

CHOICE Middle and High School



Student Handbook

2023—2024

www.choice.sheltonschools.org



Phone:

(360) 426-7664

Address:

**807 W. Pine St.
Shelton, WA**

Mission Statement

CHOICE will provide a safe, supportive educational environment for each student. We will help all students achieve personal and academic success so they can transition into higher education or the workplace, and become informed, productive citizens.

Office Hours: 7:30am - 3pm

Principal: Vernon Bruni - vbruni@sheltonschools.org

Counselor: Bracken Budge - bbudge@sheltonschools.org



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Welcome



Dear Parents/Guardians and Students,

Welcome to the CHOICE community; you are now a CHOICE Cat! C.H.O.I.C.E. is an acronym that stands for Challenging High School Opportunities in Continuing Education. CHOICE was founded in 1984 by Mr. Dennie Ross. It was apparent to Mr. Ross that many students had needs that remained unfulfilled and that Shelton needed an alternative to traditional high school. The school opened in 1984 and was located in the Collier Building on Birch Street. Two instructors and one secretary served 40 students the first year. After several years the school was expanded and moved to a new location, the Angle Education Center, on Pine Street. In the fall of 2003 CHOICE moved to its present location, occupying the old Evergreen Elementary building on 8th and Pine Street. Over the years the CHOICE staff has worked tirelessly to maintain our CHOICE culture and family-like feel. Our aim has always been to make sure that CHOICE is a safe, productive environment for all students. Additionally, students and staff strive to be productive members of the greater Shelton community, by contributing our time to service projects and events.

The 2023-2024 school year marks the 40th year of CHOICE. You are joining a family of staff and students who understand that education can be engaging, personalized, and hopefully fun. Further, our staff is dedicated to guiding students to prepare for college, the workforce, and becoming a productive citizen. We know all of these things can happen when learning is a journey taken by staff and students together and every person is dedicated to doing their best.

This year we are adding a full time mental health counselor to provide therapeutic group and individual sessions to students and families who need it most. We really live by our mission here at CHOICE, and we are adding this position to help us provide the safest and most supportive learning environment we can!

CHOICE is an Alternative Learning Experience school, which means that every student has a personalized Written Student Learning Plan (WSLP) that is created in collaboration with their advisor and parent/guardian. Most students will attend full days, but some may have a flexible schedule based upon their own needs. School is held on Monday, Tuesday, Thursday, and Friday, with asynchronous (virtual) learning on Wednesdays.

CHOICE is an accredited high school through AESD. We graduate 35—60 students annually, and we provide a personalized graduation ceremony at the end of each year. We will work hard toward continued tradition of success. It is our pleasure to welcome you to CHOICE as the newest member of our community.

The purpose of this handbook is to communicate the expectations of the Shelton School District and CHOICE Middle/High School in order to assure that all students, parents, teachers, staff, and community members can enjoy the educational opportunities offered by our school.

Please carefully review the following pages to ensure that the rights of all stakeholders are upheld in order to promote a positive learning environment.

As a reminder, we always say the key to SUCCESS at CHOICE and being a productive citizen in the community is: **Attendance, plus the ABC's: Attitude, Behavior, Cooperation.**

Sincerest Regards,

Vernon Bruni
Principal



Strategic Plan



GOALS



HIGH QUALITY
LITERACY INSTRUCTION



COLLEGE AND
CAREER READINESS



INVEST IN EFFECTIVE
EDUCATORS AND LEADERS



SAFE AND WELCOMING

BELIEFS

- 1 In outreach and collaboration with all communities, including those underrepresented. Our decisions reflect diverse perspectives.
- 2 All students deserve access to high-quality, rigorous, and engaging educational experiences that meet their needs, interests, passions, and post-secondary goals. These experiences help students discover their unique gifts and talents.
- 3 Authentic education requires cultivation of trust, communication, and acknowledgment of our barriers, met with courage and action to support all learners' growth.
- 4 In encouraging students to be their own agents of success, where their individual educational journey is front and center. Students are valued, heard, and respected by their peers and adults.
- 5 Relationships are key to student growth and empathy and compassion can bridge our differences.

INSPIRE . CHALLENGE . EMPOWER



District Calendar 2023-24



Shelton School District 2023-2024 School Calendar

Approved
February 28, 2023

August 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2024						
S	M	T	W	T	F	S
	H	N	3	4	5	6
7	8	9	10	11	T	13
14	H	16	17	18	19	20
21	22	23	ER*	25	26	27
28	29	30	31			

June 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

September 2023						
S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
10	11	12	ER*	14	15	16
17	18	19	20	21	22	23
24	25	26	ER*	28	29	30

February 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	ER*	15	16	17
18	H	N	21	22	23	24
25	26	27	28	29		

- First/Last Day for Students
- Non-School Day
- Holiday—No School
- Early Release: 3 hours
- Early Release: 3 hours
- Early Release: 1 1/2 hours for Professional Learning Time *

October 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	ER*	12	13	14
15	16	17	18	19	T	21
22	23	ER	ER	ER	ER	28
29	30	31				

March 2024						
S	M	T	W	T	F	S
					T	2
3	4	5	ER*	7	8	9
10	11	12	ER	14	15	16
17	18	ER	ER	ER	ER	23
24	25	26	27	28	29	30
31						

- Aug. 30 New Teacher Orientation
- Sept. 4 Labor Day
- Sept. 5 Learning Improvement Day
- Sept. 6 First Day of School
- Sept. 13 1 1/2 Hour Early Release*
- Sept. 27 1 1/2 Hour Early Release*
- Oct. 11 1 1/2 Hour Early Release*
- Oct. 20 3 Hour Early Release—Staff Training
- Oct. 24-27 3 Hour Early Release—Conferences
- Nov. 8 1 1/2 Hour Early Release*
- Nov. 10 No School—Veteran’s Day Observed
- Nov. 22 3 Hour Early Release
- Nov. 23-24 No School—Thanksgiving
- Dec. 4 2nd Trimester Begins
- Dec. 6 1 1/2 Hour Early Release*
- Dec. 19 3 Hour Early Release
- Dec. 20-Jan. 2 No School—Winter Break
- Jan. 12 3 Hour Early Release—Staff Training
- Jan. 15 No School—Martin Luther King, Jr.
- Jan. 24 1 1/2 Hour Early Release*
- Feb. 14 1 1/2 Hour Early Release*
- Feb. 19-20 No School—Mid-Winter Break
- March 1 3 Hour Early Release—Staff Training
- March 6 1 1/2 Hour Early Release*
- March 13 3 Hour Early Release
- March 14 3rd Trimester Begins
- March 19-22 3 Hour Early Release—Conferences
- April 1-5 No School—Spring Break
- April 17 1 1/2 Hour Early Release*
- May 1 1 1/2 Hour Early Release*
- May 15 1 1/2 Hour Early Release*
- May 27 No School—Memorial Day
- June 13 Last Day of School
- June 14-18 *Makeup Days If Needed*

November 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	ER*	9	H	11
12	13	14	15	16	17	18
19	20	21	ER	H	N	25
26	27	28	29	30		

April 2024						
S	M	T	W	T	F	S
	N	N	N	N	N	6
7	8	9	10	11	12	13
14	15	16	ER*	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2023						
S	M	T	W	T	F	S
					1	2
3	4	5	ER*	7	8	9
10	11	12	13	14	15	16
17	18	ER	N	N	N	23
24	N	N	N	N	N	30
31						

May 2024						
S	M	T	W	T	F	S
			ER*	2	3	4
5	6	7	8	9	10	11
12	13	14	ER*	16	17	18
19	20	21	22	23	24	25
26	H	28	29	30	31	



Daily Schedule



Students attend classes Monday, Tuesday, Thursday, and Friday

Wednesday is designed for independent study classes and make-up work.

Students who are not passing all of their classes at check-in may be required to come to Wednesday tutoring.

Monday, Tuesday, Thursday, Friday

Class	Min.	Times
Breakfast	15	7:40 - 7:55
Morning Mtg./ Announcements	15	7:55 - 8:10
1	55	8:10 - 9:05
Passing	5	9:05 - 9:10
2	45	9:10- 9:55
Pass/B-fast After the Bell	15	9:55 - 10:10
3	45	10:10 - 10:55
Lunch	30	10:55 - 11:25
Advisory	15	11:25 - 11:40
4	55	11:40 - 12:35
Passing	3	12:35 - 12:38
5	45	12:38 - 1:23
Passing	3	1:23 - 1:26
6	44	1:26 - 2:10



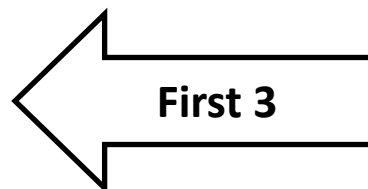
Conference/Early Release Schedule



During conferences or certain District directed early release days we will have 1/2 days that will alternate between our first 3 periods and our last 3 periods.

