

Cascade Home Link FAMILY HANDBOOK



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Leavenworth WA 98826

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Home Link Website: <https://www.cascadesd.org/o/csd/page/cascade-home-link>

Principal:

James Swanson

Certificated Teachers:

Shanda Holm

Jessica Bengston

Support Staff:

Julie Winters, Registrar

Dear Prospective Home Link Families,

Thank you for your interest in Cascade Home Link. Our purpose is to support families as they lead their students to academic success. We offer classes, resources, and activities designed to create flexibility and enhance your educational opportunities. Home Link is a successful and award-winning program. We believe that when parents, students, teachers, administrators, and community come together as a committed partnership in education, we can create a diverse and rewarding learning environment!

Our classrooms are located upstairs at the Cascade School District Office, 330 Evans St, Leavenworth, WA 98826. This Program Handbook will assist you in answering questions you may have about the program, what an alternative learning experience program is, class schedule worksheet and a checklist to assist you. Please read through carefully, as you and your student will be asked to sign off on the information in the handbook.

We welcome you and would love to have you join our program. If you would like to proceed, or if you have further questions, please contact us.

James Swanson
Home Link Principal
Jswanson@cascadesd.org

Shanda Holm
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sholm@cascadesd.org

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Program Description

Cascade Home Link is an Alternative Learning Experience (ALE) offered through the Cascade School District, currently serving students in grades K-8. The purpose of the program is to serve families who have chosen to be their children's primary educators in a parent partnership program. We believe that a superior education can be offered by drawing on the strengths and resources of public school and community, while recognizing the parent's key role in the child's education.

In accordance with the Alternative Learning Experience (ALE) rule (WAC 392-550), parent(s) or guardian(s) shall, prior to enrollment, be provided with information regarding the differences between home-based instruction and enrollment in an alternative learning experience. See below:

Home-Based Instruction (Homeschool)	Alternative Learning Experience (Home Link)
• Not enrolled in public school	• Enrolled in public school.
• Not subject to rules governing public schools.	• Subject to rules governing public schools: assessments, graduation, course requirements.
• Instruction provided ONLY by parent per RCW 28A.200 & 28A.225.010	• Instruction provided as a parent partnership program /authorized under WAC 392-550
• Public schools are under no obligation to provide instruction, materials or supervise education.	• Learning experiences are supervised, monitored, & evaluated by certificated teachers, Written Student Learning Plan, and in whole or part outside regular classroom.

Cascade Home Link operates under the authority of the State of Washington and the laws pursuant to an alternative learning experience (WAC 392-550). The program is flexible to meet the needs of and desires of our families, while adhering to the laws that govern us as a public school.

Home Link Staff

The Home Link staff consists of two full-time certificated teachers and an overseer principal. We have the expertise and support of the district superintendent and the district secretary. Home Link employs a few independently contracted community members who have expertise in certain fields, though they might not be certificated teachers. They teach one or two classes each week and add significantly to the classes we can offer. All involved are committed to providing instruction within our program. See our Course Schedule for current class offerings.

Program Requirements

1. Read this Handbook

Parents and students are asked to read this handbook and sign the “Handbook Agreement” (at the end of the document) declaring that they have read the information included in this handbook and agree to the requirements of the program.

2. Written Student Learning Plans

A written Student Learning Plan (SLP) is required for every student in the Home Link program. It will guide you and the teacher through the year so that your child’s educational needs are met. The plan is a statement of learning goals in each subject for the upcoming year. The SLP encompasses both onsite and offsite classes. A teacher will work with you to create the learning plan, give you support and suggestions, discuss curricula, and document academic achievement. If necessary, SLPs can be revised during the school year.

Written SLPs must be submitted during the first week of enrollment. Learning Plans are created yearly, with a new one submitted in June for the following school year. A certificated teacher must approve each SLP. Students will not be registered for classes until the SLP is complete and approved. SLPs are written using a form in the district’s Learning Management System, Canvas. Once you have submitted the enrollment application and it has been processed, the next step is to work with the teacher to create an SLP for your child that will include goals, objectives, activities and review/assessment.

