

**Heights Campus:
Vancouver Home Connection
Virtual Learning Academy, Open Doors
Vancouver, Washington 98664
360-313-4990**

Mission of Vancouver Public Schools

Excellence in Education

In partnership with home and community, Vancouver Public Schools provides an innovative learning environment that engages and empowers each student to develop the knowledge and essential skills to become a competent, responsible, and compassionate citizen.

Message from the Vancouver School Board

To promote a safe, nurturing and beneficial learning environment for each of our students, and to maintain order and discipline in classrooms, playgrounds, hallways, school buses, and school sponsored activities off campus, the Vancouver Board of Administrators adopts policies and procedures for administering discipline within each school. These policies and procedures are developed with participation from parents and community. The policies and regulations are designed to involve the parent and student early in the resolution of discipline problems. Annually, the principal and the certificated staff of each school review these disciplinary procedures to ensure uniform enforcement.

Notice of Nondiscrimination

Vancouver Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Coordinator, Janell Ephraim, 360-313-1000, janell.ephraim@vansd.org; and Title IX Coordinator, Jeff Fish, 360-313-1000, jeff.fish@vansd.org; and 504 Coordinator, Steve Vance, 360-313-1000, stephen.vance@vansd.org; or by mail to Vancouver Public Schools, PO Box 8937, Vancouver, Washington, 98668-8937.

Mission of Heights Alternative Learning Programs

Recognizing that students are individually unique, the mission of Heights Campus is to promote the success of each student by creating a personalized pathway to educational success. Heights Campus is committed to preparing each student to be college, career and life ready.

Principal: Deanna Hogan

Associate Principal: Kathleen Paradis

Office Hours: 8:00 A.M.-4:00 P.M., Monday-Friday

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Vancouver Home Connection Heights Campus

Benefits of a Partnership with VHC

Vancouver Home Connection (VHC) is one of Vancouver Public Schools alternative learning programs. VHC is a K-8 alternative educational program designed for families who would like to take a more active role in their child's education. Vancouver Home Connection is a parent partnership program where parents partner with teachers to provide instruction. Enrolled families can personalize their child's educational experience by creating a schedule that includes learning time at-home, as well as classroom instruction with certificated teachers and engagement in a small school setting.

Benefits:

- Program alignment with Washington State Standards
- Small class sizes
- Certified teachers
- Enrichment classes
- Parents expected to actively participate

Enrollment Status

The full-time designation is for students who have a partnership that addresses all subject areas. The weekly/hourly expectation and documentation is based on the instructional requirements of 20 hrs/week for grades K-3, and 25 hrs/week for grades 4-12. Instructional hours can be any combination between at-home and onsite

The part-time designation is for students who have a partnership that does not address all subject areas. A Declaration of Intent for home-based instruction must be on file with Vancouver Public Schools for part time status.

Placement

Grade placement – Upon enrollment in Vancouver Home Connection, two criteria will be used to place students in the appropriate grade. The first criterion is the last completed grade of the student, and the second criteria is chronological age.

Grade level acceleration - Vancouver Home Connection instructors set high standards for learning, personalize assignments as needed, and seek to challenge each student to perform to the best of his/her abilities. Opportunities to problem solve and apply learning occur at all levels. Group projects embrace students' divergent ideas and encourage creativity.

While Vancouver Home Connection recognizes the validity and high quality of home instruction, it is not recommended that parents arbitrarily accelerate their student's placement at Vancouver Home Connection. Highly capable students who wish to be considered for accelerated grade placement for a particular class must demonstrate mastery of all grade level learning standards for that subject. Accelerated grade placement will be considered on an individual basis and must be mutually agreed on by the parent, student, certified teacher, and principal.

Grade level retention - While Vancouver Home Connection recognizes that all students learn at different rates, it is not recommended that parents arbitrarily retain their student's grade placement at Vancouver Home Connection. Students who are at a strategic or intensive level of instruction in reading, writing and/or math may be considered for specialized assistance that may assist in closing the learning gap. Retention may be considered on an individual basis and must be mutually agreed on by the parent, student, certified teacher, and principal.

Students with Special Needs

504

VHC is equipped to implement, review, and update 504 accommodation plans.

IEP (Special Education)

Special Education services are provided on an individual basis as defined by the student's IEP. Special education teachers work with general education teachers to provide a variety of services and specialized instruction to meet the needs of each student in his/her least restrictive environment.

Scheduling/Classes

All classes are intended to be year-long classes unless otherwise noted in course descriptions. Schedule modifications require an update of the Student Learning Plan. Class changes may be made during a designated week of each month. Some foreign language and mathematics courses require screening for those students seeking mid-year enrollment.

Enrichment classes meet once a week and are reserved for students who are enrolled full or part time in the weekly academic program. Some enrichment classes span several grade levels while others may limit enrollment to just a few grades. Carefully read class descriptions prior to enrollment.

Parent Volunteers

Because parent involvement is the keystone to success at Vancouver Home Connection, parents are encouraged to regularly volunteer. There are a variety of volunteer opportunities at VHC and we request at least 3 volunteer hours a school year, please check with our volunteer coordinator to find out what the areas of need are.

Parents/Guardians wishing to volunteer in classrooms must first complete a Washington State Patrol Identification and Criminal History Background Check, Volunteer Disclosure Statement, and Volunteer Expectation Agreement. We highly recommend that all parents take the time to complete these forms. For additional information, please contact the VHC office at 313-4990.

Parents who wish to work in classrooms are asked to contact the classroom teacher 24 hours in advance to prearrange your visit. Parents who attend classes are asked to be as unobtrusive as possible and follow the teacher's lead.

