



Eagle Sky Virtual Academy Handbook

Welcome to Eagle Sky Virtual Academy! We are excited to have the opportunity to offer our students and parents/guardians one more way to an exceptional Elma educational experience. Eagle Sky Virtual Academy (ESVA) is an alternative learning experience, a student-choice program, which 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-8 and Imagine Learning for grades 9-12. 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 student and parent/guardian 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.

Out of district students in ESVA must be full time ESVA and cannot transfer/enroll in running start, skills centers, ASU, or in-person classes at Elma School District.

~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 or varied 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 depend on 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. The semester start and end dates follow the Elma School District calendar.
- **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** - Students will demonstrate mastery through activities that request the student present and support their own thoughts and understanding.
- **Technologically Literate** – Students will effectively apply technology as a means to access, integrate, evaluate, create and communicate information.

ESVA Team:

We are here to assist. If you have any questions, please email ckershaw@eagles.edu or call (360) 482-2860.

Our website: www.eagles.edu/our-schools/eagle-sky-virtual-academy

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Alternative Learning Experience vs. Home-Based Instruction

Statement of Understanding

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 – ESVA, EGHHS, EGH Open Doors:

- Is authorized under WAC 392-121-182
- Students are enrolled in public education either full-time or part-time.
- Full 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. Alternative Learning Experience (ALE) 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:

The Alternative Learning Experience and Requirements

Alternative Learning Experience (ALE) 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 between student and teacher
- Monthly Progress Review
- Intervention Plans as needed
- Washington State Academic Assessments

Written Student Learning Plan (WSLP)

As part of the enrollment process, parents/guardians work with a certificated teacher, counselor or administrator to plan an annual curriculum for each student. This process develops the Written Student Learning Plan (WSLP). 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 on file before coursework can begin. The WSLP should be signed by the parent/guardian and the certificated teacher or appropriate school representative. Any changes made to the WSLP during the course of the school year will require an addendum and new signatures.

Dedicated Learning Time

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

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

- 15 hours/week for half day Kindergarten
- 28 hours/week for grades 1-8
- 28 hours/week for grades 9-12

This equates to about 6 hours per day, 5 days per week (middle/high school equivalent to 6 class periods/day).

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 or counselor 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 certificated teacher and student at least once every school week. The term "school week" means a seven-day calendar period starting with Sunday and continuing through Saturday. Direct personal contact must happen for every week having at least three scheduled days of school (including ½ days), according to the Elma School District calendar.

Per Washington State laws, direct personal contact can be accomplished either 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 issued by their certificated teacher based on course progress. Elements of progress will include student progress against course expectation as measured by the online curriculum, meeting WSLP expectations, attendance, and other factors deemed appropriate. A student may receive the designation of "Unsatisfactory Progress" for any of the following reasons:

- Failure to meet the progress goals of the WSLP.
- Course work has a below passing grade.
- When a student demonstrates a pattern of not responding to teacher/school communications, including email, mail, phone calls, and /or voice messages.
- More than half of the student's coursework is unsatisfactory

Unsatisfactory reviews necessitate an Intervention Plan.

Intervention Plans

When an Unsatisfactory progress review is issued, an Intervention Plan is developed to identify steps needed to get the student back on track for a Satisfactory progress review the 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 ESVA staff with the student and parent/guardian, as appropriate. All participants sign the intervention plan, which is then filed with the student's record. Intervention Plans must be signed and on file within 5 school days after the Unsatisfactory Progress report is issued. Failure to comply can result in a student being dropped from the ESVA program.

Intervention plans will be closely monitored for evidence of improvement. Per state law, three (3) consecutive Unsatisfactory progress reviews are cause for removal from the ESVA 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 uses an online-based curriculum program with remote teachers, classes and workbooks. The courseware system provides an independent learning environment for each student; the student is not in a classroom with other students. Students interact with their teacher.
- ESVA's instructional materials are made available through ESVA's selected learning management system: Accelerate Education for grades K-8 and Imagine Learning for grades 9-12. Each cover the core subject areas required by the state of Washington plus electives and are aligned with the learning standards.
- Course supplies excluding elementary workbooks and novels are the responsibility of the family.

