

**Independent Study Program  
Home Study  
Parent/Student Handbook**

**2023 - 2024**



## School Staff Information

### Meet the School Administrative and Office Staff:

- Superintendent/Principal, Rob Effa
- Special Education Director, Ilene English
- Administrative Assistant, Elizabeth Cisneros
- Attendance Secretary, Gina Cook



School District Website: <http://northcowcreek.org/home>



## Governing Board Members

---

Nezzera Tackett  
Member  
(2020-2024)

---

Christopher Chitwood  
Member  
(2022-2026)

---

Michelle Grabiell  
Member  
(2022-2026)

---

Amanda Wooten  
Member  
(2022-2026)

---

Lyndse Bullard  
Clerk  
(2020-2024)

---



# Table of Contents

MISSION	4
EXPECTED SCHOOLWIDE LEARNING RESULTS	4
WEBSITE	5
STUDENT ENROLLMENT	5
EXPECTATIONS OF STUDENTS PARENTS & THE SCHOOL	6
THE ROLE OF THE PARENT/GUARDIAN	7
THE ROLE OF THE ASSIGNED TEACHER	8
WEEKLY MEETINGS	9
LEARNING PERIOD PROGRESS REPORT	10
WEEKLY PAPERWORK	11
COMMUNICATION	14
COURSEWORK/CLASSES	15
STUDENT ASSESSMENT	15
EVALUATION AND GRADING	17
SUPPORT FOR STUDENTS PERFORMING BELOW GRADE LEVEL	18
SPECIAL EDUCATION SERVICES	20
STUDENT NON-COMPLIANCE WITH THE TERMS OF THE MASTER AGREEMENT	21
EDUCATIONAL MATERIALS	26
CELL PHONE POLICY	26
DRESS CODE	26
OPPORTUNITIES FOR PARENT PARTICIPATION	26
THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT	27
EMERGENCY SCHOOL CLOSURES	28



## Who we are...

We have a dedicated and experienced staff focused on serving the needs of our students and their families. We provide a quality education for our Independent Study students.

### **Mission**

*We believe that every child is able to learn with quality instruction, time, and support. We ensure this happens by providing family centered school culture, academic support for students in reading and math, and up-to-date curriculum in all subjects.*



## Expected Schoolwide Learning Results

The Expected Schoolwide Learning Results (ESLRs) are the skills that we want each of our students to possess upon completion of our program. Each skill is linked to one or more California State (or National) Content Standards.

### **Students will be:**

ESLR #1 Academic Achievers who:

- Are self-directed, independent learners, who plan for their educational futures by setting goals and establishing priorities
- Show proficiency in essential literacy, writing, and mathematical skills
- Assume responsibility for personal lifelong learning

ESLR #2 Effective Communicators who:

- Are able to read, write, speak, and listen reflectively and critically with a sense of purpose
- Use technology effectively

ESLR #3 Responsible Citizens who:

- Are contributing members of society
- Are able to problem solve effectively, making informed and responsible decisions
- Accept and respect diverse viewpoints, lifestyles, and opinions

Are able to function in a global society



## Website

Our school maintains a website to assist families with information and updates at <http://northcowcreek.org/home>. You will find the following on the site: latest announcements, general information about our program, our Local Control Accountability Plan (LCAP), school calendar, links to helpful Department of Education information, forms that parents will need for learning records, calendars, newsletters, and applications.



## Student Enrollment

### Admission

We are a TK-8 public school with the following criteria for enrollment:

- The student must meet California state residency requirements living in Shasta County.
- The student must be at least five years old by September 2nd and April 2nd, in order to enroll as a Transitional Kindergartener.
- The student must have support at home to be successful in a personalized learning program that follows California State Independent Study regulations.
- **Before enrolling in the school**, it is important for parents and students to visit our website and read this handbook to understand the philosophy and guidelines of the school. A school administrator will have a pre-enrollment conversation with the family to help them decide if our school is an appropriate fit. **When a family enrolls with our school, they need to be ready to accept co-responsibility for their children's education as the primary instructor in the home.**
- It is important for parents to realize that in accordance with California State Assembly Bill 544, it is not legal for a student to be concurrently enrolled in a charter school and in any other school, public or private, with the exception of concurrent enrollment in a Community College.
- The Governing Board is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination, including harassment, on the basis of a student's: Disability, Gender, Nationality, Race or Ethnicity, Religion, Sexual Orientation, and/or Association with individuals with one (1) or more of the above characteristics.

## Enrollment Process

All students will enroll through our school office. The following forms must be completed and in the school's possession before school begins:

- Enrollment form completed online with electronic parent/guardian signatures
- Household Data Collection Form
- Copy of student birth certificate or other acceptable form of verification
- California School Immunization Record
- Transitional Kindergarten and Kindergarten Entry Health Exam (kindergarten students and any 1<sup>st</sup> graders who did not attend kindergarten)
- T-DAP Immunization for students in 7<sup>th</sup> grade or higher
- Special Education documents (when applicable) to include a copy of any active IEPs
- Emergency Card
- Proof of residency
- A conference with the parent/guardian, student and teacher to provide the educational options, curriculum offerings, non-academic supports and to discuss and sign the master agreement. This can be completed online, in-person or telephonically. (AB130)
- Master Agreement signed by Parent/Guardian, Student, and Teacher
- Acknowledgment of Responsibilities signed by Parent/Guardian, Student, and Teacher



## Expectations of Students, Parents and the School

In order to ensure a meaningful partnership that gives every child the best possible chance of success, the partners need to be clear about what each can reasonably expect of the others. Everyone has roles to play. If each of the partners (parents/guardians, staff, and students) commits themselves to these expectations, we believe that the year will be positive and students will gain skills and achieve their potential.

