completed since the last meeting – student’s name with date completed should accompany all submitted work

Plans for the near future: Plans can be written down or be ready to discuss them. Questions? How can we better help you? Any other materials, library, or equipment needs? Is Attendance Due?

Ideas for a smooth transition to high school:

As students near their high school years, particularly in grades 7 and 8, there are a number of ways parents/guardians can assist their student in being better prepared:

- Begin using the grading system (A,B,C...) when correcting student school work, as opposed to “check marks” or “happy faces;”
- Ensure that your student is writing formal essays, and presenting a rough draft and final copy at each monthly meeting;
- Have your student share their work and discuss their successes and/or difficulties with their Advising Teacher during the monthly meetings;
- Make sure your student is accountable to their class instructor (ex. student should make sure all assignments are turned in to the Math teacher);
- Have your student check to make sure their assignments are completed on their AWR (*Assignment Work Record*) on a daily and monthly basis and train them to use a planner.

Grades 9-12 High School

GLACIER HIGH SCHOOL CHARTER

ENDEAVOR CHARTER SCHOOL

High School Program Overview



Glacier High and Endeavor Charter School (9th-12th) are proud of their WASC (Western Association of Schools and Colleges) accreditation. This means that our students are part of a school

that has been reviewed by a committee of educators and is deemed as a school that fosters excellence and the continual encouragement of learning. Because we are accredited, our students are able to apply to any university, obtain an accredited high school diploma, apply for financial aid (Cal Grants and FAFSA), and take college prep (a-g approved) courses at our campuses.

Parent-Led Instruction

Glacier and Endeavor exist to support parents in their leading role in their student's education. Parents are involved with their students in the entire educational process. Parental involvement is not only important, it is essential. Parent-led instruction is vital as the home-based foundation of our program.

Because parents are integrally involved with their student's learning, it is important that they learn school processes and assessments. With this information and ongoing education, students will benefit greatly from continual educational leadership whether on campus or at home.

Site-Based Instruction

Glacier and Endeavor are committed to providing the best academic program possible. We understand that there are some courses that require more instruction; sometimes instructional expertise outside of a parent's knowledge. Therefore, we offer certain on-site classes to compliment the home-based foundation. These classes may include Mathematics, Science, English, Leadership, and Fine Arts. Classes are run much like college courses and are scheduled to take place once to three days a week and run for an extended time.

Our classes are led by credentialed teachers in the subject areas they teach. Teachers are fully responsible for all aspects of these classes (i.e. attendance, instruction, evaluation, etc.)

Graduation Requirements

Subject	Years	Units
English	4	40
Mathematics (Including completion of Integrated 1 or Algebra 1)	3	30
Science (Including 1 year Life & 1 year Physical)	2	20
Social Science (Including World History, U.S. History, U.S Government)	3	30
Fine Arts (Visual, Performing Arts, & Foreign Language)	1	10
Physical Education	2	20
Electives		110
TOTAL UNITS		260

Graduation Recognitions

There are various awards students may receive during their high school graduation ceremony from our school or Board. These awards are selected by various school personnel and are subject to change.

Western Sierra Charter Schools Board Academic Achievement Award- in recognition for outstanding achievement, talent, discipline and diligence during high school.

Principal's Award of Leadership- in recognition of a student's educational vision, diligent responsibility and personal leadership.

Principal's Academic Achievement Award- in recognition of a student's diligent responsibility to overcoming personal adversity to achieve great academic success.

Community Awards

Graduating seniors have the opportunity to apply for a variety of local scholarships. Please see your Guidance Counselor & Advising Teacher for more information.

Four-Year College Entrance Requirements

For the student planning on attending college, all core courses should be College Preparatory/A-G; Mathematics should include Integrated 1, Integrated 2, Integrated 3 or Algebra 2/Pre-Calculus; Science should include the laboratory sciences of Biology & Chemistry at a minimum, 3 years preferred; one year of Fine Arts and two years of the same Foreign Language; and 30 units of elective from core course selections.

College Preparatory/A-G Courses

“College Preparatory,” is a recognition given to high school courses that have been reviewed and recognized by the University of California. This recognition allows student transcripts to reflect courses that have already been approved as adequately preparatory for university and state college admissions.

Some college prep courses require additional work which will be identified by your Advising Teacher during your course selection and planning.