Please do not discipline any child who is not yours. If you observe a problem behavior, bring it to the attention of the teacher or staff member. Positive redirection when working in class is acceptable

There are a number of areas at Heights that volunteers are needed, so please check with our volunteer coordinator to find out what the areas of need are.

Classroom visitors will need to check in at the VHC front desk and wear an identification badge.

While infants and toddlers are welcome at VHC under the supervision of their parent, it is understood that parents are responsible for younger siblings' behavior and will remove them if they cause any disruption to the learning environment.

Curriculum and Resources

Vancouver Home Connection will maintain an inventory of textbooks, workbooks and materials for parent reference. These items may be checked out for an appropriate period of time for those subjects that are being monitored by VHC.

Vancouver Public Schools approved curriculum is available to students enrolled at VHC. Your advising teacher will work with you to determine the appropriate resources for your child and supply you with the materials you need. Borrowed student resources will be cataloged and must be returned at the end of the year.

In addition to the advising teacher, Heights has additional specialists who can assist parents with the use of curriculum and instructional strategies and resources.

Written Student Learning Plan (WSLP)

The Written Student Learning Plan is a live document and must be completed prior to the beginning of each school year or upon enrollment at Vancouver Home Connection. It provides important information linking your VHC class schedule to required instructional hours as well as any additional support services the student and family may need. The SLP requirements and assessment expectations are clearly identified.

Course Syllabus

All classes (Monday – Thursday classes and all high school electives) have a course syllabus to indicate the estimated weekly hours of participation, how course progress will be monitored, the necessary instructional materials, the learning standards and grading criteria.

Weekly and Monthly Progress Review

Staff work together to review progress each month to assess student progress towards meeting grade level standards and successful course completion. Student progress may be further verified through the use of both formal and informal

assessments. Assessment data (formative and summative) work samples, student projects, class and at home work, provide evidence towards demonstration of grade level proficiency. Advising teachers work with parents to develop intervention plans when students do not meet standard to determine next steps for subsequent learning.

Progress Reporting

Progress Reports / Report Cards provide a brief summary of grade level expectations in each curricular area. Completed each semester, the Progress Report/Report Card also looks back at what has been achieved and provides a summary of a student's competency in each of the academic areas as well as lifelong learning skills.

Levels of Performance; Grades K - 5

Grade level proficiency in grades K - 5 is indicated by a score of 3 on the Progress Report. Progress Reports are completed two times per year (February and June). A student receiving a 3 at any point during the school year is on target to meet grade level expectations. A score of 4 indicates consistent performance that is significantly above what is expected of a student at a particular grade level. An asterisk denotes a skill that has not been introduced.

Some areas on the Progress Report use the number indicators in a slightly different way. In this section of the Progress Report, the numbers are used to represent frequency. For example, a score of 4 in this section represents a frequency of "almost always." Closely examine the Progress Report and discuss any questions you may have with your advising teacher.

Levels of Performance; Grades 6

Sixth Grade at VHC is part of our elementary program but follows the VPS 6-8 grading system. Proficiency in grades 6-8 is indicated by letter grades on the Report Card. Report Cards are completed 4 times per year (at the end of each quarter and semester). Students will receive letter grades in all Core Academic classes taken at VHC.

Levels of Performance; Grades 7-8

Grade level proficiency in grades 7-8 is indicated by letter grades on the Report Card. Report Cards are completed 4 times per year (at the end of each quarter and semester). Students will receive letter grades in all Core Academic classes taken at VHC. Elective classes are graded credit/no credit.

VHC Middle School at Heights (7-8 grades)

Vancouver Home Connection Middle School at Heights is an alternative educational program that provides an intimate, flexible and personalized learning environment. Heights provides families with the choice of selecting a two, three or five day a week program. Students are assigned an advising teacher, who works collaboratively with each student's teachers to monitor and communicate academic progress monthly, to students and their parents.

VHC Middle School is an AVID* site where all of our students participate and benefit from AVID strategies and classes. Social-Emotional learning is woven into the culture at Heights and students participate in a schoolwide Community Time with a focus on the Social Emotional Learning Competencies of self-awareness, social-awareness, self-management, relationship skills, and responsible decision-making.

Due to our size, Heights is not able to provide as wide a selection of electives as comprehensive middle schools but our students are able to access athletic and music opportunities at their resident school.

*AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college and career. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills.

Levels of Performance; Grades 7-8

Grade level proficiency in grades 6-8 is indicated by letter grades on the Report Card. Report Cards are completed 4 times per year (at the end of each quarter and semester). Students will receive letter grades in all Core Academic classes taken at VHC.

High School Credits for Specific Courses in Grades 7-8

Middle school students who have successfully completed a world language, environmental science, Algebra and/or Geometry in grades 7 and 8 will receive high school credit.

Mathematics

The Algebra and Geometry courses taught in middle school are comparable to high school courses. Students who demonstrate proficiency and successfully complete Algebra and/or Geometry in middle school will receive high school credit on their transcript and the grade(s) earned will be included in the calculations of their high school GPA.

Vancouver Virtual Learning Academy

Virtual Learning Academy (VLA) on Heights campus is an on-line alternative school for students 6th through 12th grade. Classes are assigned by each student's advising teacher through a district approved online platform. Advising teachers monitor student progress and meet weekly with students for two and a half hours. VLA provides students with a personalized online education, but also connects students with a community of like learners through Community Time meetings where students engage in social emotional learning.

Students cannot be enrolled in more than one high school at a time unless they are accessing a course VLA does not offer, (e.g. Video Technology), participating in Running Start, or attending Cascadia Technical Academy. VLA will not share enrollment with more than one other school.

