



HICKMAN CHARTER SCHOOL

PARENT EDUCATOR HANDBOOK

Updated: 4/13/2022



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MISSION STATEMENT

The Hickman Community Charter District, recognizing the value of each child, shall strive to inspire students to learn and grow to their potential by:

- Providing a quality education through a positive learning experience
- Working in partnership with the home and community to meet the individual needs of the student
- Developing the learning and social skills necessary for maximizing lifelong learning potential

Hickman Charter School seeks to support this mission by:

- Providing students with learning resources and enrichment opportunities which support our mission and our desire that they become life-long learners -- persons who know how to learn, and know how to identify opportunities and their solutions
- Providing a supportive, encouraging environment in which parents can receive high quality training opportunities, teaching resources, counseling and a structure to support their educational objectives
- Serving as a liaison between the community and the homeschooling family; demonstrating to the community the educational soundness and viability of publicly funded parent directed education of students

HISTORY

Hickman School District joined the Charter world in 1994 when it sponsored a start-up school, Hickman Charter School. Hickman Charter School is a “university model” which blends the best of study at home with on-site classes and online programs. It was created in response to parents who were looking for high-quality individualized options for their children and teachers who recognized that the traditional system does not meet the needs of all children.

Since its founding in 1994, Hickman Charter’s enrollment has grown to nearly 600 students, with off-site resource centers in Modesto, the Bay Area, and the Foothills. Once largely contained in portable buildings, Hickman Charter now shares a campus with the Hickman Elementary and Middle Schools. In addition to classrooms, the schools share a Library-Media Center and a large multi-purpose building. In 2000, all three schools joined together as the Hickman Community Charter District.

There is power in being a district of choice with the mindset of creative flexibility, which includes not only flexible scheduling, but also creative staffing. Hickman Charter chooses to create a culture where a collaborative spirit attracts students, parents, and community members who are all willing to “look outside the box” and work together.

HICKMAN CHARTER SCHOOL FACILITIES

Facilities on the Main Hickman Campus

Main Charter Office / District Office

13306 4th Street

Hickman CA 95323

Phone: (209)874-9070

Hours: Monday-Thursday, 8 AM until 4 PM, Fridays 10 AM to 3 PM during the school year

The Charter Office is the “hub” of Hickman Charter School.

Hickman Annex (located on the Hickman Campus)

Phone: (209)874-2433, ext. 210

Fax: (209)874-5166

Hours: School days Monday-Thursday, 8 AM until 4 PM, and Fridays 10 AM to 3 PM.

Services: “The Annex” has core curriculum materials and an extensive collection of supplemental books and resources available for check-out. Consumable supplemental workbooks and limited school supplies are available, as well as copying and laminating services.

Hickman Library Media Center

Hours: Monday-Friday, 8:00 AM-4:00 PM

Services: K-8 library collection with extensive Accelerated Reader Books, nonfiction books to support all areas of curriculum, teacher resource books available for check-out, Chromebooks available for in-Library use, and a certificated librarian on staff.

Library Policies: Charter families are allowed to have up to 15 books checked out for a loan period of 20 school days. **(Replacement costs will apply for lost or damaged books.)**

Destiny Quest Library Catalog Web Page: hickmanlmc.follettdestiny.com

Click on Hickman Community Charter District. Families can access various special interest book lists on the Destiny Quest catalog page by first clicking “Catalog”, then the “Resource List” tab on the left, then the “Public List” tab on the top right. To set up an account, please email the library for a bar code number.

Returns: Library materials should be returned directly to the Library.

HICKMAN CHARTER SCHOOL FACILITIES

Off-Site & Adjoining County Resource Facilities

Adjoining County Resource Centers

Hickman Charter School services families in counties that adjoin Stanislaus County. Listed below are resource centers that offer a variety of supplies and services for families in the Sonora and East Bay areas.

Sonora Resource Center (This site does NOT receive mail.)

18155 Blue Bell East Road

Sonora, CA 95370

Phone: 209-533-2681

Fax: 209-533-3260

Hours: 10:00 AM to 2:00 PM, Monday-Thursday

Alameda County Resource Center

1195 Park Avenue, Suite 101

Emeryville, CA 94608

Phone: 510-595-7105

Fax: 510-595-7108

Hours: Tues., Thurs., & Fri. 9:30AM-3:30PM; Mon. & Wed. by Appointment only

Open by appointment only on Monday and Wednesday.