### What Can I Expect of the School?

The school will:

- Provide the necessary standards-aligned curriculum, resources, and materials.
- Daily live interaction and synchronous instruction must be offered (AB130).
  - Synchronous instruction is defined as classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to EC 51747.5. (AB130)
  - TK and Grades 1-3
    - Daily synchronous
  - Grades 4-8
    - Daily live interaction

- Weekly synchronous
- Provide access to the connectivity and devices adequate to participate in the educational program (AB130)
- Ensure that every family is provided a credentialed Teacher able to work effectively with the parent and student.
- Ensure that every family has access to the school's specialists to include; reading, writing, and mathematics.
- Assess student skill levels and academic progress.
- Monitor and assess learning; hold family meetings or student conferences every twenty days or more if needed.
- Provide a personalized learning environment and curriculum.
- Ensure that each family is aware of the school's opportunities and expectations.
- Provide a range of curricular and extracurricular activities.
- Provide ways for the parent or parent-teacher to grow as an educator.
- Provide a transition plan for students whose families want them to return to in-person instruction within no more than 5 days. (AB130)
- Provide a tiered re-engagement plan for students that are struggling with academics or attendance in the Independent Study program. (AB130) Tiered re-engagement are for students that violate the written agreement or for students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week. (AB130)

### **What Should the School Expect of the Parent?**

Parents will support their child's learning by:

- Fulfilling responsibilities outlined in the Master Agreement and Acknowledgement of Responsibilities.
- Showing, through day-to-day activities, the value placed on learning.
- Setting high standards for teaching (home study) and student learning.
- Helping to maintain a balance between schoolwork and leisure time activities.
- Partnering with the school in meeting responsibilities for the academic program.
- Ensuring that the assigned Teacher is fully informed of anything that may affect student progress.
- Daily oversight of student learning.
- Attending parent/student/teacher weekly meetings.
- Return all school learning resources upon completion of coursework.

### **What Does the School Expect of My Child?**

The school expects that students will:

- Focus attention on learning during school time.
- Complete assignments on time and aim for the highest standards in quality of work.
- Complete and turn in original work.
- Take part in some of the extra opportunities/activities provided by the school.
- Check-in with the teacher daily in-person, online or telephonically. (AB130)



## The Role of the Parent/Guardian

Parents/Guardians are an essential part of the team dedicated to each student's academic success with the school's Personalized Learning Program. Parents who enroll their child(ren) in this program must be willing to accept primary responsibility for their child(ren)'s education in the home. It will be important that they do the following with the assistance of the assigned Teacher and the School Staff.

- Understand and follow the Master Agreement and Acknowledgement of Responsibilities.
- Help plan the academic year for each student with the assigned Teacher.
- Work with the assigned Teacher to address state standards and adopted curriculum.
- Participate daily with student's learning and assignments.
- Correct and monitor student work on a daily basis so skills are practiced correctly.
- Help the student organize his/her work, both for daily accountability and for meetings with the assigned Teacher.
- **Meet on a scheduled basis with the Teacher no less than one time per week.**
  - If you must reschedule, notify the Teacher in advance.
- Parents may contact the Teacher should they need additional support during daily office hours.
- Bring all corrected and graded work for grades TK-8 to meeting with the Teacher, unless previously agreed to by the Teacher and parent. **If a meeting is missed or assignments are missing, the Teacher MUST issue a Non-Compliance Report.**
- Provide appropriate, graded work samples each week for student learning records.
- Take responsibility to keep the Teacher informed of successes, issues, and concerns, including questions as to whether support services might be necessary.
- Facilitate student participation in State required testing.
- Facilitate student participation in school wide assessments.
- Maintain logs and records as requested or required.
- Acknowledge that all learning resources used print, non-print, technology, etc., are the property of the school and all material must be returned to the school when you are finished using them and/or at the end of the school year.
- Sign out Chromebook with Teacher
- Parents will leave the meeting with a list to be used to complete the weekly learning record.



## The Role of the Assigned Teacher

The role of the Credentialed Teachers who serve families participating in our Personalized Learning Program is to offer support and guidance to parents who accept primary responsibility for the education of their children.



