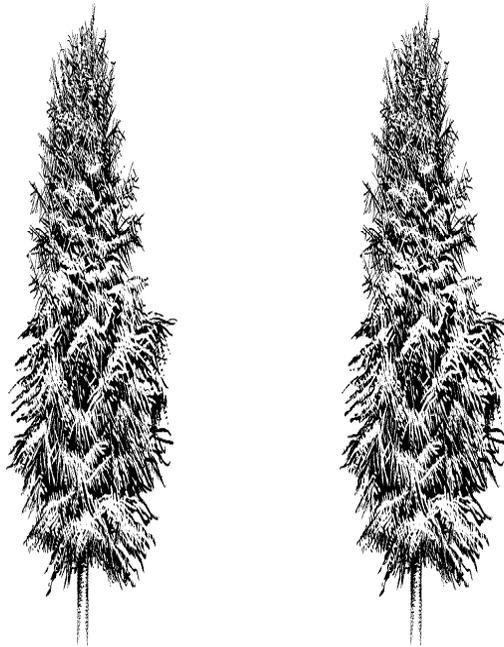


CONCRETE SCHOOL DISTRICT

Twin Cedars High School

“The Alternative Approach”



Student Handbook 2018-2019

Superintendent – *Mr. Wayne Barrett*

Director – *Mr. Mike Holbrook*

Lead Instructor – *Mrs. Mary Janda*

OVERVIEW OF TWIN CEDARS HIGH SCHOOL

ALTERNATIVE EDUCATION PROGRAM

Twin Cedars School, an alternative learning experience, involves learning in a different way and with a different model than many other alternative education programs. Differences are even more significant than those experienced in a traditional high school setting. This is information to provide students an overview of expectations and how the program functions.

All courses of study are planned with NO formal classroom instruction. Students will work independently and must be self-disciplined in order to finish their respective course studies. Students who might have trouble reading, studying independently, or organizing and managing time will find this option to be very difficult, if not impossible and should be discouraged from choosing this option. For those who still want to pursue this alternative education option and feel they will experience difficulty, a mentor (parent, guardian, or overseer) interested and committed to keeping students accountable, is a viable option that could lead to success. This program is designed for those who are making a dedicated attempt to complete their high school education, not just a place to be to fill an attendance obligation.

At the end of a course of study, the complete lessons are compiled in an organized manner in order to validate whether a student learned and earned the credits attempted toward graduation requirements. Some courses have tests that are required to be taken at the Concrete Alternative Learning Center classroom. If students require the use of a computer, they are available at this same classroom during Alternative school hours.

Along with the course of study work, each student is required to meet with school staff once a week throughout the school year during enrollment based on the Written Student Learning Plan. This weekly meeting is to review student progress (course work), take appropriate tests, or get help with course work/study.

The time commitment adds up weekly to average a minimum of 27 hours and 45 minutes of class/campus attendance and course contract study and homework hours. Attendance and homework is essential to completing the course work. (WAC 392-121-122)

Students may be dropped from the program if they are absent, without a valid excuse, more than four consecutive appointment days or when homework and consultation hours combined total less than 111 hours over a four week period (one month).

Mr. Mike Holbrook

Program Director, Alternative Ed.

GENERAL INFORMATION

TWIN CEDARS HIGH SCHOOL

45389 Airport Way Concrete, WA 98237

Mike Holbrook, Director (360) 853-4015; Wayne Barrett, Superintendent (360) 853-4000

Mary Janda, Instructor (360) 853-4049; Linda Joens, 504 Coordinator, Foster Care Liaison (360) 853-4025

Leilani Thomas Special Services Director, Homeless Liaison (360) 853-4008

The Concrete School District recognizes that there are as many different learning styles as there are learners. Thus, the district provides an alternative learning education program that is available to qualified students to provide multiple options in a positive and self-directed environment where at-risk students with alternative needs are encouraged to gain knowledge and complete the qualifications to earn a high school diploma. Along with these offerings, it is important to note that this includes preparation for roles in society, careers, and the world of work. The program is offered to students who meet admission criteria and their continuing attendance is dependent on their ability to comply with Twin Cedars High School policy and procedure. All admissions to the program is reserved by review of program director.

The teaching staff is available to guide the student in preparation of a Written Student Learning Plans (WSLP). This includes developing activities, finding resources, and determining assessment of learning with individuals. Helping with course work, assisting in determining the content of the course work, and to maintain all student records to satisfy student needs are among some of the other services provided.

A REQUIREMENT: The need for parents, guardians, and those overseeing student work is key to success. This is required of students 17 and younger. If someone is concerned, supportive, and involved as an overseer of studies, students are the most likely to experience success. This is second in importance only behind the personal discipline of study and required attendance in the program.

Students in an alternative program are expected to show independence and discipline. Often students will study in difficult environments, have time restraints to make consultation appointments, all the while maintaining a focused, determined, and earnest attitude. This is not easy, and even under the best conditions this is difficult; however, it is necessary to experience success and achieve the ultimate goal of high school diploma.

