

Independent Home Study Program

Parent/Student Handbook

2023 – 2024



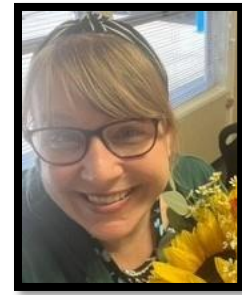
Meet the Administrative Staff



Mrs. Maki
Principal
Meadow Lane Elementary



Mr. Johnson
Vice Principal
Meadow Lane & Anderson
Heights Elementary



Mrs. Norris
Principal
Anderson Heights Elementary
and North State Aspire Academy



Mrs. Ross
Principal
Anderson Middle School

Mrs. McNeely
Vice Principal
Anderson Middle School



Jason Provence
Superintendent

School District Website: CUESD.com
School Websites:

Anderson Middle
ams.cuesd.com

Meadow Lane
ml.cuesd.com

Anderson Heights
ah.cuesd.com

North State Aspire
nsaa.cuesd.com

Our Governing Board

Diane Allen Jason Foster Roderick Hayes Crista Munns Dan Stanley



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Who we are...

We are a dedicated, experienced, group of professionals focused on serving the needs of our students and their families. We provide a quality education for our Independent Home Study students.

Our Mission:

Inspire - To give someone the desire, the confidence, and the enthusiasm to do something well

Believe - To trust someone and be confident they will be successful

Achieve - To successfully accomplish something by courage, effort, or skill

Our Educational Vision:

The staff of the Cascade Union Elementary School District include and serve all students from across our community. We create a culture of excellence; challenging students to be successful, continuous learners, academically, socially, and emotionally. Using student-centered curriculum, engaging instruction, and cutting-edge technology, we provide positive and safe classrooms that focus on the whole child. With students, families, and community as equal partners, we are dedicated to preparing confident, healthy, respectful, and responsible students who can succeed and be productive today, next year, in high school, in college, and their future career. Students, Staff, Families, Community. Together we are proud to be the Cascade Union Elementary School District.



Expected Schoolwide Learning Results (ESLRs)

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



Student Enrollment

Admission

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

- The student must meet California state residency requirements.
- The student must be at least five years old between September 2nd and April 2nd in the year of enrollment, in order to enroll as a Transitional Kindergartener.
- The student must be at least five years old by September 1st in the year of enrollment, in order to enroll as a 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 review 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
- California School Immunization Record reflecting that the student is current with immunizations
- Transitional Kindergarten and Kindergarten Entry Health Exam (kindergarten students and any 1st graders who did not attend kindergarten)
- Special Education documents (when applicable) to include a copy of any active IEPs
- Emergency Card
- Proof of residency
- Master Agreement signed by Parent/Guardian, Student, and Teacher
- Acknowledgment of Responsibilities signed by Parent/Guardian, Student, and Teacher



Expectations

For the 2023-2024 school year, Independent Home Study students will participate in daily synchronous instruction for pupils in grades K-3, and for students in grades 4-8, participation in daily live interaction and at least weekly synchronous learning is required.



The Role of 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, 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 from the school?

The school will:

- Provide the necessary curriculum, resources, and materials.
- Ensure that every family is provided with a credentialed teacher able to work effectively with the parent and student.
- Ensure that every family has access to the school's specialists including 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 opportunities to participate in a range of curricular and extracurricular activities.
- Provide ways for the parent or parent-teacher to grow as an educator.

The Role of the Student

The school expects that students will:



- Focus attention on learning during school time.
- Complete assignments and aim for the highest standards in quality of work.
- Complete and turn in original work.
- Participate in extra opportunities/activities provided by the school.



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 Independent Study Program. 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.
- Set high standards for teaching (home study) and high goals for your child's learning.
- Work with the assigned Teacher to choose the curriculum and course of study.
- Place a high value on learning and participate daily with students' learning and assignments.
- Help your child maintain a balance between schoolwork and leisure time activities.
- 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 & for teacher meetings.
- **Attend teacher meetings as scheduled.** If you must reschedule, notify the teacher in advance.
- Bring completed work to teacher meeting, unless otherwise agreed. **If a meeting is missed/assignments are missing, the teacher MUST issue a Non-Compliance Report.**
- Provide appropriate, graded work samples each month for student learning records.
- Take responsibility to keep the teacher informed of successes, issues, & concerns.
- Facilitate student participation in school-wide assessments and state-required testing.
- Provide timely transportation to/from school activities such as state testing, field trips, and tutoring.
- 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 & must be returned to the school when you are finished using them/at the end of the school year.