The Teacher assigned to your student(s) will:

- Issue a Parent/Student Handbook
- Meet with the parent/guardian/students a minimum of once weekly to assess and record progress for each student.
- Provide daily online check-ins
- Administer and/or assist with the coordination of internal assessment for students grades TK-8.
- Review assessment results and work with the family to direct instruction toward academic growth and achievement.
- Review student work at weekly Learning Meetings and discuss progress with parents.
- Answer family's questions, via in person, phone or email, as they arise.
- Serve as a liaison between the family and the school administration and staff.
- Provide direct tutoring instruction when appropriate for student progress as deemed by the Teacher.
- Keep current with school policy and procedures and notify students and families of any changes that affect them.
- Verify student attendance records.
- Verify student learning and document progress in Student Assignment and Learning Record file.
- Review **all work samples completed by the student** in the Learning Period.
- Communicate with the parent about student accomplishments, standards met, and assignments completed.
- Teachers will log the weekly assignments needed to receive credit.
- Ask the family if they have any educational concerns or issues and discuss solutions.
- Help students and parents with any difficult assignments and/or concepts that were completed in the learning period.
- Offer instructional advice and tutoring, if needed.
- Attend any Special Education IEP meetings for assigned students and maintain communication with Special Education staff.
- Note and research questions the family may have regarding their child's educational program.
- Ensure that each student has the appropriate curriculum. Discuss and implement changes if needed.
- Review the completed Attendance Log and PE Log. Have the family make corrections if needed.
- Collect completed logs.
- Collect appropriate work samples for the learning record.
- Give each student a list of assignments and/or expectations for the next learning period.
- Give the family all forms and logs to be completed for the next learning period.
- Distribute educational materials ordered for the student and collect materials that are no longer being used.
- Notify parents and students of school-related updates regarding governance, field trips, testing dates, events, and activities.
- Schedule the next meeting.



## Weekly Meetings with your Assigned Teacher

According to Independent Study Law, the school year is divided into ten learning periods, each with twenty school days or less. The assigned Teacher must have at least one face-to-face meeting with the parent/guardian and the student every learning period. Depending on the circumstances, a Teacher and family may choose to meet more often. After attending the weekly meeting, the assigned Teacher is responsible for the creation of a report for each student that documents work completed and resultant attendance. Each meeting should include the following:

- Discussion and review of student progress/achievements for the learning period. The form on the next page is an example that can be used to provide information to the Teacher.
- Teacher review of all assignments completed in the previous learning period to determine attendance earned and state standards addressed. Work completed by school students will be collected and graded by the assigned Teacher.
- Attendance and engagement will be tracked daily.
- The teacher and parent assign grades for work completed.
- Opportunities for the parent to ask questions and discuss concerns.
- Opportunities for the Teacher to share different teaching strategies and offer support and encouragement.
- Time for the Teacher to assist with instruction/tutoring, as deemed necessary by the Teacher.
- Work Sample collection - the assigned Teacher will collect samples of your child's work each learning period.
- Teacher review of the completed Attendance Log and PE log. The teacher may help the family make corrections, if needed.
- Days of attendance are established for the learning period based on work completed by the student. Please review the "Daily Logs for Attendance" section below for more complete information on attendance.
- Students are given a list of assignments and/or expectations for the next learning period.
- Forms for the next learning period are given to the parent/student.
- Teacher, parent/guardian, and student discuss curriculum needs or changes.
- Teacher informs the family of any announcements and/or opportunities provided by the school.
- The next meeting is scheduled.

The following worksheet is an example of what would be reported to the assigned Teacher to document work and activities completed during a learning period.



## Learning Period Progress Report

**Student Name:** Joe Student

**Learning Period:** 8-27-23 through 9-21-23

**Assignments/Activities Completed:** \_\_\_\_\_

### Language Arts

- Harcourt Grade 7 literature-completed pages 1-87, answered questions, completed grammar activities.
- Wordly Wise 7- completed pages 1-26
- Writing Assignment- completed a 5 paragraph essay about favorite summer activities.

### Mathematics

- Glencoe McGraw Hill CA Mathematics Grade 7- completed pages 1-56
- Completed online exercises to go with text activities.
- Used a cookbook and doubled recipes 3 times this learning period.
- Calculated mileage and miles per gallon for a trip to San Francisco.

### Science

- Harcourt Science Grade 7- completed pages 1-73. Answered all questions and completed experiments in the text.
- Visited Turtle Bay exhibit about butterflies.
- Field trip to Lassen National Park to study the geology of the area.

### Social Studies

- Glencoe Grade 7 Discovering Our Past- completed pages 1-58. Answered all questions in text and workbook.
- Field trip to the local post office, fire station.
- Researched Medieval Knights online and completed a summary.

### Curriculum Needs/Changes

- Would like some math games appropriate for grade 7.



## **Weekly Paperwork to be Completed by the Parent/Guardian and/or Students:**

### **Daily Logs for Attendance**

Daily Attendance is taken in accordance with Independent Study Law. The Teacher is responsible for recording attendance on a daily basis using the Attendance Log provided by the school.

Parents/students are expected to check-in daily with the Teacher. This Log is the attendance document and must be filled out on a daily basis documenting that the student completed at least one educational assignment from his/her Student Assignment and Learning Record each day of the school calendar year.

Separate logs are provided to record time spent on daily PE activities.

Attendance can only be claimed for days that the student is properly engaged in the learning process. Students may have days of non-attendance when sick or unable to complete school work.

It is the responsibility of the credentialed Teacher to establish whether the amount of work a student has produced, or the amount of knowledge that was gained, substantiates the days of attendance being claimed.