ADMISSION

It is strongly encouraged that applicants who wish to enroll show they have made the effort to survive the traditional school setting for at least one academic year. Typical examples of valid reasons for enrollment in the Twin Cedars High School:

1. Be a high school dropout and under 21
2. Current or past enrollment in the Twin Cedars School alternative program or past enrollment from another alternative learning education program
3. Pregnancy, parenting, or having some other physical condition that makes the alternative program the most appropriate educational setting for the student
4. Have a job that requires a minimum of 20 hours or more per week. Student must obtain a signed verification form from their employer
5. Behind in school credits for respective age and projected graduation year
6. Other personal incidents or issues which in the best interest of the student or of the regular program (traditional setting), makes alternative education the best choice
7. A desire and commitment to acquire a high school education.

NOTE: Students who have been expelled from the Concrete School District will not be accepted for enrollment in any program within the district. Long term suspended students may be considered for admission on a case-by-case basis.

ATTENDANCE

Regular attendance to comply with the weekly meeting is important and mandatory to the accomplishment of each student's program and ultimately prepares them for a more successful business, personal, and social life. In the event of a necessary absence, it is required to notify appropriate school staff. Under unusual and special circumstances, the weekly communication may be conducted by electronic means (telephone, email, etc.). This is available by previous arrangement and is always necessary in the event of absence and must be done prior to the student's regularly schedule consultation appointment.

Absence guidelines will be based on the following categories: 1) Illness; 2) Personal and/or family emergency; 3) Pre-arranged absence; 4) Religious observance

In the event of weather related school closures, Twin Cedars School operates under the same conditions of the Concrete School District; if school is closed for the day, so is the Twin Cedars School program. If weather conditions deteriorate during the day, school staff respects and honors student judgment as to whether travel is safe.

Twin Cedars program director will determine the validity of absences. Parents/Guardians or those overseeing the student's work/study experience are encouraged to notify the school with a signed note and an explanation following the student's return. Students may appeal the decision to program director (if denied an excuse) according to the procedure outlined in the Concrete High School Student handbook.

In the event a student cannot meet their required weekly conference, they must call in and explain or reschedule.

COMPLAINT PROCEDURES

The Concrete High School administration recognizes that students and parents may have concerns regarding the professional staff, support staff, or the instructional program. In general, most complaints can be resolved by informal discussions between the citizen and the staff member. Should the matter not be resolved, the principal shall attempt to resolve the issue through a conference with the citizen and the staff member.

The following school district procedures (Board Policy 4220) apply to the processing of a complaint which cannot be resolved in the manner described above:

- A. If the problem is not satisfactorily resolved at the building level, the citizen should file a written complaint with the superintendent which describes the problem, and a suggested solution. The superintendent should send copies to the principal and staff member.
- B. The principal and staff member shall respond to the superintendent in writing or in person.
- C. The superintendent shall then attempt to resolve the matter through a conference with the citizen, staff member, and principal.
- D. If the matter is still not resolved, the superintendent shall present the issue to the board. If the complaint is against a staff member, the complaint shall be handled in executive session in the presence of the staff member. The board shall attempt to make a final resolution of the matter. Any formal actions by the board must take place at an open meeting. If such action may adversely affect the contract status of the staff member, the board shall give written notice to the staff member of his/her rights to a hearing.

CONFERENCE TIMES (REQUIRED WEEKLY)

Conferences allow staff, student, and (as an option) parent/guardian/overseer to check on student progress every week. This is also an opportunity to evaluate student-learning plans and make adjustments, if needed, to make the process more meaningful so learning can take place.

COURSE CONTRACTS

Each student will receive a course contract that shows the assignments and activities required for that particular course of study. This contract will also be used during the weekly meeting to track student progress.

COURSE CREDIT AND PORTFOLIO REQUIREMENTS

ALL students enrolled in the Twin Cedars high school program are required to carry a full load of classes based on participation. Usually a student needs to average six course credits per year and successfully pass each based on the individual course requirements in order to graduate “on-time” as is expected of the regular school program students. Staff suggests that students take three credits per semester (half year or 18 weeks) for a total at the end of the year of six credits.

At the completion of a schedule of ALL assigned work, each student will compile the completed lessons into a portfolio in an organized, pre-determined manner. When the course is completed, this documentation (the portfolio) will be the final determination by teaching staff as to credit-worthiness.

COURSE/STUDY WORK ACCOUNTABILITY

Washington state law clearly provides guidelines for attendance and course/study work. Upon admission or filing of preliminary paper work, school accessible hours will be made available. Days of attendance are subject to school breaks, district planned school early dismissals, and other pre-announced cancellations. Students must meet the requirements of 25 hours of cumulative study. Students who fall behind may be dropped from the program and/or be subject to receiving NO COURSE WORK credit.

ALL students are required to attend a one-hour weekly meeting with the school director. These conference times are critical to tracking course work.

Work hours (job, employment) outside of home work/class study hours cannot be counted as a part of the home study time. Credit can be applied if such work experience meets the certain standards as governed by state law. Please see the school director if students might want to pursue work-based credits.