Placement

Grade placement – Upon enrollment at Vancouver Virtual Learning Academy, two criteria will be used to place students in the appropriate grade. The first criterion is the last completed grade of the student, and the second criteria is chronological age.

Students with 504 Plans

VLA is equipped to implement, review, and update 504 Accommodation plans.

Individualized Education Plans (IEP)

Students who are on an IEP are expected to complete the district graduation requirements as well as complete their IEP goals, unless an IEP team determines that he/she requires modified expectations due to an identified disability. The IEP team should begin evaluating a student's graduation requirements at the time of their Sophomore year and an addendum will be a part of the IEP document to outline any modified graduation requirements.

High School Credit for World Language Proficiency AVANT

The Vancouver School District allows students with the ability to comprehend and communicate in languages other than English to earn high school credits by proving proficiency on state-approved world language tests.

How many credits can be earned?

One to four high school credits will be awarded based on the student's demonstration of proficiency. Total credits will be based on the lowest level of proficiency across the skill areas tested (reading, writing, listening, and speaking).

Who can take the world language proficiency exam?

Students currently in 8th grade through 12th grade who know a language other than English. This is not intended for students who have already earned credits in world language classes in middle school or high school

Equivalency Credit

Washington state law allows students to earn equivalency credit in Career and Technical Education (CTE) courses that have been approved for equivalency credit by the district. Equivalency credit is defined as credit earned in a course in one subject area that satisfies an academic requirement in a different subject area. Students should meet with the counselor to inquire about equivalency credit and the academic course equivalency options. College bound students are encouraged to check with each college they may apply to in order to determine if each college will accept equivalency credited courses for college admissions.

Credit / No Credit Grading Options

Vancouver high schools permit an alternative grading system (credit/no credit) as follows:

- The request for credit/no credit must be initiated by the sixth week of the semester.
- Once the option has been approved, it remains in place for the semester. There will be no changes back and forth from grading on CR/NC.
- **Courses required for high school graduation are not eligible for the alternative grading system.**
- "CR" (credit) – The student's achievement demonstrates satisfactory progress in the mastery of knowledge and skills presented in the course.
- The "CR" or "NC" marks are not computed as part of the student's high school grade point average.
- **The NCAA (National Collegiate Athletic Association) computes courses taken credit/no credit as a "D" in its core course calculation.**

Grade level acceleration - It is not recommended that parents arbitrarily accelerate their student's placement at Vancouver Virtual Learning Academy. Highly capable students who wish to be considered for accelerated grade placement for a particular class must demonstrate mastery of all grade level learning standards for that subject. Accelerated grade placement will be considered on an individual basis and must be mutually agreed on by the parent, student, certified teacher, and principal.

Grade level retention - While Vancouver Virtual Learning Academy recognizes that all students learn at different rates, it is not recommended that parents arbitrarily retain their student's grade placement at Vancouver Virtual Learning Academy. Retention may be considered on an individual basis and must be mutually agreed on by the parent, student, certified teacher, and principal.

Students with Special Needs

504

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IEP (Special Education)

Special Education services are provided on an individual basis as defined by the student's IEP. Special Education teachers work with General Education teachers to provide a variety of services to meet the needs of each student in his/her least restrictive environment. This may include being onsite for additional hours of instruction.

Scheduling/Classes

Each student's transcript is carefully reviewed upon enrollment to determine a personalized plan toward earning a high school diploma.

VLA High School Program

At VLA, high school credit may be earned toward the attainment of a high school diploma. Each semester credit (0.5) is based on 90 hours of learning time over the 18 week semester. Students should expect to spend a minimum of 25 hours per week of online schoolwork at home in addition to their 2.5 hour scheduled lab day. To remain on track to graduate, a schedule of 6 classes per semester is required. For each HS graduation credit, VLA must directly monitor all classes attempted. Upon completion, records will be transferred to the student's neighborhood school in order to participate in graduation ceremonies and receive the earned diploma.

Graduates on Individualized Education Plan (IEP)

Students who are on an IEP are expected to complete the district graduation requirements as well as complete their IEP goals, unless an IEP team determines that he/she requires modified expectations due to an identified disability. The IEP team should begin evaluating a student's graduation requirements at the time of their Sophomore year and an addendum will be a part of the IEP document to outline any modified graduation requirements.

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Open Doors

The Open Doors program serves credit deficient students ages 16 to 21 who are at risk of not graduating. Open Doors is a competency-based program where students are able to earn their high school diploma through specially designed individual projects and courses. Opportunities for Open Doors students also focus on real-life skills such as personal finance, completing job applications, and other independent living skills. Students are required to schedule a minimum of 2.5 hours per week on campus. Students with individualized education plans may be required to be onsite for additional time to meet their Individualized Education Plan goals.

Open Doors is governed by WAC 392-700 that detail the requirements of the program, which include:

To remain in Open Doors (WAC 392-700-015) students must:

1) Meet the attendance period requirement.

"Attendance period requirement" is defined as, at minimum, two hours of face-to-face interaction with a designated program staff for the purpose of instruction, academic counseling, career counseling, or case management contact aggregated over the prior month.

AND

2) Meet an Indicator of academic progress every three months.

"Indicator of academic progress" means a standard academic benchmark that demonstrates academic performance which is attained by a reengagement student. These indicators will be tracked and reported by the program and district, tribal compact school, or charter school for each student and for programs as a whole using definitions and procedures outlined by OSPI.