Regular office hours begin in September. Open by appointment only in August.

CAMPUS POLICIES

Hickman Charter School is dedicated to maintaining the individuality and uniqueness of all students. At the same time, because students attend classes on the campus shared with Hickman Elementary and Middle Schools, the convergence of campus and HCS students makes it necessary for all to abide by the same policies.

Cell Phones: Students may bring cell phones to school. However, if a student is seen using his/her phone during class and it is not part of a teacher-directed classroom activity, it will be taken to the office. The parent(s) can retrieve the phone from the office.

Gum: The entire Hickman campus is a “no gum” zone. Students may not chew gum while on campus.

Hat Etiquette: The campus Middle School has a “no-hat” policy. As such, HCS middle schoolers are asked not to wear hats on campus as well. **This rule pertains primarily to ball caps; however, teachers have final say regarding whether or not a student’s hat is appropriate for the classroom.**

Boundaries: On class days, students will eat lunch in designated areas (either outside or indoors) based on scheduling and weather. Students may not roam the campus unsupervised and must have permission of a yard supervisor before going to other parts of the campus. With a shared campus, these guidelines allow for a safe and respectful learning environment for all.

Tobacco-Free Schools

Research statistics substantiate tobacco product use as the source of health problems in the United States today. Nicotine, an addicting drug found in all tobacco products, is the leading cause of premature death, disease, and disabilities in our country. Tobacco usage contributes to heart attacks, strokes, high blood pressure, emphysema, and several forms of cancer. Smoking is hazardous to non-smokers as well as smokers. Recent studies indicate that serious health problems are caused by exposure to secondary smoke. Every year hundreds of thousands of adolescents begin smoking and using smokeless tobacco. In doing so, many model adult behavior and a majority of them go on to become regular tobacco users as adults.

CONNECTIONS & COMMUNICATION

Hickman Charter School has a network of opportunities in place so that enrolled families can have convenient access to all the information necessary for a successful partnership. Resources represent a mix of classes, relationships with credentialed teachers, online subscriptions and educational materials.

Your Education Coordinator (EC)

The foremost connection that families must make is with their **Education Coordinators**. ECs, as they are called, are credentialed teachers who work alongside Parent Educators to ensure that students are well-served by the school and that their education moves forward appropriately. ECs are the ones with the answers, and Parent Educators are encouraged to seek them out whenever needs arise.

ParentSquare: parentsquare.com/schools/1203/feeds

Throughout the school year, Hickman Charter School communicates important announcements, updates, workshop registration invitations, and community information notices to our families using **ParentSquare**. New families will receive an account setup invitation in the first week of school. Currently enrolled families can access the ParentSquare log on page from our website under “Parent Resources.” Families are also encouraged to download the ParentSquare app for iPhone or Android to receive text or app alerts. If you have trouble setting up your account or accessing it at any time, please utilize ParentSquare’s built-in help feature or contact the main Hickman office at (209)874-9070.

The HCS Website: hcs.hickmanschools.org/

Hickman Charter School’s website is useful for a variety of purposes: to get information, connect with staff members, register for events, and explore curricular choices. Spend some time exploring it to learn where to find information about our school and program. Combined with ParentSquare notices and updates, The HCS Website is the best place to look for the most up-to-date information.

HCS Official Social Media Accounts

Facebook: facebook.com/hickmancharterschool

Pinterest: pinterest.com/HCSchool1994/

RECORD KEEPING & STUDENT WORK

All publicly-funded schools in California must comply with mandated models of accountability and reporting, and must maintain files of certain records. There are several key pieces to the record-keeping puzzle at Hickman Charter School, including: our **Master Agreement**, **Attendance Logs**, **Learning Assignment / Work Records**, **Student Work Samples**, and **Student Writing Samples**.

The Master Agreement (MA)

At the beginning of each school year, HCS families are required to sign a **Master Agreement** (MA) for each enrolled student. This is a contract between school, Parent Educator, and child, and specifies expectations such as objectives, methods of study, measures of academic accomplishment, standards and behavior guidelines, minimum hours of instruction, etc.