College prep courses are not required for graduation, but are suggested to any student who may have college plans in their future.

A-G Four-Year College <i>Minimum</i> Requirements	
English	4 years
Mathematics	3 years
Social Science	2 years
Science with Lab (prefer 3 years)	2 years
Language other than English (or 1 semester College) (same language, prefer 3 years)	2 years
Visual/Performing Arts	1 year
Electives (advanced math, science, foreign language, psychology)	1 year
A minimum of 11 college prep (A-G) courses must be completed with a letter grade of C or better by the end of the junior year and 15 by the end of the senior year. *Required test may include ACT or SAT	

College Prep Courses:

Courses designated with an “ag” on a transcript are considered College Preparatory and have been approved through the UC/CSU system. These courses fall under the “A-G UC/CSU List.”

Community College Entrance Requirements

Must be a high school graduate or 18 years old.

Financial Aid Information

Students planning on attending a trade school, community college, 4-Year University or Private School are advised to apply for financial aid through the FAFSA (Free Application for Federal Student Aid). <https://studentaid.gov>

STUDENT POLICIES & PRACTICES

Transcripts & Credit

Students will receive updated report cards each semester based on a semester grading period. Report cards will be mailed shortly after the close of each semester.

Incomplete Courses

If a student has not completed a course by the end of the semester, the student may take a mark of “incomplete” (I) if the student has completed at least **70% of the course**. This mark means that the student has not received credit, but will complete the course in the following semester. If the student does not have at least 70% of the course material completed, the student must take the grade earned at that time.

For transcript purposes, credit for that course will be assigned in the semester in which the course is originally listed on the Master Agreement. If the incomplete course is not finished in

the following semester the student's incomplete will be calculated for GPA as an "F".

Student Records

Student transcript records are available upon request. Please give a 2-day notice. Parents/Legal Guardians may request copies of any portion of their student's cumulative folders. Allow 5-7 business days.

Transfers

Students who transfer from Glacier/Endeavor to a different school, will need to request a drop form from the secretary. All checked out materials will need to be returned. (see Withdrawal Exit Meeting section). Exit grades will be issued upon departure. Cumulative files will be forwarded to your next school after we receive a cumulative file request from said school. Allow 5-7 business days.

Students who transfer to Glacier/Endeavor from a different school will be issued credits based on exit grades and date of transfer from school.

INSTRUCTION AND ACADEMICS

Achievement

There are two main elements for success in our program:

1. Students who are responsibly engaged in their work and exhibit independence and self-motivation while listening and responding positively to parental instruction.
2. Parents who are vigilant to see that their students are making daily gains, who are involved in the process of their learning, and who are actively seeking the best methods for learning.

Instructional options

Glacier High & Endeavor offer a variety of instructional methods that allow each student to customize and personalize their education. A unique aspect of our program is that students can choose from a combination of the following offerings:

College-Style On-Site Courses

Students have the opportunity to enroll in on-site classes that have a low student-teacher ratio and only meet 1-3 times a week. On-site classes are graded by the instructor and give frequent feedback to your student's Advising Teacher, your child and the parent /legal guardian.

Home-Based Courses

We have carefully selected various curricula choices with the homeschool parents and students in mind. Some of our curricula have a video component in which students can login to a website for recorded teacher instruction. Parents are given a Lesson Plan and Answer Key to facilitate home instruction.

Online Courses

We have online curriculum licenses for those families that wish to complete high school courses online. Students can select to take one or all classes online. Parents and students have access to immediate online activity grades, are interactive, and align with Common Core State Standards.

Community College Option

The State Center Community College District High School Enrichment Program (HSE), includes Clovis Community College, Fresno City College, Reedley College, Madera Community College & Oakhurst Center.

Benefits:

1. Earn college credit and high school credit at the same time.
2. Each college semester class earns one year of high school credit (must be CSU/UC transferable course).
3. Earn weighted grades for A, B, or C if the course is UC Honors.
4. Free Tuition.
5. Reimbursement for the cost of books upon successful completion (C or better) of course.

Qualifications:

1. Student must meet minimum GPA requirements.
2. Student must be in grade 11-12 for Madera Community College, Reedley College and Oakhurst Center unless approved with special admittance. Students must be in grade 10-12 for Clovis and Fresno Community College.
3. Need approval from the high school principal, high school counselor, and a parent/guardian.
4. Student must meet the prerequisites & requirements for courses in which they are enrolling.

