

*THE DISTANCE PROGRAM FOR HED IS
INDEPENDENT LEARNING DESIGNS
SUPPORTING CUSTOMIZED HIGH SCHOOL
EDUCATION OUTSIDE OF WASHINGTON*



HOME EDUCATION DESIGNS



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Home Education Designs is a supplementary program for home-based schooling that assists high school students to fulfill graduation requirements leading to an accredited transcript.

This accredited program has grown out of the privately-owned Yakima-based home school support program, HomeLink, which offers classes for students ages 8-18 on a once a week basis. Assignments are completed at home under the supervision of the home schooling parent who is qualified according to state law. Independent Learning Designs is the distance division of H.E.D. serving independent study students outside of Washington State. Each of these three related programs are covered under the accreditation by the **Northwest Accreditation Commission.**



HomeLink Yakima, which has been in existence since 1997, is located at 14 S. 6th Ave., Yakima, WA 98902. You may contact us by phone 509 248 6388

Email athome@homelinkyakima.org

FAX 509 965 3909

**Websites: www.homelinkyakima.org or www.homeeducationdesigns.org
www.independentlearningdesigns.org**

Contents of this manual may be copied and used by those registered with Home Education Designs and its distance program I.L.D.

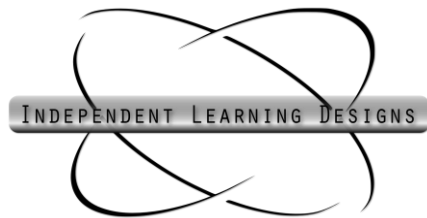
April Thome

Director

September 7, 2011

This manual will inform you regarding

- 1. Home education regulations in Washington state**
- 2. Credit solutions for independent students outside of the state of Washington**
- 3. Credits, definitions and requirements**
- 4. Registration process with Home Education Designs**
- 5. What to expect in the H.E.D. portfolio review session**
- 6. Comments on the integrity of students' studies**
- 7. Recommendations on grading students' work**



For students who live outside the State of Washington, an accredited transcript can be earned that shows satisfaction of other state's graduation credit requirements. Or a student may choose graduation credit requirements that feature personal skills, talents and interests.

Regionally Accredited
Credits nationally transferable
We provide creative solutions
leading to high school graduation

ILD strengthens the growing trend in customized education

Independent high school students, including those outside of the state of Washington, can now benefit from deeper support with an accredited transcript from ***Independent Learning Designs***.

We are regionally accredited by the Northwest Accreditation Commission <http://www.northwestaccreditation.org/> (under "school search" type in "home education designs").

Such a distinguished accreditation means that ILD can

*ease credit transfer into public and private schools,

*streamline admission into institutions of higher learning and

*enhance scholarship opportunities.

**Earning credit recognition from ILD makes a positive statement about the quality of the course work completed.

See the website at www.independentlearningdesigns.org

Call us at 509 248 6388

Email the director athome@homelinkyakima.org

These 7 regional agencies offer reciprocity of credits granted. That means credits on the ILD transcript can transfer to other institutions across the nation.

Other Regional Accreditation Agencies

- [AdvancEd](#)
- [Middle States Association Elementary](#)
- [Middle States Association Secondary](#) (Delaware, Maryland, New Jersey, New York, Pennsylvania, D of C)
- [New England Association of Secondary Schools and Colleges](#) (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont)
- [North Central Association of Colleges and Schools](#) (Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, New Mexico, Ohio, Oklahoma, South Dakota, Wisconsin, West Virginia, and Wyoming)
- [Southern Association of Colleges and Schools](#) (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia)
- [Western Association of Schools and Colleges](#) (California and Hawaii)

What Variety of Courses Can Be Taken for High School Credit?

High school courses completed in a classroom setting, online, as a self-designed course, as job-training, through correspondence studies, as part of a team, through volunteer work, on foreign soil or in an apprenticeship program can all earn high school credit, using specific guidelines.

Text credits require no proof of hours invested. Be sure that the text is determined by the publisher to be high school level. Show course work and graded tests taken.

Self-designed courses require verification of hours logged, a course description with objectives and the course grade. We provide the "Goals-Based Grading Tool" that helps with all of these requirements.

120 hours invested = 1 full credit
90 hours = .75 credit
60 hours = .50 credit
30 hours = .25 credit

The Home Education Designs office staff provide:

- _guidance in long or short-term coursework planning,
- _advice on textbook selection,
- _training in self-designed course development,
- _teaching on effective lesson planning,
- _forms and solutions for work assessment,
- _counseling on evidence needed to prove integrity of studies*,
- _and advise step-by-step on preparation for the portfolio review that precedes our issuance of the transcript.