In order for the student and the Parent Educator to be participants in the Hickman Charter School learning program, all the terms of the Master Agreement need to be met. Under “Independent Study” law, agreements are valid for no longer than one school year. Hickman Charter School may choose a shorter duration if deemed appropriate for individual students (MA: Agreement Duration). This agreement must be signed in August (or at the start of school enrollment).

You can find a sample copy of the Master Agreement on the following pages.

RECORD KEEPING & STUDENT WORK

Sample Master Agreement Page 1 of 2:

Master Agreement Hickman Charter School

13306 Fourth Street • Hickman, CA
Voice: (209) 874-9070 • Fax: (209) 874-1457

Student:	Birth Date:	SID#:
Address:	Age:	Grade:
City:	ZIP Code:	Phone: () -
Parents/Guardian:	Entry Date:	
Duration of Agreement, 20__-20__ School Year: / / to / /		Exit Date:

Welcome to the Hickman Charter School (HCS) non-classroom-based, independent study instruction program. We look forward to a productive learning collaboration for the duration of this agreement. In order for the student and the parent-teacher to be fully informed participants in this learning program, the following terms need to be met.

- **Objectives and Methods of Study and Methods of Evaluation:** The overall objective is to enable the student to keep pace with the course of studies appropriate for his or her grade level and/or ability. All course objectives will be consistent with established district guidelines. Assignment/Work/Learning Records are part of this agreement and will include additional descriptions of the major objectives and activities of the course of study covered by the agreement and the methods for evaluating student work. The student is enrolled in the following courses: Language Arts, Mathematics, Science, Social Studies, Physical Education, and various electives.
- **Specific Resources – Materials and Personnel:** Hickman Charter School will provide the services of an assigned HCS supervising credentialed teacher - the Education Coordinator (EC) - instructional materials distributed through the Hickman Charter School Annex, access to connectivity and devices adequate to participate in the educational program and complete assigned work, student supplemental classes, parent-teacher training, workshops and other services and resources as deemed appropriate by HCS. All services are provided on the Hickman campus, at resource centers or at HCS contracted locations.
- **Reporting Student Progress:** Student work products and a reporting of student progress shall be submitted to the Education Coordinator at least every eight weeks, or more frequently as determined by the Education Coordinator, during regular office hours as scheduled with the Hickman Charter School staff. The manner and form of this reporting must be considered educationally sound by the Education Coordinator. All meetings will occur at Hickman Charter School facilities, unless the Education Coordinator agrees to meet at an alternate location.
- **Board Policy – Maximum Length of Assignments:** According to the district policy, the maximum length of time between the date an assignment is made and the date when the assignment must be completed is eight weeks. Assignments may be shorter as determined by the Education Coordinator.
- **Board Policy – Missed Assignments, Meetings, or Student Work Samples:** If a student and the parent/guardian fail to attend three (3) meetings, or complete and submit three (3) of the required work samples (assignments) acceptable to the Education Coordinator, Hickman Charter School will conduct an evaluation to determine whether it is in the student's best interest to remain in this nonclassroom-based, independent study instruction program. Meetings are defined as any scheduled contact between HCS and the student or parent/guardian. Rescheduled or canceled meetings may still be deemed missed meetings by HCS. Evaluation findings shall be maintained in the student's mandatory interim pupil record.
- **Agreement Duration:** The duration of this agreement is specified above. Agreements are valid for no longer than one school year. Hickman Charter School may choose a shorter duration as appropriate for individual students by rescinding this agreement and establishing a new agreement duration.
- **Measures of Academic Accomplishment:** Evaluation of student progress will be based upon ongoing parent-teacher assessment at the site of instruction, conferences with a Hickman Charter School Education Coordinator, and other assessment measures as specified in the Assignment/Work Record. Measures of student progress may include demonstration of mastered skills, completed work, written and oral tests and reports, oral presentations, and other activities as recommended by the Education Coordinator. Hickman Charter School students participate in all state mandated testing. While state law may provide for parental waiver of certain statewide mandated assessments, Hickman Charter School retains its obligation to assess student academic progress and may require the administration of other assessment tools of its choice to meet this duty.