**If the Teacher does not think the student has engaged in the learning process enough to warrant full claim of attendance, which must equal 70% of the work assigned for a learning period, it is his/her responsibility to subtract days from the attendance and to give the student a Non-Compliance Notification which may result in the student's disenrollment.**

Students must participate in Independent Study for a minimum of *three consecutive days* to generate ADA (AB130). Students must participate in live interaction and synchronous instruction on each school day as applicable, in whole or part, for which live interaction and synchronous instruction is provided (AB130). This can be done in-person, online or telephonically.

When a student receives three "absences", the teacher will make personal contact with the parent.

- a. Inform parent the student has received three absences
- b. Identify a re-engagement plan for determining how the student needs to re-engage
- c. Inform parent that an attendance referral will be made after the next absence is received (after the phone call)
- d. Teacher notifies office of the parent meeting date/time and of the plan developed

On the fourth absence, the office will document and send out an attendance letter (letter 1 of SARB process).

On the fifth absence, the office will document and send out the second attendance letter with an attendance SST scheduled.

On the sixth absence, the office will document and send out the third attendance letter and a SARB referral will be made.

Teachers must date and sign the Attendance Log with the last day of the learning period.

### **Daily Logs for Physical Fitness**

As per state law, physical education is required of all students in grades TK-8. Physical Education is defined as physical activities that are conducive to health and vigor of body and mind. They are recreational in nature.

- All students in grades TK through 8, except pupils excused or exempted, shall be required to participate in physical education for a total period of no less than **150 minutes each 5 school days** (or an average of 30 minutes per day).

There are a number of ways for students to achieve physical fitness as set forth by the California Education Code. Physical fitness options include:

- Participate in an organized physical fitness program provided by a local recreation center, the YMCA, or a sports program.
- Join an athletic team such as swimming, football, basketball or baseball.
- Walk, bicycle, play at a local playground at such a level that will increase heart rate.
- Take classes provided by a registered gymnastics, dance, or martial arts club.
- Participate daily in viewing and following directions as set forth in an aerobic video for children.

A weekly PE Log must be completed each learning period. Your assigned Teacher will give you the log each learning period, or you can download forms with dates from our website.

Log completion:

- Parents and/or students must record the activity and time a student spends in physical activity per day on the provided PE Log.
- The amount of time spent in physical activity must be added up weekly and total learning period time written at the bottom right corner of the record.
- A specific physical activity must be written when “other” is chosen on the log.

The log on the next page is an example of a properly completed PE Log.

Monthly P.E. Log

Name: Joe Student

LP 1 - 19 days

Dates: 08/25/2014 - 09/19/2014

Date: 08-25-2014 <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>30</u>	Date: 08-26-2014 <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input checked="" type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>30</u>	Date: 08-27-2014 <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input checked="" type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>45</u>	Date: 08-28-2014 <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>45</u>	Date: 08-29-2014 <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input checked="" type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>60</u>	Weekly Minutes  <u>210</u> (Total)
Date: 09-01-2014 <input checked="" type="checkbox"/> Holiday  Labor Day Total Time <u>30</u>	Date: 09-02-2014 <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>30</u>	Date: 09-03-2014 <input type="checkbox"/> Jog/Run <input checked="" type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>30</u>	Date: 09-04-2014 <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input checked="" type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>60</u>	Date: 09-05-2014 <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>30</u>	Weekly Minutes  <u>240</u> (Total)
Date: 09-08-2014 <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>30</u>	Date: 09-09-2014 <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input checked="" type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>60</u>	Date: 09-10-2014 <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>30</u>	Date: 09-11-2014 <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input checked="" type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>60</u>	Date: 09-12-2014 <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input checked="" type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>60</u>	Weekly Minutes  <u>240</u> (Total)
Date: 09-15-2014 <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>60</u>	Date: 09-16-2014 <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input checked="" type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>60</u>	Date: 09-17-2014 <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>30</u>	Date: 09-18-2014 <input type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input checked="" type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other*** Total Time <u>30</u>	Date: 09-19-2014 <input checked="" type="checkbox"/> Jog/Run <input type="checkbox"/> Walk <input type="checkbox"/> Weightlifting <input type="checkbox"/> Swimming <input type="checkbox"/> Aerobics <input type="checkbox"/> Bicycling <input type="checkbox"/> Other Total Time <u>30</u>	Weekly Minutes  <u>300</u> (Total)
<small>Reminder: High School requires 40 min/day or 200 min/week                      *** (See below) for "Other" write what the activity is:                      swimming, skating, dancing, etc.</small>					Monthly Total <u>990</u>

Student Work Samples:

Each learning period the assigned Teacher will review all work completed by each student. They will collect work samples each week to be included in the Student Learning Records. The Teacher will collect a sample from every subject on the student's Master Agreement to be included in the Student Learning Records. All samples collected must have the following:

- Student's first and last name in the upper right-hand corner of the sample. This must be written in the student's handwriting.
- The date that the work sample was completed must be written in the upper right corner. The date must fall within the current learning period dates.
- The sample must be evaluated by the parent and/or the Teacher.
- It is important that the sample shows an appropriate amount and quality of work. Multiple choice answers are not acceptable.
- The student should be proud of the work presented as it represents their accomplishments.