Grading Scale (GPA):

| | | |
|------------|--------------|--------|
| A: | 100-94 | (4.0) |
| A-: | 93-90 | (3.67) |
| B+: | 89-87 | (3.33) |
| B: | 86-83 | (3.0) |
| B-: | 82-80 | (2.67) |
| C+: | 79-77 | (2.33) |
| C: | 76-73 | (2.0) |
| C-: | 72-70 | (1.67) |
| D+: | 69-67 | (1.33) |
| D: | 66-63 | (1.0) |
| D-: | 62-60 | (.67) |
| F: | 59 and below | (0) |

What are the registration procedures?

A free pre-registration phone or in-office discussion or meeting is available to each student interested in HED /ILD services. Once a decision is made, the registration form is submitted with a \$50 non-refundable registration fee payment. Beyond the registration fee, the cost of the program is \$300 for each academic year reported on the transcript. Some students may need only a few credits.

The fee scale is this:

| | |
|-----------------------|--|
| Up to one credit | \$150 (includes non-refundable registration fee) |
| Up to two credits | \$250 |
| Three or more credits | \$350 (per academic year) |

The registration form, which can be printed off from the website, requires a report of the courses the student intends to take in the coming year. With that report, we can advise students on suitability of textbook choices, whether logging hours is necessary, and what to save during the year in terms of work and proof. For information on grading student work, we recommend our Assessment Manual which informs you on the value of work assessment, and supplies you with tools, forms and ready-to-use guides on writing and correcting book reports, p.e., self-designed courses, group work, study habits, essays, lab reports and even discussions. The cost of the manual is \$7.00 plus \$3.00 for shipping.

What can be expected at the portfolio review?

The portfolio review happens once a year when all of the work for that academic term is completed and ready to report to an advisor.

Whether the portfolio meeting is done in person or via UPS, supply these for the report:

1. Submit a transcript of all work completed showing credits and grades earned. This document should have the student's name, date-of-birth, address, year in school, parents' names, parent's signature and complete date. A form can be downloaded from the website.
2. Provide a "Courses Summary". Enter information regarding the course name, course-categories, grades, credits, types of courses, text titles and publishers. We will fill in the evidence shown and keep this form in the student file for reference.
3. provide a list of resources used for each course reported, and a copy of the table of contents, if applicable.
4. For text credits, provide the work completed, dated and graded.
5. For text-plus, self-designed and unit-study courses, provide evidence of the hours invested, the course descriptions with objectives, and information that shows how the courses were graded. For these types of courses, we recommend keeping a log book (these may be ordered from our office. \$20 includes cost and shipping) Or you may create your own.
6. Show evidence that the student achieved the objectives. If a teacher or supervisor was involved, have that person write a letter of verification. Show rosters, pictures, class enrollment receipts, team lists, newspaper articles, awards, journals or notebooks kept, video-taped performances, or certificates of completion with the student's name and date showing.

If the course was p.e., music, art or community service, a “Grading Tool For Self-Designed Courses” can be used not only for the grade but also for verification. (download from the website)

7. Sort work to be shown by the courses. During the portfolio review, the courses will be reviewed in the sequence that they are listed on the transcript. If anything more is needed after the review is over, you will be allowed time to send or bring us those documents.

A transcript from our office will be sent to you when all reports are complete and all ILD fees are paid. If you need an official transcript sent to a college, scholarship opportunity or possible employer, upon your request it will be sent from our office, directly to the receiving individual marked as “official.”

what is a common course of study for high school?

Determine what post-high-school goals to shoot for as early as possible. Students can prepare for careers in technical fields, for college admission, or for specific jobs geared for the student’s talents and interests. If a ninth-grader is unsure, aim for college prep.

With HED/ILD, you have a variety of high school graduation options available. You can choose graduation that meets your state credit-requirement guidelines. You can set your own graduation standards which focus on your student with his/her talents and interests.

Check with your state department of education for high school graduation credit requirements.

Quite often a specific number of courses in certain categories are required. Here are lists of classes that might fit common course categories:

CORE SUBJECTS

1. **Language Arts** (English, composition, vocabulary study including Greek and Latin roots, spelling, literature, speech, grammar)
2. **Social Studies** (geography, cultural studies, state studies, world history, United States history, government studies, psychology, sociology, anthropology, archeology, economics, contemporary world problems, civics)
3. **Mathematics** (personal finance, business math, consumer math, algebra, algebra 2, geometry, trigonometry, pre- and calculus)
4. **Science** (physical science, biology, botany, chemistry, physics, anatomy, geology, entomology, earth science, atmospheric science.

