



# Eagle Sky Virtual Academy Handbook

Welcome to Eagle Sky Virtual Academy! We are excited to have the opportunity to offer our students and parents one more way to an exceptional Elma educational experience. Eagle Sky Virtual Academy (ESVA) is an alternative learning experience, a student-choice program, that requires a high level of student responsibility and parental/family involvement. Our mission is to provide high quality, flexible learning options that suit the needs of individual students and their families.

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

Eagle Sky Virtual Academy uses Accelerate Education for students in grades K-12, delivering opportunities for powerful learning. There is structure in the form of a pacing guide and calendar, which is easily found after logging into <https://accelerate-esva.vschoool.com/>. With students working at a steady pace they will be able to complete their courses on-time, as expected. It really is a simple program, but it does require your commitment. Thank you for taking the time to read and become familiar with the information, processes, expectations, and requirements in this handbook. You will find answers to many questions here, and we are always available for further assistance.

Eagle Sky Virtual Academy Team

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# ESVA Vision

Students who enroll in an Alternative Learning Experience are typically looking for an alternative to traditional school settings for a variety of reasons, including medical necessity, rigorous training schedule, interest in more rigorous coursework, personal safety, a more flexible or adaptive learning environment, and independent studies for students who have dropped out of school and need a second chance for a diploma.

We want ESVA to be an alternative learning experience where students can return to thriving and excelling in academics, restoring their love of learning. The program has been structured to support the accomplishment of that goal.

## Eagle Sky Virtual Academy Founding Principles

- We recognize the **parent** as the first and most important educator. We are here to offer support, knowledge, feedback and guidance.
- We recognize that all **students** develop and learn differently and at different rates. It is our goal to empower each student with the educational tools necessary to learn and succeed.
- We recognize the **teacher** as a person with many roles including advisor, supporter, observer, learner, and facilitator. Teachers have the unique opportunity to guide and support our families and are always expected to act in the family's best interest.
- We encourage each Learning Coach's active **participation** in the ESVA program and monitoring of student's progress.
- We recognize that in order to run our program successfully, we need the **input, respect and cooperation** of students, parents, teachers, and administrators, as well as any other staff or community members who may participate.

Eagle Sky Virtual Academy prepares students to become:

- **Self-Directed Learners** - Students will take initiative and responsibility for their learning by managing the online learning experience, which can be pursued at any time, at any pace, in any place.
- **Problem Solvers** - Students will apply critical, creative, and cognitive thinking to recognize and approach complex problems in academic and real-life situations.
- **Literate** - Students will demonstrate proficiency in the area of literacy by being able to read, understand, question, and challenge the literal and implied meanings of fictional and non-fictional material.
- **Writers**
- **Technologically Literate** - Students will effectively apply technology as a means to access, integrate, evaluate, create and communicate information.

# The Alternative Learning Experience and Requirements

ALE (Alternative Learning Experience) is a public education where some or all of the instruction is delivered outside of a regular classroom setting and schedule. This simple definition allows for many possibilities. But with those possibilities there are also requirements and responsibilities for all students, parents and educators. ALE programs are governed by WAC 392-121-182. This requires that students have:

- Written Student Learning Plan (WSLP)
- Dedicated Learning Time
- Weekly Direct Personal Contact
- Monthly Progress Review
- Intervention Plans
- Washington State Academic Assessments

## **Written Student Learning Plan (WSLP)**

As part of the enrollment process, parents/guardians work with a certificated teacher or administrator to plan an annual curriculum for each student. This process develops the Written Student Learning Plan. The WSLP documents the student's education plan, program participation requirements, and course progress expectations for the year. All students must have a signed WSLP. The WSLP should be signed by the parent/guardian and the certificated teacher or appropriate administrator. Any changes made to the WSLP during the course of the school year, will require new signatures from both parties.

## **Dedicated Learning Time**

According to **WAC 392-121-122**, students are required to meet a minimum number of educational hours spent on learning each week.

The average weekly hours required for full-time students are:

- 15 hours/week for half day Kindergarten
- 27.75 hours/week for grades 1-5
- 27.75 hours/week for grades 6-12, which equates to about 6 hours per day (middle/high school equivalent to six periods/day), 5 days per week

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

This amount is adjusted to include weekly direct personal contact time and all educational activities supported by the WSLP during a given week. A certificated teacher determines student courses, course levels, and estimated weekly hours during the development of the WSLP.

