

# **Orcas Island School District**

# **OASIS K-8 Program Handbook**

September 2011-2012

Version 0.8

The mission of OASIS K-8 is to work in partnership with families to enable all children to become creative, lifelong learners, critical thinkers and contributing members of society. We will create a supportive educational community that provides a wide variety of quality educational resources to parents.

**OASIS K-8**  
**PARENT AND STUDENT HANDBOOK**  
Revision 9/7/2011

Welcome to a new school year in OASIS K-8. We are excited to have your family as part of our educational community. Our goal in OASIS K-8 is to provide families with guidance and support in their educational pursuits. We appreciate the many different learning and teaching styles that make-up our OASIS K-8 community. Our hope is that you and your student will find the OASIS K-8 experience meets all of your academic needs.

This handbook has been created to familiarize you with the Orcas Island School District policies and procedures for OASIS K-8. It is our hope that it will act as your guide throughout the school year and provide answers to questions regarding your student's educational plan and the resources available to parents through Orcas Island School District and OASIS K-8.

The handbook has been developed in collaboration with the OASIS K-8 Site Council, district administration, participating teachers and the Orcas Island School District Board of Directors.

We hope you have an exciting, educational year,

Barbara Kline  
Orcas Island School District Superintendent

Kyle Freeman  
OASIS K-8 Principal

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## **1 PROGRAM HISTORY AND SITE COUNCIL**

OASIS K-8 is designed to help parents who want an alternative educational option for their children through the Orcas Island School District (OISD). The program is flexible and open-ended, allowing it to support families in many different ways.

### **1.1 Program History**

The Orcas Alternative for Student Initiated Studies School (OASIS) began in 2001. The school was created by a group of parents working in partnership with the Orcas Island School District's administration. Their goal was to create an alternative-education school within the district, based upon the Washington State law for Alternative Learning Experience (ALE) programs (WAC 392-121-182). In 2005 the state changed the rules governing ALE programs. The new rules allowed for greater flexibility and required increased accountability for ALE programs. In 2005 the OASIS school's program policies and procedures changed to take advantage of this greater flexibility and to comply with the requirements for increased accountability.

Later, in 2006 the OASIS High School program was established to provide an alternative high school option for Orcas students. The procedures for the OASIS High School program are described in a separate document. In 2011 the state enacted additional changes to the OSPI rules governing ALE programs. In June, 2011 OASIS was provisionally accredited by the Northwest Accreditation Commission, and we are also in the process of applying through OSPI as an online provider.

### **1.2 OASIS K-8 Site Council**

Parents continue to have a strong voice in the operation of OASIS K-8. The OASIS Site Council is a dedicated, active group of parents who are elected to two-year terms. The Site Council is composed of the elementary school principal, an OASIS certificated teacher, and seven parent representatives.

The OASIS K-8 Site Council is an administrative advisory committee that is dedicated to supporting and improving OASIS K-8, whose purpose is two-fold. First, it is the responsibility of the Site Council to annually advise the district's superintendent on modifications to OASIS policy and procedure, including but not limited to matters of budget, program and community outreach. In addition, the Site Council meets monthly to serve as a resource and advocate for the OASIS parent body.

The Site Council welcomes feedback from program participants at any time. If OASIS parents have any questions or concerns about the OASIS program, they are encouraged to contact any of their Site Council representatives. Parents may bring an issue to the entire Council by contacting the Council Chair who can place the parent's item of interest on the agenda of an upcoming council meeting. Site Council meetings are open to the public and parents are encouraged to attend.

## **2 PROGRAM OVERVIEW**

OASIS K-8 is an alternative educational program operated by the Orcas Island School District. The program's intent is to provide an innovative and flexible model that supports the education of a diverse student population whose learning experiences are primarily distinguished by off-campus instruction with parents as the primary educators. While each student's learning plan is unique, and there is considerable flexibility in determining the content of a student's course of study, all learning plans must support Washington State's articulated learning goals.

OASIS K-8 is governed by the Washington State Alternative Learning Law (ALE) (392-121-182). The following four basic ALE requirements form the essential part of your child's educational program.

1. Written Student Learning Plan (WSLP)
2. Weekly Student/Teacher Contact
3. 30-Day Review
4. Annual assessment

Parents also have access to instructional support from the Orcas Island School District. This support includes the following:

- Guidance and support of a highly qualified and certificated consulting teacher.
- Commitment to low student to teacher ratio to better serve our families.
- An instructional support fund that allows for the purchase of curriculum, materials, supplies, and services. (See Section 8 - Instructional Support Fund)
- Access to instructional resources from the OASIS K-8 library.
- Access to classroom space.

### **2.1 Public School Enrollment**

OASIS K-8 is not home-based instruction, but a public school program in which learning activities primarily occur away from a traditional classroom setting. OASIS K-8 is governed by the Washington State Alternative Learning Law (WAC 392-121-182). Upon entering the program, parents will understand and become familiar with this law. Students enrolled in the OASIS K-8 program are subject to the rules and regulations governing public school students including accountability in meeting state goals and minimum hours of instruction.

Prior to student's enrollment, a parent or guardian must read and understand the Declaration of Understanding that defines the differences between the OASIS K-8 program and home-based instruction.

### **3 HOW TO ENROLL IN THE PROGRAM**

Families wishing to enroll in the OASIS K-8 program should contact the OASIS office at 360-376-1598. The office staff will assist families in enrolling in the program. A certificated consulting teacher will be assigned to collaborate with the family to develop a Written Student Learning Plan (WSLP) and to explain the program requirements including weekly contact, 30-day reviews, and annual assessment.

#### **3.1 Full-time Enrollment**

OASIS K-8 students are part of OISD and are considered public school students. All public school students must meet a minimum number of required hours spent in educational activities each week. The minimum number of hours of instruction required by the state (WAC 392-121-182) is as follows:

- Kindergarten 10 hours per week
- Grades 1-3 20 hours per week
- Grades 4-8 25 hours per week

To maintain full-time status students may not be simultaneously enrolled in any other public school program. Also, full-time students shall be assessed annually using the state assessment for the student's grade level and using any other annual assessments required by the school district. (See Section 7 - Annual Assessments)

#### **3.2 Part-time Enrollment**

OASIS K-8 offers a variety of placement options to meet the unique needs of each learner. Students may enroll in OASIS K-8 part time if that placement best suits their needs. The parents of any student enrolled part time in OASIS K-8 must file a "declaration of intent to provide home-based instruction" with their school district. These students retain their "home-based instruction" status and must comply with all legal requirements regarding home-based instruction.

Part-time students must also develop a Written Student Learning Plan and have the same reporting responsibilities as full-time students—weekly contact and 30-day reviews. Part-time students must also be assessed at least annually. (See Section 7 Learning Assessments)

Access to the Instructional Support Fund for part-time students is proportional to the amount of their enrollment. For example, if a student is enrolled half time (.5 FTE), the support he receives will be fifty per cent of that of a full-time student.