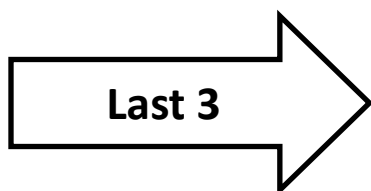
Conference/Early Release A Schedule

Class	Min.	Times
Breakfast	15	7:40 - 7:55
Morning Mtg./ Announcements	15	7:55 - 8:10
1	45	8:10 - 8:55
Pass/B-fast After the Bell	15	8:55 - 9:10
2	45	9:10- 9:55
Passing	5	9:55 - 10:00
3	45	10:00 - 10:45
Lunch	30	10:45 - 11:15



Conference/Early Release B Schedule

Class	Min.	Times
Breakfast	15	7:40 - 7:55
Morning Mtg./ Announcements	15	7:55 - 8:10
4	45	8:10 - 8:55
Pass/B-fast After the Bell	15	8:55 - 9:10
5	45	9:10- 9:55
Passing	5	9:55 - 10:00
6	45	10:00 - 10:45
Lunch	30	10:45 - 11:15





Late Start/Weather Delay Schedule



2-Hour Weather Delay

Class	Min.	Times
Breakfast	10	9:40 - 9:50
1	35	9:50 - 10:25
Pass/B-fast After the Bell	10	10:25 - 10:35
2	35	10:35 - 11:10
Passing	5	11:10 - 11:15
3	35	11:15 - 11:50
Lunch	30	11:50 - 12:20
4	35	12:20 - 12:55
Passing	3	12:55 - 12:58
5	35	12:58 - 1:33
Passing	3	1:33 - 1:36
6	34	1:36 - 2:10



Assembly Schedule



Class	Min.	Times
Breakfast	15	7:40 - 7:55
Morning Mtg./ Announcements	5	7:55 - 8:00
1	45	8:00 - 8:45
Passing	5	8:45 - 8:50
2	45	8:50 - 9:35
Pass/B-fast After the Bell	10	9:35 - 9:45
3	45	9:45 - 10:25
Lunch	30	10:25 - 10:55
Advisory/Attendance	10	10:55 - 11:05
Assembly	40	11:05 - 11:45
Passing	5	11:45 - 11:50
4	45	11:50 - 12:35
Passing	3	12:35 - 12:38
5	45	12:38 - 1:23
Passing	3	1:23 - 1:26
6	44	1:26 - 2:10



Testing Schedule



Class	Min.	Times
Breakfast	15	7:40 - 7:55
Testing Block	1:50	7:55 - 9:45
Passing	5	9:45 - 9:50
1	35	9:50 - 10:25
Pass/B-fast After the Bell	10	10:25 - 10:35
2	35	10:35 - 11:10
Passing	5	11:10 - 11:15
3	35	11:15 - 11:50
Lunch	30	11:50 - 12:20
4	35	12:20 - 12:55
Passing	3	12:55 - 12:58
5	35	12:58 - 1:33
Passing	3	1:33 - 1:36
6	34	1:36 - 2:10



State Testing



Washington students take state and federal tests regularly to assess their learning growth as well as the progress of the educational system as a whole. State tests include the following:

Smarter Balanced Assessments (SBA): English language arts (ELA) and math tests in grades 3–8 and 10 are required for federal and state accountability. The high school ELA and math assessments can also be used to meet a student's graduation pathway requirement.

<u>Grades</u>	<u>Subjects</u>	<u>Requirement/Availability</u>	<u>Testing Window</u>
3-8 and 10	ELA and math	Required for federal and state accountability.	Online: March 4 – June 7, 2024 Paper/Pencil: April 8 – May 17, 2024
11 and 12	ELA and math	Available to students who have not yet passed the ELA and/or math assessment and want to use it as a pathway to demonstrating post-secondary career or college readiness or who previously tested and would like to attempt a higher score.**	Online: March 4 – June 7, 2024 Paper/Pencil: April 8 – May 17, 2024*

Washington Comprehensive Assessment of Science (WCAS): Science tests for grades 5, 8, and 11 are required for federal and state accountability.

<u>Grades</u>	<u>Subjects</u>	<u>Requirement/Availability</u>	<u>Testing Window</u>
5, 8 and 11	ELA and math	Required for federal and state accountability.	Online: April 8 – June 7, 2024 Paper/Pencil: April 8 – May 17, 2024*

* Paper testing is available only to support large print, braille, and standard print forms (in English for ELA tests and English or Spanish for math tests) for students whose IEP or 504 plan states paper.

** Smarter Balanced assessments are also available to students in the classes of 2021 and earlier receiving special education services who have the option of taking the assessments at an Off-Grade Level if they are pursuing a CIA and their IEP team determines that is appropriate.

Washington - Access to Instruction and Measurement (WA-AIM): ELA, math, and science alternate assessments in grades 3–11 for students with significant cognitive disabilities documented in their Individualized Education Program (IEP) are required for federal and state accountability. The high school ELA and math assessments can be used to meet a student's graduation pathway requirement.

<u>Grades</u>	<u>Subjects</u>	<u>Requirement/Availability</u>	<u>Testing Window</u>
3-8 and 10	ELA and math	The WA-AIM ELA and Math are required for eligible students' federal and state accountability.	January 29—May 3, 2024
5, 8 and 11	Science	The WA-AIM Science is required for eligible students' federal and state accountability.	January 29—May 3, 2024



State Testing Cont.



Washington students take state and federal tests regularly to assess their learning growth as well as the progress of the educational system as a whole. State tests include the following:

WIDA Screener: Test that is used to determine the initial eligibility for English language development services for multilingual learners in grades K–12.

Grade-Level Cluster Form

Grades 6-8 Test

Grades 9-12 Test

Participating Grade (Semester)

Grade 6 (2nd Semester)

Grades 7 and 8 Grade 9 (1st Semester)

Grade 9 (2nd Semester)

Grades 10, 11, and 12

Annual WIDA ACCESS Assessments: Tests given to all students in grades K–12 who qualify for English language development services to determine which students remain eligible to continue receiving English language development services.

WIDA Alternate ACCESS: Test given to students in grades K–12 with significant cognitive disabilities who qualify for English language development services to determine which students remain eligible to continue receiving English language development services.

National Assessment of Educational Progress (NAEP): National test that measures what students across the country know and can do in ten subject areas, including mathematics, reading, writing, and science. Federal law requires the reading and math tests to be given at grades 4 and 8, every two years.



Graduation Requirements-Credits



<i>Graduating Class</i>	<i>2019</i>	<i>2020</i>	<i>2021 and beyond</i>
English	4.0	4.0	4.0
Mathematics <ul style="list-style-type: none">AlgebraGeometryAlgebra 2 or 3rd year math based on your HSBP	3.0	3.0	3.0
Science (must include two lab sciences)	2.0	2.0	3.0
Health & Fitness	2.0	2.0	2.0
Social Studies <ul style="list-style-type: none">Civics (.5)Modern World Studies (1.0)US History (1.0)History Elective (.5)	3.0	3.0	3.0
CTE (Career Technical Education)	1.0	1.0	1.0
2.0 Art or 1.0 Art and 1.0 Personal Pathway	1.0	1.0	2.0
World Languages (2.0 required for 4 year college or 2.0 personal Pathway)	0	0	2.0
CHOICE Requirements (HSBP, exit presentation, philanthropy, senior checklist)	1.0	.1.0	.75
Electives	5.0	5.0	3.25
Total Credits	22.0	22.0	24.0

In addition, each student must pass complete a High School and Beyond Plan, earn 75 hours of philanthropy, pass Washington State History, and complete an exit presentation. Please ask your advisor for more details on the specific requirements for your graduating class.



State Assessments and Personal Pathways



Washington State law requires that all students complete a Graduation Pathway as one of their requirements.

Career/Technical Field = CTE Course Sequence

- ✓ Complete 2.0 or more credits that either include a dual credit course or lead to an industry recognized credential
- ✓ Complete a Core Plus program

Military Career Interest = ASVAB Exam (AFQT Section)

- ✓ Score for Class of 2021 = 31
- ✓ Check the State Board of Education website by September 1 annually (www.sbe.wa.gov/our-work/graduation-pathway-options/asvab)

Postsecondary Education = English Language Arts (ELA) and Math Courses & Exams

(Can use any combination of the ELA and math options listed in this section.)