Revised 8/9/2021

RECORD KEEPING & STUDENT WORK

Sample Master Agreement, Page 2 of 2:

- **Student Supports:** Students who are not performing at grade level or who have special educational or mental health needs will be offered supports such as: appropriate curriculum and materials, small group interventions, tutoring, and full resource services as determined through a Student Study Team (SST) and IEP process.
- **Optional Educational Alternative:** Hickman Charter School's independent study program is an optional educational alternative. No student shall be required to participate in Hickman Charter School. A key question to be considered with the signing of each Master Agreement will be whether or not the offered HCS program structure and the parent/guardian as the primary educator continue to be the best placement for this student. In the case of a pupil who is referred or assigned to Hickman Charter School's independent study program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Student Understandings:

- I will follow the rules, standards, and behavior guidelines of Hickman Charter School.
- My parent-teacher will supervise me in daily instruction.
- I will complete the minimum number of hours of weekly course work and my assigned learning activities as explained by my parent-teacher and Education Coordinator.
- I will keep my appointments and submit work on time. If I do not do this, I may be dropped from Hickman Charter School.

Parent/Guardian Understandings:

- I agree to the conditions listed above under "Student Understandings" and the other provisions of this agreement.
- Hickman Charter School's education program is designed so that I, the parent-teacher, provide the primary instruction and daily monitoring for my child during this agreement. ("Daily monitoring" means being physically present to provide instruction and care.) I also understand that the Education Coordinator has the responsibility to coordinate, evaluate, and generally supervise my child's independent study as defined in applicable law.
- The minimum number of hours of quality educational time to be delivered each instructional week: Kindergarten -- 20 hours; Grades 1-3 -- 24 hours; and Grades 4 and above -- 25 hours.
- I agree to communicate promptly and professionally with the school, beginning with the Education Coordinator.
- I will keep all appointments with Hickman Charter School staff. Rescheduled or canceled meetings may still be deemed missed meetings by HCS. I will come to appointments with my child, prepared with supporting records and student work to collaborate in evaluating my child's academic progress as well as establishing learning objectives for the next learning period.
- Attendance logs are due to my Education Coordinator promptly at the end of each month.
- It is my responsibility to provide any needed transportation to Hickman Charter School for my child's scheduled meetings, classes, special education services, and any other travel covered by this agreement.
- I am liable for the cost of replacement or repair of willfully damaged or destroyed books and other school property that my child or I may use as part of the educational program.
- An individual with exceptional needs, as defined in Education Code Section 56026, shall not participate in independent study, unless his or her individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.
- Hickman Charter School best functions on the fruitful collaboration between the parent-teacher and the Education Coordinator. However, the State of California mandates that the Education Coordinator retain the basic professional responsibility as the Hickman Charter School's representative for gauging educational progress and the satisfaction of the provisions of this agreement.

Agreement: We have read both sides of this agreement and hereby agree to all its conditions.

Signatures:

Student: _____ Date _____

Parent/Guardian: _____ Date _____

Education Coordinator: _____ Date _____

Other: _____ Date _____

RECORD KEEPING & STUDENT WORK

Attendance Logs



Hickman Charter School is required to provide documentation of attendance. **Attendance Logs for each enrolled student must be initialed, signed, and dated by the Parent Educator and submitted at the end of each month of the school year** (with the exception of the months of August and September, which are turned in together at the end of September).

Families will be given a packet of printed Attendance Logs for each enrolled student at the beginning of the school year. Replacement Logs are available to print at home from our website, or in print in the Charter Office and Annex.

Throughout the school year, the Parent Educator will initial each day in which the student was engaged in learning activities that meet the goals of the Charter School and Master Agreement, and "X" any days in which no learning activities took place. The Parent Educator then signs the Attendance Log and dates it as of the last school day on that Log.

Completed Attendance Logs must be promptly submitted at the end of each month, either directly to your Education Coordinator or to the Charter Office (MA: Parent/Guardian Understandings 6).

Sample HCS Attendance Logs:


HICKMAN CHARTER SCHOOL ATTENDANCE LOG


AUGUST 9 – SEPTEMBER 30, 2021

Student: _____ Grade: _____

Education Coordinator: _____

Parent Educator: Initial each day in which your student was engaged in learning activities that meet the goals of the Charter School. "X" any day in which no learning activities occurred.