### **3.3 Summer Enrollment**

Summer enrollment supports students with year-round schedules, students who take breaks during the regular school year, and students who start later in the year. It is the district's intention to provide summer enrollment in OASIS K-8 whenever possible. Participants who are considering summer enrollment should notify their consulting teacher as early as possible. Doing so will help the district plan for this option and will increase the possibility that the district will be able to support summer enrollment within a given school year. Students are eligible for summer enrollment as long as their total amount of enrollment in a Washington State public school does not exceed full-time for a given year.

### **3.4 Shared Enrollment with Other Schools or Programs**

A student may enroll in OASIS K-8 while attending another public school as long as the total enrollment does not exceed one full-time equivalent (FTE). A student may also participate in OASIS K-8 while attending a state approved private school part time. The total combined enrollment for each student must accurately reflect the number of hours that the student spends engaged in educational activities.

The instruction a student pursues through OASIS K-8 must be *substantively* different from the instruction they receive in the private school in which they are enrolled. For example, a student could not simply duplicate the language arts instruction they receive in their private school. Instructional support the family receives will be based on the percentage of OASIS K-8 enrollment.

### **3.5 Extended Travel and Enrollment**

With approval of the consulting teacher, students may remain in the program for up to two months while they are on extended trips, including trips outside the country. During this time, the student's primary residence or domicile must remain within Washington. If, at any time, students change their primary domicile to a location outside the state of Washington, they are no longer eligible for enrollment in the program.

Prior to and during extended travel, it is important to complete the following steps:

- Discuss travel plans with consulting teacher at least two weeks prior.
- Fill out an extended-travel form.
- Continue to demonstrate sufficient progress toward meeting learning goals.
- Maintain contact with consulting teacher.
- Fulfill all weekly and monthly reporting requirements.

(Please note that failure to make contact with the consulting teacher for 20 consecutive school days will result in withdrawal from the program. Any participant who is dropped from the program while on extended travel should contact their consulting teacher to re-enroll in the program..)

### **3.6 Withdrawing from the Program**

A student can be withdrawn from OASIS K-8 at the discretion of the parent. To withdraw from the program, the parents must do the following:

- Inform the consulting teacher of the student’s last date of instruction.
- Return all non-consumable materials within 30 days of the withdrawal.
- Inform their resident school district of their change if they are pursuing home-based instruction and are not enrolling in a different public or private school. Parents are required to sign another “Declaration of Intent to Provide Home-Based Instruction” with their resident school district (Revised Code of WA, Chapter 28A.225).

Please note that if participants fail to make contact with their consulting teacher for 20 consecutive school days, they can be withdrawn from the program. Prior to a participant’s removal from the program, they will be sent a letter, by both email and US mail, informing them of the exact date upon which their enrollment will be terminated.

### **4 WINGS: ONLINE DATA PROGRAM**

WINGS is an online data management system used to facilitate participation in OASIS K-8. Through WINGS parents document their student’s learning plan, log 30-day progress and monitor the Instructional Support Fund. Parents will be given a user name and password during enrollment. Consulting teachers will be happy to answer parent questions and concerns about the use of WINGS.

All families are encouraged to become familiar with WINGS and use it on a regular basis. Through WINGS families can also access information regarding the Instructional Support Fund, see a calendar of events, find needed library materials and check them out, and read teacher comments on 30-day reviews. WINGS is also where families complete “Monthly Certification of Hours” and submit their “30 Day Reviews”.

Although WINGS is our primary reporting tool, parents who cannot access the WINGS program due to philosophical, religious, or financial reasons may access WINGS through their consulting teacher. (See Appendix B – WINGS)

## 5 WRITTEN STUDENT LEARNING PLAN (WSLP)

Every student enrolled in the OASIS K-8 program must have a Written Student Learning Plan (WSLP). The WSLP is the road map that guides the student's education and is developed by the consulting teacher in collaboration with the parent and the student using our online data management system, WINGS. The plan includes academic goals and objectives specific to the student that correlate to the Washington State Essential Academic Learning Requirements (EALRs). A list of curriculum, materials, and services essential to meeting the goals will also be included. The learning plan is a flexible, working document that can be changed to meet needs of the students. Completed WSLP's are due before a student is considered enrolled in the program.

### 5.1 Creating the WSLP

The WSLP will be developed and maintained on WINGS. The consulting teacher will guide the parent through the development of the WSLP and will ensure that the requirements of the alternative learning experience are met.

The WSLP must include the following information:

- A beginning and ending date
- Average weekly number of hours of student engaged learning activities
- Methods of contact
- Specific learning goals, performance objectives and learning activities
- Methods for evaluating student progress towards meeting learning goals
- Instructional materials, activities, and topics essential to the learning plan

Religious instruction and materials may not be included or used to support the average hours per week as these hours are considered "public school hours". Families may purchase and use any materials they choose for hours not counted towards the minimum educational hours per week. Sometimes, even though OASIS cannot purchase a particular item, some of the time spent on that item may "count" towards instructional time each week. (Religious instruction is time spent directly promoting one religion over others and cannot be used to support the minimum educational hours each week.) Texts that incorporate religious elements cannot be provided by OASIS K-8 but should still be identified in the WSLP. Since only the non-religious portion would "count" towards the weekly educational hours, the WSLP should indicate this. For example, the WSLP would indicate that the "non-religious" portions of Academic Studies 5<sup>th</sup> Grade Math are used for this class.

Once the WSLP is entered into WINGS, the consulting teacher will approve the plan. While it is our goal that the parent and teacher work together to maintain the WSLP throughout the school year, the consulting teacher has the primary responsibility and accountability for the plan including supervision, monitoring, and evaluation of student progress (WAC 392-121-182 (4)) identify section of WAC.

WSLPs must be in place and approved by the consulting teacher before the Instructional Support Fund can be accessed. All expenses for materials or services must be consistent with the goals articulated in the WSLP and pre-approved by the consulting teacher.

## **5.2 Determining Percent of Enrollment for WSLP**

While working with your consulting teacher to develop the WSLP, the student's overall percent of enrollment will be determined by the consulting teacher based on the number, time spent, and type of classes in the Written Student Learning Plan.

### **Full-time student instructional hours**

Kindergarten 10 hours per week minimum - 35 hours per week maximum  
Grades 1-3 20 hours per week minimum - 35 hours per week maximum  
Grades 4-8 25 hours per week minimum - 35 hours per week maximum

### **Full-Time Student Course Distribution**

Depending on grade level the following four areas of study must equal 12-30 hours per week:

Language Arts 3-10 hours per week  
Math 3-10 hours per week  
Social Studies 3-10 hours per week  
Science 3-10 hours per week

Depending on grade level the following areas of study must equal 1-7 hours per week for Gr. 1-8:

Physical Education 2-5 hours per week (minimum 2 hours required)  
Visual Arts 1-3 hours per week  
Music 2-5 hours per week

## **5.3 Updating the WSLP during the School Year**

Changes can be made to the WSLP during the year with the support and guidance of the consulting teacher. The WSLP is a working document that can be altered to reflect the changing needs of the student. If participants feel the need to update their written learning plan, they must do the following:

- Notify their consulting teacher.
- Include the change in their thirty-day review.