3. Weekly Instruction Hours

Kindergarten: 14 hours weekly

Grades 1-8: 28 hours weekly

All **full-time** students must have 28 hours of documented educational activity each week made up of on-site and off-site classes. Students must attend on-site classes for a minimum of 1 hour each week and communicate weekly with a certificated teacher. Cascade Home Link (CHL) should be seen as a program that enriches the student’s learning experience. Parents assume responsibility for the student’s education and provide instruction for the indicated number of remaining hours per week (off-site) according to the Washington State Laws. CHL assumes responsibility for the SLP and ensures that progress is being made toward the goals agreed on there.

Students may be enrolled **part-time** in our program. Part-time students have less than 28 documented hours between on-site and off-site classes. Such enrollments may be limited and must be preapproved. Written Learning Plans, Weekly Progress Reports, Monthly Progress entries and necessary paperwork are required. Priority for registration into on-site classes goes

to full-time students, so class availability may be limited for part-time students. An Intent to Provide Home-Based Instruction form must be on file with the district for each part-time student.

If your child is attending another school, he or she may attend Home Link in **shared (blended) enrollment**. This is limited to only students in grades 6-8 and only if it can be accomplished within the schedules that are offered. Written Learning Plans, Weekly Progress Reports, Monthly Progress entries and necessary paperwork are required. If you are interested, please contact the Home Link registrar.

Before beginning the program, and before each school year, the student and a parent/guardian must meet with a certificated teacher to work out the details of the student hours and schedule. Together, you will work to ensure that the correct number of hours are achieved, and the student has a workable, effective plan in place.

4. Weekly Contact and Reporting

Each student must have weekly contact with a certificated Home Link teacher. This contact may be in a class setting, by email, phone, or in a Show What you Know (SWYK) meeting. SWYK gives students an opportunity to show work accomplished at home, share successes, ask questions, and demonstrate progress as outlined in the student learning plan. Students will bring samples of completed work, as well as complete their written Weekly Progress Report in Canvas. The Weekly Report may be written by either the student or a parent. There are How-To videos and a sample Weekly Report available on Canvas and below. We request that students complete the reports in Canvas. In the case of computer issues a report can be emailed to the teacher and manually added to the file.

Here is an example of a Weekly Report:

Saxon Math 5/4—5 hours—Completed lessons 7-13. Topics covered: perimeter, area, exponents, solving for an unknown. Practiced multiplication by 7 and 9. Baked cookies and increased recipe by two and half times.

Language Arts—6 hours—Daily Grams Level 5, pages 22-30; IEW Writing lesson 4, Creating a Character, wrote a poem about fall, read Under My Window and discussed figurative language, topics covered: prepositions, Latin roots, practiced alphabet backwards.

PE—2 hours—Biking, running, went on Icicle Gorge hike, participated with soccer team games and practices

History—3 Hours—Focus on ancient Egypt. Finished reading The Golden Goblet. Made pyramid to scale out of plaster, created pharaoh's staff, played Feast and Famine with goods from Egyptian times, memorized the names of early pharaohs, read about King Tut's tomb.

To maintain the integrity of this program, we encourage the student's parent/guardian to meet with the teacher at least once each month. This can be scheduled through the teachers Calendly link and is available on every monthly edition of the Home Link Buzz.

Weekly Reports are required. If a student is not in class, a direct contact must be made between parent and teacher during that week. Direct contact may be made through face-to-face meetings, phone, email, weekly reports or messaging.

If a student has an unsatisfactory report, then the intervention plan will include weekly direct contact, until the teacher determines otherwise, with the eventual goal being a return to monthly direct contact between the teacher and a parent/guardian.