The Role of the Assigned Teacher

The role of the credentialed teachers who serve families participating in our Independent Study Program is to offer support and guidance to parents as they assume 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 every 20 school days to assess and record the progress of each student.
- Administer and/or assist with the coordination of assessments, review assessment results and work with the family to direct instruction toward academic growth and achievement.
- Issue curriculum, instructional materials, and supplies. Discuss and implement changes if needed.
- Review student work, answer questions, and discuss progress with parents.
- Serve as a liaison between the family and the school administration and staff.
- Provide direct instruction when appropriate for student progress.
- Keep current with school policy/procedures. Notify students/families of any changes that affect them.
- Verify student attendance records and student learning. Document progress and achievement.
- Review **all** work completed by the students in the learning period.
- Communicate with the parent about student accomplishments, standards met, and assignments completed.
- Assist the student/family if they have any educational concerns or issues and discuss solutions.
- Offer instructional advice and tutoring if needed.
- Attend Special Education IEP meetings and maintain communication with Special Education staff.
- Note and research questions the family may have regarding their child's educational program.
- Review the completed Attendance Log, PE, and Elective Logs. Have the family make corrections if needed.
- Collect completed logs and appropriate work samples for the learning record.

- Provide students with assignments/expectations & provide the family with all forms/logs for the next learning period.
- Deliver 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.



Monthly Meetings with your Assigned Teacher

Each meeting should include the following:

- Discussion/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 reviews and assigns grades for all assignments completed in the previous learning period to determine attendance earned and state standards addressed.
- Opportunities for the parent to ask questions/discuss concerns and offer support and encouragement.
- Time for the teacher to assist with instruction/tutoring and offer support and encouragement, as needed.
- Teacher review of the completed logs. Teachers 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/expectations & parents are given forms for the next learning period.
- Teacher provides any new materials & discusses curriculum needs or changes.
- Teacher informs the family of any announcements and/or opportunities provided by the school.
- The next meeting is scheduled.



Monthly Paperwork to be Completed by the Parent/Guardian and/or Students:

Daily Logs for Attendance

- Daily Attendance
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 a full claim of attendance, which must equal 80% 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.** Parent(s) must date the Attendance Log with the last day of the learning period.
- PE Activities
As per state law, physical education for a total of no less than **150 minutes/5 school days** (an average of 30 minutes per day) is required of all students in grades TK-8. Physical Education is defined as physical activities that are conducive to the health and vigor of body and mind. They are recreational in nature. There are a number of ways for students to achieve physical fitness as set forth by the California Education Code. Physical fitness options include participation in a physical fitness program provided by a local recreation center, the YMCA, or a sports program; participation in 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. Note: House cleaning or other chores are not considered appropriate for credit toward physical education. A monthly PE log will be provided by the teacher.

The log must be completed each learning period. Parents and/or students must record on the PE log the activity & time a student spends in physical activity/day. Time spent in physical activity is totaled weekly and written on the record. A specific physical activity must be written when “other” is chosen on the log.

- **Elective Courses**

Your teacher will provide a form each month to document the date, time of participation, and the activity completed in elective courses, such as music or career explorations. Students must show time spent participating in related activities. We recommend 20 minutes per day for grades TK-1, 30 minutes for grades 2-8. These courses don't produce a work sample, so the time log is how participation and accomplishment are recorded.

- **Work Samples**

Each learning period the assigned teacher will review all work completed by each student. They will collect a work sample each month to be included in the report. Eight of the ten months will be for one subject, and the subject will rotate until each subject has had a sample submitted. For two of the ten months (one each semester), the Teacher will collect a sample from every subject on the student's Master Agreement to be included in the monthly reports. All samples collected must have the following:

- Student's first and last name, written in the student's handwriting, in the upper right-hand corner
- The date that the work sample was completed (must be within the current learning period dates) written in the upper right corner.
- 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.

Here is a checklist for families to use when preparing for a learning period meeting.



Monthly Checklist for Student Records

I have the following ready for my Teacher:

- Student work is neat, legible, and organized in a manner that is easy for my teacher to review.
- Logs for attendance, PE, and electives are complete.
- Assignment Record/Plan Sheet that tells my teacher what I have completed this month.
- Original work samples are properly labeled with name, subject, grade, and date, in the student's own handwriting.
- All samples are evaluated.
- Samples show all work (ex: math problems worked out). Multiple-choice samples are not acceptable.
- PE and elective course minutes are totaled and written on the appropriate log.



Communication

Maintaining communication between families and school staff is critical to student success.

Teacher and School Staff - Your assigned teacher will provide the 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 District Office phone number is 530-378-7000; School phone numbers are listed at the beginning of this handbook. Your teacher will provide you with additional contact information. Staff members are available during school hours to assist you.

Parent/Student Text/Email System – Our school uses the ParentSquare online program to provide general communication to parents/guardians via voice message or text. This program will be used to keep families updated regarding important information regarding school closures and school activities.



Coursework/Classes

Each student grade TK-8 must be enrolled in a minimum of five courses including Language Arts, Mathematics, Science, Social Studies, and Physical Education. We encourage 7th and 8th-grade students to add an elective course in preparation for high school course loads (examples: art, music, foreign language, etc.).