## 6 CONTACT AND REPORTING REQUIREMENTS

The collaboration between the parent and the consulting teacher provides a strong foundation for student success and is based in mutual trust and respect. The collaboration between family and teacher is strengthened when direct, personal contact is maintained. Therefore, in addition to the required “30-Day Review”, parents and consulting teachers are encouraged to make additional contact throughout the year. This contact may be made either in person, by telephone, via email, instant messaging, or other interactive on-line communication technology.

### 6.1 Weekly Contact –Student and Consulting Teacher

Students enrolled in OASIS K-8 are required to make contact with their consulting teacher on a weekly basis. According to WAC 392-121-182, Sec 4(b), students will have direct personal contact “for the purposes of instruction, review of assignments, testing, evaluation of student progress, or other learning activities or requirements identified in the written student learning plan, and must at minimum include a two-way exchange of information between a certificated teacher and the student.

Participants are welcome to make this contact by telephone, in person, via email, instant messaging, interactive on-line communication, or other means of digital communication.

Weekly contact must be completed by **5 pm on Thursday** of each week so that appropriate record keeping and follow up can be completed. Contact that occurs between the parent and the consulting teacher does not meet the requirement for weekly contact. The contact must be between the student and teacher but may be supported by parents.

### 6.2 Thirty-day Review- Parent and Consulting Teacher

As part of monitoring student progress, parents must complete a thirty- day review of student progress in WINGS by the **20<sup>th</sup> of each month**. Parents may also make an appointment to meet with the consulting teacher and complete the review together.

The 30-day review should include a summary of the month’s activities and include as much specific information as possible. The main points that must be addressed in the 30-Day Review are as follows: (See Appendix F pg. 30)

- List goals, learning objectives and activities that were covered this month. (See list of goals and activities listed on WINGS)
- Reflect on the overall progress that was shown or what assessments the student participated in (discussions, quizzes, etc.) during the month?
- List the goals, objectives and activities planned for next month.

Once submitted on WINGS, the consulting teacher will review student progress toward meeting the goals in the learning plan. 30-day reviews may be “unsubmitted” and returned to the parent with questions via WINGS if more specific information is needed to help the teacher determine “Satisfactory Progress”.

For various reasons, the student may not make progress in each subject every month. This is not necessarily a problem. A student’s lack of progress in any one area can be discussed with the consulting teacher and new goals can be set for this subject area in the forthcoming month. (See Section 6.4 Determination of “Satisfactory and Unsatisfactory Progress”)

The consulting teacher may request direct contact with the parent as part of the 30-day review. This contact may be made in person, email, telephone, or other available

communication technology.

A surrogate may attend or complete a 30-day review meeting in place of the participant's parent/guardian as long as the surrogate is familiar with the participant's learning plan and course of education.

Under some circumstances, it may be possible for the consulting teacher to conduct an in-person evaluation meeting off-campus.

### **6.3 Monthly Certification of Hours**

"Monthly Certification of Hours" is completed on WINGS on the first of every month. By completing this, families are certifying that their students have completed the minimum educational hours each week. Reimbursements will be processed only after the "Monthly Certification of Hours" has been completed.

In most cases it is not necessary for students to report specific hours spent engaged in their studies. However, if a student fails to demonstrate satisfactory progress in activities identified in the learning plan, the consulting teacher may request that the hours of instruction be documented.

Non-secular instruction cannot be used to support the minimum educational hours each week.

### **6.4 Determination of "Satisfactory" or "Unsatisfactory Progress"**

After reviewing weekly contact reports and based on the information provided in the 30-day reviews, the consulting teacher will make a determination of the student's overall "Satisfactory" or "Unsatisfactory" progress toward meeting the goals in the Written Student Learning Plan.

(WAC 392-121-182, Sec 1(e))

A student will be noted as having made "Unsatisfactory Progress" in any of the following situations:

- Missing two or more weekly contacts with their consulting teacher. Every effort should be made to make up missed weekly contacts. When a student displays a pattern of missed meetings, the student is not complying with the weekly contact requirements.
- Making inadequate academic progress towards the goals in their learning plan. This is a general assessment that is not simply based on work in one academic area.
- Not meeting minimum educational hours required to maintain full time equivalency (FTE) status for their grade level.
- Not meeting deadline of the 20<sup>th</sup> of the month for 30-day review reporting

If a student has made "Unsatisfactory Progress", the student and parent will be required to work with their consulting teacher to develop an intervention plan for improvement. If a student makes "Unsatisfactory Progress" for 3 months in a row despite intervention efforts, a plan designed to meet the student's educational needs shall be developed and implemented by the consulting teacher in conjunction with

the student and the student's parents or guardians. Student's not making "Satisfactory Progress" with this revised plan may be dropped from the program.

## 7 ANNUAL ASSESSMENTS

All OASIS K-8 students enrolled at 80% FTE or more and in grades 3-8 and grade 10 are expected to take the state assessment per WAC 392-121-182, Sec (9)(a), the Measure of Student Progress or MSP (formerly the WASL). The MSP is administered each spring.

Passing the 10th grade High School Proficiency Exam (HSPE) is required for students seeking a high school diploma. OASIS will coordinate local testing sites for students who do not live on Orcas Island. State assessment accommodations for students with special needs are possible; contact your consulting teacher for details. There is no charge for the MSP or the HSPE.

Parents who have questions or concerns about the MSP should contact and discuss this with their consulting teacher. Parents who choose not to have their student(s) participate in the state testing should contact their consulting teacher about meeting state requirements and must complete the state opt-out form. If a family chooses to opt-out of the state assessment, their student(s) must still be assessed annually. While setting up the WSLP parents will identify the assessment tool in which their student will participate. It is important for parents to note that in nearly all cases when the student opts out, the student will be included in the district's accountability measures, with a "0" score on the MSP. All OASIS students (full or part-time) are required to participate in and report a result for a personalized assessment each year.

Families may select from a number of approved measures of student learning. These alternative tests can often be administered in the home, by the parent, and can provide an accurate measure of a student's progress. Examples of state approved alternative tests include: Brigance, California Achievement Tests and Iowa Tests of Educational Development. (Refer to the State Board of Education's "Examples of Approved Standardized Achievement Tests for Home Based Instruction Use" for a full list of approved alternative standardized tests). "Examples of Approved Standardized Achievement Tests for Home Based Instruction Use" available at <http://www.k12.wa.us/privateed/homebaseded/PinkBook/A-3.pdf>

- **Running Records:** Running Records represent an alternative method of assessment. Families will keep detailed records, as well as selected work samples, demonstrating their child's progress throughout the school year. The student's consulting teacher will assess these records quarterly to assure that they demonstrate adequate progress, and the consulting teacher may require additional documentation including work samples.
- **Portfolios:** Students may demonstrate their learning by compiling a portfolio of work throughout the year. Projects, artwork, written assignments, videos and photographs are examples of materials that may be used to build a portfolio. It is the responsibility of the student's consulting teacher to review the portfolio quarterly and ensure that sufficient progress has been demonstrated.

## **8 INSTRUCTIONAL SUPPORT FUND**

The Instructional Support Fund allows parents to access materials, resources and services in support of the goals in their written student's learning plan (WSLP). The amount of the fund available depends on the percent of the student's enrollment.