NON-CORE SUBJECTS

5. **Physical education** team sports, individual sports, study of rules and strategies of games, physical fitness, physical skills and exercises, dance and skills needed for physical work.
6. **health** includes health practices and studies. Safety courses also fall in this category.
7. **occupational education** includes the study of careers, preparation for the work-world, and acquiring skills that can be used in work such as computer skills and driver’s license.

8. *world languages* Although these courses are not usually required for graduation, colleges like to see 2-3 years of study of the same language.
9. *Arts* A number of activities can be considered art including drama, music, hand work, dance and photography.
10. *Electives* Courses that are taken above the required number for graduation become electives.

WHAT IS HOME-BASED EDUCATION ACCORDING TO WASHINGTON STATE LAW?

RCW 28A.225.010(4) defines instruction as home-based if it consists of planned and supervised instructional and related educational activities, including curriculum and instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of an appreciation of art and music provided for a number of hours per grade level established for approved private schools and if such activities are provided by a qualified parent.

What are the total annual program hours per grade level established for approved private schools?

RCW 28A.150.220 defines the total annual program hours as being:

- Kindergarten, at least a total of 450 hours.
- Grades 1 through 12, an annual average total of 1,000 hours.

The statute further states that the Legislature recognizes that home-based instruction is less structured and more experiential than the instruction normally provided in a classroom setting. Therefore, the provisions relating to the nature and quantity of instructional and related educational activities shall be liberally construed.

DUTIES OF HOME SCHOOLING PARENTS RCW 28A.200.010

Each parent whose child is receiving home-based instruction under RCW 8A.225.010(4) shall have the duty to:

(1) **File annually a signed declaration of intent** that he or she is planning to cause his or her child to receive home-based instruction. The statement shall include the name and age of the child, shall specify whether a certificated person will be supervising the instruction, and shall be written in a format prescribed by the superintendent of public instruction. Each parent shall file the statement by September 15 of the school year or within two weeks of the beginning of any public school quarter, trimester, or semester with the superintendent of the public school district within which the parent resides or the district that accepts the transfer, and the student shall be deemed a transfer student of the nonresident district. Parents may apply for transfer under RCW 28A.225.220;

(2) **Ensure that test scores or annual academic progress assessments and immunization records**, together with any other records that are kept relating to the instructional and educational activities provided, are forwarded to any other public or private school to which the child transfers. At the time of a transfer to a public school, the superintendent of the local school district in which the child

enrolls may require a standardized achievement test to be administered and shall have the authority to determine the appropriate grade and course level placement of the child after consultation with parents and review of the child's records; and (3) Ensure that a **standardized achievement test** approved by the state board of education is **administered annually** to the child by a qualified individual or that an annual **assessment of the student's academic progress is written by a certificated person** who is currently working in the field of education.

The state board of education shall not require these children to meet the student learning goals, master the essential academic learning requirements, to take the assessments, or to obtain a certificate of mastery pursuant to *RCW 28A.630.885. The standardized test administered or the annual academic progress assessment written shall be made a part of the child's permanent records. If, as a result of the annual test or assessment, it is determined that the child is not making reasonable progress consistent with his or her age or stage of development, the parent shall make a good faith effort to remedy any deficiency.

The state hereby recognizes that parents who are causing their children to receive home-based instruction under RCW 28A.225.010(4) shall be subject only to those minimum state laws and regulations which are necessary to insure that a sufficient basic educational opportunity is provided to the children receiving such instruction. Therefore, all decisions relating to philosophy or doctrine, selection of books, teaching materials and curriculum, and methods, timing, and place in the provision or evaluation of home-based instruction shall be the responsibility of the parent except for matters specifically referred to in this chapter.

If a student is instructed at home throughout high school, may a parent issue the student a diploma?

There are no statutes that authorize the issuance of a high school diploma. Chapter 180-51 WAC High School Graduation Requirements specifies what courses of study are required for graduation from a high school in Washington State. There appears to be nothing that would enjoin a parent from issuing a diploma from a home-based instruction program which meets the requirements found in chapter 180-50 WAC. However, parents and students should be advised that businesses, institution of higher learning, and branches of the armed services establish their own criteria for determining the credibility of a diploma and may or may not honor a diploma or any other documentation that they deem unacceptable for their purposes.

Credits

A **credit** is a unit earned with the completion of one year's worth of work at high school level or above. In Washington, a credit can be earned through 120 hours of instruction or by completing a textbook intended by the publisher to be a full year high school course.