### **Weekly Direct Personal Contact**

Direct personal contact means a direct one-to-one communication between the certificated teacher and the student at least once every school week. The term "school week" means any seven-day calendar period starting with Sunday and continuing through Saturday. Direct personal contact must happen for every week, according to the district school calendar, having at least three scheduled days of school (including  $\frac{1}{2}$  days).

Direct personal contact can be accomplished in person or through the use of telephone, instant messaging, interactive video communication or other means of digital communication. Teachers may provide a weekly web-based instructional component or in-classroom lessons that students may use to satisfy their Direct Personal Contact requirement. Contact must be for the purposes of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the WSLP.

### **Monthly Progress Review**

All students receive a monthly progress review developed by their certificated teacher based on the student's progress. Elements of progress will include student progress as measured by the WSLP, attendance, other factors deemed appropriate. A student may receive the designation of "Unsatisfactory Progress" for any of the following reasons.

- Failure to satisfy direct personal contact requirements.
- When a student demonstrates a pattern of not responding to teacher/school communications, including email, mail, phone calls, and /or voice messages.
- Failure to meet the progress goals of the WSLP.

Unsatisfactory reviews necessitate an Intervention Plan.

### **Intervention Plans**

When an unsatisfactory progress rating is issued, an Intervention Plan is developed to help get the student back on track for a Satisfactory Progress rating next month. The intervention plan includes actionable steps to help the student address barriers and meet their learning goals.

The Intervention Plan is reviewed by the team member with the student and parent/guardian, as appropriate. All participants sign the intervention plan, which is filed with the student's record.

Intervention steps will be closely monitored for evidence of improvement. Per state law, three (3) consecutive Unsatisfactory progress ratings are cause for removal from the program.

### **Washington State Assessments**

ALE students in grades 3-11 are expected to take corresponding grade level state assessments every year. The assessments are administered each spring. Passing scores on state assessments for high school students may be used as a graduation pathway.

## **ESVA- Our Program**

### **How is the ESVA ALE Program set to operate under ALE rules?**

#### ***General***

- ESVA is a tuition-free K-12 alternative public education program hosted by Elma Public Schools. The ESVA program and students enrolled in ESVA are governed by the Washington State Alternative Learning Law (WAC 392-121-182).
- ESVA is an online-based curriculum program with remote teachers, classes and workshops. The courseware system provides an independent learning environment for each student; the student is not in a classroom with other students.
- ESVA's instructional materials are made available through ESVA's selected learning management system, Accelerate Education. They cover the core subject areas required by the state of Washington plus electives and are aligned with the learning standards.

#### ***Learning and Student Progress***

- Teachers work with the students supervising, assisting, and addressing learning needs.
- On occasion, teachers will host workshops on specific course topics offering deeper instruction on that topic. Schedules will be posted listing topics, dates, and times with login instructions.
- Students are able to work using flexible hours and at their own pace. However, they do need to make progress in line with their WSLP in order to maintain the required Satisfactory Progress rating.

#### ***Communication and Weekly Contact***

- Teachers will have weekly office hours where students are free to join in for extra instruction or assistance with their course. Office hours can be recorded as the student's weekly communication.
- Weekly Direct Personal Contact is also available through emails with the teacher, or other digital means of communication. Contact must be meaningful and for the previously listed components of instructional growth.
- The responsibility of direct weekly student contact belongs to the student and the learning coach regardless of what means of communication are used.
- Email is the primary mode of communication for ESVA. Families are required to
  - provide an email address to be used for communication with the school; and
  - check their email daily for communications from the school; and
  - respond to email within a 24 hour period.
- ESVA teachers and staff respond to requests for help within one school day, and usually on the same day.

### ***Monthly Progress Reviews and Interventions***

- Monthly Progress Reviews are available for all students. Students making satisfactory progress are not required to have a meeting, but will receive their progress report. Information in progress reviews should not be surprising as a daily progress chart is viewable on the student's dashboard every time they log onto the ESVA Accelerate Education classroom.
- Progress is measured in two ways:
  - Monthly progress: the expected completion amount for any given month; and
  - Total progress: the cumulative progress for the entire course or year.
- Progress measures may be adjusted on a case-by-case basis by the certificated teacher as needed. Any adjustments will be noted on the WSLP.
- Students not making progress will meet with ESVA staff members to discuss concerns and plan interventions to support student success.
- Intervention plans and corresponding progress will be monitored for implementation and success.
- Students not demonstrating progress for three consecutive months will be removed from the program.