### **8.1 Determining the Instructional Support Fund**

Students enrolled in OASIS K-8 are public school students, and they generate the same per-student revenue for the Orcas Island School District as any other K-8 student. The Orcas Island School Board determines how much of this per-student revenue is allocated to OASIS K-8. The OASIS K-8 budget is based on the number of students enrolled in the program.

The OASIS K-8 budget for the instructional support fund is allocated equally to OASIS K-8 students based on their level of enrollment in the program. As a result, a student who is enrolled full-time in the program can access up to a full-time allocation of program funds to support their WSLP. A part-time student can access a pro-rated share (based on their level of enrollment in the program) of a full-time allocation.

For the 2011-2012 school year, the full-time annual Instructional Support Funds for OASIS K-8 students is \$1,800 as determined by the district's Board of Directors based upon Washington state budget allocations. **Please note that the Instructional Support Fund is public money and cannot be used for private benefit.**

### **8.2 District Enrollment Revenue**

OISD receives enrollment revenue based on monthly enrollment rates. To protect the district, students in OASIS K-8 can access instructional support funds only after the district has claimed their enrollment revenue. In this way, the district can be assured that they will have adequate funds to cover program costs. Ultimately, the district can claim up to full-time enrollment for any given student. Washington state generally considers a student full-time if they are enrolled at a level of 1.0 Full Time Equivalent (FTE) an entire school year.

The Orcas Island School District reports OASIS K-8 enrollment 9 times per year during the months of September through May. If the District is able to support summer enrollment in a given year, then OASIS K-8 enrollment is reported an additional 2 times during the months of July and August.

A student who is enrolled at a level of 1.0 FTE for the standard academic year can access 1/10<sup>th</sup> of the instructional support fund after each month of enrollment. If families are enrolled on September 7, they can access the Instructional Support Fund for up to 1/10<sup>th</sup> of their allocation on the first reimbursement deadline in October. The district cannot receive more than 1.0 FTE of enrollment revenue for each student within a given school year. For part-time students, all allocation amounts are pro-rated. For example, if a student is enrolled at a level of .50 FTE for the standard academic year, then she can access 1/10<sup>th</sup> of a .50 full-time instructional support allocation after each month of enrollment.

A student is not required to access all of the allocation in the Instructional Support Fund. When a student does not access all or part of the monthly allocation in any particular month, the unused portion will accrue during the school year and be available to support

the student's learning plan at a later date. At the end of the school year, unused funds will go to the district's general fund. At this point, the funds will no longer be reserved for a particular student. Therefore, no allocation funds will be carried over to the next year.

## **9 INSTRUCTIONAL SUPPORT RESOURCES**

Please note that access to the Instructional Support Funds is subject to the "substantially similar" rules as defined by OSPI. See WAC (392-121-182) or contact your consulting teacher if you have specific questions.

### **9.1 Curriculum and Supplies**

A goal of OASIS K-8 is to ensure that families have flexibility in choosing the content of their curriculum. In accordance with WAC 392-121-182, Sec 6(f) through the Instructional Materials Committee, OASIS K-8 provides materials "consistent in quality" with those available to the general population of students within the district to each student enrolled in the program. Instead of dictating the specific materials a student must use, OASIS K-8 allows parents to work with the consulting teacher to choose the materials most appropriate for their student and WSLP.

Core instructional texts that are used must be approved through our Instructional Materials Committee. A core instructional text is something that is used to teach the majority of a course. If your chosen text is not already on our approved curriculum list, there is a three-step process for approval:

1. Review the text with your consulting teacher using the review form.
2. Submit completed form to the Instructional Materials Committee.
3. Instructional Materials Committee reviews the text and the family is notified of the final decision.

### **9.2 Consumable and Non-consumable Items**

Instructional support items fall into one of two categories: consumable or non-consumable. (WAC 392-121-182, Sec 6(h)) Non-consumable materials are the property of OISD and must be marked as such at the time of purchase. When an item is no longer needed, parents must return it to the district following the material returns procedure. Examples of non-consumable items include books, curriculum, manipulatives, games, software etc. These items need to be checked out prior to use and returned to the library when they are no longer needed. Participants will be charged for damaged non-consumable items such as a textbook that has been marked or otherwise damaged.

Items are considered consumable if another program participant cannot reuse them. Examples of consumable items include used-up art supplies and used workbooks.

Questions about consumable and non-consumable items should be directed to the consulting teacher.

### **9.3 Software**

Software may be purchased to support a learning plan. If the software can be recycled (i.e. used by other program participants) then it will be considered a non-consumable item and should become part of the OASIS K-8 library. If the software cannot be recycled, then it will be considered consumable. Whenever possible, especially in the case of expensive software

that may be useful to many students, an attempt will be made to find a cost-saving option prior to approval.

#### **9.4 Educational Trips**

Oasis K-8 will fund and organize group trips to various sites to be scheduled during the school year. All admission expenses will be covered for students. You will be given ample notice of upcoming field trips. These trips will include popular destinations such as Seattle Children's Theater, Pacific Science Center, area zoos, aquariums, and others. All experiences or activities must be "substantially similar" to experiences or activities made available to students in the district's regular instructional program. Oasis K-8 staff will continue working with families to schedule appropriate educational experiences.

#### **9.5 Classes, Workshops: Community Based Instructors and Community Based Facilities**

Many OASIS K-8 families choose to support student learning by accessing the experience and expertise of Community Based Instructors (CBIs) and Community Based Facilities (CBFs) for dance, art, music, sports, and specialized tutoring and other instruction. CBIs and CBFs can be an integral part of student learning and enrichment within a given course and allow students to explore particular subjects of interest in greater detail and to develop more advanced skills.

All courses must align with the Essential Academic Learning Requirements and support the student's learning plan. OASIS K-8 strongly recommends that parents or guardians supervise all student interaction with the CBIs.

A list of participating CBIs can be accessed under "Resources" on WINGS. If you have questions regarding how CBIs are approved, please call your contacting teacher.

Some expenses associated with classes and workshops in a CBF or with a CBI may be funded using the Instructional Support Fund. To qualify for funding the classes/workshops must be pre-approved by the student's consulting teacher and meet the "substantially similar" requirement as defined by OSPI.

Participants are encouraged collaborate with other families to share classes or workshops.

A class or workshop provided by a state-approved private school/learning center must have a distinct course title and address a specific content or subject area. Each class must be offered over a fixed period of time; it must have a distinct start and end date, which does not encompass the entire school year and must have an open enrollment policy. However, OASIS K-8 students may attend multiple classes/workshops at any one institution over the course of the year. OASIS students attending classes/workshops may be integrated into existing classrooms; the classes/workshops need not necessarily be conducted separately from the ongoing instruction of the institution. To be eligible for reimbursement, the private school/learning center must maintain a separate fee schedule for its classes and workshops that is distinct from its tuition.

OASIS K-8 is a program within the OASIS School. OASIS K-8 staff will work to provide and facilitate school-wide events and activities for OASIS K-8 families. OASIS K-8 students

should not expect to participate in Orcas Island Elementary School or Middle School events and activities. If parents have questions about classes and events, they should contact their consulting teacher.