5. Monthly Progress Reports

Parents must submit their monthly progress report(s) weekly in our online course called Home Link Connections in Canvas. This report is a summary of the work completed at home. It asks you to report on student progress towards the goals outlined in the SLP and asks you to assess the effectiveness of your work. This report is the basis for our required monthly reporting to the state to determine funding and a requirement for your student to stay in Home Link. It is due Friday through Sunday each week or at least by the end of the month.

These are the steps to take to complete this report:

- On the school district website go to Programs and choose Home Link
- Click on the Canvas tab on the left-hand menu
- Log into Canvas with your Office 365 username and password
- Click on the dashboard Icon
- Click on HL Connections > Modules > Weekly Reports
- Follow the instructions located in the assignment introduction
- Submit the report for approval weekly.

Special Education and Behavioral Services

Home Link does not provide comprehensive Special Education, Counseling, and Behavioral Services. Students in need of comprehensive services will need to attend Peshastin-Dryden Elementary School, Alpine Lakes Elementary School, or Icicle River Middle School.

Testing

Cascade Home Link participates in all testing (see earlier reference regarding definition of an ALE) required by WA State and Cascade School District. Students are typically tested in spring of each year in reading and math using the Smarter Balanced Assessment (SBAC), which measures the state academic standards in Reading and Mathematics for grades 3-8. Students in grades 5 and 8 are also tested in science. The tests include multiple choice and short answer/extended response items and are administered on-site and online. Testing is good practice for future driving tests, work placement, skills tests, SAT, and ACT exams. It also can serve as feedback to guide parents when planning future academic work. If you have any concerns or questions regarding assessments, please contact the program administrator.

Calendar and Attendance

Home Link classes meet Monday through Thursday. Fridays are reserved for family field trips, administrative work, teacher prep time and scheduled parent teacher conferences. We follow the Cascade School District calendar for vacations, early releases, late starts, and winter school closures.

When your student is enrolled in a class, regular attendance is expected. Home Link reserves the right to drop a student from a class or the program due to excessive absences. Students not enrolled in a given class may not attend the class or “hang-out” in the classroom.

Curriculum Requests for the Home Link Library

The Cascade School District seeks to provide individualized curricula for each Home Link student; in some cases, materials will need to be ordered for the library. The teacher and parent/guardian work together to select curricula that are best suited for the student. New library purchases must match the student’s SLP and must be approved by the Home Link teacher. Funds allocated for library acquisitions are based on the student’s enrollment percentage (FTE). Items such as furniture, computer hardware, online services, monthly subscriptions, items of clothing (ballet slippers, sports clothes, etc.) will not be approved. No materials will be purchased for the current year after March 31, except in the case of a newly enrolled student.

All materials purchased with these funds are property of the Cascade Home Link program and must be accounted for at the end of the school year or upon exiting the program. Non-consumable materials must be returned promptly, in good condition, to the program library. You will be charged for lost, ruined, or unreturned materials.

Ordering Materials

After enrollment is complete and SLPs have been submitted, students may obtain materials from the Cascade School District Home Link library. By state law, we are not allowed to reimburse parents for materials they purchase. Parents must complete the Curriculum Request Form found on the Home Link page of the Cascade School District website.

We only order from approved vendors. Submitted orders must be reviewed and approved by the teacher. If a parent finds other materials, families may use them at home, but at their own expense.

We strive to build a comprehensive library that will serve all families. In selecting materials, parents should judiciously select materials from our current library or request materials that will be returned to the Home Link library and used by future students. The Home Link teacher can give curriculum guidance based on a student's skill level, grade level and learning style. Home Link staff keep track of the cost of materials purchased for each student and may deny curriculum requests if items' cost exceeds what we would consider to be "fair and equitable" when compared with what is available to all students.

Remember—It is the duty of the parent to keep track of all district materials and return them in good condition. Parents will be held accountable for items purchased with district funds.