Indicators of academic progress will be reported when a student does one of the following:

- (a) Earns at minimum a 0.25 high school credit;
- (b) Earns at minimum a whole college credit;
- (c) Receives a college certificate after completion of a college program requiring at least forty hours of instruction;
- (d) Receives an industry recognized certificate of completion of training or licensing received after completion of a program requiring at least forty hours of instruction;
- (e) Passes one or more tests or benchmarks that would satisfy the state board of education's graduation requirements as provided in chapter 180-51 WAC;
- (f) Passes one or more high school equivalency certificate measures (each measure may only be claimed once per enrolled student), or other state assessment;
- (g) Makes a significant gain in a core academic subject based on the assessment tool's determination of significant gain (may be claimed multiple times in a year per enrolled student);

- (h) Successfully completes a grade level curriculum in a core academic subject that does not earn high school or college credit;
- (i) Successfully completes college readiness course work with documentation of competency attainment;
- (j) Successfully completes job search and job retention course work with documentation of competency attainment;
- (k) Successfully completes a paid or unpaid cooperative work based learning experience of at least forty-five hours. This experience must meet the requirements of WAC 392-410-315(2);
- (l) Enrolls in a college level class for the first time (limited to be claimed once per enrolled student);
- (m) Successfully completes an English as a second language (ESL) class;
- (n) Successfully completes an adult basic education (ABE) class;
- or
- (o) Successfully completes a series of short-term industry recognized certificates equaling at least forty hours.

Heights Campus Expectations

Health

If a student has health needs requiring medication during school hours, the parent/guardian must provide a signed statement from the doctor. The statement must identify the medication, dosage, and how long it is to be taken. If the medication is not to be administered by the parent, a signed request to administer the medication must be on file. Authorization for Administration of Medication in School forms are available in the school office. For additional information regarding medication in school, see VPS Procedures.

Attendance

All pupils enrolled in Vancouver Public Schools shall be punctual and regular in attendance. An excused absence is identified by a written note, calling the attendance line at 360-313-4990 or sending an email to Heights.attendance@vansd.org by the parent/guardian for illness, medical appointments, dental appointments, emergencies, or pre-arranged absences.

The Attendance Policy for VLA is described on Alternative Learning Experience enrollment forms.

Students must have contact with their advising teacher each week. Weekly contact may be made by attendance at the mandatory onsite computer lab session, telephone, e-mail, or written correspondence. Students who are not in contact weekly with the advising teacher through class attendance or other means will be withdrawn after 20 days of no contact.

Heights Campus Safety Rules

Students are under the supervision of Heights staff as they pass to and from classes, attend classes and during the scheduled 30 minute lunch period. Students should only be on campus for scheduled classes, activities or meetings. Parents/Guardians are responsible for supervision and learning activities of their own children when a class is not scheduled and the parent is present.

Students must be picked up promptly at the end of their scheduled school day or lab session. Students cannot be released to adults or siblings unless that person is listed as an emergency contact or has been authorized by the parent/guardian in writing.

Please do not park or leave your car unattended while waiting at the front entrance. Please do not park outside of designated parking areas. Observe the recommended driving patterns. Your child's safety is important to us all.

VHC Playground Safety Rules

Students that are using the playground before or after his/her last class are required to be under the supervision of a parent. VHC will not provide supervision for playground use outside of school hours.. VHC has a supervised morning and afternoon recess .

Heights Campus doors must remain closed at all times during the day. Leaving outside doors open to access the playground before or after school, may compromise the safety and security for all.

Heights Campus Student Behavioral Expectations

To further our goal of creating a learning community which is safe, personal and positive for each student, the staff at Heights implements PBIS. PBIS (Positive Behavior Interventions and Supports) is a proactive and intentional approach to teaching students about school wide behavioral expectations. School-wide PBIS includes proactive strategies for designing, teaching and supporting appropriate student behaviors.

Expectations are explicitly taught

- In each classroom and defined by classroom and common area matrices.
- Common area expectations are posted
- Classroom norms are established

Examples of how we encourage appropriate behavior is through:

- Positive acknowledgment in the moment
- With SPIRIT slips
- In weekly Announcements

Expectations have been established to promote a positive learning environment. Individual classroom expectations may vary depending on the unique needs of the students, but all behavioral expectations have been established to promote a positive learning environment. The following guidelines have been established to meet this goal:

- For students who demonstrate inappropriate behaviors, the staff has a commitment toward providing experiences to help them choose more appropriate behaviors in the future. Interventions for inappropriate behavior may include:
 1. Verbal reminder
 2. Conversation with staff
 3. Written reflection
 4. Logical consequences. For example, a student may be asked to clean up an area if they were responsible for the mess or a student may be asked to replace property that they were responsible for damaging.
 5. Note, phone call, or conversation with parent/guardian.
 6. A student plan or letter identifying the inappropriate behavior and appropriate alternatives for the future
 7. Loss of privileges.
 8. Student, parent, and teacher conference.
 9. Parent asked to accompany the student while in class or lunch.

Any student who endangers the health or safety of others or whose behavior is not modified by the above mentioned interventions will be considered a severe disruption and is subject to the Vancouver Public Schools policies for student conduct.

Personal items

Heights Campus does not allow cell phones on site. We provide Yondr pouches which allow students to safely and securely store their phones and retrieve them at the end of the day. Students who are found using a cell phone will be required to check in their phone daily in the library.

Gaming devices are not allowed to be used at school unless a teacher provides explicit permission.

Dress and Grooming Standards

The student and parent may determine the student's personal dress and grooming standards, provided that the student's dress and grooming does not:

- A. Lead school officials to reasonably believe that such a dress or grooming will disrupt, interfere with, disturb, or detract from the school environment or activity and/or education objectives;
- B. Create a health or other hazard to the student's safety or to the safety of others;
- C. Create an atmosphere in which a student, staff, or other person's well-being is hindered by undue pressure, behavior, intimidation, overt gesture or threat of violence, or
- D. Imply gang membership or affiliation by written communication, marks, drawing, painting, design, or emblem upon any school or personal property of one's person.