## **9.6 Procedure for Accessing Instructional Support**

Instructional support expenses must be pre-approved by the consulting teacher who will insure that funds requested are in alignment with the student's learning plan. The expense must also comply with the district's financial conflict of interest policy. Accessing the Instructional Support Fund is a precise process:

### **Curriculum and Supplies:**

- The Written Student Learning Plan (WSLP) must include a list of the approved materials needed to achieve the goals of the plan.
- After filling out the Materials Requisition form, parents must contact their consulting teacher for approval and processing..
- Requisitions may be submitted once a month, in an amount not less than \$50.00.

### **CBI's and CBF's**

- Instructors and services must be listed in the WSLP and must be pre-approved by the consulting teacher.
- Parents will notify consulting teacher who will submit a vendor authorization for services requested to the business manager. Payments to CBI's will be deducted directly from the Instructional Support Fund. A list of approved vendors is on our website.

## **10 OASIS K-8 LIBRARY**

The OASIS K-8 Library contains instructional materials including curriculum, books, art supplies, games, software, manipulatives, and music. These materials are available to all OASIS K-8 families to check out and use in support of the student learning plan. Through WINGS families can access our library to see materials available for check out.

The OASIS K-8 Library continues to grow as families use their Instructional Resource Fund to purchase additional instructional materials. All materials purchased with instructional support funds in support of student learning plans are property of the Orcas Island School District.

When a family purchases non-consumable materials, they are initially checked into the OASIS library and recorded in WINGS. These materials are then checked-out to the family and will show up on their WINGS account as checked out to them. When non-consumable materials are no longer needed to meet the learning goals (or when the participant exits the OASIS K-8 program), the materials must be returned

to the library.

Consumable materials such as workbooks, paper, art supplies, etc. are also the property of the school district. When a participant is finished using a consumable material, if there is any material left over, the parent should assess whether any value remains in the item(s). If so, participants should return the unused portion of the material to the OASIS K-8 library for others to use.

### **10.1 Materials Check Out Procedure**

The OASIS K-8 Library is currently located in the OASIS K-8 Classroom Room in the Orcas Elementary School building. Parents who are on the island and are interested in checking out materials from the OASIS K-8 library must come to the OASIS room and manually input the barcode number into WINGS.

Parents who do not have access to the library can check out items through their consulting teacher and the items will be mailed to families. Mailing costs will be charged to the families' Instructional Support Fund.

## **11 CHANGING CONSULTING TEACHERS**

A family may request a different consulting teacher. In addition, a consulting teacher may suggest that a family work with a different teacher. Changing consulting teachers may take time because the workloads for specific teachers must be kept consistent with their FTE.

## Appendix A: Glossary of Terms

**Alternative Learning Experience (ALE):** An alternative learning experience is a course or set of courses for public school students that are primarily characterized by learning activities that occur away from the regular public school classroom setting. The specific requirements and expectations of these away from school learning activities are detailed in a written student learning plan (WSLP) developed and supervised by a certificated public school teacher.

**Annual Assessment:** A test that measures a student's academic progress each year.

**Community Based Instructors (CBIs):** Individuals in a community that provide instructional services to students according to the students WSLP goals in fine and performing arts, physical education, tutoring, career and technical education. These individuals have been approved through the Orcas Island School District and the Office of Superintendent of Public Instruction.

**Community Based Facilities (CBFs):** Businesses or facilities in a community that provide instructional services to students according to the students WSLP goals in fine and performing arts, physical education, tutoring, career and technical education. These facilities have been approved through the Orcas Island School District.

**Consumable Instructional Materials:** Items not reusable by more than one student, such as workbooks, lab materials, etc. These items are considered "used up" during the course and need not be returned. Refer to page 16, 9.2, for more detailed information regarding Instructional Materials.

**Essential Academic Learning Requirement (EALR):** Learning standards developed from the Basic Education Act of 1993 that define what all students should know and be able to do at each grade level.

**Full Time Equivalent (FTE):** An enrollment term that provides the basis for basic education funding.

**Highly Qualified Teacher (HQT):** A certificated teacher who is a specialist in a specific content area or areas. This teacher is responsible for the development of learning plans for the individual courses for the student and is available for assistance in that course of study.

**Instructional Materials:** Curricular materials used to facilitate instruction of a student.

**Instructional Support Fund:** The Instructional Support Fund is a fund generated by revenues provided to the school district by the state per enrollment. This fund allows parents to access materials, resources and services in support of the goals in the Written Student Learning Plan.

**Materials Requisition Form:** An online request for purchase of curricular materials (books, supplies, etc.). The requisition must contain items supported by the Written Student Learning Plan (WSLP) goals and be approved by the consulting teacher.

**Non-Consumable Instructional Materials:** Those materials that retain their value

and can be used again by subsequent students such as textbooks and literature books. These items must ultimately be returned.

**Oasis K-8 Consulting Teacher:** Each student's Oasis K-8 teacher is responsible for guiding the student's learning activities as related to the Written Student Learning Plan (WSLP). The consulting teacher is the primary point of contact for each student. He or she will: have two-way communication with each student at least once a week; review and discuss learning progress each month as related to the goals of the WSLP; recommend curriculum; and will help match each student to appropriate learning activities.

**Oasis K-8 Principal:** The Oasis K-8 principal is the individual who supervises the Oasis K-8 teachers and is available to resolve any concerns that a student or parent or guardian may have that is not successfully resolved with the consulting teacher.

**Parent Partnership Programs:** These programs include significant participation and partnership by parents and families in the design and implementation of a student's learning experience.

**State Assessments:** All Oasis K-8 students enrolled at 80% FTE or more and in grades 3-8 and grade 10 are expected to take the Measure of Student Progress (MSP, formerly the WASL). The MSP is administered each spring for students.

**Substantially Similar:** "Substantially similar experiences and services" means that for each purchased or contracted instructional or co-curricular course, lesson, trip, or other experience, service, or activity identified on an alternative learning experience Written Student Learning Plan, there is an identical or similar experience, service, or activity made available to students enrolled in the district's regular instructional program:

- (i) At the same grade level;
- (ii) At an equivalent level of frequency, intensity, and duration including, but not limited to, consideration of individual versus group instruction;
- (iii) At an equivalent level of costs to the student with regard to any related club, group, or association memberships; admission, enrollment, registration, rental or other participation fees; or any other expense associated with the experience or service;
- (iv) In accordance with district adopted content standards or state defined grade level standards; and
- (v) That is supervised, monitored, assessed, evaluated, and documented by a certificated teacher.

**Thirty-Day Review:** Summary of student learning progress in each subject area within the Written Student Learning Plan (WSLP), recorded in WINGS each month. The Oasis K-8 teacher will consider information provided by the parent or guardian and through weekly student contact and work samples to make a professional determination as to whether or not the student is making satisfactory progress toward accomplishment of the learning goals and performance objectives set forth in the WSLP.

**Weekly Contact:** Required, direct personal interaction between a student and his or her Oasis K-8 teacher on a weekly basis for the purpose of instruction, review of assignments, testing, evaluation of student progress or other learning activities. Contact must be accomplished no later than by 5 p.m. on Thursday to establish and document attendance for the preceding five school days. Please note that sole contact between a parent or guardian and teacher cannot be counted in place of direct student/teacher interaction and communication. Although contact is required by 5 p.m. on Thursday, contact may take place earlier in the week.