### What does the program look like from a student's perspective?

Simply put, the student logs in to their online classroom with the appropriate level of support from their Learning Coach and completes assignments and activities. Completed assignments are submitted for grading. The student and teacher communicate about the course every week including questions and answers and sharing insights and accomplishments. Monthly progress reviews are presented to discuss progress towards course(s) completion.

### Who is involved in an ALE Program?

There are several types of people in the ESVA ALE program including students, parents/guardians, professional teachers, professional administrative staff and professional support staff.

- **Students.** Students in grade levels K-12 may be enrolled at ESVA. They can be full-time or part-time.
- **Learning Coaches.** In ESVA's ALE, the primary classroom is the home. Learning coaches are most often the student's parent or guardian but it could be someone else the parent/guardian has assigned that responsibility to. Learning Coaches are responsible for the structure of the student's school day in order to facilitate their learning. The Learning Coach needs to be available during the learning time to ensure the student(s) stay on task and successfully complete their activities and assignments. It is the student's and Learning Coach's responsibility to make sure progress is happening according to the Written Student Learning Plan (WSLP).
- **Course Teachers.** ESVA has contracted with Accelerate Education to provide the ALE courses. This includes the curriculum and Washington state certificated teachers. You can expect:
  - the Written Student Learning Plan (WSLP). (Parents and students may asked to assist with this document.)
  - appropriate grade level and academic goals.
  - an environment of respect and instructional growth.
- **Administrators.** ESVA has multiple administrators working to support students, families, and teachers with their academic journey. They are available to you by email and by phone.
- **Support Team:** ESVA students are supported behind the scene with a team that includes multiple Elma School District staff members: secretary, paraeducator, SPED case managers, counselors, and teachers. They:

- monitor, evaluate, and document the student's progress toward goals.
- provide encouragement, academic support, and insight from their own experiences.
- provide one-on-one or group tutoring as needed.
- refer students not substantially successful to other courses of study.

### **What does exiting ESVA look like?**

ESVA is an instructional program that offers opportunities for students in an alternative delivery. It is a commitment for students, parents and learning coaches. Students enrolled in ESVA are expected to remain enrolled for at least a full semester. But sometimes plans change. The online instructional format may not be the right fit for all students.

- **Parent Withdrawal:** If parents wish to withdraw their student from ESVA, after their first semester, they must directly notify the administrator. We would be supportive in helping parents with the transfer processes. However, it is the parent's responsibility to enroll in another educational program. RCW 28A.225.015
- **Removal from the program:** There are times when a student is not meeting the expectations established by the state or ESVA. If this happens students may be removed from the program. The following situations are examples (not exclusively) of circumstances where this could happen. Students may be removed from the program due to any of or combination of the following:
  - Not meeting weekly direct personal contact requirements
  - Not responding to teacher/administrator emails and phone calls
  - Not participating in scheduled parent/student/teacher conferences
  - Not meeting required instructional contact time or designed interventions
  - Not communicating change of contact/address information
  - Not making satisfactory progress for three consecutive months
  - Not adhering to other program or district policies.
  - Falsifying enrollment documents.
  - Falsifying attendance and/or progress in the ESVA or Accelerate platforms.
  - Removal from a school-sponsored event due to disciplinary action.
  - Removal from any online sessions due to disciplinary action.
  - Presenting work as your own, when it is not.

## **ESVA Role Expectations**

### **Learning Coach Responsibilities**

- **As scheduled or required**
  - Attend any conferences scheduled with the teacher or ESVA staff.
  - Collect and submit requested work samples.
  - Review Written Student Learning Plan goals with the teacher.