AUGUST				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9 INITIALS	10 INITIALS	11 INITIALS	12 INITIALS	13 INITIALS
16 INITIALS	17 INITIALS	18 INITIALS	19 INITIALS	20 INITIALS
23 INITIALS	24 INITIALS	25 INITIALS	26 INITIALS	27 INITIALS
30 INITIALS	31 INITIALS			

SEPTEMBER				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1 INITIALS	2 INITIALS	3 INITIALS
6 X	7 INITIALS	8 INITIALS	9 INITIALS	10 INITIALS
13 INITIALS	14 INITIALS	15 INITIALS	16 INITIALS	17 INITIALS
20 INITIALS	21 INITIALS	22 INITIALS	23 INITIALS	24 INITIALS
27 INITIALS	28 INITIALS	29 INITIALS	30 INITIALS	



NUMBER OF ATTENDANCE DAYS POSSIBLE: **38**

TOTAL DAYS ATTENDED: _____

Verified by: _____ Date: _____
Parent Signature

Certified by: _____ Date: _____
Education Coordinator Signature

Turn in to Hickman Charter School (13306 Fourth Street, Hickman, CA 95323) promptly at the end of each month.


HICKMAN CHARTER SCHOOL ATTENDANCE LOG


OCTOBER 1-28, 2021

Student: _____ Grade: _____

Education Coordinator: _____

Parent Educator: Initial each day in which your student was engaged in learning activities that meet the goals of the Charter School. "X" any day in which no learning activities occurred.

OCTOBER				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1 INITIALS
4 INITIALS	5 INITIALS	6 INITIALS	7 INITIALS	8 INITIALS
11 INITIALS	12 INITIALS	13 INITIALS	14 INITIALS	15 INITIALS
18 INITIALS	19 INITIALS	20 INITIALS	21 INITIALS	22 INITIALS
25 INITIALS	26 INITIALS	27 INITIALS	28 INITIALS	29 X

NUMBER OF ATTENDANCE DAYS POSSIBLE: **20**

TOTAL DAYS ATTENDED: _____

Verified by: _____ Date: _____
Parent Signature

Certified by: _____ Date: _____
Education Coordinator Signature

Turn in to Hickman Charter School (13306 Fourth Street, Hickman, CA 95323) promptly at the end of each month.

RECORD KEEPING & STUDENT WORK

Learning Assignment / Work Record

The school year is divided into five Learning Periods of two months each (MA: Board Policy – Maximum Length of Assignments). For each Learning Period, a **Learning Assignment / Work Record** is developed as a collaborative effort between Education Coordinators and their families/students (MA: Objectives and Methods of Study and Methods of Evaluation). The Work Record specifies expectations and progress goals in each of the major academic areas: English/Language Arts, Math, Science, and Social Studies.

At the conclusion of each Learning Period, families (Parent Educators and students) meet in a conference with their ECs to review the work completed. The EC will then select representative Student Work Samples from among all the work completed. Combined with the Work Record form, the Student Work Samples and Writing Samples become part of a permanent record for each student (MA: Reporting Student Progress).

Hickman Charter School's five Learning Periods and Work Samples filed are listed below.

Learning Period	Months	Student Work Samples Collected
1	August-September	English Language Arts (2), Math (2), Science (2), Social Studies (2), Writing (2)
2	October-November	English Language Arts (2), Math (2), Science (2), Social Studies (2), Writing (2)
3	December-January	English Language Arts (2), Math (2), Science (2), Social Studies (2), Writing (2)
4	February-March	English Language Arts (2), Math (2), Science (2), Social Studies (2), Writing (2)
5	April-May	English Language Arts (2), Math (2), Science (2), Social Studies (2), Writing (2)

Student Work Samples

You will meet with your Education Coordinator throughout the year to plan and set goals for each Learning Period. **At the Learning Period Conference at the conclusion of each Learning Period, Parent Educators are expected to bring completed Student Work Samples for all subject areas.** During these scheduled Conferences, your EC will review your student's work and celebrate his/her achievements.

To help your EC assess your child's progress, unless otherwise instructed, **Parent Educators are expected to review/correct all work, and bring everything your student did during the Learning Period when you meet for your conferences. Every student is expected to write his/her name on all assignments, and every assignment should be dated.**

Your EC will choose 2 representative samples from each subject area (English Language Arts, Mathematics, Science, Social Studies, and Writing) to complete your Work Record for that Learning Period. **For each subject area, a sample from the first and second month of the Learning Period will be collected for the student's permanent record.**

In addition to the typical worksheets, workbook pages, and end-of-lesson quizzes, Parent Educators should refer to the information on the next page for creative ideas for other appropriate examples of student work to bring to their conferences.