**WINGS:** An internet-based student data management program used by parents or guardians and Oasis K-8 for the majority of student learning progress documentation.

**Written Student Learning Plan (WSLP):** A written plan developed to guide student learning goals and performance objectives for the school year. The WSLP is developed for the student by the Course Highly Qualified Teacher Team, personalized and written by the consulting teacher with input from the student, parent or guardian. The WSLP is a requirement for all enrolled students.

## Appendix B – WINGS

**WINGS Information** (URL: [www.wingsnw.com/wings/oasis](http://www.wingsnw.com/wings/oasis)):

PLEASE NOTE: *Wings will time out and your data will be lost if you are away for 60 minutes without working. Please save your work (button at the bottom of the page) often or if you will be leaving the computer.*

Username and Password: Assigned by OASIS staff upon enrollment, Parent/Guardian may change their password using the “Preferences” link.

Resources available using WINGS: Instructional Support Fund Balance (allocation), Calendar items, important announcements, etc. and a Family Directory

Documentation Tasks Completed using WINGS: Creating Initial Learning Plan (annually), Learning Plan Review (every 30 days)

**A. Creating a Written Student Learning Plan** (once a year) Your consulting teacher will work with you to develop the WSLP at the beginning of the year.

### **B. 30-Day Learning Plan Review (See Appendix F)**

*Please complete your month end review by the 20th of the month. The reporting period will run from the 21<sup>st</sup> of the previous month to the 20<sup>th</sup> of the current month.*

1. Login at: <https://www.wingsnw.com/wings/oasis>. You should now see “Welcome” and your user name in the top left corner.
2. On the left, under FAMILY: Choose student. Click on your student ID that is underlined (this may say “none”) to bring up your student’s learning plan.
3. In the white area scroll down past the green box and click on “Offsite Class Progress.”
4. Another window will open so you can click on the month to update.
5. The “Offsite Class Progress” window will now open and you can view all of the classes in your WSLP. Please enter the 30 day review by finishing the following steps:
  - a. Answer the question, “Was satisfactory progress made in this offsite class this month?” (A “no” answer will not determine overall satisfactory or unsatisfactory progress for the month—just for that class. You may have focused on social studies one month and not on science. That is fine, just note it in your review.)
  - b. Double click in the “please explain” box.
  - c. Copy and paste the goals and learning activities from your class description that have been worked on or completed this month.
  - d. Enter a description of learning including: activities (papers, projects, etc) that your student completed this month. Write a short evaluation or reflection on your student’s learning including discussions, daily work, quizzes, etc. that show how you know your student is making progress.
  - e. List your goals and activities for next month.
  - f. Answer the question, “Was this class dropped or completed?”
  - g. Pick from the drop-down box an answer for “action”.
6. Repeat Step 5 for each class in the WSLP.

7. When you have finished, scroll to the bottom of the page and select one of the three options:
  - a. "Cancel" This will delete your work.
  - b. "Save Changes" This will save your work so you can finish later.
  - c. "Save and Submit for Review. The will save your work and send to you consulting teacher

Double click in the "please explain" box and start information addressing these items:

1. Topics/skills covered this month
2. Activities (papers, projects, experiments etc.) – Evidence of learning
3. Evaluation (discussions, daily work, quizzes, tests) – How was progress seen?
6. Answer the question: was this class dropped or completed?
7. Pick from the drop-down box an answer for "action".
8. Repeat steps 5-7 for each remaining subject.
9. When you have finished, scroll to the bottom of the page and select one of the three following options:
  - a. Box 1 CANCEL This will delete your work.
  - b. Box 2 SAVE CHANGES This will save your work so you can finish later.
  - c. Box 3 SAVE & SUBMIT FOR REVIEW (This button is only available after the 15th of each month). This will save your work and send it to your consulting teacher.

If you need to change your work after you submit it, please contact your consulting teacher.

### **C. Monthly Certification of Hours**

*Please complete your monthly certification of hours on the 1st of the month. You are certifying that you completed the average number of weekly hours for the previous month. This must be completed before reimbursements can be processed and sent out.*

1. Login at: <https://www.wingsnw.com/wings/oasis>.
2. On the home page, there will be a red bar under the Alerts section indicating that monthly certification of hours is due.
3. Click on the underlined link in the alert bar.
5. Click "yes" average monthly hours met or "no" monthly hours not met

## **Appendix C - Attendance Guidelines**

Weekly contact, direct personal interaction between the student and the consulting teacher, is required as a condition of participation in OASIS.

Situations may arise where more frequent contact is requested.

Failure to make contact may result in the following:

First missed weekly contact in a month:

Student is marked “absent”. Satisfactory progress is in jeopardy

Second missed weekly contact in a month:

Student is again marked “absent”. Monthly progress is considered Unsatisfactory (see below for additional information on Unsatisfactory Progress)

Third missed weekly contact in a month:

Student is marked “absent”. Meeting with Program Coordinator, SLP consultant, Parent and Student is scheduled.

Fourth missed weekly contact in a month:

Student is marked “absent”. Student can be withdrawn from the program  
We encourage all families and students to make up missed weekly contacts with their consulting teacher. An “absent” will still remain, but the information gathered and shared during contact is valuable information for the student, parent, and consulting teacher.

All weekly contacts need to be completed by **5pm on Thursday** in order to avoid a student being marked “absent”.

When competing a weekly contact, a week runs from Friday-Thursday.

Students may earn Unsatisfactory Progress for a variety of reasons, including insufficient contact during a month (see above), inadequate academic progress (determined either by parent/guardian or consulting teacher), or insufficient hours required by grade-level and FTE.

Failure to make Satisfactory Progress will result in the following requirements placed on student and/or parent/guardian:

After the First Month of Unsatisfactory Progress:

Meeting with consulting teacher to discuss progress

Log of hours spent in support of Learning Plan Goals, submitted weekly to consulting teacher.

(If progress for next month is satisfactory, student’s requirements return to previous level)

After the Second Month of Unsatisfactory Progress:

Meeting with consulting teacher and principal to discuss progress

Parent/Guardian, Student, and Consulting Teacher will create a plan of action to help the student make satisfactory progress (Student’s FTE could be adjusted to more accurately reflect time spent on school)

After the Third Month of Unsatisfactory Progress:

Consulting teacher with input from parent and student will create a new learning plan

## Appendix D

### OASIS K-8 Instructional Support Fund

#### Funding Guidelines

- v All purchases must be **pre-approved** by the student's consulting teacher.
- v All expenses must **directly support** the goals outlined in the student's learning plan.
- All expenses must meet OSPI's "**substantially similar**" requirements (WAC 392-121-182, Sec 6(i))
- v Items that are **consumable** (have no useful life after the student uses it) need not be returned to Orcas Island School District. Examples of consumable items include admission to an event or museum, a workbook, art supplies, fees for a class.
- v Items that are considered **non-consumable** (have a useful life after a student is finished with it) are the property of Orcas Island School District and must be returned to the OASIS Library when the student is finished using them. Examples of non-consumable items include books, curriculum, math manipulatives, microscopes, etc.