Closed Campus

Students are not allowed to leave Heights Campus after arriving for their first class. Written parent authorization to leave during the scheduled day will need to be presented to staff prior to the students leaving.

Plagiarism

Plagiarism occurs when someone copies or takes the ideas or writings of others and presents them as if they were his or her own. For example, downloading a paper from the internet and changing the words is plagiarism.

Plagiarism Response:

1st time a student is caught cheating - redo the question/assignment

2nd time - zero for the assignment

3rd time - referral, block classes until parent/admin meeting

Firearms and Dangerous Weapons

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school provide transportation, or areas of other facilities being used exclusively for school activities unless specially authorized by state law. Such actions also are in violation of RCW 9.41.280 and is a criminal offense. For more information and detail on this policy, please see Section B of this handbook under “Weapons” (Policy 4210).

Please note that Orbeez, Splat Guns, or any other kind of propelled gell/water gun may also be considered a Weapon and result in Expulsion from the district.

Harassment, intimidation, and Bullying

Heights campus and Vancouver Public Schools are committed to a safe, civil, respectful, and inclusive educational environment for all students, employees, parents/guardian, volunteers, and community members that is free from harassment, intimidation, or bullying. For more information and detail on this policy, please see Section B of this handbook under “Harassment & Bullying” (Policy 3207).

Sexual Harassment

Sexual harassment is any unwelcome and sexually oriented verbal, written or physical advance or conduct received by one student from another person (student or adult) in school, on the bus, or at school-sponsored/related activities. Conduct is viewed as sexual harassment when it has the purpose or effect of interfering with a student’s school performance or creates an intimidating, hostile or offensive environment as perceived by the victim. For more information and detail on this policy, please see Section B of this handbook under “Sexual Harassment of Students” (Procedure 3205).

Corrective Action

If a student believes he/she is the victim of sexual harassment, he/she has the right to tell the offender to stop. If the victim is uncomfortable, cannot initiate this action or if the offender persists, the student should report this to a school administrator. The student will be asked to complete a Harassment Report Form available in the main office. An investigation will be promptly conducted.

District and State Assessment Overview

Students enrolled at Heights will participate in grade-appropriate assessments required by the district and state.

Part-time Students

Students who are enrolled part-time have the option to take any formal assessments. This information may be useful to parents, students, and consultants in planning for each student’s education.

If a part-time student would like to take an assessment, parents must inform the office of this decision.

Any student that is enrolled .8 FTE (80%) or greater at any one time during the school year will be required to participate in State assessments. Contact the Heights testing coordinator for any question

STUDENT MANAGEMENT ODDS AND ENDS

- **Skateboards and Roller-blades**
- These and other recreational transportation devices for safety reasons are prohibited from being used on school grounds. If they are a means of student transportation students will need to store them in a designated location on campus until the end of the school day. See VPS Regulation Personal Student Transportation.

Items Prohibited at School

Squirt guns	Knives	Handcuffs
Water balloons	Pointed studs	Stun guns
Snowballs	Choker chains	Masks
Stink bombs	Pepper spray	Balloons

Any items used in a way that is dangerous or disruptive are also prohibited. Any item that disrupts the educational process will be confiscated.

Electronic Devices (Cell Phones)

Heights is a Cell Phone Free Zone. In order to minimize distractions and maximize learning, cell phones will be secured in a Yonder pouch at the beginning of the day. Exceptions are at a teacher's discretion.

iPads and 1:1 Technology

Vancouver Public Schools issues students a one to one (1:1) technology device (typically an iPad or a Chromebook that can be used both at school and at home) as a means to promote achievement and provide flexible learning opportunities. Students and parents will be provided with a Technology Responsible Use and Safety Agreement and must agree to the terms of the agreement before they are issued a device.

Valuables

Valuables and money are brought to school at a student's own risk. We recommend that valuables not be brought to school. This includes expensive jewelry and clothing, large amounts of money, cell phones, and electronic games. The school is not responsible for the loss of these items.

School Visitors

Parents/guardians may visit our school at any time. Other visitors cannot be on campus. Exceptions may be made where there is an educational reason for visiting, such as a foreign student or students considering enrollment. These visits require 24-hour notice to the teachers involved, an approval from the Principal, and a call from parents.

Emergencies

In the event of any emergencies, the following will hold true unless otherwise informed. Students:

1. Follow the directions of the teacher and administrators.
2. Stay with your class or group.
3. Do not leave campus at any time during emergencies unless told to do so.

A Closing Comment on Behavior

Due to the wide range of ages, experiences, and needs of our students, we will strive to respond with appropriate consequences and provide our students the opportunity to engage in a restorative process, with the hope that the student will learn from their actions and can repair the harm their actions caused.

Procedure – Alternative Learning Experience Courses

I. Definitions

- A. Alternative learning experience (ALE) means a course or, for grades kindergarten through eight, grade-level course work, that is a delivery method of basic education and:
 1. Is provided in whole or in part independently from a regular classroom setting or schedule, but may include components of direct instruction;
 2. Are supervised, monitored, assessed, evaluated and documented by a certificated teacher employed or contracted by the school district.
 3. Are provided in accordance with a written student learning plan that is implemented pursuant to the district's policy and Chapter 392-121, WAC.