## Weekly Checklist for Student Records

I have the following ready for my teacher:

- Student's work is neat and legible.
- Assignment Record/Plan Sheet that tells my Teacher what I have completed this week.
- Original work samples are included and properly labeled with name, subject, grade, and date, in the student's own handwriting. (Language Arts/English, Math, Social Studies, Science, and untimed electives).
- All samples are evaluated.
- The samples show all work (ex: Math problems should be worked out).
- PE and time-dependent elective course minutes are added up and written on the appropriate log.
- All completed assignments are organized in a manner that is easy for my teacher to review.



## Communication

Maintaining communication between families and school staff is critical to student success. Our school offers many different methods for communication with families:

**Teacher and School Staff** - Your assigned teacher will provide any forms and other materials your student may need at the beginning of the school year and at each learning period meeting. In addition to your assigned teacher, any school staff member is available to assist with your educational needs. The administrative office phone number is (530) 549- 4488. Staff members are available Monday through Friday 8:30 am through 4:00 pm to assist you.

**Parent/Student Intra School Information System** – Our school uses this online program to provide a safe way for school administration, teachers, and staff to connect via email or text. This program will be used to keep families updated regarding important information and dates and to sign up for field trips and school activities.

**School Website** – <http://northcowcreek.org/home> has helpful information about our school program, forms, calendar, Board Member information, and Student Site Council information.



## Coursework/Classes

Each student grade TK-8 must be enrolled in the following courses to include: Language Arts, Mathematics, and Physical Education.



## Student Assessment

### State Assessment

We recognize that standardized tests do not always accurately reflect a student's knowledge and skills. However, we know that academic progress is one of the many benefits of programs like ours. And while we have the opportunity to see, first hand, how much our children are learning, testing creates an avenue with which we can demonstrate to the California Department of Education and our community what we already know to be true.

With this in mind, we urge you to prepare your son or daughter to participate in the mandated State Testing program each spring. The individual results will not be used by the State to track or label the students in any way. Parents who choose to do so may request in writing that the test results not be placed in the student's file or portfolio.

The following tests are required by the State of California:

- **CAASPP/Smarter Balanced Assessment-Grades 3-8, 11**

The California Assessment of Student Performance and Progress Program is an online, adaptive assessment used to identify how well students in California are learning the knowledge and skills identified in the California State Standards for each grade level. The assessment system includes a rigorous computer adaptive summative test for grades 3-8 and 11 that provides accurate student performance and growth information to meet state and federal accountability requirements.

The online assessment is administered in the spring for grades 3-8. The school is dedicated to offering support and practice so that students feel confident and comfortable completing the assessment. Families will be offered links to practice tests, test preparation sessions, and appropriate materials to prepare for the assessment. The online assessment includes writing tasks that prompt students to explain how and why they derived their answers. Strong writing skills and the ability to keyboard will be key to student comfort with the testing experience.

- **California Science Test (CAST) -Grades 5, 8**



Students in grades 5 and 8 are required to take the CAST as part of the CAASPP assessments.

- **Physical Fitness Test Grades 5, 7**

The FITNESSGRAM® is a set of tests designed to evaluate health-related fitness and to assist students in establishing lifetime habits of regular physical activity. The PFT is administered in the second semester each school year. Teachers will be given worksheets to outline test components and tasks. Parents may administer and record the test results and return them to their assigned Teacher.

State Assessment Tests By Grade Level	
Grades 3-8	Smarter Balanced -English-Language Arts -Mathematics Spring test administration
Grades 5, 8	-CAST Science test Spring test administration
Grades 5, 7	Physical Fitness Test Spring test administration

## School Administered Assessments

Our school is committed to student achievement and progress. The following assessments have been chosen to give school staff and parents valuable information that will be used to create and implement a personalized learning plan designed to meet student needs. All students, grades TK-8 will be assessed a minimum of two times each year; preferably in September and again in March. Results will be used to track student progress and may be used to generate lessons that address gaps in skills and understanding.

**This year students will be internally assessed in the following manner:**

### Transitional Kindergarten and Kindergarten:

Students will be assessed using paper and pencil assessments for Language Arts and Mathematics. This assessment will be administered two or three times a year by the assigned teacher or support staff.

### Grades 1-8

Students will be assessed using the online IXL Assessment Program. This assessment is an online diagnostic program and will be administered throughout the school year by school staff.

IXL Diagnostic & Instruction was chosen for students grades 1-8 because it provides our students with an innovative diagnostic assessment and engaging instruction. The focus of this online program is reading and math.

### Accurately assess student knowledge

IXL provides teachers and parents with a comprehensive portrait of your students' knowledge with IXL's Real-Time Diagnostic, which pinpoints students' grade level proficiency in key math and language arts

strands.

### **Take action with a personalized plan for each learner**

Using insights from the Real-Time Diagnostic, IXL creates a personalized action plan for each student. With these recommended skills, teachers have a simple way to differentiate instruction, fill individual knowledge gaps, and facilitate meaningful progress.

### **Get up-to-date diagnostic data anytime**

Students' results and action plans stay updated with just a handful of diagnostic questions each week. This means diagnostic data is there when teachers and parents need it: at the start of the school year, at the end of the year, or anywhere in between.