- Attend special education conferences and/or 504 placement meetings (if applicable).
- Attend training sessions and workshops.
- Attend outings with elementary-aged students.
- **Throughout the year**
  - Report missing/damaged materials.
  - Provide the technology necessary to access the online program and print off lessons
  - Contact the online program if there are any technology issues
  - Set up or assist with setting up learning space and organizing materials.
  - Participate in goal setting conferences with teacher and student.
  - Establish a learning schedule for students that meets their WSLP requirements. (See General Curriculum Guidelines)
- **Daily**
  - Check email messages from the teacher and respond within 24 hours.
  - Follow and complete the scheduled lessons as shown in the Accelerate Online Learning Schedule.
  - Review lessons and be available to assist their students while they are working on courses.
  - Ensure students master assessments to 80% or higher before proceeding to new lessons.
  - Be the first point of contact for academic questions.
  - Supervise *daily* student progress through courses to ensure adequate work completion is occurring at home.
  - Supervise student work and tests, to ensure they are authentic evidence of their learning.
- **Weekly**
  - Review lessons and double check to make sure all lessons for the week are completed.
  - Note topics to discuss at the next teacher check-in or regularly scheduled meeting.
  - Ensure students satisfy direct personal contact with their teacher on a weekly basis.
- **Monthly**
  - Review student progress report.
  - If needed, schedule and attend monthly progress review progress with teacher or ESVA staff
- **End of the Year**

- Return all borrowed materials, books and equipment to ESVA for check-in.
- Review and discuss course placement with the teacher for the following year.
- Indicate registration status for the next school year as instructed via email.

### **Student Responsibilities**

- ***As scheduled or required***
  - Attend scheduled meetings.
  - Bring current work to any meetings.
- ***Throughout the year***
  - Master the WA State Learning Standards associated with the Written Student Learning Plan in a timely manner.
  - Demonstrate appropriate behavior during activities.
  - Keep school materials in good condition.
- ***Daily***
  - Ask teacher questions; submit assignments.
  - Participate in learning opportunities
- ***Weekly***
  - Complete expected hours of schoolwork each week to maintain adequate progress and the fulfillment of course contacts.
  - Have at least one weekly direct contact with your teacher.
- ***Monthly***
  - Review student progress report.
  - Attend monthly progress review progress with teacher or ESVA staff (if required)

### **Parent/Guardian Responsibilities**

- ***As scheduled or required***
  - Complete parent surveys.
  - Attend special education conferences and/or 504 placement meetings (if applicable).
  - Attend intake and any scheduled intervention meetings
- ***Throughout the year***
  - Report to the ESVA office any changes in telephone, email or mailing address.

- Promptly sign and return all forms
- Provide basic supplies and materials that are required for the courses
- **Monthly**
  - Review student progress report and if needed, schedule and attend monthly progress review with teacher or ESVA staff

## ESVA General Information

### **Athletics and Extracurricular Eligibility**

According to the Washington Interscholastic Activities Association (WIAA) handbook (rules 18.5.2, 18.5.3 and 18.5.4), students enrolled as either full-time alternative education students or home-based students may participate in sports or organizations at their school of local residence. For more information, please contact Rob Ohashi, [ROHASHI@EAGLES.EDU](mailto:ROHASHI@EAGLES.EDU) Elma School District's Director of Athletics and Extracurricular Activities.

### **Change Of Address And Contact Information**

Parents are required to notify the ESVA Office at 360-482-1071 or by email at [jallaire@eagles.edu](mailto:jallaire@eagles.edu) of any change in name, address, email, phone number, emergency contact, responsible adult, or court order designating a change in guardianship. Additional documentation may be required. This information is part of your child's educational record and must be kept current.

### **Course Completion**

High school students and middle school students taking high school courses must complete all required assessments and assignments. Course scheduling is paced for a (90 day) semester to equal 0.5-credit or a year-long (180 school days) for a 1.0-credit; however, student-choice and mastery allows for individual academic acceleration.

### **General ESVA Course Assessments**

- Learning Coaches (usually parents) are responsible for monitoring student assessments at home.
- Students should take the assessments independently without prompts from the Learning Coach or other outside resources.
- Teachers may request samples of student work and test the students independently.

## **Grade Level And Assigned Courses**

Courses are determined by age, appropriate grade, previous academic experience, and assessment data. Courses may be adjusted as needed based on parent and student input, assessment data, and working closely with their assigned teacher.

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

If a placement change is needed and authorized, the teacher will facilitate the change. Students may work at a curriculum level appropriate for their personal academic level. This does not alter their age-appropriate grade level.

