

TEAM High Annual Review

October 12, 2009

1. School board review written policies for TEAM

Policy No. 2255 Instruction

ALTERNATIVE LEARNING EXPERIENCE PROGRAMS

The district establishes TEAM High School an alternative learning experience program, provided on site or over the internet or by other electronic means, as defined in WAC 392-121-182.

Every student enrolled in the program shall have a written individual plan developed in collaboration with the student, the student's parents, and other interested parties. The student's supervisor, who must be certificated instructional staff or a contractor as defined in WAC 392-121-188, must approve the plan and has primary responsibility and accountability for the plan. The student learning plan must meet the following minimum criteria. The plan must:

- A. Include a schedule of the duration of the program, including the beginning and ending dates;
 - B. Describe the specific learning goals and performance objectives of the alternative learning experience. This requirement may be met through course syllabi or other detailed descriptions of learning requirements.
 - C. Describe the average number of hours per week that the student will engage in learning activities to accomplish the objectives of the plan;
 - D. Describe how weekly contact requirements will be fulfilled;
 - E. Identify instructional materials essential to successful completion of the learning plan;
 - F. Include a timeline and method for evaluating student progress toward the learning goals and performance objectives specified in the learning plan; and
 - G. Identify whether the alternative learning experience meets one or more of the state essential academic learning requirements defined by the district. High School alternative learning plans must identify whether the experience meets state and district graduation requirements.
- II. Annually, during a public meeting, the board will approve the ratio of certificated instructional staff to full time equivalent students enrolled in alternative learning experience programs and courses.
- III. Student performance will be supervised, monitored, assessed, evaluated, and recorded by certificated instructional staff, or by certificated staff of a contractor.

Students are expected to earn six (6) credits per year. Credit for classes will be recorded upon completion of the course requirements, and entered into the TEAM High School record system. Transcripts will be given to students annually. Upon completion of a full course of study, students will be awarded Woodland School District diplomas.

IV. Each student enrolled in an alternative learning experience program shall have direct personal contact with school staff at least weekly, to discuss and evaluate student progress, until completion

of the course objectives or the requirements of the learning plan. Direct personal contact means a face-to-face meeting with the student, and if appropriate, with the parent or guardian.

V. Each student's educational progress will be reviewed at least monthly. The results of the reviews shall be shared with the students and with the parent or guardian of students in K-S programs. If a student does not make satisfactory progress in the activities identified in his or her plan, a revised plan may be implemented.

VI. Parent Responsibilities:

Parents or guardians are required to participate in the program on behalf of their children in at least the following ways, or their children may be excluded or removed from the program:

- A. The parent or guardian must approve their child's plan;
- B. The parent or guardian must provide or implement those portions of their child's plan for alternative learning experiences that are identified in the plan under the supervision of certificated instructional staff; and
- C. The parent or guardian must meet with certificated instructional staff as prescribed in their child's plan for purposes of evaluating their child's performance and/or receiving instructions on assisting with their child's alternative learning experience.

If a student's parent or guardian cannot or will not participate in the program, the supervisor of the program may accept another suitable adult who agrees to meet the policy and program requirements set out for parents on behalf of the student.

VII. District Supervision:

The district shall designate one or more person(s) responsible for approving specific alternative learning experience programs or courses, monitoring compliance with WAC 392-121 - 182 and reporting at the end of each school year to the board of directors on the program. The annual report shall contain:

- A. The alternative learning experience student headcount and full-time equivalent enrollment claimed for basic education funding;
 - B. A description of how certificated and classified staff are assigned program management and instructional responsibilities that maximize student learning; including the ratio of certificated instructional staff to full time equivalent students;
 - C. A description of how the written student learning plan is developed and student performance supervised and evaluated by certificated staff.
 - D. A description of how the alternative learning experience program supports the districts overall goals for academic achievement; and
- B. Results of any self-evaluations conducted pursuant to WAC 392-121-182(7).

V ii The district alternative learning program shall satisfy the state board of education requirements for courses of study or equivalencies; and if the program offers credit or a high school diploma, the alternative learning program must meet the minimum high school graduation requirements.