EDGENUITY

Edgenuity is an online program that offers a full suite of curriculum including AP, honors, elective, dual credit, and concept and credit recovery courses. Twin Cedars students who have high-speed Internet access at home can sign up for these courses to earn credits towards graduation. The courses combine direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery.

The Twin Cedars instructor will have access to and will monitor student progress; however, students will still need to come in and meet with the instructor on a weekly basis. Due to the limited number of portals that allow students to log in, a lack of adequate weekly progress may cause a student to forfeit the opportunity to use this online option of earning credits.

FILING FOR CREDITS

Each student will file for the course or class they plan to pursue on the form provided. Follow the instructions on each application and make sure appropriate staff collects and records the applications. This must be done at the time of enrollment and preparation of student learning plans.

GRADUATION REQUIREMENTS CLASS OF 2019-2020

All students who earn a Twin Cedars High School (Alternative Ed.) diploma will have **26.0 credits**. A student will receive a **.5 credit** for each class which meets **90 hours** or its equivalent in one semester and for which a student received a passing grade.

ENGLISH 4.0 CREDITS

9 th Grade Language Arts	1.0
10 th Grade Language Arts	1.0
11 th Grade Language Arts	1.0
12 th Grade Language Arts	1.0

SOCIAL STUDIES 3.0 CREDITS

CWP, Economics (Current Econ. Issues)	1.0
US History	1.0
World History, Sociology, Psychology	1.0

***Washington State History:** Taken in the 7th grade. (Needed to graduate, but does not count for high school credit.) Out of state students who enroll must have a state history course from another state or take an on-line or independent study course in Washington State History in order to be eligible for graduation.

MATHEMATICS 3.0 CREDITS

Algebra I, Algebra II, Geometry, Pre-Calculus
Financial Algebra

SCIENCE 2.0 CREDITS

Science 9, Science 10 (Biology), Chemistry, Physics

HEALTH AND FITNESS 2.5 CREDITS

PE, Body Conditioning, Healthy Choices (1/2 credit only)

CAREER AND TECHNICAL EDUCATION 2.0 CREDITS

Independent Living, Healthy Choices (1/2 credit only), Info. Processing,
Computer Applications, Culinary Arts, Woodshop, Yearbook,
Financial Algebra (if not used for math)

FINE ARTS 1.0 CREDIT

Art, Choir, Band, Strings/Guitar

ELECTIVES 8.5 CREDITS

Spanish I, Spanish 2. Non-core classes such as Woodshop, PE, Band, Art, and Teacher Assistant (juniors and seniors only) can be taken year-after-year. Generally, no more than one credit per year as a teacher assistant will be possible. After all state and district requirements are met, most classes may be taken as an elective credit.

**26.0 TOTAL
CREDITS**

GRADUATION REQUIREMENTS CLASS OF 2021-2022

All students who earn a Twin Cedars High School (Alternative Ed.) diploma will have **24.0 credits**. A student will receive a **.5 credit** for each class which meets **90 hours** or its equivalent in one semester and for which a student received a passing grade.

ENGLISH 4.0 CREDITS

9 th Grade Language Arts	1.0
10 th Grade Language Arts	1.0
11 th Grade Language Arts	1.0
12 th Grade Language Arts	1.0

SOCIAL STUDIES 3.0 CREDITS

CWP, Economics	1.0
US History	1.0
World History, Sociology, Psychology	1.0

***Washington State History:** Taken in the 7th or 8th grade. (Needed to graduate, but does not count for high school credit.) Out of state students who enroll must have a state history course from another state or take an on-line or independent study course in Washington State History in order to be eligible for graduation.

MATHEMATICS 3.0 CREDITS

Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus, Financial Algebra

SCIENCE 3.0 CREDITS

Science 9, Science 10 (Biology), Chemistry, Physics

HEALTH AND FITNESS 2.5 CREDITS

PE 9, Body Conditioning, Healthy Choices (1/2 credit only)

CAREER AND TECHNICAL EDUCATION 2.0 CREDITS

Independent Living, Healthy Choices (1/2 credit only) Info. Processing, Computer Applications, Culinary Arts, Woodshop, Yearbook, Financial Algebra (if not used for math)

FINE ARTS 2.0 CREDIT

Art, Choir, Band, Strings/Guitar

FOREIGN LANGUAGE 2.0 CREDIT

Spanish 1 and Spanish 2

ELECTIVES 2.5 CREDITS

All state and district course requirements must be met including electives which are designed to be enrichment to the core curriculum. Any approved class may be taken as an elective credit. Work with the instructor to determine which classes you may take or which ones you have taken that will count as electives.