- ✓ ACT (ELA = 14; math = 16) or SAT (ELA = 410; math = 430)
- ✓ Dual credit courses (1.0 credit total):
 - AP/IB/Cambridge: Earn a C+ in state-approved course (each term)
 - CTE Dual Credit (must earn high school credit)
 - College in the High School or Running Start courses (local approval)
- ✓ Dual credit exams (for state-approved courses):
 - AP = 3+
 - Cambridge = E or better
 - IB = 4+
- ✓ State assessments:
 - Smarter Balanced: ELA = 2548; math = 2595
 - WA-AIM: ELA = 104; math = 103
- ✓ Transition courses (1.0 credit total):
 - Bridge to College courses have state-level approval
 - Local articulation agreements between districts and sponsoring colleges

With questions, please contact OSPI staff at graduation.pathways@k12.wa.us.

Updated 8/13/2020



Washington Office of Superintendent of
PUBLIC INSTRUCTION

All students at CHOICE will have an advisory class where they will complete their High School and Beyond Plan. These lessons will help the students understand their options for after high school, including college, career and technical training schools, military, and the world of work. Each student needs to identify a personal pathway and take courses designed to prepare him/her for post-secondary options. Also, each student will update his or her High School and Beyond Plan every year, until it is complete in the senior year.

CTE Pathway

- Students identify areas of career interest
- Students take 2 –3 credits in a career pathway chosen by the student
- Some options include: commercial art, applied math, New Market Skills Center, Running Start courses

4 Year College Pathway

- 4 credits of math (including quantitative)
 - 4 credits of English
 - 3 credits of science
 - 2 credits of foreign language
 - 3 credits of history
 - 2 credits of art
- 1 credit of CTE
4 credits of electives



Meet the Staff



Counselors

Alyssa Gonzales, Mental Health
Bracken Budge, School
Cheri Landry, Prevention/Intervention

Custodial Staff

Dan Milnes
Darleen Westermann

ELL Student and Family Support

Services

Betty Uriostegui

Food Services

Cameron Osier
Sarah O'Connor

GEAR UP Staff

Diva Nation, Student Support Specialist
Kaylyn Castellane, Tutor
Sharon Hobson, Coordinator

Indian Education Tutors

Hattie Williams - Skokomish

McKinney-Vento Student Support

Darren Marshall

Nurse

Avet Waldrop

Office Personnel

Becky Story, Bookkeeper/Registrar
Sherrie Emele, Administrative Secretary

Paraeducators

Kaylee Moore, MS/HS Para
Sarah Smotherman, Pathways Para
Scotti Crump, Pathways Para
Trivian Nault, MS/HS Para and Health Aide

Principal

Vernon Bruni

Teachers

Brendan Adams, High School Teacher
Christina Patrick, iLearn Academy Teacher
Jeb Dorn, MCJDC Teacher
Jerry Rice, High School Teacher
Karen Sachs, Middle School Teacher
Mike Kuhns, High School Teacher
Shannon Bowen, Special Education Teacher
Tami Stoutnar, Pathways Teacher
Vikki Voss, Special Education Teacher

Tech Services

Doug Fairhurst

School Psychologist

Michelle Wolfe



Our Mission and Vision



Mission Statement

CHOICE will provide a safe, supportive educational environment for each student. We will help all students achieve personal and academic success so they can transition into higher education or the workplace, and become informed, productive citizens.

Vision Statement

We envision CHOICE to be a safe, respectful environment where:

- ◆ Our students take responsibility for their education by rising to the challenge of rigorous, relevant curriculum and they consistently produce quality work as assessed by both their learning community and through self-evaluation
- ◆ Our staff members are compassionate individuals who model mutual respect, provide high quality instruction, inspire students to do their best, recognize achievements, and give the students the support they need to achieve their academic goals
- ◆ Our surrounding community recognizes the accomplishments of our students, and partners with us to make a positive impact on the young people of Mason County

Motto:

Respect Yourself and the Rights of Others

Mascot:

CATS

Colors:

Black and Purple





Purpose of Education



Students often ask themselves “Why am I in school?”

School is required, but it provides exposure to a variety of content that they might otherwise not be aware. School and the content requires nurtures student growth academically and personally. It prepares students for the responsibilities of adulthood. CHOICE can help students reach many goals, including skill development, job preparation, and civic involvement. However, our primary purpose is to help students graduate. Most students who attend CHOICE want to earn a high school diploma. Each of the past several years, we have had over 35-50 graduates receive their diploma from CHOICE.

What do you think? Why are you in school? Note your ideas here.

To graduate, focus on these tasks:

- ◆ Know your goals
- ◆ Know your current credit count
- ◆ Know how many credits you need to earn each quarter to graduate on time
- ◆ Attend school regularly so that you can earn your credits
- ◆ Seek out support for yourself





Community Agreements



Attentive Listening

Pay attention to ideas and feelings of others. Listen quietly while others are speaking. Seek to understand the ideas and feelings of others.

Appreciation/No Put Downs

Treat others kindly. Express appreciation to others. Avoid negative comments, hurtful gestures and behaviors.

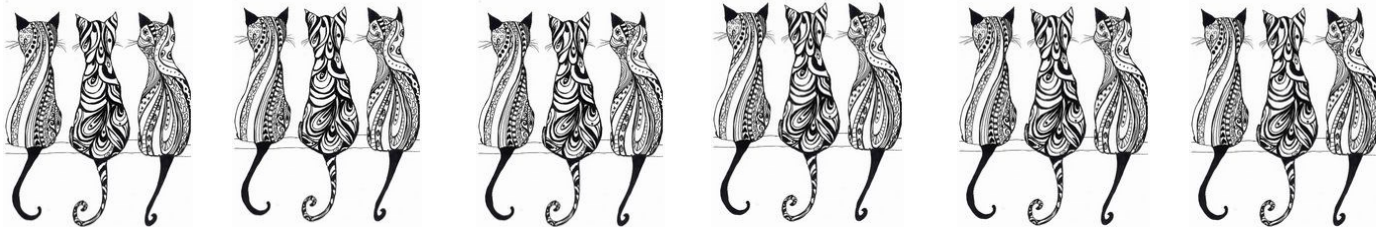
Right to Participate

Participate respectfully in group activities. Find ways to be positively involved in the learning environment.

Mutual Respect

Appreciate individual and cultural differences. Affirm the values of others. Offer feedback that encourages growth.

The primary value at CHOICE is that students and staff work together to make our community a safe and productive environment. You have the opportunity to partner with staff to make this the best possible educational environment. You are invited to become a member of our CHOICE community. We look forward to your contributions.



The key to SUCCESS at CHOICE and being a productive citizen in the community is:

Attendance plus the A,B,C's:

Attitude, Behavior, Cooperation



Alternative Learning Experience (A.L.E.)



CHOICE is an Alternative Learning Experience (ALE) school.

The intent of ALE is to ensure that students have educational opportunities designed to meet their individualized needs. which means that every student has a personalized Written Student Learning Plan (WSLP) that is created in collaboration with their advisor and parent/guardian.

Students of ALE Schools Need: Written Student Learning Plan (WSLP)

The WSLP must have:

- a) Beginning and end dates.
- b) Estimate of the student's weekly hours by a certificated teacher.
- c) For online and remote courses, a description on how weekly contact will be met.
- d) Description of the ALE course work and course type.
- e) Responsible certificated teacher for each course.
- f) Required instructional materials for each course.
- g) Description on how and when the monthly evaluation will be provided.
- h) Syllabus outlining whether the ALE course meets state academic learning requirements and other goals and objectives, including a course name and course code. It should be easily accessible to all stakeholders (e.g., in student files, a centralized notebook, or online) and clearly identify the requirements a student must meet to successfully complete the course or coursework.
- i) Dated approval by a certificated teacher

Monthly Progress Reviews & Intervention Plans

Monthly evaluation to determine satisfactory or unsatisfactory progress completed during the month being reviewed or by the 5th school day of the following month. The evaluation must:

- a) Be conducted by a certificated teacher.
- b) Be communicated to the student, and for grades K–8, also to the student's parent(s).
- c) Be based on the learning goals and performance objectives in the WSLP.
- d) Be consistent with the district student evaluation and grading procedures and based on teacher's judgment.
- e) Include direct personal contact unless the prior month's evaluation was satisfactory, or the evaluation is conducted in the final month of the year at which time it may be in the form of delivery of final grades.
- f) Include an intervention plan within 5 days if progress is determined to be unsatisfactory. This should be a plan for success, developed in collaboration with the student, and parent(s) for students in grades K-8. At a minimum, the intervention plan must include at least one of the following:
 - Increased contact with a teacher or change in the method of contact
 - Modification of the learning goals or performance objectives, and/or
 - Modification of the WSLP course or content.