### **Engage and empower students**

For students, the Real-Time Diagnostic doesn't feel like a traditional test! The questions are engaging, and it's a safe space for students to learn more about themselves and take an active role in their learning.

In addition, *IXL Diagnostic* supports teachers and administrators. The program provides a series of comprehensive reports designed to make curriculum selection and instruction more effective. These reports include data about student performance as well as detailed teaching suggestions. They help educators make informed decisions about the instruction that is right for your child.

## **Writing Assessment for Grades 1-8**

Writing is one of the most critical academic skills we can help our students attain. In order to assist students with this skill, it is important to assess their knowledge and capabilities. Each student in grades 1-8 will submit a writing sample to their teacher at the beginning of the year in September or October and again at the end of the year in April or May. This writing assessment will be evaluated and the teacher will use the information to guide instruction and curriculum.

## **Evaluation and Grading**

Our district requires all teachers to submit a formal written assessment (Report Card) of a student's progress each semester. Report cards are a means for feedback and praise of the student's accomplishments.

### **Letter Grade Scale for Grades 4-8**

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

### **Possible Grade Scale for TK-3**

4	Exceeds Trimester Goals
3	Meets Trimester Goals
2	Working Towards Trimester Goals
1	Not Meeting Trimester Goals
NA	Not Assessed



## Support for Students Performing Below Grade Level

The internal assessment scores a student earns at the beginning of the school year or when a student enrolls are used to determine approximate grade level proficiency in ELA and Math. It is important that each student does their best while taking the IXL assessments without help from a parent so an accurate score can be procured. Students who rush to complete the assessments often receive scores that are below their actual grade level proficiency, while students who are coached during the assessment may receive scores that are higher than their actual grade level proficiency.

Once the assessments are complete, the students begin working on lessons on the IXL program that are tailored specifically to meet the needs of the student based on the scores received on the assessment. IXL will work to fill in gaps in the student's skills from previous grade levels if the student has scored below grade level proficiency. If a student has scored above grade level proficiency, the student will practice lessons above grade level to stretch their skill level to challenge and expand their ELA and Math skills.

In order to achieve necessary growth levels in proficiency, students typically need to complete and successfully pass two lessons in each subject area (Math and ELA) per week, and also work a minimum of 90 minutes in each subject area per week. Typically, it takes 45 minutes to complete and pass one lesson in each subject area. Some lessons are very short, so a student might be able to complete 2 lessons in a 45 minute period. In that case, the student should complete more than 2 lessons per week. Students will take the IXL diagnostic test again at the end of the first trimester.

If a student is performing below grade level after the second IXL assessment, the teacher may implement intervention strategies. Those strategies may include: Retaking the IXL diagnostic test in the school setting, use of IXL lessons, and supplemental materials.

If, based on diagnostic results, home study work completion, and adherence to all the components of the home study program, the student is performing below grade level, the teacher may hold a Student Success Team (SST) meeting to discuss other strategies and the option of assessment for special education services.

### **Student Success Team**

If a student is having difficulty learning and does not have an active IEP, our school has a Student Success Team (SST) process to help determine what the issues might be, if there are things that can be done to help with intervention, and finally, to determine if a student may need to be tested for Special Education eligibility.

The Student Success Team (SST) will include the parent, the student (if appropriate), the teacher, any Academic Specialists that have been working with your child during the intervention process, and the school Principal. The first meeting is an effort to share and examine information about the student and any previous intervention strategies that have been implemented. Prior to the meeting, the parent completes a questionnaire and the teacher completes an SST Meeting Request form. Information gathered includes the following:

- Student strengths
- Academic and social information
- Accommodations
- Areas of concern
- Questions
- Strategies previously implemented
- Actions
- Responsible person(s)

The meeting will result in an SST plan for student support that outlines future actions to be evaluated for progress at the next scheduled SST meeting. In this case, another meeting will be scheduled to review progress and evaluate changes and academic growth in your child. Another SST meeting outcome may be the recommendation that the student is assessed by Special Education staff to determine if the student has a learning disability and qualifies for Special Education services.

#### **What is the role of the parent in the SST process?**

- Provides valuable information and another viewpoint for planning an effective program.
- Share the child's strengths and concerns with the school staff.
- Participates in the development of a positive intervention plan for their child.



## **Special Education Services**

#### **The Referral Process for Special Education Services**

As outlined above, our school is committed to student success and support. The teacher will be in constant communication with a student's parent whenever there is concern about a student's lack of academic or behavioral progress. The teacher or parent can request a Student Success Team meeting to discuss current concerns regarding the student. Documentation of strategies, supports, and materials will be developed and updated at these meetings, including developmental and medical history, academic performance, attendance, vision and hearing screening, and behaviors that interfere with a student's ability to learn.

We work with the student's family to implement all options available within the general education model before a referral to special education is made. Options may include accommodations, research based instruction and materials, consultation with academic specialists, education specialists, school nurse, school psychologist or other appropriate staff. When general education options have been exhausted

and the student has not shown sufficient progress, then referral to special education may be appropriate.