Comprehensive Sexual Health and HIV Prevention Education

All schools are mandated to implement the California Healthy Youth Act and offer a Comprehensive Sexual Health and HIV Prevention Education course to middle school (grades 7-8). This course must be completed one time in middle school and also one time in high school.

The law does include an opt-out clause and allows parents/guardians to excuse their child from comprehensive sexual health and HIV prevention education, as defined in the education code, by submitting a written request to the school requesting their child not complete the course. This opt-out request must be an original with the student's name and grade, and the parent's signature and date. In order to decide whether to have their child complete the course, parents/guardians are able to review the curriculum upon request at the school. If your student enters from another school and the student has completed the course in either grade 7 or 8, it will be necessary to submit the name of the school and the year of completion to the new school.



Assessments

State Assessments

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 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, administered in the Spring for grades 3-8, 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 that provides accurate student performance and growth information to meet state and federal accountability requirements. 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.

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.

TK/K students will be assessed two or three times per year in Language Arts and Mathematics. Students in grades 1-8 are assessed using the online i-Ready Assessment Program. This assessment is an online diagnostic program and will be administered a minimum of two times per year by school staff.

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 and again towards the end of the year. 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, provided at each trimester's end, are a means for feedback and praise of the student's accomplishments.



Support for Students Performing Below Grade Level

Grade-level proficiency is determined by the student's assessment scores at the beginning of the school year or when a student enrolls. In an effort to better support and assist families and students, the support team consisting of school administration, school academic specialists (reading, writing, and mathematics), the parent, and the student (if appropriate), will create a plan for students who assess and/or perform below their designated grade level.

Student Success Team

Our Student Success Team process addresses options for students who do not have an IEP but are having difficulty learning. The team meets to determine what the issues might be, what can be done to help, and determine if a student may need to be tested for Special Education eligibility. The Student Success Team (SST) includes 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.



Special Education Services: The Referral Process

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, materials, and 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.

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 the Special Education Director at 530-378-7030.



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 monthly 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.

Non-Compliance Notification

When a student is not meeting their Master Agreement, Acknowledgement of Responsibility, or Academic Growth Plan obligations, 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 80% 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 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 the 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 director.

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:

- Complete 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:

- Complete a third Non-Compliance Notification.
- 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 district due to non-compliance.



Educational Materials

Curriculum for all core subjects will be provided to all students enrolled in our Independent Study program. Available library times will be shared. Supplemental materials will be given upon agreement of the teacher and parent.

Library

The school has an excellent selection of curriculum and educational materials. Teachers and families are encouraged to visit, browse, and check out materials. (Core curriculum can be reviewed, but checked out through your teacher.)

Note: All non-consumable materials provided to the student are the property of the school. Families must return the materials to the teacher when the student is finished using them in their educational program. The teacher will inventory the materials, and if they are not accounted for at the end of the school year, families will be held responsible for the cost or replacement of missing items. The school reserves the right to withhold files, diplomas, report cards, and transcripts if a student disenrolled with an outstanding bill (e.g., materials are not returned or have been destroyed). No new materials will be provided to a student if materials are not returned by the end of a school year.

Technology Devices for Student Use

Our district promotes the use of computer technology in its instructional program in order to facilitate learning and teaching. We have devices available for students to use at home. Parents may request a technology device from their assigned teacher. The parent must complete the Technology Acceptable Use Agreement which includes the rules for device 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 to notify the school if the device is damaged and may be responsible for repair costs or replacement.



School Dress Code

Students who come to the school site must be dressed appropriately. Please refer to the dress code on page 35 of the District Handbook for Parents, Guardians, and Students.



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, overseeing the school's fiscal affairs, and selecting, evaluating and supervising administrative staff. The Board has five members and the terms are four years. The Board meets monthly. All meetings are open to the public and the agendas and minutes are posted. We welcome any parents and/or students who want to know more about our school and would like to attend a meeting.

School Site Council

In addition to the Governing Board, the school has a School Site Council (SSC) which provides a means for parents and students to be involved in the governance of the school, to review academic programs, and recommend program improvement ideas to the Governing Board. Meetings of the SSC are held a minimum of 3 times per year. The SSC is made up of the principal or designee; teachers; support staff; and parents of enrolled students.

Field Trips:

Students in our Independent Study program are welcome and encouraged to join grade level field trips. There are 2 field trips per year for each grade. Opportunities are shared with parents through our communication system and the assigned teachers. These trips are an excellent opportunity to expose your children to a wide variety of educational experiences. The district covers the cost of most field trips. We expect you to attend trips that you sign up for or notify our field trip coordinator if unable to attend so we can fill spots with students from the waiting list. When a family consistently signs up for a trip but does not attend, they may lose the privilege of attending field trips and/or be asked to pay the cost of the unused tickets or event fees.