- B. Online courses are courses or grade-level coursework where:
 1. More than half of the course content is delivered electronically using the internet or other computer-based methods;
 2. More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools;
 3. A certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and educational facilitation; and
 4. Students have access to the teacher synchronously, asynchronously, or both.
- C. Remote course means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for less than twenty percent of the total weekly time for the course.
- D. Site-based course means an alternative learning experience course or course work that is not an online course where the student has in-person instructional contact time for at least twenty percent of the total weekly time for the course.

II. Student Eligibility

- A. ALE courses will be available to all students, including students with disabilities.
- B. All students in grades K-12 are eligible to participate in ALE programs.

III. Student Performance

- A. Students participating in ALE will be evaluated monthly by a certificated instructional staff, or, for students whose written student learning plans include only online classes, school based support staff, to track student progress toward completion and to establish whether an intervention plan should be developed, in accordance with WAC 392-121-182.
- B. The methods for determining satisfactory progress shall be outlined in the written student learning plan and may include:
 1. Progress grades;
 2. Assignment completion rates;
 3. Non-academic factors such as attendance, attitude, and behavior; and
 4. Local school expectations.

IV. Student Responsibilities

- A. Students enrolled in an ALE program must meet the contact requirements defined in WAC 392-121-182.
- B. Students are required to regularly attend scheduled class times.

V. Parent Responsibilities

- A. Upon receipt of the district's description of the difference between home-based instruction and ALE, the parent must sign documentation attesting that he/she understands the difference.

VI. District Verification of Student Work

The district will use reliable methods to verify a student is doing his or her own work. These include, but are not limited to:

- A. Proctored examinations;
- B. Proctored projects;
- C. In-person presentations; or
- D. Real-time presentations using videoconference technology.

VII. Reporting Requirements

A. Annual Report to the Superintendent

The school district official responsible for overseeing all programs courses will report at least annually to the superintendent or designee. This annual report will include at least the following:

1. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
2. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE course; the number of certificated staff in each ALE course;
3. A description of how the course supports the district's overall goals and objectives for student academic achievement; and
4. Results of any self-evaluations.

B. Monthly Report to the Superintendent of Public Instruction

The district must report monthly to the Superintendent of Public Instruction:

1. Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and

2. Information about the resident and serving districts of such students.
- C. Annual Report to the Superintendent of Public Instruction
1. The district must submit an annual report to the Superintendent of Public Instruction detailing the costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional program.
 2. The number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and
 3. Enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.

VIII. Assessment Requirements

- A. All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the district.
- B. Part-time students must also be assessed at least annually. However, part-time students who are either receiving home-based instruction under [Chapter 28A.200, RCW](#) or who are enrolled in an approved private school under [RCW 28A.195](#), are not required to participate in the assessments required under [Chapter 28A.655, RCW](#).
- C. Any student whose alternative learning experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the district in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures.
- D. Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule. It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include:
 1. Arranging for appropriate assessment materials;
 2. Notifying the student of assessment administration schedules;
 3. Arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting; and
 4. Arranging for any allowable testing accommodations, and other steps as may be necessary.
- E. The agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and administering the assessments to students not enrolled in the district of physical residence. Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

IX. Students who drop out of ALE courses

A school district offering or contracting to offer an alternative learning experience course to a nonresident student must inform the resident school district if the student drops out of the course or is otherwise no longer enrolled.

Vancouver Schools Graduation Information

All Washington public school students must meet the following non-credit, credit, and graduation pathway requirements to graduate and **Enroll** in a 4 year or two year college or technical school, **Enlist** in the U.S. Military, or be **Employed**.

Non-Credit:

1. **High School & Beyond Plan** - A tool to guide students through high school and think about their future. Plans are personalized and designed in <https://login.xello.world/> to help students set, visualize, and work to achieve goals. See Page 6 for additional information.
2. **Washington State History** - Usually met in 7th grade in middle school. If not, 1.0 of World Themes: Washington Perspectives or a competency-based course fulfills this requirement.

Minimum Credit Requirements for High School:



**The 3rd credit of science and the 3rd credit of math are chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal (WAC 180-51-068).

Graduation Pathways: Class of 2020 and Beyond

- **CTE Sequence** - Complete sequence of CTE courses
- **ASVAB Score** - Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery)
- **Smarter Balanced HS Assessment or WA-AIM (ELA and/or math)**
- **SAT/ACT** - Meet or exceed the graduation scores in the math and ELA portions
- **Dual Credit** - Earn College Credit in ELA and/or math through a dual credit course
- **Bridge to College Course** - Pass a ELA and/or math Bridge to College course
- **AP/IB Courses or Exams** - For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or pass the course with at least a C+

Five-Year Planning Sheet – 2020 and Beyond

Credit Requirements						
Subject	College and Career Graduation Reqs	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Post-High School Plan (circle your plan)
Visual or Performing Art	2.0	1 credit can be PPR				Four-year college or university (special entrance requirements) Two-year college, transfer to four-year college (high school diploma required) Professional/Technical Training <ul style="list-style-type: none"> • Community College • State Technical School • Other specialized school or college (high school diploma required) Military <ul style="list-style-type: none"> • Enlist (high school diploma required) • ROTC (special entrance requirements) • Prep. School (special entrance requirements) • Academy (special entrance requirements) Apprenticeship (high school diploma required) Work; On-the-Job Training (high school diploma required)
English	4.0	English	English	English *AP options recommended for college entrance	English *AP options recommended for college entrance	
Math**	3.0	Math (Algebra)	Math (Geometry)	Math (Algebra 2 or math aligned with PPR)	*A math class or math based science in the senior year is required for college entrance	
Social Studies	3.0		World Themes/ WA State Perspectives	U.S. History *AP options recommended for college entrance	CWP *AP options recommended for college entrance	
Science	3.0	Environmental Science or Biology	Biology or Chemistry or Physics	Chemistry or Physics	*A math class or math based science in the senior year is required for college entrance	
CTE	1.0	CTE courses aligned with HSBP				
P.E.	1.5	P.E.	P.E.			
Health	0.5	Health (9 th or 10 th)				
Elective	4.0					
World Language	2.0	Both can be PPR				
TOTAL	24.0					