Progress



Satisfactory Progress

Definition of Satisfactory Progress Each school or program determines a local definition of satisfactory versus unsatisfactory progress in ALE courses, according to board policy. The definition of progress may vary between districts but should include something measurable to guide the evaluation of whether the student is making satisfactory progress toward the learning goals and performance objectives defined in the WSLP. The definition should be clear to the student and outlined in the WSLP or in the monthly progress review. A determination of satisfactory progress must be consistent with school district student evaluation or grading procedures and be based on the professional judgment of a certificated teacher.

WSLP Adjustment or Change of Program

If, after three consecutive calendar months a student has not made satisfactory progress, despite documented intervention efforts the student either needs:

- 1 a substantial change to their WSLP, such as the student schedule, to more appropriately address their individual needs, or**
- 2 to be transferred to a more appropriate educational program in the school district.**

Examples of a substantial change to a WSLP might include but are not limited to student schedule changes:

- Split out courses so that the student is focused on one or two courses at an accelerated rate (e.g., completing a course per month), allowing them to focus on one or two subject areas at a time while still completing an appropriate grade level course of study annually.
- Change the delivery model, for example:
 - o switch to site-based and remote courses, rather than online courses,
 - o switch to online courses instead of site-based courses, or
 - o blend course types so the student has site-based and online courses.
- Change out the curriculum or teaching strategies for the courses so that there is more connection to place-based learning or involvement in project-based or multi-disciplinary studies.



Parent Agreements, Advisory and Check-ins



At the student's placement meeting, the parents/guardians will be asked to sign a contract agreeing to the following expectations. Students will also be asked to sign a list of expectations. Refusal to sign this contract means that CHOICE is probably not the right fit for your student, and we will attempt to help you find an appropriate educational alternative.

- As the parent/guardian, I have read the CHOICE attendance policy, and I understand that I must excuse my child's absence within five days. I agree to attend each check-in, or send another adult in my place. I also agree to keep my contact information up to date. I have also read the school district policy on attendance.
- As a parent/guardian, I agree to support the school's technology policy, and contact my child by calling the office if I need to reach him/her during the school day. I also agree to pick up my student's personal equipment if he/she has it out during class and has it confiscated by the principal.
- As a parent/guardian, I agree to support the school's substance abuse policy as outlined in the handbook above. I agree to arrange for a ride home for my student if he/she is under the influence of drugs, alcohol, or other substances at school, or if he/she is perceived to be under the influence.
- As a parent/guardian, I agree to support the school in enforcing the CHOICE discipline policy. I understand that if my student does not follow the discipline policy or live by the CHOICE Community Agreements, he/she may be transferred immediately to another program or school that more appropriately meets his/her needs

Advisory

Advisory is one of the most important components of CHOICE School. Your advisor is your primary advocate in the school. They will review your graduation requirements, work with you to create your daily schedule for the trimester, develop monthly academic goals and well as help you create your High School and Beyond Plan. Your advisor is someone you can talk to if you are having trouble at school or in your personal life.

Each advisory group meets on a regular basis for purposes of meeting graduation requirements, academic monitoring and support, career exploration, social/emotional support, and improving school culture. The members of your advisory should be people you can turn to for support, help with assignments, and general fun.

Monthly Goal Setting Meetings (Check-ins)

CHOICE students are required to meet with their advisors monthly to discuss academic progress, brainstorm support if educational progress is not being met, and finally set monthly learning goals. It is beneficial for students to have a mentor to sit in on these meetings. Generally, these meetings will occur the last Wednesday and Thursday of the month. There will be no regular classes on check-in days.

Check-ins are **REQUIRED**. **Attendance at check-in is required for each student; failure to attend check-in may result in loss of credit in advisory as well as potentially being dropped from the school.**

The emphasis on monthly check-ins is because this is your opportunity to review your progress, share concerns with your advisor, receive feedback, and plan for your future. At check-in your advisor will review graduation requirements as well as your most recent progress report. If you are struggling in your classes, you will be placed on academic probation until the next check-in, and appropriate interventions will be assigned. **Check-ins are also required, by law, as CHOICE in funding as an Alternative Learning Experience school.**



CHOICE Programs



CHOICE High School

Serves about 100 students in grades 9-12, who may need a flexible schedule or a smaller learning environment. Most students will attend four full days a week, from 7:45 a.m.—2:15 p.m., but students who need flexibility based on work, health issues, or other reasons may work with their advisor to create a modified schedule. When they first enroll, each student and their adult support person will work with their advisor to develop a unique individualized learning plan. They may be able to choose from dynamic classroom experiences, hands-on-learning labs, some creative arts, interactive projects, interdisciplinary classes and internet-based courses following the district curriculum. To stay in good standing, students will earn at least 2 credits per trimester. CHOICE will encourage students to become active citizens.

CHOICE Middle School

Serves 20 students in grades 7-8, who may need a smaller learning environment. These students will attend four full days a week, from 7:45 a.m.—2:15 p.m. They will be with the same teacher all day with push-in support from special education teachers and/or paraeducators. They will be introduced to dynamic classroom experiences, hands-on-learning labs, some creative arts, interactive projects, interdisciplinary classes and internet-based courses following the district curriculum. There will be opportunities for high school credit to be earned, and partnerships with community partners like Hope Garden.

iLearn program

Designed for students who are strong independent learners and who need a flexible online program where they perform 1/2 the work from home, due to health concerns or other individualized needs. The primary curriculum is Fuel Ed, and there is little direct instruction—students are expected to attend half days at school, but complete their courses mostly independently. Spots in the iLearn hybrid program are limited to 30 openings—when we have more than 30 students, there will be a waitlist.

Finding Student's Passions and Pathways

As students move through high school, they will have the opportunity to explore and prepare to pursue their passions. Starting their Junior year, students will explore a wide variety of options to help prepare them for life after high school. They will work with their advisors and counselors to determine their academic path forward. Our goal is to help students identify what they are passionate about them prepare them to pursue that in the future.

Partnerships

Through the school district and other partnerships, CHOICE has many options for students to explore as they get ready for life after graduation. Students might choose to spend half their day at CHOICE, and half their day at one of our partner programs. Transportation is available for students enrolled in afternoon classes at NMVSC, or in other classes at SHS or Cedar. Students who would like to try one of these options can explore them with counselor and administrator approval. Options might include:

Shelton High School CTE Academies

- *Business, Finance and Hospitality
- *Health Sciences
- * Manufacturing, Engineering and Technology
- *Natural Resources
- *Junior ROTC

Running Start

- *We offer the Accuplacer test free of charge
- *Our school counselor works w/ local colleges

Cedar High School

- * Project Based Learning
- * Interdisciplinary Classes
- * Group-based projects and grading

New Market Vocational Skills Center (NMVSC)

- * Art and Animation, *Cosmetology,
- * Automotive Service Technology, *Firefighting/EMS
- *Collision Repair, *Criminal Justice, *Nursing,
- * Culinary Arts, *Veterinary Assistant
- * Diesel and Marine Technology, JROTC,
- * Medical Assistant, Video Game Programming.



GearUp and ASB Leadership



GEAR UP Program at CHOICE

GEAR UP's vision is that all students are academically, socially, and financially prepared to enter and complete the postsecondary program or institution of their choice. GEAR UP'S three objectives are:

1. Increase academic performance and preparation for postsecondary education.
2. Increase high school graduation and postsecondary participation rates.
3. Increase students' and their families' knowledge of postsecondary options, preparation, and finances.

The CHOICE GEAR UP staff will be glad to meet to discuss planning for college, technical school, military, job corps, or any other post-secondary plans. In addition, the GEAR UP staff will offer activities during the year such as field trips to local colleges, special events for Native American, Latino, LGBT, and other student interest groups, FAFSA and college application assistance, a college and career fair, and much, much more.

***Talk to Diva drobotts@sheltonschoools.org or Kaylynn kcastellane@sheltonschoools.org if you have questions. You may also want to explore the [GEAR UP virtual office](#) on the [CHOICE website](#) (<https://choice.sheltonschoools.org/>).