Legal Reference: WAC 392-121-182 Alternative learning experience requirements
RCW 28A.320 .230 Instructional Materials-Instructional
Materials Committee

Cross References: Board Policy 2020 Curriculum Development and
Adoption of Instructional Materials

Adoption Date: October 26, 2005

Woodland School District #404

Page 3 of 3

2. Student Learning Plan for each student
 - a. Beginning and ending date
 - i. When the student enters and exits TEAM
 - b. Estimate of # of hours per week and describe how weekly contact requirements will be fulfilled

Contract to Attend TEAM High School

1. My signature below indicates that I agree to the following terms of attendance at TEAM High School.
2. I will attend TEAM High School at least 8 hours per week in the TEAM High School building.
3. I will complete a minimum of 17 hours of homework time each week.
4. I will make contact with the TEAM staff if I am unable to attend school for any reason.
5. I understand that any absences must be made up on Monday of the week after I miss, or make other arrangements with the staff. Tardies may be added to make up time.
6. Transportation to and from TEAM High School is my responsibility.
7. I will not enter any other school campus in the district without specific permission from a staff member at TEAM High School or a staff member from the campus you are entering.
8. I accept full responsibility for my action, attitude and behavior and will do my best to maintain a learning atmosphere at TEAM High School. This includes showing respect for everyone and not being involved in inappropriate behavior during my educational experience at TEAM High School.
9. The TEAM High School staff will do its best to help me achieve my goals and expectations. If I am unable or unwilling to keep the terms of this contract, it will be grounds for disciplinary action and/or removal from the TEAM program.
10. If the principal writes two discipline referrals in one given year on a student then the student will be suspended for the remainder of the school year or longer.

Student Signature _____ Date _____
Parent/Guardian Signature _____

- c. Clearly identify requirements student must meet to complete course or program
 - i. All district requirements plus an extra .5 credit of English
 - d. Identify instructional materials for completion of learning plan
 - i. APEX computer program or traditional instructional materials such as textbooks
 - e. Describe timelines and methods for evaluating student progress
 - i. Students are supposed to complete 1 credit every 6 weeks
 - f. Whether the student learning plan meets state and district graduation requirements
 - i. All district and state graduation requirements must be met prior to earning a diploma
3. Certificated staff to student ratio be approved by the board
 - a. Two full time certificated staff members for 90 students
 4. Describe how student performance is assessed
 - a. Students are assessed by quizzes, tests and assignments
 5. Have direct contact with staff once weekly
 - a. Students are to be in attendance 8 hours per week and 2 hours Tuesday-Friday
 6. Once a month student informed of progress
 - a. Students are informed of progress every 3 weeks and anytime they ask
 7. Designate one official responsible for approving programs and reporting to board
 - a. Student head count and FTE
 - i. 90
 - b. How certificated staff are assigned
 - i. Morning and afternoon teacher, both with specialties
 - c. Certificated staff to student ratio
 - d. Two full time certificated staff members for 90 students

e. Student learning plan for each student

Microsoft Access

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Classes

Last Name Uhlenkott Credits Earned 5 Session WASL - Reading WASL - Math

First Name Dan Credits Needed 17 2 WASL - Writing WASL - Science

English			Science			PE					
	Credits	Date		Credits	Date		Credits	Date			
1	English I A	0.5	9/8/2008	1		0					
2	English I B	0.5	9/16/2008	2		0					
3	English II A	0.5	9/21/2008	3		0					
4		0		4		0					
5		0									
6		0									
7		0									
8		0									
				Social Studies			Career/Tech Ed				
				1	US History A	0.5	5/8/2008	1	Graphic Design	0.5	6/12/2008
				2	US History B	0.5	6/3/2008	2		0	
				3		0					
				4		0					
				5		0					
				6		0					
				7		0					
				8		0					
				9		0					
									WASL		
									1		0
									2		0
									3		0
									4		0
									5		0
									6		0
Math											
1	Pre-Algebra A	0.5	4/12/2008								
2	Pre-Algebra B	0.5	4/28/2008								
3		0									
4		0									
Art											
1	Graphic Design	0.5	5/2/2008								
2		0									