Learning and Student Progress

- Teachers work with the students by 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 school hours are flexible 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

- Weekly Direct Personal Contact is 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.
- Teachers have 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.
- ESVA teachers and staff commit to 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 review, but will receive their monthly 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 their ESVA Accelerate Education classroom.
- Progress is measured in two ways:
 - Monthly progress: the expected completion of coursework 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 or their WSLPs will be adjusted as determined by ESVA staff.

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

Simply put, the student logs into their online classroom with the appropriate level of support from their Learning Coach, watches lessons 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 or guardians, learning coaches, professional course teachers, professional administrative staff and professional support staff.

Students in grade levels K-12 may be enrolled at ESVA. Kindergarten is half-time only. Grades 1-8 is full-time only. In-district students grades 9-12 may be half-time (3 classes) or full-time (6+ classes). Out of district students in ESVA must be full time ESVA and cannot transfer/enroll in running start, skills centers, ASU, or in-person classes at Elma School District.

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 given 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 lessons, activities and assignments. It is the student's and Learning Coach's responsibility to make sure progress is happening according to the WSLP.

- **Course Teachers.**
ESVA K-8 has contracted with Accelerate Education and their teachers to provide the ALE courses. This includes the curriculum and Washington state certificated teachers. You can expect: appropriate grade level and academic goals, professional assessment and assistance and an environment of respect and

instructional growth.

ESVA 9-12 is contracted with Imagine Learning with Elma School District Teacher as facilitator. You can expect: appropriate grade level and academic goals, professional assessment and assistance with pre-arranged tutoring available, and an environment of respect and instructional growth.

- **Administrators.** ESVA is coordinated by the ALE Director who is working to support students, families, and teachers with their academic journey. They are available via email and by phone.
- **Support Team:** ESVA students are supported behind the scenes by a team which includes Elma School District staff members: paraprofessional support, student records, IEP case managers, counselors, and teachers. They:
 - develop the WSLP with list of courses, teachers, expected hours and course contract with links to course summary, outline, supplies, syllabus and state learning standards assessment. Parents and students are asked to assist with identifying courses.
 - 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 flexible instructional format is 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. ESVA staff is supportive in helping parents with the transfer processes. However, it is the parent's responsibility to enroll the student in another educational program. RCW 28A.225.015
- **Removal from the program:** In the instance when students are not meeting the expectations established by the state or ESVA, students may be removed from the program. The following situations are examples (not exclusively) of circumstances where this could happen:
 - Failure to login and make progress in their course
 - 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 within the reporting time frame
 - 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.
 - Plagiarism. Presenting work as your own, when it is not.

Nondiscrimination Policy

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.

ESVA Role Expectations

Learning Coach Responsibilities (Assigned by the Parent/Guardian)

- **Daily**
 - Check email messages from the teacher and respond within 24 hours.
 - Review lessons and be available to assist students while they are working on courses.
 - Ensure students master assessments to 60% 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 student's learning space.
 - Supervise student work and tests, to ensure they are authentic evidence of student's 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 for each course.
- **Monthly**
 - Review student monthly progress report.
 - If needed, schedule and attend monthly progress review progress with teacher or ESVA staff
- **As scheduled or required**
 - Attend any conferences scheduled with the teacher or ESVA staff.
 - Collect and submit requested work samples.
 - Review WSLP 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.
 - Contact the online program if there are any technology issues
 - Set up or assist with setting up student's 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)
- **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

- **Daily**
 - Ask teacher questions; watch lessons, perform course activities, submit assignments.
 - Participate in learning opportunities
- **Weekly**
 - Complete expected hours of schoolwork each week to maintain adequate progress and the fulfillment of course contracts.
 - Have at least one weekly direct contact with your teacher.

- **Monthly**
 - Review monthly progress report (as capable).
 - Attend monthly progress review progress with teacher or ESVA staff (if required)
- **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 WSLP in a timely manner.
 - Demonstrate appropriate behavior while engaged in learning activities.
 - Keep school materials in good condition.