## **Grading**

### ***Elementary:***

Elementary student achievement is reported once per semester using standards-based grading to accurately describe and communicate, to all stakeholders, a student's achievement toward specific state standards on a 4-point scale to inspire growth in student learning. To assist in a common understanding of Standards-Based Grading & Reporting, the following are the descriptors for the ESD Grading Scale included on the elementary report card:

- **4 - Above Standard at this Time:** In addition to achieving a Level 3, the student is able to independently demonstrate in-depth inferences, applications, and/or more complex understandings that go beyond what was taught.
- **3 - Meeting Standard at this Time:** Student consistently demonstrates grade-level skills and knowledge independently.
- **2 - Approaching Standard at this Time:** A student is making progress toward meeting the grade-level expectations, sometimes showing evidence of meeting the standards, at other times showing a lack of understanding or ability to apply the concept or skills independently.
- **1 - Beginning Work Toward Standard at this Time**
- **NA - Not Assessed at this Time**
- Part of standards-based grading is using quality assessments of content standards to determine grades. Grading for elementary students is based on the most current evidence available, representing a growth model for calculating grades. That means more recent performance factors more heavily in the overall score. In standards-based grading, grades are focused on achievement. Other factors such as

participation, which promotes learning and social development, are reported separately.

**ESVA GRADING RUBRIC K-5**

Emerging Proficiency 1	Approaching Standard 2	Meeting Standard 3	Exceeding Standard 4
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***Middle and High School:*** Grading procedures shall be directly related to stated learning goals. Students are expected to complete all required work and will be given opportunities to do so. Course completion is scheduled for one week before the last day of each semester (see Elma School District’s calendar).

- ESVA has the ultimate authority to adjust and determine final deadlines.
- ESVA shall properly record evidence of a student's achievement on an ongoing basis.
- ESVA can take a student’s most recent evidence of learning into consideration when making the final determination of a student’s grade.

**ESVA GRADING SCALE 6-12**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Inc.</b>
<b>100-90%</b>	<b>89-80%</b>	<b>79-70%</b>	<b>69-60%</b>	<b>59-0%</b>
<b>Distinguished</b>	<b>Mastery Of Content</b>	<b>Proficient</b>	<b>Meets Minimum Requirement</b>	<b>Needs More Work</b>

**High School Graduation Requirements**

The state of Washington has four generalized components for graduation. These requirements are for all schools.

- 24 credits itemized in specific quantities and categories; and
- Completion of an approved Graduation Pathway; and
- Completion of a High School and Beyond plan; and
- Completion of Washington State History course.

Students who have satisfactorily completed these requirements will receive a diploma and graduate from East Grays Harbor High School.

## **High School Graduation**

ESVA is a program of East Grays Harbor High School. Seniors are anticipated participants of the EGHHS graduation. That unique and personal graduation event for students is the second Sunday of June. Students and families are encouraged to celebrate success with us on that date.

## **Instructional Resources and Support**

These links connect to beneficial sources for additional technical and instructional guidance. concerns

[Accelerate Education Resources with Eagle Sky Virtual Academy](#)

[Resources for ESVA](#)

This link lists "safe sites" to be used with Accelerate Education:

<https://s3-us-west-2.amazonaws.com/static.accelerate.education/Customer+Allow+List.pdf>

## **Mastery Based Learning**

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

- Students should pass assignments, lesson quizzes, unit tests, and course exams to at a minimum of 70% for proficiency and/or 80% to demonstrate mastery.
- ESVA state certificated teachers are here to assist in meeting these challenges.
- Students will be evaluated upon completion of each course for individual academic acceleration.

## **Nondiscrimination**

Elma School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to other designated youth groups.

## **State Assessments**

All ESVA students enrolled in grades 3-11 will be notified, offered, and encouraged to take the state assessments. The assessments are administered each spring for students. However, for the 2021-2022 school year, there will be make-up assessments in the fall.

## **Student Dashboard**

Each student is provided with a username and password. From the dashboard, the student may select a class to work in by selecting the course card; the course card also displays the student's grade and course progress. Once the student selects a class, they are immediately taken to their current position within the course.

# ESVA Code of Conduct

## Academic Honesty And Integrity

ESVA expects the highest standard of achievement, honesty, and integrity from all students and Learning Coaches. Optimal learning and rigor are the result of students developing and communicating their own thinking and findings in a disciplined community. The Elma School District define and address in the ESD Policy 3200 Cheating and plagiarism result in a false evaluation of student performance and the mastery of the subject matter. It also harms other students by lowering the value of their honest achievement. Cheating and plagiarism will result in corrective actions.