Who can earn high school credits?

Students who are working at 9th – 12th grade levels or who have reached the 14th birthday are eligible to earn high school credit.

May a student under age 14 or below 9th grade earn high school credit?

Some students who have not reached the 9th grade may be capable of completing high school level work. But be aware that the credit earned in earlier grades is probably not transferable into the public schools, and some may not be recognized by colleges.

What types of courses may earn credits?

A **TEXT** course is that from a textbook which contains instructional material, exercises, reviews and tests. Nothing more is used to complete the study.

TEXT-PLUS courses include all of a textbook plus additional resources and activities. Biology plus lab is an example of a Text-Plus course.

SELF-DESIGNED courses may or may not include portions of a text but also draw on other resources and activities such as: lectures, videos, websites, interviews, newspapers, magazines, museums, internet, brochures, research, travel study and work-related studies.

UNIT STUDIES will focus on a topic but cover a number of subject areas. An example of a unit study is *U.S. history through art and literature*. Some curriculum publishers specialize in unit studies ie: Sonlight and Beautiful Feet.

When documenting each type of course, and preparing for the portfolio conference, use these guidelines:

For a **TEXT** course, show the work completed and all of the tests graded. The course grade usually would consist of the averages of all the tests. Be ready to prove that all of the tests were taken.

For a **TEXT-PLUS** course, show the text book used, the work completed and the activities or projects from the other resources added. It would be advisable to log the hours invested in this course.

For **SELF-DESIGNED** courses, Use the GOALS-BASED GRADING TOOL to create a course description with objectives at the outset of the study to give the student focus. Log the hours invested and save all the work to be shown at the portfolio session.

For **UNIT STUDIES**, decisions need to be made regarding the percentage of time covering the specific subject areas and if the grade is the same for each. Write a course description with objectives at the beginning the study. Evaluate the objectives using the GOALS-BASED GRADING TOOL. Show all the work done and the grades given.

**What are the Washington State graduation credit requirements?
 Minimum High School Graduation Credit Requirements determined by the
 Washington State Board of Education vs. Minimum Four-Year Public College
 Admission Requirements established in 2000 A.D. and in effect as of 2012**

**WA Minimum Public
 Requirements**

**College Admission
 Requirements** *(check your colleges-of-interest
 websites for varying information)*

| | | |
|------------------|-------------|-----------|
| English | 3 | 4 |
| Mathematics | 3 | 3 |
| Science | 2 (1 lab) | 2 |
| Social Studies | 2.5 | 3 |
| Arts | 1 | 1 |
| World Language | 0 | 2 |
| Health & Fitness | 2 | 0 |
| Occupational Ed | 1 | 0 |
| Electives | 5.5 | 0 |
| Total | 20.0 | 15 |

Home schoolers may design the high school course of study to fit with these minimum requirements or a different set of requirements that fit well with the student’s talents and interests. For a student interested in sciences, the home schooling parent might set the graduation requirements for at least one science each year for four years. Musically-oriented students might be required to specialize in music skills worth many credits. With this approach to course-planning, students’ specialties can be featured in the transcript.

For students from states outside of Washington, please check your state education website or call our office for more guidance and information. 509 248 6388
 Email the director athome@homelinkyakima.org

Suggested Sequence of Courses for College Prep

This suggested list includes MORE than what is necessary for college enrollment. This would be the IDEAL course of study, recommended for students who want their transcript to stand out for a college enrollment officer

9TH GRADE

| | |
|--|--------------------|
| Grammar and Composition and literature | 1 |
| Washington state history and Civics | .5 |
| Algebra 1 | 1 |
| Physical science with lab | 1 |
| Choice of world language 1 * | 1 |
| Physical education / and or health | .5 |
| Music or drama or art | .5 |
| Volunteer experience * | .5 total 6 credits |

10TH GRADE

| | |
|---|--------------------|
| Word roots, vocabulary and literature * | 1 |
| World history | 1 |
| Geometry * | 1 |
| Biology with lab | 1 |
| Second year of the same language | 1 |
| Physical education / and or health | .5 |
| Career study * | .5 |
| Music or drama or art | .5 |
| Leadership or volunteer experience * | .5 total 7 credits |

11TH GRADE

| | |
|---|--------------------|
| Take the PSAT in Fall, SAT in Spring | |
| Speech and literature | 1 |
| U.S. history and Government (teen pact or Capitol page experience recommended) | 1 + |
| Algebra 2 | 1 |
| Chemistry with lab * | 1 |
| Music or drama or art | .5 |
| 3 rd year of the same language * | 1 |
| physical education / and or health | .5 |
| career study | .5 |
| leadership or volunteer experience | .5 total 7 credits |

12TH GRADE (rigorous course selections)

| | |
|------------------------------------|-------------------|
| Literature and composition | 1 |
| Contemporary World Problems | 1 |
| Pre-calculus or trigonometry * | 1 |
| Physics * | 1 |
| Music or drama or art | .5 |
| Physical education / and or health | .5 |
| Career study | .5 |
| Leadership or volunteer experience | .5 total 6 credit |

Explanation of items designated with * *From Suggested Sequence for College Prep*

*Colleges prefer 3 years of the same language studied in high school.