Category of Expense	Items Eligible for Funding	Items Not Eligible for Funding
<b>Materials</b> Curriculum	<ul style="list-style-type: none"> <li>·Curriculum – approved books, workbooks, materials, manipulatives and resources required to reach learning goals listed in WSLP</li> <li>·Art supplies</li> </ul>	<ul style="list-style-type: none"> <li>·Sectarian materials of any kind. Any materials that promote one religion over another.</li> <li>·Animals of any kind including 4H and science projects.</li> <li>·Food items even if they are part of a student's study of nutrition or cooking.</li> <li>-General School supplies such as binder, paper, pencils</li> <li>-Non consumable gardeningsupplies</li> </ul>
Technology	<ul style="list-style-type: none"> <li>·Educational software in support of WSLP</li> </ul>	<ul style="list-style-type: none"> <li>·Computers, Ipods, MP3 players and related hardware or operating system upgrades</li> <li>·Any access hardware and software systems and installations including modems, cabling, satellite dishes, mobile systems, wi-fi antennas, network cabled multiple access systems.</li> <li>·Fees for Internet Access</li> </ul>
<b>Instructors &amp; Services</b> Instructional Services	<ul style="list-style-type: none"> <li>-Classes that support learning goals in WSLP</li> <li>·Online class or curriculum fees.</li> <li>-Approved CBIs and CBFs</li> </ul>	<ul style="list-style-type: none"> <li>·Musical supplies such as</li> </ul>

Music	-Classes	guitar strings, reeds, metronomes, etc. Purchase of musical instruments. -Instrument rental
<b>Travel &amp; Educational Trips</b>	-OASIS K-8 organized educational field trips for students and one chaperone	-Mileage -Lodging
<b>Physical Activities/Sports</b>	- Classes meeting goals in WSLP and approved by consulting teacher  -Access to gym fees at a reasonable rate	-Club team-sports, and membership fees. -Student's sports equipment rental -Membership dues to athletic facilities or organization ·Uniforms, costume ·Sports equipment, carry bags,backpacks

## Appendix E: Educational Support Fund Matrix

The educational support funds are provided to allow access to materials, resources, and experiences to be selected for individual students based on the goals in their Student Learning Plan. State law requires that these funds be used to purchase materials, resources or experiences which are “substantially similar “ to those provided in the OISD K-8 “brick and mortar” programs. The following matrix has been provided to assist you in developing your WSLP. Final decisions regarding Educational Support Funds will be made with your consulting teacher.

<b>Orcas Island K-8 Program</b>	<b>“Substantially Similar” OASIS K-8</b>
Language Arts K-8 (5-10 hrs per week) <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Spelling</li> <li>• Poetry</li> <li>• Phonics</li> <li>• Handwriting</li> <li>• Foreign Language</li> <li>• Technology</li> </ul>	Language Arts K-8 (5-10 hrs per week) <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Spelling</li> <li>• Poetry</li> <li>• Phonics</li> <li>• Handwriting</li> <li>• Foreign Language</li> <li>• Technology</li> </ul>
Mathematics K-8 (5-10 hrs per week) <ul style="list-style-type: none"> <li>• Grade level specific math instruction</li> </ul>	Mathematics (5-10 hrs per week) <ul style="list-style-type: none"> <li>• Grade level specific math instruction</li> </ul>
Social Studies K-8 (5-10 hrs per week) Grade Level Specific Instruction in: <ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• Economics</li> <li>• Civics</li> <li>• Humanities</li> <li>• Religion</li> <li>• Psychology</li> <li>• Anthropology</li> <li>• Skills – (Problem solving, Leadership)</li> </ul>	Social Studies (5 -10 hrs per week) Grade Level Specific Instruction in: <ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• Economics</li> <li>• Civics</li> <li>• Humanities</li> <li>• Religion</li> <li>• Psychology</li> <li>• Anthropology</li> <li>• Skills – (Problem solving – Leadership)</li> </ul>
Science K-8 (5-10 hrs per week) Grade Level Specific Instruction in: <ul style="list-style-type: none"> <li>• Biology</li> <li>• Earth and Space Science</li> <li>• Physical Science</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Life Science</li> <li>• Skills (Technology, Robotics, Prob. Solving)</li> <li>• Farm to Classroom</li> </ul>	Science (5-10 hrs per week) Grade Level Specific Instruction in: <ul style="list-style-type: none"> <li>• Biology</li> <li>• Earth and Space Science</li> <li>• Physical Science</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Life Science</li> <li>• Skills (Technology, Robotics Problem Solving)</li> <li>• Gardening, Cooking, Animal husbandry</li> </ul>
Foreign Language K-8 (1-5 hrs/week)	Foreign Language (1-5 hrs per week)

<b>Orcas Island K-8 Program</b>	<b>“Substantially Similar” ALE Program</b>
Physical Education K-8 (2-5 hrs/week) <ul style="list-style-type: none"> <li>• Dance</li> <li>• Fitness</li> <li>• Martial Arts</li> <li>• Gymnastics</li> <li>• Wrestling</li> <li>• Soccer</li> <li>• Tennis</li> <li>• Basketball</li> <li>• Golf (7-8)</li> <li>• Lacrosse</li> <li>• Archery (7-8)</li> <li>• Running</li> <li>• Weight Training</li> <li>• Badminton</li> <li>• Pickleball</li> <li>• Aerobics</li> <li>• Volleyball</li> <li>• Flag Football (7<sup>th</sup> &amp; 8<sup>th</sup>)</li> <li>• Juggling</li> <li>• Sailing</li> <li>• Gym access</li> <li>• Swimming</li> </ul>	Physical Education (2-5 hrs per week) <ul style="list-style-type: none"> <li>• Dance</li> <li>• Fitness</li> <li>• Martial Arts</li> <li>• Gymnastics</li> <li>• Wrestling</li> <li>• Soccer</li> <li>• Tennis</li> <li>• Basketball</li> <li>• Golf (7-8)</li> <li>• Lacrosse</li> <li>• Archery (7-8)</li> <li>• Running</li> <li>• Weight Training</li> <li>• Badminton</li> <li>• Pickleball</li> <li>• Aerobics</li> <li>• Volleyball</li> <li>• Flag Football (7 &amp; 8)</li> <li>• Juggling</li> <li>• Sailing</li> <li>• Gym access (reasonable cost)</li> <li>• Swimming</li> </ul>
FINE ARTS Music Education K-4 (2 hrs/week ) <ul style="list-style-type: none"> <li>• General Music</li> <li>• Piano</li> </ul> 5-6 (2 hrs/week) <ul style="list-style-type: none"> <li>• Choir</li> <li>• Instrumental</li> <li>• Strings</li> </ul> 7-8 (4-5 hrs/week) <ul style="list-style-type: none"> <li>• Instrumental</li> <li>• Strings</li> </ul>	FINE ARTS Group Instruction of Music K-4 (2 hrs/week ) <ul style="list-style-type: none"> <li>• General Music</li> <li>• Piano</li> </ul> 5-6 (2 hrs/week) <ul style="list-style-type: none"> <li>• Choir</li> <li>• Instrumental</li> <li>• Strings</li> </ul> 7-8 (4-5 hrs/week) <ul style="list-style-type: none"> <li>• Instrumental</li> <li>• Strings</li> </ul>
Dance Instruction K-8 (1 hr/week)	Group Instruction of Dance K-8 (1 hr/week)
Visual Art K-8 (1-3 hrs/week) <ul style="list-style-type: none"> <li>• Photography</li> <li>• Ceramics</li> <li>• Sculpture</li> <li>• Painting</li> <li>• Drawing</li> <li>• Weaving</li> <li>• Needlework</li> </ul>	Group Instruction of Visual Art <ul style="list-style-type: none"> <li>• Photography</li> <li>• Ceramics</li> <li>• Sculpture</li> <li>• Painting</li> <li>• Drawing</li> <li>• Weaving</li> <li>• Needlework</li> </ul>
Theater Arts	Theater Arts
Educational Field Trips School funded class trips to various sites to be scheduled during the school year.	Educational Field Trips OASIS K-8 funded and organized group trips to various sites to be scheduled during school year.