Process:

Fill out the High School Enrichment (HSE) Packet and bring to your Guidance Counselor or Advising Teacher. Return the packet to the college with your transcript. (Note: You may have

to attend the first class to see if there is room available for high school students).

Recommended Timeline for HSE Submission

For Fall College Courses →	Start process in April
For Spring College Courses→	Start process in November
For Summer College Courses →	Start process in April

*See your Guidance Counselor or Advising Teacher for more information.

Create your own course

Glacier and Endeavor offer the opportunity for students (with parent guidance) to design their own course. If there is a course which we do not offer, you may be able to design a formalized curriculum with your Advising Teacher. For example, if a parent would like to teach their child Cooking or Auto Mechanics, they can and their child can earn high school credits at the same time. Please speak with your Advising Teachers for more information.

On-Site/Distance Learning Classes

We strive to provide as much assistance for your student’s educational program as possible. Our experience has taught us that while parents can do a good job in home education, there are certain academic areas that go beyond the typical comfort level of home educators.

Onsite/Distance Learning classes are optional and a privilege. In order to remain enrolled in these classes students are required to abide by the WSCS Behavioral Expectations and WSCS Cheating Policy (Plagiarism Policy).

These classes will be graded by the classroom teacher. Teachers will provide clear homework assignments and work expectations for students who elect to participate in these classes. It is the responsibility of students to communicate with teachers regarding any difficulties. The nature of these intensive classes requires that students make every effort to attend each session. Students and parents should not hesitate to schedule an appointment with teachers regarding scheduling, advanced work submissions, missed assignments, or any other concerns you may have.

Guidelines for success with On-Site/Distance Learning Classes

These classes do require some guidelines:

- Students are required to make every effort to attend every class. Keep in mind that weekly or bi-weekly classes are actually several class times combined to give a maximum amount of instruction in a compact time.
- Parents are responsible to provide oversight of these on-site/distance learning classes. Parents should monitor at home:
 - completion and due dates of student homework, assignments, tests, and projects
 - School Pathways grades and progress grades
 - Google Classroom
 - communication with class teachers, ParentSquare messages and notifications
- During class days, we ask that students do not merely “hang-out” on the school campus. If students are in between classes or waiting to be picked up, they need to be engaged in school work or an appropriate activity.

On-site/Distance Learning Class Attendance Policy

Attendance in classes is very important to a student's success in the class and is a required component of a class. **Students who miss more than two weeks worth of classes may receive a Non-compliance letter and this can result in the student being dropped from the class.** Each instructor will provide students a class syllabus detailing their attendance requirements.

Tutoring

Glacier and Endeavor are committed to helping every student succeed. We know that there are occasions where further help and instruction is required. We provide this primarily through our on-site courses. However, if there is further need, do not hesitate to ask your teacher, who may be able to facilitate further instruction.

Grading

Glacier/Endeavor high school courses are generally 5 credits each per semester. Some elective/physical education courses may only be 2.5 credits each per semester. On average, a 5 credit course is equal to a minimum of 75 hours of study. We understand that there are various factors to how course hours are calculated however, WSCS recommends that teachers assign an average of 5-7 hours per week per class of course-related work. This course-related work includes, but is not limited to direct teacher instruction, instructional videos, recorded lessons, student assignments, homework, text reading, collaboration with peers, projects, and assessment.

A student's normal course load is 7 classes per semester. This scenario earns 35 credits per semester ($7 \times 5 = 35$). The following table demonstrates the credits necessary to move from one grade level to another.

Grade 9: 0-54 credits	Grade 10: 55-124 credits
Grade 11: 125-189 credits	Grade 12: 190-260 credits

Students can receive the grades of A, B, C, D, F, or P. Each grade has a point value which affects a student's overall GPA. The following table demonstrates the Grade Point Average value for each letter grade.

A = 4 points (90-100%)	B = 3 points (80-89%)
C = 2 points (70-79%)	D = 1 point (60-69%)

Augmented GPA

Courses designated with an “h” are considered Honors courses and will receive an extra grade point in the weighted GPA if passed with a C or better.