Sample of Approved Vendors:

- Amazon
- Book Shark
- Demme Learning
- Institute for Excellence in Writing (IEW)
- Fireworks Press
- Oak Meadow
- Rainbow Resource

Student Responsibilities

Expectations

- ❖ Home Link students are expected to complete their home study curriculum in a timely manner and to cooperate with parents in a respectful and obedient atmosphere.
- ❖ Home Link students are expected to be respectful of other students and adults.
- ❖ Home Link students are to respect the property of others.
- ❖ Home Link students are to attend classes in which they are enrolled and be on time and prepared.
- ❖ Home Link students are to follow the dress code.
- ❖ If a student is not making satisfactory progress the Home Link teacher will meet with both the student and parent.

Dress Code

- ✓ Students are to observe modesty, appropriateness, and neatness in personal appearance.
- ✓ Shoes must be worn.
- ✓ No bare stomachs or backs.
- ✓ No visible undergarments.

- ✓ No see-through, strapless, or low-cut clothing.
- ✓ No pajama like clothing.
- ✓ No sunglasses or hoods on in the building.
- ✓ No gang-related clothing.

NONDISCRIMINATION/TITLE IX

Cascade School District complies with all federal and state rules and regulation Cascade School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation including gender expression or identity, marital status, the presence of any sensory, mental, or physical disability, or the use of a trained guide dog or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Civil Rights Coordinator, Mike Miller at 509-548-4042, mmiller@cascadesd.org, Icicle River Middle School, 10195 Titus Rd. Leavenworth, WA 98826 or Title IX Coordinator Tim Barnes at 509-548-5277.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education record within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board ; a person or company whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent of a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Cascade School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202-4605

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

The following information and specific language are being provided in the student handbook as required by state law 28A.300.286

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

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

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

1. How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whomever you are most comfortable!). You may use our district's reporting form to share concerns about HIB (see policy 3207 on: <https://www.cascadesd.org/page/board-policies-procedures>) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer Tim Barnes who supports prevention and response to HIB.

2. What happens after I make a report about HIB?

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

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

3. What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a

different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

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

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

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

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

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

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

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

For more information about the HIB complaint process, including important timelines, please see the district’s HIB webpage or the district’s HIB Policy [3207] and Procedure [3207P].

Our School Stands Against Discrimination

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

1. What is discriminatory harassment?

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

To review the district’s Nondiscrimination Policy [3210] and Procedure [3210P],
<https://www.cascadesd.org/page/board-policies-procedures>.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to

unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

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

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

To review the district's Sexual Harassment Policy [3205] and Procedure [3205P], visit <https://www.cascadesd.org/page/board-policies-procedures>.

1. What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:

Civil Rights Coordinator: Mike Miller, IRMS Principal

Concerns about harassment, intimidation, or bullying (HIB): Tim Barnes, Athletic Director

Title IX Coordinator: Tim Barnes, Athletic Director

Concerns about disability discrimination: Kristi Thurston, ESD 112 Assistant Director of Special Education

Section 504 Coordinator: Tyler Cox, School Psychologist

Concerns about discrimination based on gender identity: Gender-Inclusive Schools Coordinator: Annika Bibby, CHS Assistant Principal

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

3. What happens after I file a discrimination complaint?

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

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

- A summary of the results of the investigation
 - A determination of whether the school district failed to comply with civil rights laws
 - Any corrective measures or remedies needed
 - Notice about how you can appeal the decision
4. What are the next steps if I disagree with the outcome?

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

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

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

6. Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

- Phone: 1-866-297-2597

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

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

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

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

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], visit <https://www.cascadesd.org/page/board-policies-procedures>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Annika Bibby, CHS Assistant Principal.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

Maintaining Professional Staff/Student Boundaries

Policy and procedure 5253 (Maintaining Professional Staff/Student Boundaries) provides all staff, students, volunteers and community members with information about their role in protecting children from inappropriate conduct by adults. The policy and procedure applies to all district staff and volunteers. The interactions and relationships between district staff and students should be based upon mutual respect, trust and commitment to the professional boundaries between staff and students in and outside of the educational setting, and consistent with the educational mission of the district. For a complete read of the policy and procedure (5253), please see <https://www.cascadesd.org/page/board-policies-procedures>.