RECORD KEEPING & STUDENT WORK

Student Work Sample Ideas: Going Beyond the Workbook / Curriculum	
Reading / Literature K-8 Bring a book to read from Reading log Photos of projects/activities Computer program printouts Storytelling or recitation Novel unit activities 3-8 Book reports/reviews/summaries Design jackets for books read Creative retelling of stories	Language / Writing / Spelling K-2 Dictated stories Shared writing stories Handwriting practice K-8 Labeled photo journal or album Journal pages Homemade books Computer program printouts Spelling program samples Google Slides presentations
Math K-2 Count out loud Cooking K-8 Family Math games / photos Computer program printouts Photos of manipulative activities Real life project using math skills Created games and puzzles Newsletter Math solution 3-8 Data collection and analysis	Science K-3 Calendar/seasons/weather Pet care Cooking 3-8 Field trip photos Science journal Photos of experiments/projects Class participation activities Science pack activities Lab write-ups (pictures/sketches/words) Nutrition: plan a meal Research projects Online activities (print, oral report)
Social Studies K-8 Holiday activities Family/heritage research Novel unit activities Projects/photos History activity day activities Timelines Maps Dramas – perform or video, oral Recitations 3-8 Historical perspective journal Interviews Simulations and role plays Research projects/presentations	Art / Music / Drama K-8 Programs from recitals/plays Pictures of artwork Project photos Video/Audio tapes Demonstrate music skills Art pack projects Projects from vendor classes P.E. Activity Logs Photos Outside Vendor certificates Team Sport Printables

RECORD KEEPING & STUDENT WORK

Student Writing Samples

In addition to the core subject area Student Work Samples collected at the conclusion of each Learning Period, the collected work will include **at least two complete Student Writing Samples**.

A “complete” Writing Sample should showcase the student’s understanding of the writing process and include three parts: an organizer (brainstorming, outline, or other prewriting tool), rough draft(s), and final draft.

TK/K-1st Grade Writing Samples will look different from upper grade samples. Writing Samples should reflect the level at which your child is working. Therefore, TK/K-1st samples may be pieces dictated to the Parent Educator, letter formation practice (rainbow writing, printing practice), a project related to a story read, or lists.

All Parent Educators are encouraged to explore writing in different genres and for different purposes with their children. Use the ideas below to complete a variety of writing experiences throughout the school year from the three primary writing domains described below. Many of the ideas can be written as either prose or poetry; encourage your child to attempt both forms of writing. Students are also free to explore the use of a variety of digital tools and skills, including typing (especially final drafts for upper grade students). For further suggestions for writing assignments and writing instruction help, speak with your Education Coordinator.

Primary Writing Domains
<p><u>Personal / Fictional Narrative:</u> develops real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>The key to narratives is that they must show the passage of time. Both personal and fictional narratives have a beginning, middle and end. They also include a setting and characters. A problem to solve or a conflict will make them more interesting to read.</p> <p>Examples include: short stories, legends, fables, journal entries, etc.</p>
<p><u>Expository / Informative / Explanatory:</u> shares information with the reader by examining a topic and conveying ideas and information clearly and accurately.</p> <p>The common element in all expository writing is that it shares information with the reader. Most often, this information is gleaned through research. To make it easy to understand, expository writing should be centered upon several key points, with supporting details for each one. Expository pieces are evidence-based writing.</p> <p>Examples include: a book report, news article, brochure, invitation, operating instructions/how-to, movie review, biographical summary, report, etc.</p>
<p><u>Opinion / Persuasive / Argumentative:</u> relies on clearly organized evidence to explain and support a specific position on a topic or issue.</p> <p>Opinion writing is the writer’s personal expression of their belief/opinion on a topic (“chocolate is <i>my</i> favorite candy”). Persuasive writing has the goal of convincing a specific reader of the validity of an opinion offered by choosing several points and then supporting those points with factual evidence (“chocolate should be <i>your</i> favorite candy”). Argumentative writing is informative writing taken to the next level, as the writer leads a more general audience toward a specific conclusion by making clear, logical connections between factual evidence and opinion/beliefs (“dark chocolate is the most healthy candy option”).</p> <p>Examples include: the 8th grade speech, advertisements, political or legislative opinion, book/movie critique, or a compare/contrast essay.</p>

RECORD KEEPING & STUDENT WORK

Writing Sample Checklist

Use this chart to keep track of the variety of writing samples that your child completes and provides to your Education Coordinator. Strive to explore each genre at least once in the school year.