- **Cheating and Fabrication:** When a student claims he/she has mastered information without doing the work or when a student falsified information. Students are expected to practice their own learning and demonstrate their own understanding.
- **Plagiarism:** The use of someone else's words, ideas, or research data as your own academic work. This includes failing to cite references when using other sources of information. A student's work should be their own thoughts unless they are directly citing a source or the information is a commonly known fact. A good example is copying information from an internet web page.
- **Corrective Actions** may include a conference with the parent, teacher, student and/or principal or ESVA staff member. All efforts will be made to guide the student toward the understanding of integrity and honesty with regard to learning opportunities. Supporting interventions could include redoing an assignment or an alternative assignment. Repeated occurrences may result in a loss of score, credit or even removal from the program.

## Appropriate Behavior

At ESVA, we expect considerate and appropriate behavior online and in any video-conferencing sessions. Any communications or postings that harass or intimidate students or teachers or disrupt any online classes are considered unacceptable. It is the student's responsibility to act with consideration and kindness towards others; it is the Learning Coach's responsibility to monitor behavior during all school activities.

ESVA staff will respond to all inappropriate language or behavior, and students will receive corrective guidance in accordance with district policy.

While participating in any school sponsored events or outings, ESVA students are subject to the student discipline policies of the Elma School District. Any behavior which disrupts the learning environment, endangers the safety of others, or endangers the safety of the student will be addressed. Disruptive students may be removed from school activities.

## Discrimination

The Elma School District subscribes to equal educational and employment opportunities for all persons. You are guaranteed equal treatment in school functions whether you are male or female. Students have the right of equal access regardless of gender, including but not limited to: counseling and guidance services, access to courses and activities, athletics, and in textbooks and instructional materials used.

Discrimination is the unfair or unequal treatment of a person or a group because they are part of a defined group, known as a protected class. Discrimination can occur when a person is treated differently, or denied access to programs, services or activities because they are part of a protected class. Harassment (based on protected class) and sexual harassment can be forms of discrimination when it creates a hostile environment.

A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal and state laws. Protected classes defined by Washington State Law include: Sex, Race/Color, Creed/Religion, National origin, Disability or the use of a trained dog guide or service animal, Sexual orientation, Gender expression or identity, honorably discharged veteran or military status.

### *Discrimination Grievances*

· If you feel discriminated against because of discrimination, you have the right to file a grievance under the regulations of Title IX which guarantees equal treatment of males and females. Inquiries concerning perceived or alleged violations of this policy should be directed to :

Chris Nesmith, Title IX Compliance Officer  
Elma School District,  
1235 Monte-Elma Rd.  
Elma, WA 98541  
360-482-2822

Below is a summary of the grievance procedure. Please take time to read the complete document which is on file in the office.

1. Discuss the complaint with the teacher, coach or staff member involved.
2. File a written complaint. Within five school days, the compliance officer will render a decision in writing.
3. If not resolved, the complainant has five school days to appeal to the principal. The principal will render a decision within ten school days.
4. If not resolved, the complainant has ten school days to appeal to the superintendent. The superintendent will render a decision within thirty calendar days.



5. If not resolved, the complainant has ten days after receiving the superintendent's decision to file a complaint with the secretary of the school board. The school board will schedule a hearing within twenty days and render a written decision within ten days of the hearing.
6. If not resolved, the complainant may appeal in writing to the Superintendent of Public Instruction within ten days of receiving the board's decision.

### **Harassment, Threats to the Health or Safety of Others, and Bullying**

A safe and orderly learning environment is a priority of the Elma School District. For that reason, any intentional verbal, written, or physical act which could reasonably pose a threat to the health or safety of self or others is strictly prohibited.

RCW 9.1.260 states that a person is guilty of the crime of Cyberstalking if he or she, with intent to harass, intimidate, torment, or embarrass any other person makes an electronic communication to such other person or a third party:

- (a) Using any lewd, lascivious, indecent, or obscene words, images, or language, or suggesting the commission of any lewd or lascivious act;
- (b) Anonymously or repeatedly whether or not conversation occurs; or
- (c) Threatening to inflict injury on the person or property of the person called or any member of his or her family or household.