**24.0 TOTAL
CREDITS**

GRADUATION REQUIREMENTS – OTHER

In addition to the minimum credit requirements, to earn a diploma each student must also:

1. Complete English Language Arts (ELA) state testing requirements: Students must pass the high school ELA Smarter Balance Assessment (SBAC) or a state-approved alternative;
2. Complete Math state testing requirements: Students must pass the high school math SBAC or a state-approved alternative;
3. Complete Science state testing requirements: Students in the Class of 2021 and beyond must pass the state test for Science.
4. Complete a High School and Beyond Plan: Within the first year of high school enrollment, each student shall develop a plan for satisfying the state and district's high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and district staff. The plan should include how the student will satisfy the district's academic credit requirements, preparation for successfully completing the statewide assessment, a description of the student's culminating project and the student's goals for the year following graduation. Each student's plan should be reviewed annually to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan.
5. Complete a Culminating Project consisting of a Written Portfolio and an Oral Presentation: During the course of their high school career each student shall complete a culminating project. The project shall demonstrate the student's ability to think analytically, logically and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems. The project will also have a connection to the world of work in that it will demonstrate that the student understands the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities.
6. Students must complete mathematics courses in one of the following progressive sequences.
 - a. Algebra I, Geometry, and Algebra II; or district approved alternative*
 - b. Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III; or district approved alternative*
 - c. Any combination of (a) and (b) in progressive sequence.
 - d. Algebra 1 credit will be awarded to middle school students upon successfully meeting course requirements and passing the math SBAC.

** In lieu of a third credit of mathematics students may choose an alternative mathematics course, if the parent/guardian agrees that the third credit mathematics elective is supportive of the student's education and career goals. Before approval of the elective third mathematics credit a meeting will be held with the student, the parent/guardian and school staff to discuss the student's High School and Beyond Plan and the mathematics requirements for post-secondary and career choices.*

The district will obtain a signed consent from the parent for the student to enroll in the alternative third credit of mathematics. The consent form will confirm the meeting, that the parent understands the impact of the selection on the student's educational and employment options, and that the alternative is most appropriate for the needs of the student.

Students may also satisfy the mathematics requirements by earning equivalency-based credit in career and technical education mathematics courses. Those credits must be recorded using the equivalent academic high school department designation.

STUDENT EXPECTATIONS

Students may be scheduled to be on campus during regular school hours; consequently, it is of utmost importance that student conduct be most appropriate relative to social interaction with daily attending students. **STUDENTS ARE NOT PERMITTED TO MEANDER ON CAMPUS BEFORE, AFTER, OR DURING THE OTHER PROGRAM'S SCHOOL HOURS—AT ANY TIME—NO EXCEPTIONS!** This will be strictly enforced and any student violating this requirement will be removed from the Twin Cedars program. After the weekly meeting with school staff, students will depart from campus **IMMEDIATELY.**

Reasonable and clearly stated expectations are the foundation of all successful educational experiences. What follows are the expectations to which all that participate in the Twin Cedars School Alternative Learning Education Program must subscribe. This agreement is between the student and the Concrete School District.

STUDENT RESPONSIBILITIES

Textbooks: All basic textbooks are loaned to students. The student pays for other supplies as needed. Textbooks are to be kept clean and handled carefully. All material must be checked out by the staff and returned after completing the respective studies. Books not returned may be charged back to the borrower and unless paid for, credit will not be given for that particular study.

Electronic Devices: Possession of cell phones are allowed, but cannot be used in the school building. Personal audio devices that only the student can hear are permitted. If telephones or personal audio devices cause a problem, they will be banned at the discretion of supervising staff.

Appearance Code: Students should use good taste on dress and grooming. The school expects students to follow good health practices for personal hygiene and to wear clean clothes. The principal and staff have final say on what is appropriate.

Tobacco, Alcohol, Drugs: Any student who buys, sells, takes, or is under the influence of tobacco, alcohol, or drugs on the school property will be removed from the program. All Washington schools are tobacco free zones. There is a NO SMOKING zone within one thousand feet of the school property. The school is required to report any incidents to the law enforcement authorities. Twin Cedars HS staff will enforce this policy and holds a zero tolerance regarding this behavior. There is no flexibility to issue warnings and none will be given.

Food: No food or drink is allowed in the near vicinity of computers. Conference times may permit food and beverage, though not likely because of contact duration. Please use your best housekeeping habits to avoid losing this freedom.

Parking/Automobiles: Students should find adequate parking in front of the middle school building. Please comply with the 10 MPH speed limit on campus and direction of travel.

Building Usage: The restroom facilities are for your convenience and cleanliness and order are required to maintain this privilege.

Forgery/Cheating: Students may not fraudulently use the name or identification of another, or of the school. Students may not alter school records, documents, files, or any other documents for their own purposes, or with malicious intent. The intentional deception in the preparation or completion of any school assignment, examination, or project, or in the conduct of any school-related activity is prohibited. The aiding or encouraging of such behavior by others is prohibited.

Other Concerns: Though it is anticipated that the maturity and focus of those attending this program will probably not be involved in some of the following, it is important to note that such events are so serious in nature they require informing students. If infractions occur, school officials may take immediate action to intervene and students may be subject to suspension or expulsion. The following are infractions that pose an immediate threat to the life and/or safety of an individual or to the property of the district:

1. Insubordination towards any adult on campus
2. Profanity directed at an adult, at each other, or using such language in conversation
3. Defacing school property and theft
4. Threatening behavior, such as” **Cyber-bullying**”, or other forms of bullying, harassment, intimidation, or fighting
5. Any action or expression considered inappropriate in an educational setting.
6. No interaction, socializing, wandering throughout the buildings, intimidation or other inappropriate activity will be tolerated toward any and all students who may be in attendance. A reminder: students are to come to school to take care of the business of school for their purposes and not use the time for visitation or other social activity.