Advanced Placement courses are notated with an “ap” and receive an extra grade point in the weighted GPA if passed with a C or better.

Certain designated Community College courses, with an “h” and/or “ag” notations will receive an extra grade point in the weighted GPA if passed with a C or better. Please see our Guidance counselor to verify if the course qualifies for augmentation in GPA.

Grading Independent Study Courses

Daily assignment grading is the responsibility of parents and is (grade sheets) brought to each monthly meeting. These grades are then reviewed by the Advising Teachers who will either

approve and finalize the grade or adjust as necessary. Semester grades from parents are due at the end of each semester. A grading guide will be provided by your Advising Teacher.

We provide each family with a grading guide that will play an important role in the assessment of their student's work. Within this guide are instructions and parameters that need to be followed in order to ensure consistency in grading students and presenting them with meaningful transcripts. Below are some helpful tips to remember while assessing students:

- At a minimum, provide weekly feedback and explanation of assessment made so students can understand deficiencies and build on strengths.
- Follow the rubrics provided to demonstrate how and why a particular grade was given. This practice will help both you and your Advising Teachers see areas of needed growth and improvement.
- Using these tools will also help our school maintain a high level of consistency while serving individually and will help eliminate unnecessary subjectivity in the grading process.

Physical Education

This is a credit/no-credit course. Students must work out on some form of focused cardiovascular exercise for at least 40 minutes per day or an average of 400 minutes every ten school days. Students keep a log of their times and activities on the attendance form which is signed by the parent/guardian.

Class Load & Credits per Semester

It is our goal that students complete their high school education in four years. Each semester, the Advising Teacher and Counselor will work with the student to review class schedules that keep students on track for graduation.

A normal class load each semester for 9th through 11th graders is six to seven classes. In some cases, for 12th graders, a lesser class load in the second semester may be appropriate if the student is ahead in the required credits for graduation.

We also encourage our students to enroll in community college classes. Students in 10th, 11th and 12th grade may enroll in community college courses. We would include any community college class in the total number of the 6 or 7 classes per semester.

The maximum number of classes that can be taken in a semester is eight (40 credits) *unless approved by administration*.

These class-load guidelines are intended to help pace a student and maintain reasonable work expectations. Students who wish to accelerate may do so by finishing a class they are currently enrolled in and petition to increase class load.

Repeated Classes

Students who repeat prerequisite classes due to teacher recommendation / low achievement will be able to use the credits earned from passing the class the first time as elective credits. The repeat credits will be applied to the completion of the class.

Dropping a Class

Drop timeline	Description	Transcript Notation
First 20 days in semester or upon enrolling	The class is not recorded on transcript.	No notation
21-40 days into semester	The student may "Withdraw" from this class.	W 0 credits
41 days to the end of the semester	The class may not be dropped.	The student will receive the grade earned for this class.

Course Prerequisites

A student taking a course that has a **prerequisite** must successfully complete that class with a minimum of 75% or (C) in order to go on to the next higher class. Instructor permission required if less than 75%.

* Biology prerequisite is concurrent enrollment/successful completion of Algebra 1/ Integrated Math 1.

Successful Completion of this course	to take this course
Biology →	Chemistry
Algebra 1/Integrated Math 1 →	Chemistry
Integrated Math 1 →	Math Integrated 2
Integrated Math 2 →	Math Integrated 3
Integrated Math 3 →	Pre-Calculus
Biology & Chemistry →	Physics

Work Permits

Minors under 18 years of age employed in the state of California must have a permit to work.

After the student has been offered a job, the student will need to print “Work Permit Request” form from the schools’ website or ask the office for a copy.

The “Work Permit Request” form has 4 sections.

- a) Section 1- Minor completes
- b) Section 2- Employer completes
- c) Section 3- Parent of minor completes
- d) Section 4- The School completes

* The first 3 sections must be completed before the school can issue a Work Permit. After the first 3 sections have been completed, please turn in form to the school's registrar.

School officials who determine that school work or health of the minor is impaired by the employment may revoke the permit.
[EC 49116]

Associated Student Body ~ ASB/Leadership

Glacier and Endeavor’s leadership classes plan and carry out student activities. This class focuses on providing students with public speaking training and opportunities, career readiness skills (interviews), and participation in community leadership projects and service.

We encourage all students to participate in the events that our ASB/Leadership students plan.