Students who violate school policy, harass others, or make threats of violence or harm toward other students or staff of the Elma School District via electronic messaging or social networking, **even if posted and read outside the school setting**, may be considered in violation of this school policy if:

- The act causes, or can be reasonably predicted to cause, a substantial disruption to the educational process at school or at a school-related activity; or
- The act has the effect of substantially interfering with a student's education or an employee's job performance; or
- The act is directly related to and/or is in response to a situation that occurred while on school grounds or at a school-related activity; or
- There is reason to believe that the threat may be carried out on school grounds or a school-related activity.
- Harassment and threats to the health or safety of others will result in discipline according to building-level discipline policy. Adults that violate this policy may be asked to leave the school's property and/or cease contact with school employees.

## **Racial Harassment**

"Racial Harassment" means unwanted behavior of a nonverbal, verbal, written, graphic, sexual or physical nature related to actual or perceived race, color, national origin, ethnicity, cultural background, physical characteristics, or linguistic characteristics of a national origin group.

Racial Harassment will not be tolerated at ESVA, on school-provided transportation, or at any official school bus stop, activity, program, event, internship or trip sponsored by the school.

This gives notice to all employees, students, and patrons that all racial harassment allegations shall be investigated and dealt with quickly and effectively.

The following examples of racial harassment include but are not limited to conduct that:

- That interferes with an individual's work or school performance;
- Creates an intimidating, hostile, or offensive school or work environment.
- Includes racial slurs regardless of intent, gestures, insignias, acronyms (e.g. KKK) name calling or symbols, (e.g. swastikas, Confederate flags) that make an individual feel threatened or uncomfortable.

Students are expected to follow the standards for student behavior outlined in the ESVA Student Handbook. Students who violate this racial harassment policy will have corrective actions. In addition, violators of this policy will receive appropriate education regarding harassment.

Students are expected to bring violations to the attention of a teacher, counselor, building administrator, or other staff member per the Discriminations Grievances process outlined in this ESVA Student handbook.

## **Sexual Harassment**

Sexual harassment is a form of prohibited sex discrimination and will not be tolerated.

Under WAC 392-190-056, sexual harassment is unwelcome conduct or communication that is sexual in nature and:

1. Submission to that conduct or communication is made a term or condition (explicitly or implicitly) of obtaining an education or employment or is used as a factor in decisions affecting that person's education or employment (quid pro quo); or
2. That conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment (hostile environment).

Sexual harassment can take different forms depending on the harasser and the nature of the harassment. The conduct can be carried out by school employees, students, and non-employee third parties, such as a visiting speaker. Both males and females can be targets of sexual harassment, and the harasser and the target can be of the same sex.

Sexual harassment can occur in any school program or activity and can take place in school facilities, on a school bus or at off-campus locations, such as a school sponsored field trip or training program at another location. The conduct can be verbal, nonverbal, or physical and can include but is not limited to:

- Making sexual propositions or pressuring a person for sexual favors.
- Touching of a sexual nature
- Writing graffiti of a sexual nature.
- Displaying or distributing sexually explicit drawings, pictures, or written materials
- Circulating or showing emails or web sites of a sexual nature
- Making sexual jokes, suggestive remarks, sexual rumors, or derogatory comments
- Physical interference with movements, such as blocking or following someone.
- Acts of physical violence, including rape, sexual assault, sexual battery, and sexual coercion.

All complaints and allegations will be investigated and a finding made within five school days. The Elma School District is an Equal Opportunity Employer. Students, families and other stakeholders are notified the district does not discriminate based on sex, race, creed, religion, color, age, national origin, sexual orientation, gender expression or identity, veteran or military status, disability, or the use of a trained dog guide or service animal in any programs or activities, and provides equal access to the Boy Scouts and other designated youth groups.

The following employees have been designated to handle inquiries and complaints of alleged discrimination:

<p><b>Title IX Officer -</b> Chris Nesmith, Superintendent 1235 Monte-Elma Road, Elma, WA 98541 (360) 482-2822 cnesmith@eagles.edu</p>	<p><b>504 Section/ADA Coordinator -</b> Stacey Rockey, SPED Director 1235 Monte-Elma Road, Elma, WA 98541 (360) 482-1123 srockey@eagles.edu</p>
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<p><b>Harassment, Intimidation, Bullying Compliance Officer -</b></p> <p>Chris Nesmith, Superintendent</p> <p>1235 Monte-Elma Road, Elma, WA 98541</p> <p>(360) 482-2822</p> <p>cnesmith@eagles.edu</p>	<p><b>McKinney Vento Homeless/Foster Care Liason</b></p> <p>Wendy Beldin, EGHHS/ESVA</p> <p>1235 Monte-Elma Road, Elma, WA 98541</p> <p>(360) 482-1052</p> <p>wbeldin@eagles.edu</p>
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***Items Not Covered in This Handbook***