Weapons on Campus. Concrete School District is a “Gun-Free School”. Bringing firearm on campus is a serious offense. (See Regulation of Dangerous Weapons p. 13)

1. There is a mandatory expulsion for firearms at school, on school grounds, in school provided transportation, or at school events.
2. Law enforcement must be notified.
3. Parent/ guardian must be notified.
4. Parents have the right to appeal.

Investigations by authorities. Students are required to cooperate with any investigation by proper authorities, school officials and law enforcement. Failure to do so may result in disciplinary measures.

Other program occupants. Other students and their parents use this facility and it is expected that there is no reason to bother their things. Use of the copier, computers, microwave, and other equipment for use in student study is certainly permitted.

WRITTEN STUDENT LEARNING PLANS (WSLP)

A written alternative learning plan shall be designed to meet the individual needs of the student, and shall be approved by a school official and any other person(s) as required by school district policy. Such WSLP shall be authored under the combined efforts with the student and guidance from the school staff, and approved by designated program staff. WSLP accompany and become a part of the student contract for the course subject they select or are required to study.

MAINTAINING PROFESSIONAL STAFF/STUDENT BOUNDARIES

The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their awareness of their role in protecting children from inappropriate conduct by adults.

The Concrete Board of Directors expects all staff members to maintain the highest professional, moral and ethical standards in their interaction with students. Staff members are required to maintain an atmosphere conducive to learning, through consistently and fairly applied discipline and established and maintained professional boundaries.

The interactions and relationships between staff members and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the educational mission of the schools.

Staff members will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve an educational or physical, mental and/or emotional health purpose. An educational purpose is one that relates to the staff member's duties in the district. Additionally, staff members are expected to be sensitive to the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will discuss issues with their building administrator or supervisor whenever they suspect or are unsure whether conduct is inappropriate or constitutes a violation of this policy.

The Concrete Board of Directors supports the use of technology to communicate for educational purposes. However, district employees are prohibited from inappropriate online socializing or from engaging in any conduct on social networking Web sites that violates the law, district policies or other generally recognized professional standards. Employees whose conduct violates this policy may face discipline and/or termination, consistent with the district's policies, acceptable use agreement and collective bargaining agreements, as applicable.

The superintendent or designee will develop staff protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

LEGAL REFERENCES:

RCW 28A.400	Crimes against children
RCW 28A.405.470	Crimes against children - Mandatory termination of certificated employees - Appeal - Recovery of salary or compensation by district.
RCW 28A.405.475	Termination of certificated employee based on guilty plea or conviction of certain felonies - Notice to superintendent of public instruction - Record of notices.
RCW 28A.410.090	Revocation or suspension of certificate or permit to teach - Criminal basis - Complaints - Investigation - Process.
RCW 28A.410.095	Violation or noncompliance - Investigatory powers of superintendent of public instruction - Requirements for investigation of alleged sexual misconduct towards a child - Court orders - Contempt - Written findings required.
RCW 28A.410.100	Revocation of authority to teach - Hearings.
WAC 181-87	Professional Certification - Acts of Unprofessional Conduct
WAC 181-88	Sexual Misconduct, Verbal and Physical Abuse - Mandatory Disclosure - Prohibited Agreements

SEXUAL HARASSMENT

This district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.

Definitions

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” includes:

- acts of sexual violence;
- unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;
- unwelcome sexual advances;
- unwelcome requests for sexual favors;
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;
- sexual demands where submission or rejection is a factor in an academic, or other school-related decision affecting an individual.

How do I report sexual harassment?

You can report sexual harassment to any school staff member, school counselor, or to the district's Title IX Officer: Wayne Barrett, 360-853-4000.

For a copy of our district’s Sexual Harassment policy (Policy No. 3205) and procedure, contact the district office at 360-853-4000.

ANNUAL NOTIFICATION TO PARENTS REGARDING CONFIDENTIALITY OF STUDENT RECORDS

Confidentiality of education records is a right of public school students and their parents. This right is provided for by two federal laws, the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act (FERPA). Under these laws, "education rights" means those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. Of course, education records are maintained on every child enrolled in a public school. The types of information gathered and maintained includes, but is not limited to: the student's and parent's names, address and telephone number; the student's date and place of birth, date of enrollment in the school, records from previous schools attended, attendance record, subjects taken, grades, school activities, assessment results, number of credits earned, immunization records, disciplinary records, if any, correspondence from parents, and child find and other screening results, including hearing and vision screening results.

In addition, for children with disabilities, education records could include, among other things, evaluation and testing materials, medical and health information, each annual Individualized Education Program (IEP), notices to parents, notes regarding IEP meetings, parental consent documents, information provided by parents, progress reports, assessment results, materials related to disciplinary actions, and mediation agreements.