+ = Classes assigned during current year.
 * = Book Class (not on NovaNET or DLC)
 ~ = Taking at WHS 2nd Semester

SLP - Reading SLP - Writing

Record: 1 of 135

Form View

- f. How the alternative program supports the district goals & objectives
 - i. Provides an opportunity for students to use alternative methods to achieve a high school diploma
- g. Satisfy the local & state graduation requirement
 - i. Graduation requirements are aligned with the district and state except requiring .5 extra English
- 8. Program is accessible to all students
 - a. Students and parents must apply in writing and interview with the director
- 9. Provide parent with a description of difference between home-based education and alternative school (signed form)

STATEMENT OF UNDERSTANDING

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

Provided on the front and back of this form are summary and narrative descriptions of the difference between Home-based Instruction and an ALE. Please read these descriptions and sign below.

Summary Description

Home-Based Instruction

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

Alternative Learning Experience

(Name of ALE program inserted here)

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

Part-time Enrollment of Home-Based Instruction Students

Home-based instruction students may enroll in public school programs, including ALE programs, on a part-time basis and retain their home-based instruction status. In the case

of part-time enrollment in ALE, the student will need to comply with the requirements of the ALE written student learning plan, but not be required to participate in state assessments or meet state graduation requirements.

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

Parent Signature _____

Date _____

Name(s) of Student(s) _____

Narrative Description of the Differences Between Home-Based Instruction and public school Alternative Learning Experiences

Home-based instruction is authorized under Revised Code of Washington (RCW) 28A.225.010 and RCW 28A.200. When a parent or guardian has filed a 'declaration of intent to provide home-based instruction' with the district and is meeting the requirements for home-based instruction stated in RCW 28A.225, the student is eligible to receive home-based instruction. Students receiving only home-based instruction are not enrolled in public education, and they do not have to comply with the rules and regulations regarding public schools. Since the student is not registered or enrolled in the public school system, the school district is under no obligation to provide instruction or instructional materials for these students. Home-based instruction students are not required to participate in any district or state testing and/or assessments. Additionally, home-based instruction students are not eligible for graduation through a public high school unless they meet all of the graduation requirements established by the state, district, and the local high school. This includes earning the Certificate of Academic Achievement.

Part-time enrollment

Home-based instruction students may have access to ancillary services and may enroll in a public school course, such as an alternative learning experience program, on a part-time basis where space is available. Part-time enrollment is defined as being less than full-time enrollment. In these cases, the student is responsible for maintaining acceptable attendance and meeting all course and school requirements. For an alternative learning experience, this will mean meeting the requirements of the written student learning plan. The student continues to be considered a home-based instruction student when enrolled **part-time** in a public school setting. Therefore, except for the individual class requirements, school and district attendance rules, and school behavior policies, the limitations and restrictions noted in the paragraph above are in force.

Full-time enrollment

A student enrolling **full-time** in a public school alternative learning experience program is **not** receiving home-based instruction, even if the parent or guardian has filed a 'declaration of intent to provide home-based instruction' with the school district. The student is considered a public school student and is subject to all the rules and regulations governing the actions of all public school students. This includes, but is not limited to, attendance, meeting course requirements, graduation requirements, and assessment requirements. Full-time students are eligible for graduation from a public high school upon meeting all of the school, district, and state requirements.

10. Institute reliable methods to verify student is doing their own work
 - a. Students must pass tests and quizzes while at TEAM and can not do it at home
11. Enrollment reporting
 - a. Each month an enrollment report is submitted to Stacy Brown by Tish Brand
12. Student performance accountability
 - a. If the student fails to make satisfactory progress for no more than two consecutive periods, an intervention plan is developed
 - b. If the student fails to make it three consecutive times, a new plan is formed
 - c. Educational progress is assessed annually using grade level and other assessments
13. Period evaluations
 - a. School Improvement Plan
 - b. WASL or HSPE Scores
14. Report to SPI
 - a. Head count, FTE and certificated staff to student ratio reported annually
15. Must have ready for audit
 - a. School Board Policy
 - b. Minutes of annual reports
 - c. Reports to SPI
 - d. Student Learning Plans
 - e. Student progress reviews, evaluations
 - f. Student enrollment detail
 - g. Signed parent enrollment disclosure documents