Parent/Guardian Responsibilities

- **Monthly**
 - Review student progress report and if needed, schedule and attend monthly progress review with teacher or ESVA staff
- **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**
 - Immediately report any changes in telephone, email or mailing address to the ESVA office.
 - Promptly sign and return all forms
 - Provide basic supplies and materials as required for the courses.

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 Ron Clark, rclark1@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 360-482-5086 and ESVA staff at ESVA@eagles.edu of any change in name, address, email, phone number, emergency contact, responsible adult, or any 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 are responsible for monitoring student assessments at home.
- Students are to take assessments independently without prompts from the Learning Coach or other outside resources unless special accommodations are in place.
- 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, counselor or IEP Case Manager.

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.

Elementary Grading:

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 encourage growth in student learning. 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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To assist in a common understanding of Standards-Based Grading & Reporting, the following are the descriptors for the Elma SD 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 standard 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 – Emerging Proficiency Toward Standard at this Time**
- **NA - Not Assessed at this Time**

Middle and High School Grading:

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

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

High School Graduation

ESVA is a program of the Elma School District. Seniors who meet graduation requirements are eligible to participate in the graduation event and are encouraged to celebrate their success with other students and families. The graduation event is on the Saturday just prior to the end of the 2nd semester at 1 pm at the Grays Harbor County Fair Pavilion.

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 Elma School District.

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% to demonstrate proficiency and/or 80% to demonstrate mastery.
- ESVA state certificated teachers are available to assist in meeting these challenges.
- Students will be evaluated upon completion of each course for individual academic acceleration.

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.

Student Dashboard

Each student is provided with a username and password to login to their learning environment and access their dashboard. 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 automatically taken to their current lesson in 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 has 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 of plagiarism 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 while online and during 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.

Course Catalog Disclaimer

While every effort has been made to make this handbook as complete and accurate as possible, changes may occur in requirements, curriculum and courses listed in the catalog. The course catalog was prepared in advance of its effective date; therefore, programs and course descriptions may vary from actual program requirements and course content. Thus, the contents of the course catalog cannot be considered an agreement or contract between individual students and Elma School District.

Discrimination Policy

The Elma School District is an Equal Opportunity Employer. The 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 or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) have been designated to handle questions and complaints of alleged discrimination:

Civil Rights, Title IX Coordinator, and Harassment, Intimidation and Bullying Compliance Officer: Chris Nesmith, 360-482-2822, cnesmith@eagles.edu; and 504 Coordinator: Kathleen Gallagher, 360-482-1123, kgallagher@eagles.edu. Address: 1235 Monte Elma Road, Elma, WA 98541

Complaints of discrimination regarding the USDA meal programs should be given to the Chief Nutrition Officer of Child Nutrition Services, Office of Superintendent of Public Instruction. The Chief Nutrition Officer will forward to the Food & Nutrition Service, Western Regional Office, San Francisco.

Elma Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student's property;
- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school”

HIB may involve an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB (<https://www.eagles.edu/for-families-students/harassment-intimidation-bullying>) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Christopher R Nesmith, cnesmith@eagles.edu, 360.482.2822) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s HIB webpage (<https://www.eagles.edu/for-families-students/harassment-intimidation-bullying>) or the district’s *HIB Policy (3207) and Procedure (3207P)*.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

To review the district’s *Nondiscrimination Policy (3210) and Procedure (3210P)*, visit (<https://www.eagles.edu/our-district/school-board-of-directors>).

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's **Sexual Harassment Policy (3205) and Procedure (3205P)**, visit [\[https://www.eagles.edu/our-district/school-board-of-directors\]](https://www.eagles.edu/our-district/school-board-of-directors).