Parents may choose to make a written request for a Special Education evaluation. When a written request is received, the school must respond within 15 days. If the school determines that the request for assessment is merited, an assessment plan is sent to the parent with a copy of Procedural Safeguards and Prior Written Notice.

Once the parent has given written consent for assessment and the school has received the document, a 60-day timeline begins. Our district has 60 days to complete its assessment and hold an initial IEP meeting. After assessments are complete, an initial IEP meeting is held to discuss the assessment results and determine if a student qualifies for special education services. If the student qualifies, the team (which includes the parents) develops an Individualized Education Program (IEP) for the student.

Once a student has an IEP and it is implemented, the team is required by law to meet annually to review or revise the IEP. Every three years a student must be re-evaluated to determine continued eligibility for special education services.

#### **Students Who Are Receiving Special Education Services and Have an Active IEP:**

We are a member of the Mountain Valley Special Education JPA. Our school is responsible for the management and delivery of all Special Education Services for our students with an Individualized Education Program (IEP). The school also serves students who have documented disabilities and/or medical conditions with 504 plans. 504 plans are managed by general education school administration rather than the Special Education staff.

By law, our school is required to provide Special Education Services the first day of enrollment and hold an Interim/30 day placement meeting within 30 days of that enrollment date. Our online enrollment process asks if a student has a current IEP or has received IEP services in the past. If your student has an active IEP we ask that you provide a copy of that document so we can be prepared to properly serve your student the first day of school attendance.

Our district offers a full range of services for students with special needs to include: Specialized Academic Instruction with our Education Specialists, speech-language services, occupational therapy, adaptive PE, and assistive technology. Our independent study model requires that students receive most of their academic instruction at home with their parent(s) on a daily basis and receive support, guidance and direct instruction from our qualified special education staff and specialists. If you have questions regarding our program or the Special Education process, you may contact Ilene English, Special Education Director at [ienglish@northcowcreek.org](mailto:ienglish@northcowcreek.org) or Rob Effa, Principal at [reffa@northcowcreek.org](mailto:reffa@northcowcreek.org).



## Student Non-Compliance with Terms of the Master Agreement & Program Requirements

It is critical that students comply with the terms of the Master Agreement and the Acknowledgement of Responsibilities. This includes the completion of adequate amounts of work each learning period (with an appropriate level of accuracy and commitment to work quality), attending scheduled meetings with the assigned Teacher on a weekly basis, following the signed Academic Growth Plan (if applicable), completing original work that is not copied or plagiarized, and attending mandated testing (internal and state testing). The school is committed to student achievement and progress and it is important to determine if the independent study model is appropriate for each student. It does not serve students to keep them in the program if they are not learning and gaining skills.

Tiered reengagement strategies are triggered if any of the following occur:

- The student fails to generate attendance for more than 10% of the required minimum instructional time over four continuous weeks of the LEA's approved instructional calendar;
- The student does not participate in synchronous instructional offerings for more than 50% of the scheduled times of synchronous instruction in a school month; or
- The student is in violation of the written agreement.

### Non-Compliance Notification

When a student is not meeting their Master Agreement, Acknowledgement of Responsibility, or IEP, the assigned Teacher is required to follow the Non-Compliance Protocol.

Non-compliance notifications are issued for the following:

- The student fails to complete at least 70% of the work assigned in a learning period.
- The student's work is incomplete or of poor quality earning non-passing grades.
- The student is not completing the intervention activities outlined in the Academic Growth Plan (if applicable).
- The student is not making the minimum attendance criteria and instructional minute criteria. (AB 130)
- The parent and/or student missed a scheduled meeting with the Teacher. If the Parent and/or Student are unable to attend a scheduled meeting due to illness or a family emergency, you must contact the Teacher immediately to reschedule.
- The parent and/or student repeatedly reschedule required meetings with the Teacher.
- The student plagiarized, copied, or turned in work not completed by the student.

***A student may go through the three steps consecutively or have a gap in time between occurrences. Students who establish a pattern of not meeting their obligations may not be appropriate for our program. If a student has three occurrences in a year, they may be dis-enrolled.*** For the student's sake, it is best to determine, as quickly as possible, if they are appropriate for our program and capable of working on their own.

**First Occurrence:**

- The Teacher will complete the Non-Compliance Notification (NCN) for delivery to the student's parent.
- The Teacher will schedule a meeting with the parent and student and discuss the action of non-compliance and the action plan to correct the lack of compliance.
- A second meeting date is scheduled in a week to review work to be completed and to evaluate progress with the action plan.
- The Teacher, parent, and student sign the NCN and it is placed in the student's file.
- A copy of the NCN is emailed to the school Principal.

**Follow-Up Meeting in one week:**

- If the student has completed the actions outlined in the NCN by the second meeting, no further action is needed.
- If not, the Teacher will proceed to the second occurrence.

**Second Occurrence - Teacher will:**

- Fill out a second Non-Compliance Notification. (Distribute as directed above, amend attendance to reflect lack of compliance during the current five-day period).
- Schedule a meeting with the parent/student/teacher and the school Principal.
- The group discusses the student's ability to be successful in an independent study model and may suggest disenrollment from the program if progress isn't made toward compliance.
- Corrective actions are due within five school days.