## **Appendix F**

### **OASIS K-8 30-Day Review**

In the 30-day review section of WINGS (due on the 20<sup>th</sup> of each month) address the following areas. You may type your review in this document and then copy/paste into WINGS.

1. For each class you will need to complete the following:
  - a. Review the list of goals and activities set in last month's 30-day review. List successfully completed activities. Include relevant scores, skills mastered, skills needing review, and content covered. Be specific.
  - b. Write a reflection describing this student's learning for this past 30-days. Please refer to the OASIS document "30-Day Review Reflection Suggestions" for examples of content for this section.
  
2. For each class list performance objectives and learning activities that the student will successfully complete in the next 30 days. For activity suggestions and inspiration, see the "Sample Activities" section of the Learning Plan. When the next 30 day review is due, you can cut and paste these objectives and activities into #1 and add relevant information.

SAMPLE 30 Day Review with Learning Goals and Details 7<sup>th</sup> Grade – Reading/Social Studies

**Goal or Activity**

Reading Comprehension: state literal and/or inferred main idea or message of a passage and provide text-based details supporting it.

**Reflection on learning**

Jo Anne read various passages in her Washington State History book and outlined the main idea of each paragraph and listed the supporting details. In our discussion of the material she is reading, she demonstrated better understanding and was able to be more specific in relating her information.

**Next month's goal or activity**

Variety of Materials and Purpose: examine information from multiple sources on Sacajawea for a specific purpose

SAMPLE 30 Day Review 1<sup>st</sup> Grade

**Goal or Activity**

Reading Comprehension: confirm predictions; retell stories in correct sequence; explain story elements (character, setting, events, plot);

**Reflection on learning**

Doug is listening to Magic Tree House stories. We read at least a half an hour day. He is able to predict what he thinks will happen and is often correct. At the end of the story he loves to create cartoon drawings of parts of the story and enjoys retelling the story from these drawings. He is attempting to write dialogue for characters in the story.

**Next month's goal or activity**

Identify syllables; generate rhyme; change letters to make new words; generate words with same or different sounds; learn word families

## **Appendix G**

### **Ideas for Composing the Reflection Section of the “30-Day Review”**

The 30-day review requirement meets Washington State Law. Our OASIS staff is dedicated to making the 30-Day reporting process as efficient as possible for our families so they can remain focused on the important work they do educating their children.

Please use the OASIS Form, “30-Day Review Form” and address all areas. The content below is intended to help you write the reflection on your student’s learning.

These are examples of phrases and words that can be used to evaluate and reflect on a student’s progress. A few evaluative words added to a description of activities can give a clear image of progress.

**Observation** (What do you see that indicates progress?)

- *Tackles* new math skills with enthusiasm and confidence.
- *Demonstrates competence* with basketball skills.
- *Reluctantly* reads for pleasure.
- *Eagerly* chooses to read for pleasure in free time and becomes absorbed in books.
- *Engages* in discussion with siblings about our study of Asian History.
- *As she masters more of her multiplication facts, I see less resistance to doing math assignments.*
- *As part of our nutrition study, I am seeing James make more healthy choices for snacks.*

**Discussion** (After completing a reading, watching a performance, or any other experience, ask questions and talk about what your child learned.)

- *In discussing the stage performance of “The Best Christmas Pageant Ever”, Sam’s ideas confirmed that he understood how character development is an important component in a story.*
- *After our family finished the read aloud of “The Giver”, there was a lively discussion among us as each person effectively described their opinion about family life as portrayed in the story.*

**Participation and Performances** (What did you observe about your child’s music performance, team sport activities, or small group presentation participation?)

- *Kevin participated in his choir’s seasonal music performance with confidence, enthusiasm, and focus, demonstrating his understanding of performance skills.*
- *Susan participated in three games this month with her basketball team. She demonstrated improvement in her ball handling skills when she dribbled the ball the length of the court and successfully passed it to a teammate, who made a basket.*

**Presentation** (What do you hear and observe when your child does an oral presentation or Power Point?)

- *Her Power Point about the American Revolution exhibited Amy’s understanding of the causes and outcomes of the war.*
- *Emily memorized a poem to recite. Her vocal inflection indicated her understanding of the meaning of the poem, and her eye contact and enthusiasm demonstrated her understanding of presentation skills.*

**Summarizes** (What main ideas did the student learn and remember from an assignment, a chapter, a unit of study?)

- *After listening to a read-aloud story, she accurately summarized the story’s beginning, middle and end.*
- *At the end of our unit on Colonial America, Jackie accurately summarized the main ideas about life in colonial times.*

**Projects and Assignments** (What did the student produce to demonstrate progress?)

- *Drawings demonstrate understanding* of the art lesson about line and shading.
- *Poster indicates understanding* of how animals depend on their habitat.
- *Jackson successfully used the writing process to plan and compose a rough draft and final copy of an essay about the main character* in his book, "Treasure Island".
- *Self-correction and editing of his essay verify* his grasp of the writing process, and correct grammar and punctuation.
- His final essay *substantiated his ability to compose* a well-organized five-paragraph essay.
- At the end of chapter 5 in the math book, Zach took the *mid-year review test and scored 85%*. In reviewing the test; he needs more work on dividing decimals *so we reviewed that skill and his scores on the review assignments were an average of 92%*.

**Using Rubrics as Assessment Tools**

A rubric is a chart that will list the skills a student must demonstrate in a project or assignment to receive a certain score or grade and specify the level of performance expected for each skill area. The purpose of a rubric is to help students understand what is expected of them. Rubrics help students and teachers reach agreement and mutual understanding about what defines "quality" on an assignment or project.

If teachers and students create a rubric together for a specific assignment, it becomes a powerful tool for assessing work, and a way for students to self-assess as they work on a project or assignment and aim for excellence. Using rubrics for large assignments or projects can be helpful when composing your OASIS monthly review.

On the RubiStar web site you can see examples and a free resource for constructing rubrics.  
<http://rubistar.4teachers.org/>