ASSOCIATED STUDENT BODY (ASB)

The Associated Student Body (ASB) is the governing body for all students at CHOICE High School. It operates as a student voice to school administration as they jointly work to create and maintain a positive school culture and climate while promoting equity among all students. Students are encouraged to become active, contributing members in ASB clubs and/or Leadership Class.

ASB Leadership

Advisor: Mike Kuhns

ASB is designed to empower students to take charge and make a positive impact on their school culture, community relations, and inclusivity. ASB can spearhead exciting initiatives such as organizing inclusive events that celebrate diversity, establishing mentorship programs to foster peer support, implementing awareness campaigns on important social issues, and collaborating with community organizations to contribute to local causes. Unleash your leadership potential, ignite change, and create an inclusive environment that inspires growth and unity within the CHOICE community.

Art Club

Advisor: Mike Kuhns

Calling all aspiring artists and creative souls! Get ready to unleash your imagination and dive into the colorful world of The Art Club at CHOICE Middle/High School. Join us for an electrifying journey where you'll explore a multitude of art mediums, from painting and sculpting to digital design and beyond. But that's not all! Our club goes beyond the canvas, teaching you the secrets of art marketing, so you can turn your passion into profit for the school! Imagine showcasing your masterpieces at local exhibitions, gaining recognition for your talent, and even making some extra cash along the way. So, grab your paintbrushes and let your creativity soar with The Art Club at CHOICE. It's time to make your artistic dreams a vivid reality!



ASB Clubs



CHOICE PRIDE CATS Club

Advisor: TBD

Hey, trailblazers of love and acceptance! Step into a vibrant haven designed just for LGBTQ students and allies, where you'll find friendship, support, and a place to express your truest self. Our mission? To spread the magic of tolerance and equality throughout the entire school, creating a community that celebrates diversity and empowers every individual. From jaw-dropping events that ignite conversations to inspiring campaigns that challenge stereotypes, PRIDE CATS is your ticket to making a lasting impact. So, join us, embrace your uniqueness, and let's paint the world with the colors of love, one smile at a time. The PRIDE CATS club is calling your name!

Native Studies Club

Advisor: Diva Roberts

Prepare to embark on an extraordinary journey with the Native Studies Club at CHOICE Middle/High School. Connect with the Skokomish, Squaxin, and other tribes as we delve deep into their captivating traditions, customs, and stories. Get ready to expand your horizons and gain a profound appreciation for the indigenous communities that have shaped our land. Master traditional crafts, and experience the power of unity as we collaborate on projects that bridge cultures. Together, we'll celebrate heritage, foster friendship, and create a lasting legacy of understanding. The Native Studies Club awaits, where the past comes alive in the most remarkable ways. Join us and be a part of something truly extraordinary!

Outdoor Club

Advisor: TBD

Immerse yourself in the breathtaking beauty of the natural world and unlock a world of exhilarating possibilities. Picture yourself hiking through lush forests, and discovering hidden gems in our very own backyard. But that's just the beginning! Our club is all about fostering a deep appreciation for Mother Nature while introducing you to a world of healthy leisure pursuits. From heart-pumping hiking to serene kayaking on crystal-clear lakes, we'll push the boundaries of fun and adventure. Join us as we create memories that will last a lifetime, bond with like-minded explorers, and ignite a passion for the great outdoors. The Outdoor Club is calling your name—answer the call and let the wild adventures begin!

Senior Club

Advisor: Mike Kuhns

Attention all soon-to-be graduates! Brace yourselves for the ultimate Senior Club experience at CHOICE High School. This is your exclusive ticket to an unforgettable senior year filled with laughter, bonding, and epic discussions that revolve around everything YOU care about. Imagine a vibrant hub where you and your fellow seniors gather to tackle the most pertinent issues, share dreams, and make memories that will be cherished forever. But hold on, that's not all! We are the masters of fundraising, turning our collective energy into mind-blowing activities like senior trips and dances that will have you dancing the night away. Let's paint the canvas of your senior year with colors of excitement, togetherness, and limitless possibilities. Join us and let's make your senior year the stuff of legends!

VOICE Club

Advisor: TBD

Dive headfirst into a world where literary arts come alive, where creativity knows no bounds, and where your words have the power to move mountains. Picture yourself exploring the depths of storytelling through captivating creative writing, igniting minds with your mesmerizing verbal expressions, and even bringing your wildest tales to life on the stage. As part of our incredible journey, we'll compile the school's literary magazine and become part of a close-knit community of literary enthusiasts. Let your voice be heard like never before. The VOICE Club awaits, ready to unlock the magic of words and transport you to worlds yet to be discovered. Join us and let your imagination run wild!



Attendance Expectations



Attendance Policies and Procedures

Educating our children is a partnership between schools and families. For students to be successful, they must attend school regularly – every day, all day, on time. When students miss school, they miss out on important learning. The State of Washington requires all parents of students eight years or older to have their children attend school full time. Once enrolled, students aged six or seven are also required to attend school full time. Not sending students to school is a violation of state law.

Schools are responsible for making sure students achieve grade level standards each year. There is a lot of ground to cover in a school year – **and every day counts**. Families can support their students by:

- Making every effort to get your child to school on time every day, beginning in kindergarten. Students learn important foundational skills – including how to read – during the kindergarten year. Missing school during kindergarten could put your child behind from the very start and make it difficult to ever catch up.
- **Notifying the school right away if your child will be absent.** Absences are usually excused when an absence is due to:
 - Illness, medical appointment, or family emergency;
 - Participation in a district-approved activity or instructional program;
 - Religious or cultural purposes;
 - Court or judicial proceedings;
 - Post-secondary school visit or scholarship interview;
 - State recognized search and rescue activities;
 - Student's homeless status;
 - Disciplinary or corrective action;
 - Deployment activities of a parent or guardian;
 - Other reasons agreed upon by the school principal and family.
- Providing the school with documentation of an excused absence as soon as possible. Without documentation within five days (phone call, written note, etc.) of student's return to school an absence will permanently be considered unexcused.
- Eliminating late arrivals to school in the morning, early departures from school in the afternoon, and unexcused absences whenever possible. When students are absent from class at any time during the school day it can have a negative impact on their learning.
- Helping your child complete any work they miss when absent due to either an excused or unexcused absence, or to a disciplinary action or suspension.
- Notifying the school right away if your phone number, mailing address, or email address change.



Attendance Expectations



When a student is absent from school, school staff will make every effort to contact the parent or guardian. It is imperative that parents/guardians provide correct contact information and update it with the school when necessary. It is the responsibility of the school to make sure parents know when a student is absent. When a student has unexcused absences, the school will do the following:

- After one unexcused absence, make a phone call or send a warning letter;
- After three unexcused absences within any month, schedule a parent conference to discuss options to help the student attend and be successful in school;
- No later than the fifth unexcused absence in a month, enter into an agreement with the family establishing attendance requirements and supports to eliminate barriers to the student coming to school.
- After the seventh unexcused absence in a month, or tenth unexcused absence in the current school year, file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student. The school may file the petition sooner, and the court may refer the case to a Community Truancy Board.

It is up to the school principal to determine whether an absence meets the criteria to be excused or not.

Whether absences are excused or unexcused, when they become excessive they can have a negative impact on a child's education. The Shelton School District defines "excessive absenteeism" as more than 12 absences (excused or unexcused) during the school year. When a student is excessively absent -- for 12 or more days in a school year -- the school may intervene as if the absences were all unexcused.

Late arrivals (tardiness) and early departures can also have a negative impact on a child's education when they are excessive. Tardiness is defined as *not being in the classroom at the assigned start to the instructional day or secondary class period.*

For the full text of Shelton School District *Policy and Procedure 3122 Excused and Unexcused Absences* go to the district website:

<http://www.sheltonschools.org/Board/Policies/Forms/AllItems.aspx>

Remember, by attending school every day on time your child is learning important life skills and responsibilities. **Attendance matters every day, every year.** The Shelton School District will work with your family to make sure your child has every opportunity to be successful. We're counting on you to do your part! There are community and school resources available to help those families that are struggling with truancy. Please ask your school's secretary, reach out to the district office, or visit the Attendance Resources Page of the Shelton School District website at:

<http://www.sheltonschools.org/Families/Pages/Attendance-Resources.aspx>

We look forward to partnering with you.

Note: According to SSD Policy and Procedure 3122: If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students 13 years and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students 14 years and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.



iLearn Expectations



iLearn Program:

The iLearn program is designed for students who are strong independent learners and who need a flexible online program where they perform 1/2 the work from home, due to health concerns or other individualized needs. The primary curriculum is Fuel Ed, and there is little direct instruction—students are expected to attend half days at school, but complete their courses mostly independently. Spots in the iLearn hybrid program are limited to 30 openings—when we have more than 30 students, there will be a waitlist. Parents and students should recognize that openings in our iLearn school occur very rarely, so we do keep a list of other virtual options available in the state.