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: [Dr. Christopher R Nesmith, Superintendent, 1235 Monte-Elma Rd, Elma, WA 98541, cnesmith@eagles.edu, 36.482.2822](#)

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: [Dr. Christopher R Nesmith, Superintendent, 1235 Monte-Elma Rd, Elma, WA 98541, cnesmith@eagles.edu, 36.482.2822](#)

Concerns about disability discrimination:

Section 504 Coordinator: [Kathleen Gallagher, State & Federal Director, 1235 Monte-Elma Rd, Elma, WA 98541, kgallagher@eagles.edu, 36.482.2632](#)

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: [Dr. Christopher R Nesmith, Superintendent, 1235 Monte-Elma Rd, Elma, WA 98541, cnesmith@eagles.edu, 36.482.2822](#)

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the Superintendent and then to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure **(3210P)** and Sexual Harassment Procedure **(3205P)**.

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure **(3210P)** and the HIB Procedure **(3207P)** to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: <https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights>
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www.ed.gov/>
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P] visit [\[https://www.eagles.edu/our-district/school-board-of-directors\]](https://www.eagles.edu/our-district/school-board-of-directors). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Dr. Christopher R Nesmith, Superintendent, 1235 Monte-Elma Rd, Elma, WA 98541, cnsmith@eagles.edu, 36.482.2822

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. Information can be found at: www.eagles.edu/our_district

General Curriculum Guidelines

General Curriculum Guidelines Grades K-5

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
Math	Math	Math	Math	Math	Math
Science	Science	Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies

General Curriculum Outline for Grades 6-8

Grade 6	Grade 7	Grade 8
Language Arts	Language Arts	Language Arts
Math	Math	Math
Science	Science	Science
Social Studies	Social Studies	Social Studies



Elma School District

Class of 2025 and beyond

Graduation Diploma Requirements/Credit Evaluation

Policy 2410

Required Courses	Required Credit	Total Earn	9th	9th	10th	10th	11th	11th	12th	12th
English (9, 10, 11, 12)	4.0									
Math (Alg 1, Geo, Alg 2, Pre Cal, Cal, 3 rd YR Math)	3.0		Alg 1	Alg 1	Geo	Geo	3 rd	3 rd		
Soc Studies (World Hist, US Hist, Civics, Econ)	3.0		WLD/SS	WLD/SS	US	US	Civic	Econ/CWP		
Science (Bio, Phy Sci, Chem, Plant Sci, Env., Earth, etc) (2 must be a lab sci)	3.0		Bio Lab Sci	Bio Lab Sci	Phy Sci Lab Sci	Phy Sci Lab Sci	3 rd	3 rd		
									2 Lab Science	1 Non-Lab Science
Career/Tech Ed (All electives but Choir, Band)	1.0		CTE/VOC							
Health/Phy Fit (Health, PE, BBC, ABC, Spt/Nut)	2.0		Hlth	PE	PE	PE				
Fine Arts (Band, Choir, Com Art, Media Art) (2 nd yr Shop Labs)	2.0		Fine Arts							
									One of the two credits may be a PPR	
World Language (Spanish I, Spanish II)	2.0		World Language							
									One or two of the credits may be a PPR	
Electives (Minimum of 8 Semesters)	4.0-7.0		Electives							
Total	24.0		Additional Electives				PPR if no WL and 1.0 Art (up to 3.0 or 6 semester)			

WA State Hist <input type="checkbox"/> High School & Beyond Plan <input type="checkbox"/>	Graduation Pathway				
	CTE: <input type="checkbox"/> Dual Credit: Eng <input type="checkbox"/> Math <input type="checkbox"/>	ASVAB: <input type="checkbox"/> Performance Based: <input type="checkbox"/>	SBA: Eng <input type="checkbox"/> Math <input type="checkbox"/> Trans Course: Eng <input type="checkbox"/> Math <input type="checkbox"/>	ACT/SAT: Eng <input type="checkbox"/> Math <input type="checkbox"/>	

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 browsers. **Chrome Books are available to check out from ESVA.** Contact the ESVA office.

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 sign into and navigate 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.
- Be able to 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 email account.
- Attach files to an email message.
- Receive and reply to messages.
- View and save email attachments.

Accelerate Online Learning Environment

- Access and use the Message Center to communicate with teachers.
- Change to a different instructional language (as needed).
- Use tools available in the online learning environment.