***The 3 Math Credits consist of:**

- Algebra, Geometry, and Algebra 2 or (students will take three years of math even if they begin at a higher level in the sequence i.e. Geometry, Algebra 2, Precalculus).
- The third credit may also be completed through election of an alternative math credit supporting a Personalized Pathway (PPR) in the High School and Beyond Plan.

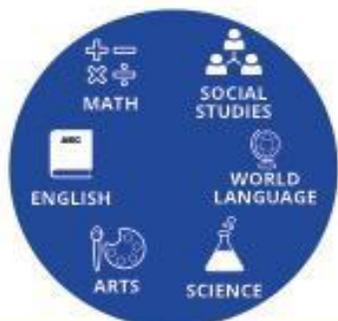
REMINDER:

Make sure to look at the academic and class requirements for the colleges (2-year, 4-year, or technical) you are interested in attending.



Post Secondary Success

MINIMUM COLLEGE ADMISSIONS STANDARDS at Washington's Public Four-Year Colleges



REQUIRED CREDITS

- 4 credits of English
- 3 credits of Math (including Algebra II or higher)
- Senior year quantitative math or science
- 3 credits of Social Studies
- 3 credits of Science
- 2 credits of the same World Language
- 1 credit of Arts



GPA

- Maintain at least a 2.0 grade point average



SAT and ACT

- Take the SAT or ACT
- Have the scores sent directly to the colleges you want to attend

CAREER/TECHNICAL AND COMMUNITY COLLEGE REQUIREMENTS

There are many educational institutions for career/technical education in addition to many community colleges throughout the state of Washington. Regular admission leading to an AS degree (Associate of Science, one to two year program certification) or an AA degree (Associate of Arts leading to a BA degree), students need to complete the following:

1. As many math and science courses as possible.
2. Submit an official high school transcript or GED test results.
3. Complete entrance exams.

It is strongly recommended that students take the same course of study required for entrance to a 4-year college.

REQUIREMENTS FOR MILITARY SERVICE

The Armed Forces constitute America's largest employer. Military service provides educational opportunities and work experience in literally hundreds of occupations. The following are important requirements to keep in mind if planning to enter a branch of the military:

1. High School Diploma Required
2. No criminal record
3. At least 17 years of age
4. Drug free life-style
5. Physically qualified
6. Good moral character

Entrance into the Military also requires the completion of the Armed Services Vocational Aptitude Battery (ASVAB) assessment. Each branch of the military has a different minimum qualifying score, which fluctuates over time. Please see your Career Center for more information.

ASVAB

(The Armed Service Vocational Aptitude Battery) Grades 10, 11, and 12

The ASVAB is conducted by the US Department of Defense at no cost or obligation to the student. This test is conducted during the fall. The student may also use these results in making career choices. The military uses this assessment to determine job assignments if an individual elects to enlist in the military.

Scholarships and Financial Aid

WHERE CAN I LOOK FOR SCHOLARSHIPS?

Your high school counselor or career specialist is a good place to start. Here are some places to begin your research:

TheWashBoard.org: thewashboard.org

FastWeb: fastweb.com

Beyond Dreaming Scholarship List: scholarshipjunkies.org

College Board: bigfuture.collegeboard.org

WHAT TYPES OF SCHOLARSHIPS CAN I APPLY FOR?

Academic/Merit: Based on GPA, test scores and/or coursework

Athletic: Based on athletic performance

Creative: Based on talent in art, music, dance

Community service: Based on involvement in your school or community

Diversity: Based on race, ethnicity, family heritage, religion, sexual orientation, etc.

Need: Based on financial need

Other: Leadership, alumni, etc.

College Bound Scholarship

This program promises tuition (at public institution rates) and a small book allowance for income-eligible students in the state of Washington who sign up in the 7th or 8th grade, work hard in school, stay out of legal trouble, and successfully apply to a higher education institution when they graduate. Students may sign up in the 7th or 8th grade, and need only apply once. The deadline for all applicants is by June 30 at the end of their 8th grade year. For more information go to: www.wsac.wa.gov/PreparingForCollege/CollegeBound

Requirements to receive the College Bound Scholarship

1. Academic requirements to receive the College Bound Scholarship (CBS).

You must:

- Graduate from a Washington State High School
- Have a **2.0 cumulative GPA or higher** (the average of all high school classes)

2. If I applied for the College Bound Scholarship when I was in middle school and received a College Bound certificate, does that guarantee that I will receive the Scholarship?

No, there are several more steps you must complete to receive the scholarship. In addition to the academic requirements (see above) you must also meet the income requirement and be a good citizen in your school and your community.

Completing the Free Application for Federal Student Aid (FAFSA) provides the college's financial aid staff the information to determine if you meet the income requirement. Since the College Bound Scholarship is need-based, it may not be a part of your financial aid award, if your need has been fully met by other grants and scholarships. You must also be accepted to college and complete the college's financial aid paperwork in a timely manner. While you must be a U.S. citizen or eligible non-citizen, you do not need to have a social security number (SSN) to apply.