Expectations:

1. The student and guardian (or a mentor) must successfully complete and pass the **Entry Evaluation** process and attend the intake meeting along with each subsequent check-in meeting. Check-ins are a required part of the program.
2. The student will attend school at least twice per week AND will complete at least 27.75 hours of work between school and home each week.
3. The student will complete approximately 33% (one third) of each of their online courses each month.
4. The student will earn at least 2 credits per trimester (2.75 credits would be full credit).
5. The student and guardian will attend the monthly check-in meetings in-person whenever possible.

Good Standing/Academic Probation:

1. At the end of each month, the student and guardian will have a check-in meeting with the student's advisor. **This is a required meeting; failure to attend may result in the student being dropped from CHOICE.**
2. The advisor will evaluate the student's progress and fill out the state required Written Student Learning Plan (WSLP). If the student is not making adequate progress, interventions will be assigned.
3. After two months of not making adequate progress, a potential drop warning letter will be provided to the family.
4. After three months of not making adequate progress (unless there are extenuating circumstances and approval is received from the principal), the student will be dropped from the online program, and will be enrolled in full day classes. If the parent does not want their student to attend regular classes, they will need to enroll the student in another school within five days of the check-in.



MS/High School Expectations



Middle School

Serves 20 students in grades 7-8, who may need a smaller learning environment. These students will attend four full days a week, from 7:45 a.m.—2:15 p.m. They will be with the same teacher all day with push-in support from special education teachers and/or paraeducators. They will be introduced to dynamic classroom experiences, hands-on-learning labs, some creative arts, interactive projects, interdisciplinary classes and internet-based courses following the district curriculum. There will be opportunities for high school credit to be earned, and partnerships with community partners like Hope Garden.

High School

Serves about 100 students in grades 9-12, who may need a flexible schedule or a smaller learning environment. Most students will attend four full days a week, from 7:45 a.m.—2:15 p.m., but students who need flexibility based on work, health issues, or other reasons may work with their advisor to create a modified schedule. When they first enroll, each student and their adult support person will work with their advisor to develop a unique individualized learning plan. They may be able to choose from dynamic classroom experiences, hands-on-learning labs, some creative arts, interactive projects, interdisciplinary classes and internet-based courses following the district curriculum. To stay in good standing, students will earn at least 2 credits per trimester. CHOICE will encourage students to become active citizens.

Expectations:

1. The student and guardian (or a mentor) must successfully complete and pass the **Entry Evaluation** process and attend the intake meeting along with each subsequent check-in meeting which are required monthly. State Alternative Learning Experience laws make the check-ins a mandatory part of the program.
2. Most students will need to attend classes from 7:45 a.m. - 2:15 p.m. Monday, Tuesday, Thursday, and Fridays. On Wednesdays, the student will work on homework or their independent study Fuel Ed class. If a student is absent, the parent/guardian needs to call and excuse the child within five days. While absent, the student should log on to a home computer (one may be checked out from the school, if needed) and complete their missing work.
3. The student and guardian will attend the monthly check-in meetings in-person whenever possible.
4. The student will be passing at least five of their courses each month.

High School Only:

5. The student will be passing at least 5 of their classes in order to earn .5 credit in each class per trimester.
6. The student will earn at least 2 credits per trimester (2.75 credits would be full credit).

Good Standing/Academic Probation:

1. At the end of each month, the student and guardian will have a check-in meeting, in-person whenever possible, with the student's advisor. **This is a required meeting; failure to attend may result in the student being dropped from CHOICE.**
2. The advisor will evaluate the student's progress and fill out the state required Written Student Learning Plan (WSLP). If the student is not making adequate progress, interventions will be assigned.
3. After two months of not making adequate progress, a drop warning letter will be provided to the family.
4. After three months of not making adequate progress (unless there are extenuating circumstances and approval is received from the principal), the student may be dropped from CHOICE School, and other options will be recommended.



Student Expectations



Positive Behavior Intervention Supports (PBIS) PROGRAM:

The goal at CHOICE Middle/High School is to provide a safe, caring learning environment for all students. The CHOICE Positive Behavior Intervention Support (PBIS) program is a proactive approach designed to provide prevention and intervention practices to develop a positive, predictable and safe school environment and culture as well as supporting our students' social, emotional and academic success. This program not only helps students to make appropriate behavioral choices, but also fosters the development of positive, strong relationships between staff and students within the school. In this proactive program, teachers provide clear, understandable expectations for student behaviors. Students who follow these expectations receive rewards and positive recognition, and their success is celebrated. Students who have difficulty with learning behavior expectations are provided additional opportunities to receive targeted supports. Parents play a key role in supporting PBIS by positively acknowledging their students when they follow the behavior expectations at school.

PBIS is a key part of our district-wide approach in supporting our students' social and emotional needs called Multi-Tiered Systems of Support (MTSS). MTSS is a problem-solving approach that ensures all students have access to academic and behavioral supports that work for not only one individual student, but for all students. PBIS is the behavioral component of this system and is implemented along a multi-tiered continuum. There are three (3) tiers of intervention for behavior intervention:

- Tier 1: Our staff explicitly teach our school-wide expectations and expected behaviors, and consistent positive behavior supports are available to each student
- Tier 2: For students that need more support, a Tier 2 support designs targeted interventions to assist the student in meeting school-wide behavior expectations
- Tier 3: For those students who need even more support than the intervention provided in Tier 2, a specially designed Tier 3 intervention team meets and establishes intensive supports for the student that may include resources from outside the school (i.e. district or community supports)

Academic Integrity

Representing someone else's work as your own compromises integrity and diminishes what we stand for as a school district and school community. We believe that success is dependent upon the efforts of each student. The student is expected to complete his/her assignments/tests with honesty and integrity, as it represents what the student can and cannot do. Cheating has no role in the Shelton School District and CHOICE Middle/High School learning community. Cheating is defined as representing someone else's work as the work of the student or allowing someone to represent the work of the student as his/her own. In a broad sense, cheating includes, but is not limited to the following:

- Copying homework or allowing another student to copy the student's homework
- Looking on another student's test or quiz or letting another student look on the student's test or quiz
- Reporting to another student what is on a test or quiz, including providing questions or answers
- Using any secretive methods of giving answers on a test or quiz
- Taking information from another source that is not properly attributed
- Working with others on an assignment that was meant to be done individually
- Taking another person's assignment or portion of an assignment and submitting it as the student's own



Student Expectations



Building Security

The large number of doors on the C.H.O.I.C.E. campus present security concerns for staff and students. During the school days, the only doors that will be unlocked are those located on the right side of the main entrance. Students and community members need will need to only use these doors during the school day. In the event of a lock down, designated staff members will lock all external doors as quickly as possible.

Closed Campus

As established by Shelton School District Board Policy 3242, CHOICE is a closed campus as are all campuses in the Shelton School District. This means that students must remain on the school grounds during the time they are scheduled to be at school. **Any student who leaves campus without permission will be subject to consequences such as lunch detention or in-person Wednesday School.**

If a student must leave campus during class time for a legitimate reason, such as a medical appointment, permission must be verified by the parent/guardian in advance by contacting the office. **The student or parent must sign out before leaving, and sign back in upon return.** If a student has to leave school early due to illness, a parent must be notified and verified by office staff. Violation of this policy will involve school discipline and may lead to a change in program for the student. **Students who are 18 may sign their own excuse notes, but may not come and go as they please. Regular attendance is an expectation of being a student.**

Cell Phones and Other Audio Equipment

Use of cell phones and/or audio devices is determined by the classroom teacher/staff. Students should work to develop responsible usage of their personal technology. Staff will inform students when they need to put away or turn off their technology, and if they do not comply, the item(s) will be confiscated and placed in a locked container any the classroom for the remainder of the period. . If the student refuses, the student will be sent to the office to turn over their technology for the day, where it will be locked up. Students are discouraged from bringing any of the above items to school. **If any of these items are lost, stolen, or damaged the school assumes no responsibility.** Students who do not abide by this school policy are subject to discipline procedures, including parent meetings, behavior contracts, and a requirement to check the phone into the office every day. Any emergency phone calls that need to be made by students during the school day should occur through our main office at 360-426-7664.