The information is gathered from a number of sources, including the student's parents and staff of the school of attendance. Also, with parental permission, information may be gathered from additional sources, including doctors and other health care providers.

This information is collected to assure proper identification of a student and the student's parents and the maintenance of accurate records of the student's progress and activities in school. For children with disabilities, additional information is collected in order to assure the child is identified, evaluated, and provided a Free Appropriate Public Education in accordance with state and federal special education laws.

Each agency participating under Part B of IDEA must assure that at all stages of gathering, storing, retaining and disclosing education records to third parties that it complies with the federal confidentiality laws. In addition, the destruction of any education records of a child with a disability must be in accordance with IDEA regulatory requirements.

The federal Family Policy Compliance Office of the U.S. Department of education has provided the following notice of parents' rights under FERPA. In accordance with IDEA, the rights of the parents regarding education records are transferred to the student at age 18.

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

(1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask a school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

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

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, a school may disclose education records, without consent, to officials of another school district in which a student seeks or intends to enroll, if the school states in its annual notification of FERPA rights that it forwards records on request.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by a school to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202-4605
202-260-3887 Voice
1-800-877-8339 TDD

A school may designate information in education records as "directory information" and may disclose it without parent consent, unless notified that the school is not to disclose the information without consent. The law defines "directory information" as follows:

The student's names, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletics teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

REGULATION OF DANGEROUS WEAPONS ON SCHOOL PREMISES

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. The superintendent is directed to see that all school facilities post “Gun-Free Zone” signs, and that all violations of this policy and RCW 9.41.280 are reported annually to the superintendent of Public Instruction.

The following persons may carry firearms into school buildings, as necessary, although students engaged in these activities are restricted to the possession of rifles on school premises:

- A. Persons engaged in military, law enforcement, or school district security activities;
- B. Persons involved in a school authorized convention, showing, demonstration, lecture or firearm safety course;
- C. Persons competing in school authorized firearm or air gun competitions; and
- D. Any federal, state or local law enforcement officer.

The following persons over eighteen years of age and not enrolled as students may have firearms in their possession on school property outside of school buildings:

- A. Persons with concealed weapons permits issued pursuant to RCW 9.41.070 who are picking up or dropping off students; and
- B. Persons conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the weapon is secured within an attended vehicle, is unloaded and secured in a vehicle, or is concealed from view in a locked, unattended vehicle.

Persons may bring dangerous weapons, other than firearms, onto school premises if the weapons are lawfully within the person's possession and are to be used in a school-authorized martial arts class.

Persons over eighteen years of age and persons between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices on school property. No one under eighteen years of age may deliver such devices, nor may anyone eighteen years or older deliver a spray device to anyone under fourteen or to anyone between fourteen and eighteen who does not have parental permission.

Personal protection spray devices may not be used other than in self-defense as defined by state law. Possession, transmission or use of personal protection spray devices under any other circumstances is a violation of district policy.

School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy shall be subject to discipline, including a one-year expulsion for a violation involving a firearm. However, the superintendent may modify the one-year expulsion on a case-by-case basis.

Concrete School District Policy No. 4210
Community Relations

Cross References:	Board Policy 3240 Board Policy 3241	Student Conduct Corrective Actions or Punishment
Legal References:	RCW 9.41.280 RCW 9A.16.020 RCW 9.91.160 RCW 28A.600.420	Dangerous weapons on school grounds Use of force — when lawful Personal Protection Spray devices Firearms on school premises, transportation, or facilities — Penalty — Exemptions
Management Resources:	<i>Policy News</i> , August 2006 Weapons on School Premises <i>Policy News</i> , August 1998 State Encourages Modification of Weapons Policy <i>Policy News</i> , October 1997 Legislature also addresses “look-alike” firearms	

TITLE I—PARENTAL INVOLVEMENT

- I. The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating in district programs. The Board views the education of students as a cooperative effort among school, parents and community. The Board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents:
 - A. Play an integral role in assisting their child’s learning;
 - B. Are encouraged to be actively involved in their child’s education at school; and
 - C. Are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
- II. The board of directors adopts as part of this policy the following guidance for parent involvement. The district shall:
 - A. Put into operation programs, activities and procedures for the involvement of parents in all of its Title I schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children;
 - B. Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance.
 - C. Build the schools’ and parents’ capacity for strong parental involvement;
 - D. Coordinate and integrate Title I parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, State-run pre-schools;
 - E. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I-related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and
 - F. Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement are spent.

Legal References: PL 107-110, Section 1118(a)

Management Resources: *Policy News*, October 2008
Policy News, June 2005
Policy News, August 2003

Family Involvement Policy
Title I Parental Involvement Policy
No Child Left Behind Update

LEGAL NOTICES

NON-DISCRIMINATION DISCLAIMER

The Concrete School District does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts of America and all the other designated youth groups listed in the Title 36 of the United State Code as a patriotic society. The following employees have been designated to handle question and complaints of alleged discrimination: Wayne Barrett is the Affirmative Action Officer and the Title IX Officer, (360)853-4000; Leilani Thomas is the Title 1,A and Special Education Director, (360) 853-4151; Linda Joens is the 504 Coordinator, the Compliance Coordinator, and the Homeless Liaison, (360) 853-4026. Concrete School District's address is 45389 Airport Way, Room 103, Concrete, WA 98237.