Is Home Link the Right Program for You and Your Child?

As a parent, if you choose Home Link, you must be willing, and able, to make the education of your child a top priority. To participate successfully in Home Link you must:

- ☐ Commit to being the principal person responsible for your child's education.
- ☐ Have 10-25 hours per week available to teach your child.
- ☐ Search out curriculum that will enhance your child's learning. Request materials which best promote his/her progress, learning, and interests.
- ☐ Create a written Student Learning Plan that covers subjects to be taught, how they are to be taught, curriculum to be used, how you will assess student learning, and set goals for the year.
- ☐ Be prepared to document and report what is taught at home as well as the hours spent on each subject each week.
- ☐ Summarize work done and report weekly in a cumulative Monthly Report.
- ☐ Help your student establish an effective, positive study schedule.
- ☐ Consistently teach your child and follow through with the SLP.
- ☐ Bring students to onsite classes on time and prepared.
- ☐ Communicate on a regular basis with a certificated teacher.

Student Class Schedule Sample

Student Name:	Grade:	Birth Date:	Total Class Hours Required: 28 for Grades 1-8 14 for K
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Home Link Classes	Hrs	Home Instruction Classes	Hrs
Home Link Connections (Mandatory)	1	ELA	5
EE / Integrated Science & Leadership	4	Math	5
History	2	History	3
Writing Level 2	1	Science	2
Art Studio	2	Exploratory/PE	2
Communication	1		
Total Hours of Home Link Classes	11	Total Hours of Home Instruction (includes Audit classes) Hours	17
Total Hours of Instruction per Week			28

SLP Weekly Progress Report Sample



On-Site Home Link Classes Attended

Avoid double reporting...Do not check a box below and then write the hours in any other section.

Please report Ukulele class attendance and home practice in the exploratory section.

Week	Experiential Education (4 Hours)	Writing or Speech Debate (1 Hr)	Art Studio (2 Hrs)	Engineering Design K3 or Study Hall (1 Hr)	Social Studies – Geography (2 Hours)	Role Play (1 Hr)	Weekly Report (1 Hour)	Total Hours at HL
1								
2								
3								
4								



(For Grade 1-5 WA0007, MS Math-General 02039)

Please add details related to At Home Math Instruction, including classes through online sources you pay for such as Red Bird or Art of Problem Solving. Make sure to note curriculum sources such as Online-APS, Online-KVA. If you are taking a class at IRMS simply write IRMS in the curriculum and topics box.

Place an "X" at the right under Satisfactory (S) or Unsatisfactory (U) to indicate your weekly progress towards meeting your monthly SLP goal.

Write WAVA or KVA in the space given if you take a WAVA or KVA class.

Week	Curriculum/Materials, Lessons, Topics, Assessments, etc.	Hours	Evaluation of Progress	
			S	U
1				
2				
3				
4				

Home Link Enrollment Checklist

- ☐ Read the Program Handbook.
- ☐ **Schedule a meeting** with the principal to ensure Home Link is a good fit for your family and that your family understands and is able to meet the requirements of Home Link.
 - o Complete the enrollment application process online if you are new to the Cascade SD, either online at <https://www.cascadesd.org/Page/1196> or with a paper registration packet (turn into district office). If your student is enrolled in another school in CSD, you will not need to submit a new enrollment, but email your request to enroll to jwinters@cascadesd.org.