Computers and Other Technology

Computers and other technology are provided for educationally appropriate purposes. **Inappropriate use of technology, including equipment, software, the network and Internet will result in disciplinary action. This disciplinary action could range from revoking of the privilege of using technology up to and including expulsion.** Electronic measures are in place to prevent students from inappropriate use. It is a violation of school rules to attempt to bypass the measures in place. Students must use only their individual computer/network account; using other accounts can be considered as impersonation and/or identity theft. Placing staff pictures, their likenesses, or inappropriate statements regarding school staff on the Internet can be considered as slander or harassment with the consequences for poor behavior imposed. School staff may review student files, Internet history and other electronic files to maintain system integrity and insure that users are using the system responsibly. Additionally, posting threats, harassing comments, or inappropriate pictures of other students or staff in social media will result in discipline consequences.



Student Expectations



Dress Code - Clothing should be appropriate for the work place, as we are attempting to teach students life skills and professional behavior. Dress and appearance must not present health or safety problems, nor be vulgar, offensive, or cause disruption. Clothing styles that create conflict or an atmosphere of intimidation are prohibited. Individual teachers may restrict appearance and attire (i.e. hair, clothing) with special consideration for safety and health issues. The administration has the authority to make changes at any time to the dress code based on either safety or health reasons. Any clothing that does not respect other people is inappropriate and will not be allowed. A student who is violating the dress code will be given the opportunity to change clothing. If the student refuses to do so, they will be subject to consequences for defiance. These are general guidelines, but staff may impose other restrictions as needed to maintain the safe functioning of the school.

- *When Covid-19 mask requirements are in place, all students must wear a school appropriate mask. Bandanas and gaiters do not qualify for use at school due to their lack of effectiveness.*
- Students must wear clothing including both a shirt with pants or the equivalent (for example, dresses, leggings, skirts, kilts, or shorts) and shoes. Undergarments must be worn with dresses, kilts, shorts, etc.
- Shirts and dresses must cover the student in the front, back, and on the side (under the arm pits). Halter tops and bras worn without a cover are not allowed.
- Clothing must cover undergarments (waistband and straps excluded) at all times. This includes when a student bends over or raises their arms above their head. Clothing covering undergarments must not be transparent.
- Hats, hoodies, and other headwear must allow the face and ears to be visible to staff.
- Promotion of violence, vulgarity, illegal activity, gangs, sex, drugs, alcohol or tobacco is prohibited.
- Recognized gang symbols are not allowed. Bandanas and/or headbands are allowed as long as they are not being used as symbols of gang behavior (at the discretion of administration). Generally blue, red, and black bandanas are not allowed. Students are not allowed to dress in one solid color (such as red or blue) as this can be construed as gang behavior.
- Inflammatory images or words that are hateful or intolerant of a specific group of people will not be tolerated. Specifically racist, sexist, and homophobic language will not be tolerated; this includes confederate flags, swastikas, and other symbols of hate.

All of these guidelines apply to all students regardless of gender identity or expression. Students may be sent to the office for dress code violations, and the administration will address the dress code.

Drugs, Alcohol, E-Cigs, Vapes, and Tobacco - Students under the influence and/or in possession of drugs, alcohol, vaping, or tobacco products will be subject to disciplinary action up to and including long term suspension and expulsion, and law enforcement may be contacted, depending upon the violation. These guidelines apply to students involved in any school sanctioned event, on or off campus. Any contraband items possessed by a student may be confiscated and turned over to law enforcement or thrown away by school staff. Students in close proximity to other students who are in possession or under the influence of alcohol or drugs will also be subject to disciplinary procedures. Students will be offered drug and alcohol counselling support through the Student Assistance Program provided by True North. Students at CHOICE may be referred to participate in True North based services upon the recommendation of the staff, even if the student has not been disciplined for drug or alcohol issues. Students participating in True North will be subject to random urinary analysis.

Food Delivery Policy

For the safety, security, and academic focus of CHOICE Middle/High School, food deliveries for students are strictly prohibited on campus. This ban aims to prevent potential security risks, disruptions to learning, and health concerns. Students found violating this policy will receive verbal warnings for the first offense, followed by disciplinary actions for subsequent violations. Let's work together to maintain a secure and conducive learning environment at CHOICE Middle/High School.



Student Expectations



Fighting - Fighting is not tolerated at CHOICE. If a student chooses to fight, they will be subject to restorative discipline procedures, and may be suspended until they have an opportunity to make a presentation to the staff. This includes fighting on or off the CHOICE campus, and applies to all students involved in the fight, no matter who instigated the fight. Students who promote a fight will also be subject to these procedures (this includes students who video tape or photograph a fight). A student who is suspended for fighting can apply to reenter CHOICE by following these procedures:

1. Be counseled concerning how to handle situations more appropriately in the future.
2. Present in a restorative meeting to a group of staff regarding the situation. Be prepared and answer the following questions:
 - In your own words, what happened and what was your role in it?
 - How would you handle the situation differently if it happened again?
 - Which community agreements have you broken to end up in this situation?
 - How will you make the situation better between you and the person with whom you fought?
 - Why do you want to return to CHOICE?
 -

At the meeting the principal, with staff input, will make a decision on whether to allow the student to return. A return to school may be conditional on the student's active participation in activities as recommended by the staff. The goal is for students to restore any damage done by their behavior. Students not returning to CHOICE may enroll at another school, if they are not restricted by a long term suspension or expulsion.

Gender-Inclusive Schools Policy and Procedure Notification - CHOICE welcomes students of all gender identities. We provide gender neutral bathrooms, supportive classrooms, and resources for students who are exploring their gender identities. We will do our very best to honor the requested name and chosen pronouns of each student. Paperwork is available in the office for students who wish to make a formal name change in our student management system (Skyward) as well.

All students are entitled to an educational environment that is safe and free of discrimination, regardless of their gender expression or gender identity. Harassing or treating students differently because of their gender is not allowed. All students have the right to:

- Use and be addressed by their requested name and pronouns, with or without a legal name change;
- Change their gender designation and have their gender accurately reflected in school records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, directory information;
- Identify with, express, and be recognized by staff and student information systems as a gender other than male or female;
- Access and use the restrooms and locker rooms that align with their gender identity;
- Participate in sports, physical education courses, field trips, overnight trips, in accordance with their gender identity;
- Keep health and education information confidential and private, including information about their legal name, sex assigned at birth, or transgender, cisgender, or nonbinary status;
- Wear clothing that reflects their gender identity and not have a dress code applied differently based on their gender or perceived gender.

Shelton School District's Gender-Inclusive Schools Policy (3211) and Procedures (3211P) and Form (3211F) may be found on the District's website by clicking on the following link: https://www.sheltonschools.org/district/policy_procedure. Copies of the policy/procedures/forms may also be obtained by contacting the District Office at 360-426-1687, or in person at 700 S. 1st Street; Shelton, WA 98584.



MS/High School Expectations



Harassment/Intimidation/Bullying (HIB)

A physically and emotionally safe learning environment is fundamental to CHOICE as reflected in our motto, “Respect Yourself and the Rights of Others”. Regardless of the intent, racial, ethnic, sexual and other harassing slurs have the capacity of substantially harming individuals and the community as a whole and will not be tolerated. Furthermore, intimidation through threatening body language or proximity, will not be tolerated.

The District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons, that is free from harassment, intimidation or bullying. “Harassment, intimidation or bullying” means any intentional written message or image – including those that are electronically transmitted - verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property.
- Has the effect of substantially interfering with a student’s education.
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying. “Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight. “Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions - Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical, or electronically transmitted gestures or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Sexual Harassment - Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

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.



Student Expectations



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

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint. For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view Policy 3205 online here: https://www.sheltonschools.org/district/policy_procedure

Complaint Options: Discrimination and Sexual Harassment: If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, Civil Rights Coordinator, or Gender Inclusive Schools Coordinator who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1. Write Our Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.



Student Expectations



Appeal to the School District

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our [website](#), or contact OSPI's Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | [OCR Website](#)

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)

Illegal Activities

In the event of a reasonable suspicion a crime has occurred, or is occurring, investigation will immediately be turned over to the police, and standard police procedures will be followed.

Student Suspension and Due Process

Our school strongly believes in a social justice approach to student discipline. However, any student whose behavior interferes with the learning or safety of others or in the orderly operation of school and school sponsored events could be subject to discipline, including suspension or expulsion. A student whose conduct may warrant suspension or expulsion shall be provided with a written notice of the alleged misconduct and an opportunity to be heard by an administrator or independent hearing officer. The particular form of due process required shall depend on the gravity of the situation and type of discipline invoked. Due process procedures are set forth in Governing Board policy 3200. If a student withdraws from school after receiving notice of possible action concerning discipline, suspension, or expulsion, the Governing Board may continue with the action after the withdrawal and may record the results of such action in the student's permanent file.