HOW TO FILE A CITIZEN COMPLAINT FOR FEDERAL PROGRAMS

www.k12.wa.us/Title I/ CitizenComplaintFederalPrograms.aspx

CHILD FIND

Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify and refer as early as possible all young children with disabilities and/or children who meet the McKinney-Vento definition of homeless. We are also seeking nominations for our Gifted Program as well. If you know of a child who lives within the Concrete School District who is newly born to five years old and who might need special education services, or children who might be homeless, or a child you believe is gifted in learning, please contact Leilani Thomas, Executive Director at 360-853-4151.

PARENT INVOLVEMENT OPPORTUNITIES

Anyone who would like to volunteer in our schools (classroom, field trips, library, working committees, sporting events, etc.) may contact the elementary, the high school or the district office for a volunteer application and /or information. You may contact the district office at (360) 853-4000, the elementary (360)853-8145 or the high school at (360) 853-4015. If you would like more information on the parent involvement policy #4130 you may access our website at www.concrete.k12.wa and then click on parents, Title 1, then click the parent involvement link. We appreciate you interest in volunteering.

DISTRICT WEBSITE

Please visit our district website, www.concrete.k12.wa.us, for more information about your child's school district. If you are not finding what you need, please call your child's principal at (360) 853-4015.

EDUCATIONAL PROGRAMS

TITLE I, A

Title I, Part A is a federal program that serves the unique needs of children — kindergarten to grade 12 — who struggle to learn. Title I programs and services enrich time at school with customized instruction and curricula that helps these students meet academic standards and take an active, engaged interest in what they learn and can do. Please contact Leilani Thomas at 360-853-4151 if you have any questions.

LAP (LEARNING ASSISTANCE PROGRAM)

LAP programs serve eligible students who need academic support for reading, writing, math, or who need readiness skills to learn these core subjects. With special emphasis on reading literacy in the early grades, schools use their state LAP funds to deliver supplemental services that give these students the strong start they need for academic success. Please contact Leilani Thomas at 360-853-4151 if you have any questions.

MCKINNEY-VENTO (HOMELESSNESS)

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. Please contact Linda Joens, our homeless liaison, at (360)853-4026 for more information. Please contact Leilani Thomas at 360-853-4151 if you have any questions.

SECTION 504 COMPLIANCE

The Concrete School District makes every effort to comply with Section 504 of the Rehabilitation Act of 1973 which protects the rights of individuals with disabilities. A child is a qualified disabled person if he or she is between age of 3 to 21 and has a physical or mental impairment that substantially limits one or more major life activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and/or working. If you feel that your child is a qualified disabled person outlined above and needs special help in school, please contact Leilani Thomas at 360-853-4151.

HIGHLY CAPABLE

What is a Highly Capable Learner? A Highly Capable (HC) learner is defined as “a student who has been assessed to have superior intellectual ability as exhibited by cognitive ability, specific academic achievement, and exceptional creativity” (OSPI, 2009).

The Highly Capable Program Consists of What Grade Levels? The Highly Capable program offers enrollment to students K-12.

Identifying Highly Capable Learners Students can be referred to the Highly Capable program by education staff, teachers, and parents. A referral to the Highly Capable program does not guarantee enrollment.

Is Parent Approval Required? YES. Parents are required to give written permission before testing, identifying and placement.

What Type of Testing will be done? Students will be required to participate in several different types of tests. Testing will include but is not limited to the Woodcock Johnson IV, Kaufman Brief Intelligence Test 2 (KBIT2), and SIGS. Tests will be administered by the school psychologist. Additional data will be collected for review: grades, state assessments and district assessments.

What Does the Program Offer? Students identified as Highly Capable will be taught by Highly Capable teachers, who will individualize their instruction to accommodate the educational needs of the identified students. Students enrolled in the Highly Capable program may be provided opportunities for accelerated learning, grouping arrangements that provide intellectual and interest peer group interactions, K-12 cooperative agreements between schools and institutions of higher education, and/or mentorships and career exploration opportunities. Please contact Leilani Thomas at 360-853-8116 if you have any questions.

QUALIFICATIONS OF STAFF

A parent's right to know information about a teacher's qualification as required by No Child Left Behind [Section 1111(6)(A) ESEA]:

At Concrete School District, we are proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I district, we must meet federal rules related to teacher qualification as defined in the No Child Left Behind. These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you at any time, you may ask:

- Whether the teacher met state qualification and certification requirements for the grade level and the subject s/he is teaching.
- Whether the teacher received an emergency or conditional certificate through which the state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.
- You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualification.