This handbook outlines certain procedures and is not intended to be comprehensive. For policies and procedures not covered comprehensively in this handbook, refer to additional policies and procedures in the Eagles Sky Virtual Academy policy and procedures manuals and in the Elma School Board policies and procedures. Anything not covered in these documents will be handled at the discretion of school administrators.

- [https://www.eagles.edu/our\\_district](https://www.eagles.edu/our_district)

***Our Website***

[https://www.eagles.edu/our\\_schools/eagle\\_sky\\_virtual\\_academy](https://www.eagles.edu/our_schools/eagle_sky_virtual_academy)

***We are on your team, welcome to 2022-23 school year. If you have any questions, please email wbeldin@eagles.edu or call (360) 482-1052.***

***Wendy Beldin, Assistant Principal***

***William (Bill) Oppliger, Principal***

***Lovena Clark, Secretary/Para***

***Lisa McGrath, K-12 ESVA Facilitator***

# General Curriculum Guidelines

## General Curriculum Guidelines Grades K-5

<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
Lang Arts	Lang Arts	Lang Arts	Lang Arts	Lang Arts	Lang Arts
Math	Math	Math	Math	Math	Math
PE/Health	PE/Health	PE/Health	PE/Health	PE/Health	PE/Health
Science	Science	Science	Science	Science	Science
Soc Studies	Soc Studies	Soc Studies	Soc Studies	Soc Studies	Soc Studies
Arts/Crafts	Elective	Elective	Elective	Elective	Elective

## General Curriculum Outline for Grades 6-8

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Soc Studies	Soc Studies	Soc Studies
Language Arts	Language Arts	Language Arts
Math	Math	Math
Science	Science	Science
PE/Health	PE/Health	PE/Health
Elective	Elective	Elective

General Curriculum Outline for Grades 9-12

Required Courses	Reqd Credit	.5 Complete	.5 Complete	.5 Complete	.5 Complete		
9th & 10th English	2.0						
11th & 12th English	2.0						
Algebra 1	1.0						
Geometry	1.0						
Algebra II or 3rd year math alternative	1.0						
Science w/Lab	2.0						
Science w/out Lab	1.0					<b>Graduation Requirements:</b> <input type="checkbox"/> Graduation Pathway <input type="checkbox"/> WA State History <input type="checkbox"/> HS & Beyond Plan	
Social Studies Elect.	1.0						
US History	1.0						
SS Elective/Civics	1.0						
Health	0.5						
Fitness	1.5						
Fine Arts (1.0 may be a Personalized Pathway Requirement)	2.0						
Career and Technology Ed	1.0						
World Language or Personalized Pathway Requirements	2.0						
General Electives	4.0						
Total	24.0						

# Technical Skill Requirements

## Computer System Requirements

Each ESVA student must have access to an appropriately configured online device with a suitable high speed internet connection. Satellite internet connectivity is the minimum acceptable bandwidth to access ESVA digital curriculum.

All students will be required to use technology and must use Chrome or Firefox for the browsers. **Chrome Books are available to check out from ESVA.**

## Student and Learning Coach Technical Skills

All ESVA students should have and/or develop the following technical skills. Elementary school students may require direct assistance from their Learning Coach.

### Internet

- Use Chrome or Firefox as a web browser to access the internet.
- Able to navigate to and sign in to the ESVA classroom
- Use a search engine.
- Upload and download files.
- Play video and audio files.
- Use headphones.

### Word Processing

- All students should work on mastering keyboarding skills
- Create new, open and edit documents.
- Save and print documents. Maintain and store documents in Google drive.
- Use formatting such as bulleted and numbered lists.
- Copy, cut and paste text.
- Use a spell checker, dictionary and thesaurus.
- Access shared Google Calendars/Set up appointments with teachers.
- Scan and send or fax documents (for virtual courses).
- Create and send an email message using their school gmail account.
- Attach files to an email message.
- Receive and reply to messages.
- View and save email attachments.