**Follow-Up Meeting:**

- If the student has completed the actions outlined in the NCN by the second meeting, no further action is needed.
- If not, the Teacher will proceed to the third occurrence.

**Third Occurrence – Teacher will:**

- Fill out a third Non-Compliance Notification. (Distribute as directed above.)
- Schedule a meeting with the parent, student, and Principal.
- The Superintendent may determine that the student is not able to meet the requirements and will be disenrolled from the program due to non-compliance. As per AB130, the student will return to in-person instruction at the school.

Please review the First Non-Compliance Notification on the next page. The second and third occurrence notifications outline the following actions:

The **second occurrence** requires a meeting with the Principal, teacher, parent/legal guardian, and student to discuss concerns and plan for improvement. Failure to remedy non-compliance actions may indicate that the district's independent study program is not an appropriate placement for the student.

The **third occurrence** requires a meeting with the Principal, Teacher, parent/legal guardian and student to discuss possible dismissal from the Independent Study Program.

When Independent Study is not working for the student or the parent requests that the student return to in-person instruction, the student will be provided with a transition plan required to return to in-person instruction within 5 school days. (AB130)

The teacher will document the student's participation in live interaction and synchronous instruction pursuant to EC 51747 on each school day, as applicable, in whole or in part, for which Independent Study is provided. A student who does not participate in live interaction or synchronous instruction as assigned on a school day shall be documented as non-participatory for that school day (AB 130).

### Non-Compliance Notification First Occurrence

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learning period start date: \_\_\_\_\_ Learning period end date: \_\_\_\_\_

This form serves as notification that your child has not met the minimum standards for our Independent Study Program as outlined in the signed Master Agreement and Acknowledgement of Responsibilities and/or the student's Academic Growth Plan (if applicable). **The first occurrence requires a documented conference with the teacher, parent/legal guardian and student to discuss concerns and plan for improvement.**

The Master Agreement, Acknowledgement of Responsibilities, and Academic Growth Plan (if applicable) outline the following:

- The student must complete a minimum of 70% of all assignments each reporting period.
- The student must complete the intervention activities outlined in the Academic Growth Plan each reporting period (if applicable).
- The parent and/or student agrees to meet the Teacher on a scheduled basis no less than once every week.
- The student and parent understand and agree that all assignments completed must be the student's own work and not copied or plagiarized.
- The parent agrees that the student will participate in our internal and state assessment sessions when scheduled.

**Non-compliance:**

- Student failed to complete an adequate amount of work.

Subject area(s): \_\_\_\_\_ Percent of work completed: \_\_\_\_\_

Days of attendance possible: \_\_\_\_\_ Days of attendance earned: \_\_\_\_\_

- Parent/Student missed a scheduled meeting.

Date(s): \_\_\_\_\_

- Parent/Student consistently rescheduled meeting(s) with Teacher.

Date(s): \_\_\_\_\_

- Student did not complete the activities outlined in their Academic Growth Plan.



Subject area(s): \_\_\_\_\_

Percentage Completed: \_\_\_\_\_ Description: \_\_\_\_\_

Student did not turn in original work or plagiarized. Description:

\_\_\_\_\_  
\_\_\_\_\_

Student missed scheduled assessment session(s).

Type of assessment: \_\_\_\_\_ Date(s): \_\_\_\_\_

Plan for Improvement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Action(s) required for compliance of the above plan for improvement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date(s) when action(s) will be complete: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Special Education Teacher (If applicable): \_\_\_\_\_ Date: \_\_\_\_\_



## Educational Materials

Our district promotes the use of computer technology in its instructional program in order to facilitate learning and teaching. We have Chromebooks available for students to check out for use at home. Parents may request a technology device from their assigned Teacher. The Teacher will complete the Technology Request Form. The parent must fill out the Technology Acceptable Use Agreement which includes the rules for Chromebook use. The technology devices are for school use only and may not be used by the parent or the student for personal business or entertainment. Parents are responsible for notifying the school if the technology device is damaged and may be responsible for repair costs or replacement. Books and other school supplies will also be provided to students.



## School Cell Phone Policy

Please refer to the Student Handbook for established guidelines. Cell phones are **prohibited** during local and state testing.



## School Dress Code

It is important for students to come to the school site dressed appropriately. We ask all students who come to school to adhere to the guidelines established in the Student Handbook.



## Opportunities for Parent Participation

### **Governing Board:**

Our district is governed by the Governing Board, whose major roles and responsibilities include establishing and approving all major educational and operational policies, final approval on all major contracts, final approval on the school's annual budget and Local Control Accountability Plan, overseeing the school's fiscal affairs, and selecting, evaluating and supervising administrative staff. Board terms are four years and a member can elect to stay on the board longer if interested and approved by the other board members. The Board meets monthly. All meetings are open to the public and the agendas and minutes are posted 72 hours in advance. We welcome any parents and/or students who want to know more about our school and would like to attend a meeting.



## **The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99)**

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their child's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies and/or State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook or newspaper article) is left to the discretion of each school.



## **Emergency School Closures**

As per AB130, schools will be required to offer an Independent Study to students affected by school closures of ten or more days. When we are closed due to an emergency, the first day is considered a non-instructional day and students will not be marked as present or absent.