Our staff is committed to helping your child develop the academic knowledge and critical thinking skills that s/he needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any question about your child's assignment to a teacher or paraprofessionals, please contact Leilani Thomas, Executive Director, at (360) 853-4151.

TECHNOLOGY USE AGREEMENT

Concrete School District is pleased to offer student access to technology such as computer software, computer hardware, electronic communication, and Internet access. The smooth operation of these technologies relies upon the proper conduct of the users who must understand and follow strict rules. These rules are provided so that both students and parent have a clear understanding of the student responsibilities regarding technology use in the school setting. This agreement is legally binding and indicates that the signers have read and agree to abide by the terms and conditions herein. Penalties for violations will be determined by the building administrator.

Terms and Conditions

SAFETY

Access to District information resources is designed in ways that point students to resources, which have been reviewed and evaluated prior to use. While students may be able to move beyond those resources particularly suited to the learning objectives. Students may pursue independent electronic research only if they have been granted parent permission as indicated by parent authorization below. The use of e-mail or other electronic communication, which contains student identifying information, is restricted to the promotion of resource sharing, innovation and communication between educational institutions. All information, data and communication on District equipment is public and, as such, will be monitored and may be removed at the discretion of the District.

DISTRICT POLICY AND LEGAL ISSUES

The use of District-owned and operated technology must be in support of education and research consistent with the educational objectives and mission of Concrete School District. Use of District's network or computer resources must comply with the rules established within each site and/or classroom. Transmission or use of any material in violation of U.S. or State regulation is prohibited. This includes but is not limited to copyrighted material, threatening or obscene material or material protected by trade secret. All software installed on District equipment must be licensed by the District. The use of illegal or unlicensed software on District equipment is not allowed and will result in removal of the software and may result in prosecution.

THE FOLLOWING ARE NOT PERMITTED:

Sending or displaying offensive messages or pictures, using obscene language, cyber bullying, damaging computers, computer systems or computer networks, violating copyright laws, using another's password, trespassing in another's folders work or files, employing the network for commercial purposes, changing computer settings to personalize the computer, downloading anything off the Internet without the consent of the technology supervisor, moving computers or computer systems components, troubleshooting software or hardware problems, chatting, checking personal email, loading software without tech approval, instant messaging. Violations may result in a loss of access as well as other disciplinary or legal actions.

SECURITY

All District technology resources are public resources used for a broad variety of educational, record keeping and business operations. Security and dependability of these resources is critical. Attempting to violate security, harming or destroying equipment, modifying or misusing other people's information, or attempting to gain unauthorized access to someone else's account will not be allowed. Individual site policies will determine consequences to violations and students will be held accountable for any loss or damage. Specific policies and procedures will be presented to students within each site. Site policies and procedures will be updated regularly to include changes in technology, current issues of concern and other changes as needed.

ALE STATEMENT OF UNDERSTANDING

HOME-BASED INSTRUCTION

- Is provided by the parent or guardian as authorized under RCW 28A.200 and 28A.225.010.
- Students are not enrolled in public education.
- Students are not subject to the rules and regulations governing public schools, including course, graduation, and assessment requirements.
- The public school is under no obligation to provide instruction or instructional materials, or otherwise supervise the student's education.

CONCRETE SCHOOL DISTRICT ALTERNATIVE LEARNING– TWIN CEDARS HIGH SCHOOL

- Is authorized under WAC 392-121-182.
- Students are enrolled in public education either full-time or part-time.
- Students are subject to the rules and regulations governing public school students including course, graduation, and assessment requirements for all portions of the ALE.
- Learning experiences are:
 - Supervised, monitored, assessed, and evaluated by certificated staff.
 - Provided via a written student learning plan.
 - Provided in whole, or part outside the regular classroom.

STUDENT HANDBOOK STATEMENT OF UNDERSTANDING

As a student at Twin Cedars High School and one who may also participate in school-sponsored activities, I acknowledge that I have read the Student Handbook. I also acknowledge that I understand the penalties for violations of these rules and regulations and agree to abide by the procedures, guidelines, rules, and regulations included in this handbook. As a student, I have also read and agree to abide by the rules and regulations of the Concrete School District's Technology Use Agreement.

Student's Name (print) _____

Student's Signature _____ Date: _____

As the parent of a child who attends the Twin Cedars High School, I acknowledge that I have read the Student Handbook and the student activity rules and guidelines and agree to assist my child to obey the procedures, guidelines, specific rules, and regulations included in this handbook. I further acknowledge that I understand the penalties for rule violations.

As the parent or guardian of this student, I have read and agree to the Concrete School District's Technology Use Agreement and give permission for my child to be issued an account and to use district computers for Internet research. If I don't want my child to use the district computers for Internet research or other purposes, I will let the school know in writing.

I give permission for my child's picture to be used by the Concrete School District for purposes such as placing them in parent newsletters, in the hallway of our school, on posters that may be placed throughout the town, etc. They may also be used in a PowerPoint presentation for the school, yearbook, or a school website. If I don't want my child's pictures used for the aforementioned purposes, I will let the school know in writing.

Parent's Name (print) _____

Parent's Signature _____ Date: _____