*Volunteer service shows the student to be civic-minded.

*Study of Greek / Latin roots will help students score better on the college SAT taken the junior year.

*Geometry should be taken before the college SAT since many of the math questions are geometry-related.

*Career studies indicate that the student is planning for the future.

*Leadership makes a statement about the quality of the student's influence and abilities.

*Chemistry is an algebra-based science which is required in by many colleges.

*Take the 3rd year of language study in high school. Otherwise it might be required in college.

*College enrollment officers are looking for one course above Algebra 2 on a student's transcript. That course indicates that the student has an excellent chance of finishing college.

*Since students have usually completed most of their graduation requirements by their senior year, college enrollment officers are looking for those who choose rigorous studies when they don't have to. Physics, high levels of language or grammar studies, or research-based history would be excellent choices.

REGISTRATION PROCEDURES WITH H.E.D.

For credits that will be directly transferred into accredited secondary institutions, speak with a H.E.D. representative who can help direct the student to suitable curriculum fulfilling graduation requirements of specified public school districts or private schools.

For those seeking credit for home school work, call the office for an appointment for guidance in the process. There is no cost for this initial visit. The registration form can be printed off from the website www.homeeducationdesigns.org and found in the back of this manual. The form can be submitted with a \$50 non-refundable registration fee. (This non-refundable fee allows H.E.D. to prepare for the portfolio process).

The cost for transcript work by H.E.D. is

- \$100 for up to one full credit
- \$200 for up to two full credits and
- \$300 for three or more credits.

Each academic year reported on the transcript requires a different portfolio session.

WHAT IS REQUIRED AT THE PORTFOLIO SESSION?

For the portfolio meeting with the H.E.D. representative, the parent should provide

1. a **signed home school transcript**
2. A **list of resources** used for each course reported, including grade levels assigned by the publishers of the textbooks, and a description of how the course was graded.
 - A. For text credits, bring the work completed, dated and graded and the textbook or copy of the Table of Contents.
 - B. For text-plus, self-designed and unit studies, bring **evidence of the hours** invested, **course descriptions with objectives**, and grades based on objectives.

Also for unit studies, determine what percentage of the hours logged are given to each subject area. Decide if the same or different grade will be given to each of the subject areas.

3. Bring **evidence** that the student was involved with the learning process. Proof could include work that the student has done in their own handwriting, written assessments done by a supervisor or classroom teacher which include the instructor's signature and date, the student's name on a brochure along with a date of the course or event proving it happened within the school year. Videotapes of performances (music, speeches, plays etc.), dated certificates of completion or awards which include the student's name and signature of supervisor can all be considered. If you have any questions on "proof" please call the H.E.D. office for guidance.
4. If the course is p.e., music or art, a GRADING TOOL FOR SELF-DESIGNED COURSES may be used; supervisors, teachers or coaches can sign and date the document to make it "official". Student self-assessments may be used but the final grade for the course should not rest solely on the student's opinion of the work quality.

What is meant by INTEGRITY OF STUDY?

This is an important issue for course work that is not always done under direct supervision. It means that the work completed by the student shows his/her own efforts. "Open book tests" and plagiarism are not practiced by the student. For the work shown in the portfolio session, the H.E.D. representative needs to know if there is reasonable evidence that verifies the student studied and learned the material or skills. Parents and students will be asked to sign a statement declaring that the work shown in the courses was completed with integrity.

GRADING STUDENT WORK

Home Education Designs has prepared a **HOMESCHOOL WORK ASSESSMENT MANUAL** to help equip parents to grade students' work. If the course is self-designed, the GOALS-BASED GRADING TOOL is one of the best ways to go about assessing the outcome of the course work. Stating the objectives at the outset keeps the studies focused.

For essays, the QUICK GUIDE is an easy form to use. Discussions, book reports, p.e. and study habits, speeches and hands-on projects all have forms available for parent use.

If you have questions or need clarification of any topics covered in this manual, please call the office at 509 248 6388.

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