As part of enrollment application, you will need to submit a

- ✓ Certificate of Immunization (CIS) – current record of immunizations OR if you do not immunize, you must provide a current Certificate of Exemption
 - ✓ Birth Certificate
 - ✓ Records Request (as needed) – if your child has previously attended a public or private school, this form allows the student’s records to be transferred to CHL
 - ✓ Choice or Out-of-District Transfer Request if you do not live within the Cascade School District, you must initiate a choice transfer request at your resident school district office
 - ✓ Handbook agreement – must be signed by parent & student
 - ✓ Photo Release/Opt out
 - ✓ Technology use agreement
-
- ☐ Schedule an onboarding/**planning meeting** with the K-3 teacher or the 4-8 teacher
 - ✓ Review the Cascade Home Link Webpage features
 - ✓ Look through the Home Link class schedule and decide which classes fit best with your goals and plans. Each child must enroll in the Home Link Connections Class.
 - ✓ Review How to Use Canvas, How to Complete Weekly Reports and How to Complete your SLP.
 - ✓ Sign up for a Librarika account.
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- ☐ Log on to your student’s Office 365 account and Canvas (access through the district website menu bars). Email Helpdesk@cascadesd.org if you are having tech issues. Email jwinters@cascadesd.org if you do not have an office 365 account and a week has passed since you enrolled.
 - ☐ In Canvas got to Home Link Connections > Modules > Student Learning Plan. Involve your student in the goal setting.

- ☐ Research and **Choose your Curriculum**. Look online at approved vendors, look at our Library holdings, talk to other homeschoolers, etc. (All materials must be approved.)
- ☐ Complete the **Curriculum Request Form** located on the Home Link webpage.

Enrollment Flow Chart

Enrollment Steps	School - We Complete This Part	Home - You Complete This Part
Read the Handbook		Read the HL Handbook
Request a Meeting with the Principal		Email jswanson@cascadesd.org to request a meeting.
Enroll in the Cascade School District and Home Link		Complete the Enrollment Application to Home Link online. See details in the Enrollment Checklist below. Email JWinters@cascadesd.org with questions.
Schedule a planning meeting with a Home Link Teacher	You will receive an Office 365 account and a Cascade School District email address and your student will also be admitted into the Home Link Connections Class on Canvas.	Schedule a planning meeting. If your student is in grade 4-8 then email sholm@cascadesd.org . If your student is in grade k-3 then email jbengston@cascadesd.org .
Student Class Schedule and Student Learning Plan Overview	During this meeting, your teacher will discuss your student's Class Schedule, the Student Learning Plan (SLP), and the curriculum options. We will create a first draft of your students SLP.	Please practice logging into your student's Office 365 account and opening up the Home Link Connections Class.
Make your curriculum choices	At the end of your Planning Meeting, we will schedule a time for you to come to the library to review our curriculum choices. We will send you an email invitation to the library system and show you how to use the website. To request curriculum please fill out the Curriculum Request Form found on the website.	As you build your Student Learning Plan do research, connect with other Home School parents, accept the invitation email to the Home Link Library. Create a username and password and log in to the Home Link Library to explore resources.
Reserve Books from the Library	We check our curriculum request form weekly in the fall then will work to fulfill the requests as quickly as possible.	Browse the library. Pick up your reserved books when you are notified that they are ready.

Curriculum Materials Request		Request curriculum that is approved but not available in the Home Link Library, to be checked out to you for the year. Requests are made by filling out the Curriculum Request Form on the Home Link website.
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Home Link Handbook Agreement

I have read the Cascade Home Link Handbook and agree to follow the Home Link guidelines and procedures. I have read the school rules and agree to abide by them and require my student to abide by them. I have read and understand HL policy on testing and assessments. I have read and understand HL policies regarding reimbursements for education expenditures.

I understand the following:

The difference between home-based instruction (homeschooling) and a parent partnership program alternative learning experience (Home Link) (WAC 392-550).

I have read the Home Link Handbook and agree to the policies:

Parent Signature

Parent Name (Please Print)

Date

Student Agreement

I agree to follow the Home Link rules and the instructions of my teacher(s). I will treat other students, staff, teachers and guests with courtesy and respect.

Student Signature

Printed Name

Date

Student Signature

Printed Name

Date