Student Name _____

Learning Period	Writing Samples Completed
1	Sample 1 Title: _____ Type (circle choice): personal narrative, fictional narrative, informative/explanatory, opinion/argument Form (circle choice): prose, poetry Sample 2 Title: _____ Type (circle choice): personal narrative, fictional narrative, informative/explanatory, opinion/argument Form (circle choice): prose, poetry
2	Sample 1 Title _____ Type (circle choice): personal narrative, fictional narrative, informative/explanatory, opinion/argument Form (circle choice): prose, poetry Sample 2 Title: _____ Type (circle choice): personal narrative, fictional narrative, informative/explanatory, opinion/argument Form (circle choice): prose, poetry
3	Sample 1 Title _____ Type (circle choice): personal narrative, fictional narrative, informative/explanatory, opinion/argument Form (circle choice): prose, poetry Sample 2 Title: _____ Type (circle choice): personal narrative, fictional narrative, informative/explanatory, opinion/argument Form (circle choice): prose, poetry
4	Sample 1 Title _____ Type (circle choice): personal narrative, fictional narrative, informative/explanatory, opinion/argument Form (circle choice): prose, poetry Sample 2 Title: _____ Type (circle choice): personal narrative, fictional narrative, informative/explanatory, opinion/argument Form (circle choice): prose, poetry
5	Sample 1 Title _____ Type (circle choice): personal narrative, fictional narrative, informative/explanatory, opinion/argument Form (circle choice): prose, poetry Sample 2 Title: _____ Type (circle choice): personal narrative, fictional narrative, informative/explanatory, opinion/argument Form (circle choice): prose, poetry

PREPARING FOR LEARNING PERIOD CONFERENCE MEETINGS

Throughout Each Learning Period:

- **Provide daily monitoring, instruction, and correction of work for your student.** Ensure that you provide the minimum number of hours of quality educational time each week per the Master Agreement, Parent/Guardian Understandings 2-3:
 - **Kindergarten:** 20 hours weekly
 - **Grades 1-3:** 24 hours weekly
 - **Grades 4-8:** 25 hours weekly
- **Reference HCS' Attendance Logs to keep track of official school days.** Initial all days in which the student engaged in learning activities that meet the goals of the Charter School. Promptly turn in Attendance Logs at the end of each month.
- **Reference curriculum pacing guides** (within your curricula or created by HCS) to help you plan out your child's progress
- **Use a Lesson Planning Book to sketch out goals ahead of time;** record completed lessons, projects, activities, and simulations; keep track of progress
- **Correct your student's work daily** (and collaboratively) and use curriculum assessments to assess progress toward mastery
- **Keep an ongoing booklist** that is updated as each book is read or completed
- **Keep an ongoing list of educational fieldtrips and extracurricular activities**
- **Take photos to document educational activities** (these can be emailed to your Education Coordinator prior to your Conference), and encourage your student to journal, draw, or take notes to reflect on these experiences

Remember: Your Education Coordinator is available to you to answer all your questions and address any concerns you may have throughout the school year – not just at Conference times!

PREPARING FOR LEARNING PERIOD CONFERENCE MEETINGS

Bring the Following to Every Conference:

- **Your Child!** Students should come to conferences prepared to share about at least 1 learned concept, project, or fieldtrip in each subject area. Beginning readers and emerging readers should be prepared to read from some of their curriculum. Fluent readers should come prepared to read a writing project. Students should also be able to discuss some content areas that they've focused on during the Learning Period using some related vocabulary and facts that reveal a depth of understanding about the topic.
- **Progress Update:** A summary of curriculum lessons completed during the Learning Period. Be sure to include any computer-based curriculum lessons as well (i.e., Math from lesson 34-94; Reading completed Theme 2; workbook pages 19-40; Lexia Core 5 20 minutes daily, completed Level 5). If using privately purchased curriculum, bring the curriculum to the meeting with a copy of the Table of Contents.
(It is best to send progress notes to your EC ahead of your Conference!)
- **A summary of projects, field trips, and extracurricular activities completed during the Learning Period.** Examples might include dry ice experiments, building a ship model, making Egyptian jewelry, or visiting the zoo and wrote an animal report/sketch.
(This can always be sent to your EC ahead of your Conference!)
- **Student Work Samples:** Student workbooks, binders, pictures, complete writing projects, and photos if they haven't been emailed ahead of the Conference. Your EC will select two work samples from each major subject area: Language Arts, Math, Science, and Social Studies (one representative sample collected from each month of the Learning Period). **Each collected sample should be corrected, dated, and have student's name written on it.** Photos of projects, activities, and fieldtrips, may count as a sample. Samples must be turned in at the meeting. Please make copies ahead of time (or email scans to your EC ahead of your Conference) if you or your child wishes to keep the originals.
- **A summary of any changes for the next Learning Period.** If classes, goals, activities, or curriculum are going to change for the next Learning Period, be prepared to let your Education Coordinator know so that student education goals can be adjusted for the next Learning Period.

SUMMARY OF CURRICULAR SUPPORT

Core Curriculum Resources

Our **Annex** houses all of our hard-copy curriculum items and makes them available through our **Resource Centers**; enrolled families are able to choose from a selection of core curriculum supporting English Language Arts (ELA), Mathematics, Science, and Social Studies across all grade levels (MA: Specific Resources – Materials and Personnel). In addition to core curriculum choices, we also offer an extensive collection of supplemental books and a variety of other resources for check-out. Consumable supplemental workbooks and limited school supplies are available, as well as copying and laminating services.

Please visit our Website for our Curriculum Catalog (found in the “Reference Binder” section under “Parent Resource”) – or stop by the Annex during its open hours to see what is available!

For subject-specific resources and opportunities, visit our **Website** under the **Curriculum Assistance** tab for a variety of tips, videos, and more information about our offerings.

Online Curricular Support & Assessment Tools

In addition to traditional curriculum, HCS offers access to a variety of online resources free to our families, including supplemental instructional programs, assessment tools, intervention tools, closed-system student Gmail and Google Drive access, and other resources to meet student needs across all subject areas. Some of the online curricular support offerings we make available to our families include:

- Accelerated Reader (AR)
- ALEKS
- Discovery Education
- Generation Genius
- Google Classroom/Drive
- iReady Math/Reading, Diagnostic & Instruction
- Lexia Core 5 / PowerUp
- MAP Testing
- Mystery Science
- Reflex Math & Frax
- Starfall
- STAR Reading
- ST Math
- Studies Weekly Science/History Online
- StudySync
- Typing Club
- ZEARN
- ...*And more!*

For more information about specific online offerings, support, and assessment tools, visit our Website under the **Curriculum Assistance** – and speak with your Education Coordinator.

SUMMARY OF CURRICULAR SUPPORT

On- and Off-Site HCS-Provided Opportunities

Each Resource Center is able to offer its own unique slate of classroom opportunities for our students. These opportunities range from grade-level-focused thematic classes to history activity days, STEM/STEAM projects and challenges, interest-based enrichment classes, instrumental music and choir, art, Outdoor Education, PE and sports, field trips... and more!

Class offerings vary from site to site and from one year to the next. Please visit our **Website** and watch **ParentSquare** for class announcements and registration opportunities for events taking place at your Resource Center!

Vendor Units: Off-Site Opportunities & Curriculum Purchases

Each enrolled student in HCS is allotted a quantity of “Vendor Units.” These Vendor Units represent money the family can put toward:

- **The purchase of classes or other experiences** provided by approved Vendors who contract with HCS to provide services to our enrolled families
- **The purchase of EC- and admin-approved curriculum or special materials** from Pre-Approved Vendors to add to your children’s homeschool experience
- Offsetting the cost of some off-campus special events/field trips provided by HCS

Speak to your Education Coordinator for more information about your family’s allotment of Vendor Units and protocols for using them.

Visit the **Vendors** page of our **Website**, under “**Parent Resources**,” to view our complete **Vendor Policy** for more information: hcs.hickmanschools.org/vendors.html

Our **Current Vendor Class List** (the list of Vendors providing instructional opportunities) and our **Pre-Approved Vendor List** (the list of Vendors of curriculum/materials and their specific order forms) receives updates often. Visit the **Vendors** page of our **Website**, under **Parent Resources**, for the most up-to-date information and Order Forms.