TEAM High School WASL Results

10 th Grade Reading			
Year	TEAM	District	State
2005-06	85.2%	83.8%	82.0%
2006-07	87.5%	82.1%	80.8%
2007-08	88.9%	85.0%	81.8%
2008-09	92.3%	82.0%	81.2%

10 th Grade Math			
Year	TEAM	District	State
2005-06	43.5%	55.1%	51.0%
2006-07	48.0%	59.4%	50.4%
2007-08	18.2%	52.4%	49.6%
2008-09	48.2%	47.3%	45.4%

10 th Grade Writing			
Year	TEAM	District	State
2005-06	100%	76.7%	79.8%
2006-07	79.2%	86.8%	83.9%
2007-08	75.0%	92.6%	86.8%
2008-09	100%	89.6%	86.7%

10 th Grade Science			
Year	TEAM	District	State
2005-06	4.5%	40.3%	35.0%
2006-07	9.1%	43.2%	36.4%
2007-08	33.3%	47.1%	40.0%
2008-09	28.6%	46.2%	38.8%

TEAM HIGH SCHOOL IMPROVEMENT PLAN

GOAL STATEMENTS

2009-2010

1. By spring 2010, 90% of the sophomore class at TEAM High will meet or exceed standard on the HSPE reading test.
2. By spring 2010, 76% of the sophomore class at TEAM High will meet or exceed standard on the HSPE math test.
3. By spring 2010, 90% of the sophomore class at TEAM High will meet or exceed standard on the HSPE writing test.
4. By spring 2010, 45% of the sophomore class at TEAM High will meet or exceed standard on the HSPE science test.
5. By spring 2010, the extended graduation rate will meet or exceed 80%.

ACTION PLAN OUTLINE

School Improvement Goal: Improve TEAM High HSPE scores in Math, Reading, Writing and Science

Strategy: Improve student attitude towards the HSPE

Rationale: If students care about the tests and teachers focus the learning on test fundamentals, their scores will improve.

Activities to achieve this goal:	Professional Development:	Timeline:	Resources Available:	Person Responsible:	Monitoring Effectiveness:
Teach students about state graduation requirements	Familiarize staff with requirements	Fall of 2009	Principal, Assessment Director, OSPI Web Site	Jim Avino, Aaron Shepherd, Tia Pitner	Student interaction
Acquaint students with HSPE style questions	Review released items	Fall 2009 to Spring 2010	Principal, Assessment Director, OSPI Web Site	Jim Avino, Aaron Shepherd, Tia Pitner	Document with samples in hands of students.
Allow students practice in HSPE style testing	Inservice workshops	Fall 2009 to Spring 2010	Principal, Assessment Director, OSPI Web Site	Jim Avino, Aaron Shepherd, Tia Pitner	Graded practices in student folders

ACTION PLAN OUTLINE

School Improvement Goal: Improve TEAM High HSPE scores in Math, Reading, Writing and Science

Strategy: Develop 9th and 10th grade curriculum path to prepare students for the HSPE

Rationale: Developing HSPE specific courses will help prepare students.

Activities to achieve this goal:	Professional Development:	Timeline:	Resources Available:	Person Responsible:	Monitoring Effectiveness:
Gather available curriculum, materials, samples in areas of reading, writing, math and science	Inservice workshop	Fall 2009 to Spring 2010	Director, Assistant Superintendent, OSPI	Jim Avino, Aaron Shepherd, Dan Uhlenkott, Tia Pitner	Addition to courses offered
Network with other alternative programs and solicit assistance	Subscribe to WALA	Fall 2009 to Spring 2010	Washington Alternative Learning Association	Jim Avino, Aaron Shepherd, Tia Pitner	Shared curricula
Have students use materials and comment on effectiveness	APEX	Ongoing	Students, Mark Knudson	Jim Avino, Aaron Shepherd, Tia Pitner	Alterations in program