Scholarships and Financial Aid

FINANCIAL AID INFORMATION

There is **only one way** to find out if the federal government will offer your family any type of financial aid to help pay for your post-high school education: **You must file a FAFSA form.** FAFSA stands for Free Application for Federal Student Aid.

State Financial Aid for DREAMers - Washington Application for State Financial Aid

Eligibility for several Washington State financial aid programs has expanded to include students who are ineligible for federal financial aid due to immigration status. Students who meet individual program, income, or residency requirements for the State Need Grant, the College Bound Scholarship, State Work Study, or Passport Scholarship should complete the free WASFA (Washington Application for State Financial Aid) to apply for state financial aid (www.readysetgrad.org/WASFA).

To maximize your chances of getting financial help from the government, you should file a completed FAFSA form via the Internet on October 1 of your senior year or as soon as possible after that date. Students should apply in October of each year they are enrolled in college when they anticipate attending any college the following autumn.

File your FAFSA via the Internet at www.fafsa.ed.gov.

If you have questions about how to complete your FAFSA, go to www.FederalStudentAid.ed.gov and look for the "Frequently Asked Questions" section. Or call toll-free, 1-800-4-FED-AID. Or ask for assistance from the staff of the financial aid office of the college or university to which the student is applying.

COLLEGE ENTRANCE ASSESSMENTS

PSAT - (Preliminary Scholastic Aptitude Test)

(PSAT School Day administered each Fall on high school campuses for grade 10 students at no cost)

The PSAT offers students reliable information about their scholastic abilities in relation to other students in high schools across the nation and students who have already entered college. Results of this test may qualify students for scholarship awards.

SAT - (College Entrance Examination Board Scholastic Aptitude Test) Grades 11 and 12

(SAT School Day administered each Spring on high school campuses for grade 11 students at no cost)

The SAT is accepted by most public and private colleges in Washington State and by many out-of-state institutions. Students enlisted in military academics or applying for ROTC scholarships are encouraged to take the SAT in the spring of their junior year. The SAT may be taken more than once.

ACT

(American College Test) Grades 11 and 12

The ACT is accepted by most colleges in Washington State and many out of state institutions. Some scholarship and/or aid programs require ACT results. Students interested in military academics or in ROTC scholarships should take the ACT in the Spring. The ACT may be taken more than once.

REMINDER:

Make sure to look at the academic and class requirements for the colleges (2-year, 4-year, or technical) you are interested in attending.

xello

Leading Students to Now



Vancouver Schools Credit Information

CLASS STANDING TOWARDS GRADUATION

Students are placed in a grade level based on when they enter 9th grade. In order to graduate on time (4 years after entering 9th grade) students must make satisfactory progress each year earning required credits towards graduation.

9th Grade – 6 credits earned by end of school year

10th Grade – 12 credits earned by end of school year

11th Grade – 18 credits earned by end of school year

Anyone earning fewer than 15 credits at the close of the junior year should plan on credit recovery to finish high school.

12th Grade – 24 credits earned by end of school year

Students with fewer than 18 credits entering their senior year must have a realistic plan for credit recovery on file with the counselor before scheduling senior level classes including CWP and Senior English.

EQUIVALENCY and 2-for-1 CREDIT

Washington state law allows students to meet two graduation requirements by taking Career and Technical Education (CTE) courses that have been approved for equivalency credit by the district. Equivalency and 2-for-1 credit is defined as credit earned in a course in one subject area that satisfies academic requirements in two subject areas. Students should meet with their counselor to inquire about equivalency and 2-for-1 credit options. College bound students are encouraged to check with each college they may apply to in order to determine if each college will accept equivalency credited courses for college admissions.

CREDIT EARNED BEFORE HIGH SCHOOL

Beginning with the school year 2019-2020, credit earned before high school is automatically applied to the high school transcript unless students/families choose to opt out. Students can opt out by making a request in writing. Students/families can request that the courses be non-numerical grades (Pass/Fail) or removed completely.

Mathematics and Science

The Algebra, Geometry, Algebra 2, and Environmental Science courses taught in the middle school are comparable to high school courses. Students who successfully completed these courses in middle school will receive high school credit once enrolled in high school.

HIGH SCHOOL CREDITS FOR SPECIFIC COURSES IN GRADES 7 AND 8

Students currently enrolled in grades 9 through 12 in Vancouver Public Schools may petition for high school credit toward graduation if they have successfully completed a world language.

World Language

The world language program offered at the middle school level is a two-year sequence. Both years combined equal one year of high school world language. Students who successfully complete world language in both grades 7 and 8 may request that one credit be added to their high school transcript. No partial credit is given.

Spanish and Mandarin Language Learning

Secondary Language Learning Pathway programs at the middle school level include two periods of instruction in the target language daily. Students enrolled in these programs may, upon (1) recommendation for placement into Year 3 instruction at 9th grade and (2) successful completion of Year 3 in 9th grade may request that two credits of the target language be added to their high school transcript.

CREDIT/NO CREDIT GRADING OPTIONS

Vancouver high schools permit an alternative grading system (credit/no credit) as follows:

- The request for credit/no credit must be initiated by the sixth week of the semester.
- Once the option has been approved, it remains in place for the semester. There will be no changes back and forth from grading on CR/NC.
- **The CR/NC grading option is only for elective courses and world language competency credit.**
- **Courses required for high school graduation are not eligible for the alternative grading system.**
- "CR" (credit) – The student's achievement demonstrates satisfactory progress in the mastery of knowledge and skills presented in the course.
- The "CR" or "NC" marks are not computed as part of the student's high school grade point average.
- **The NCAA (National Collegiate Athletic Association) computes courses taken credit/no credit as a "D" in its core course calculation.**