Student Expectations



Pets/Animals in the School:

Shelton School District Board Policy 6898 states the following:

Dogs: Unless the dog is providing a medical service, a specific educational benefit, or is part of a law enforcement / emergency personnel detail, dogs are not permitted on school grounds.

Other Animals: Unless specific permission is given by the principal or supervisor in charge of the school building because of a clear educational benefit, animals are not permitted either in the school buildings or on the school grounds.

Public Records

Pursuant to RCW 42.17, parents and other members of the public have the right to inspect and copy public records retained by the District, including records pertaining to employee discipline, unless the records are exempt from public disclosure under state law. To request records, contact Linda Arnold, the Records Coordinator at 360-426-1687.

Productivity and Academic Probation

Students are expected to earn at least 2 credits each trimester. Students who do not earn a minimum of 2.0 credits will be placed on academic probation. In addition, students are expected to attend 90% of the time, be passing all of their classes, and have no discipline referrals per three week term. During check-in, the advisor will assign interventions to every student on academic probation. Students who are on academic probation will be expected to make substantial progress by the next check-in. Failure to make adequate progress may result in transfer to an alternative program or school. Students who are in good standing at check-in will be recognized for their achievements.

Regulation of Weapons on School Premises

A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon on the school grounds or off school grounds at a school activity, function or event. This policy shall include any item being used as a weapon or destructive device or any facsimile of a weapon. Possession of a firearm may result in expulsion from school for a period of one calendar year except that the superintendent may recommend that this expulsion requirement be modified on a case-by-case basis. It is unlawful for a person to carry onto, or to possess on, public or private elementary or secondary school premises, school provided transportation, or areas of facilities while being used exclusively by public or private schools, any firearm or any dangerous weapon (RCW 91.41. 280, RCW 69.50.435, REC 28A.210.310(2)). For more information and for the complete policy and procedures regarding weapons on school premises, see School Board Policy No. 4210.

Skateboards and Bicycles

Students riding bicycles or skateboards to school should park and lock them in a safe place approved by a staff member. The school does not assume responsibility for bicycles or skateboards.

Vehicle Registration

All students who drive vehicles to school must register their vehicles in the main office. This will assist school staff in addressing safety/security issues, in addition to knowing who to contact if vehicle lights are left on, etc. Students are not allowed to go to their cars during the school day without prior permission. In addition, students are not allowed to leave campus in a vehicle during lunch.

Visitors

Parents are welcome at CHOICE High School; however, they are asked to call ahead for an appointment. In order to insure a smooth running and safe school environment, parents and visitors are asked to sign in at the front office upon arrival on campus. Parents and visitors who would like to speak with a staff member are asked to call in advance so an appointment can be scheduled. Please be aware of the following:

- All visitors must report to the office for a Visitor's Pass.
- Student guests are not allowed unless the visit is arranged **in advance** with the CHOICE principal.
- Any person found on school grounds without permission is trespassing and subject to arrest by police authorities.



Washington Discipline Policies and Procedures



Washington's discipline rules were initially created four decades ago; however, students and schools are vastly different today. In 2016, the state legislature passed a law that changes the way that schools administer discipline. These new rules take effect in the 2019-20 school year.

So what's different in the new rules?

- Increased communications with parents and opportunities for parent participation
- Less exclusionary practices, especially for minor behavior infractions
- No classroom exclusions for truancy
- No zero tolerance policies (i.e. automatic suspension or expulsion, except for firearms or other specific exceptions defined in the law)
- No expulsions for students in grades K through 4 (except for specific exceptions defined in the law)
- Educational services are provided during suspensions
- More equitable discipline practices that focus on improving behavior rather than punishment

Does this mean that students will not have consequences when they break school rules?

No. Students will still be held accountable for behavior infractions, especially when they display inappropriate or dangerous behaviors. But the new discipline rules emphasize the use of research-based practices that schools are expected to attempt or consider *before* they exclude students from school.

What are some examples of research-based practices?

- **Positive Behavior Intervention Supports**
- **Teaching and re-teaching behavior expectations**
- **Parent conferences**
- **Increased supervision**
- **Lunch or afterschool detention or loss of privileges**
- **Behavior contract**
- **In-school suspension**
- **Counseling or behavioral health services**
- **Community service or restitution and/or restorative justice practices**

One of the key features of the new discipline rules is the intent to keep kids in school as much as possible. In the past, some groups of students were more likely to be suspended than others. The new rules help ensure that school discipline is more fairly administered across the state.

Now, more than ever, schools will be working together with parents and families to ensure that students follow behavior expectations and make progress in school. You can help by staying in close contact with your child's teacher(s), encouraging your child to be safe, respectful, and responsible at school, and making sure that your contact information is up to date. The state's new discipline rules require schools to inform parents about a disciplinary action as soon as possible. This includes removal from school for part of a day, in-school suspension, out-of-school suspension, or expulsion. Parents and students may disagree with a classroom exclusion and attempt to resolve the disagreement with the school district. Your active involvement will be essential in this process.

The Office of the Superintendent of Public Instruction has created a parent guide to the new discipline rules. You can find the information here: English:

<https://www.k12.wa.us/sites/default/files/public/studentdiscipline/pubdocs/Parent%20Q%26A%202019%20-%20English.pdf>

Spanish:

<https://www.k12.wa.us/sites/default/files/public/Parent%20Q%26A%202021%20-%20Spanish.pdf>



MS/High School Expectations



Paper copies of the entire School District *Policy and Procedure 3200 Discipline for Student Misconduct* are available in your child's school office, or on the district website:

<http://www.sheltonschools.org/Board/Policies/Forms/AllItems.aspx>

STUDENT PRIVACY AND SEARCHES

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. Staff shall take particular care to respect students' privacy. School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons, and contraband. The superintendent, the principal, and other staff designated by the superintendent shall have the authority to conduct reasonable searches on school property as provided by board policy.

DEFINITIONS

- **School Officials:** This term includes administrators, teachers, counselors, psychologists, nurses, or any other school personnel involved with a situation involving a student and is acting on behalf of an administrator, teacher, counselor, nurse, or psychologist
- **Law Enforcement Officer:** This term includes members of federal, state, and local law enforcement agencies, and anyone acting on their behalf, including School Resource Officers
- **Contraband:** Items, materials, or substances the possession of which is prohibited by law or district policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products, or any object that can reasonably be considered a firearm or a dangerous weapon

INTERVIEWS

School officials may question students regarding matters pertinent to school. The parent/guardian will be contacted if a student interviewed is then subject to discipline for a serious offense. A student may decline at any time to be interviewed by the School Resource Officer (SRO) or another law enforcement officer.

When child abuse or abandonment of a student is alleged the following shall apply:

- If a child protective services worker or law enforcement officer enters the campus to interview a student attending the school, the personnel of the school shall cooperate with the investigating protective services worker or law enforcement officer.
- When a law enforcement officer is present on campus to interview students at the request of school officials, parents will be contacted if the student is to be taken into custody or if the student is subject to discipline for a serious offense in accordance to district policy.

SEARCHES

A student is subject to search by school officials if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff shall report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, in any personal vehicle or school bus or at school events.

LOCKER SEARCHES

Students may be assigned lockers for storing and securing their books, school supplies, and personal effects. Lockers, desks, and storage areas are the property of the school district. No right nor expectation of privacy exists for any student as to the use of any space issued or assigned to a student by the school and such lockers and other spaces are subject to search in accordance with district policy. All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules.



Discipline Policies and Code of Conduct



ESTABLISHING REASONABLE GROUNDS

The following review of the basis for the search should occur before conducting a search:

- Identify
 - o The student's suspicious conduct, behavior, or activity
 - o The source of the information
 - o The reliability of the source of such information
- If suspicion could be confirmed, would such conduct be a violation of schools rules or the law?
- Is the student likely to possess or have concealed any item, material, or substance which is itself prohibited or which would be evidence of a violation of a school rule or the law?

Code of Conduct

- *When I make positive behavior choices, I will be successful.*
- *If I do not make positive behavior choices, I will receive interventions to help me learn to make better choices.*

Levels of Interventions and Consequences for Violations of the Code of Student Conduct:

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation of the Board policy and/ or the Code of Student Conduct. The levels, shown on the following page, guide administrators to use progressive interventions to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in this Code of Student Conduct, the consequence may be expulsion from the Shelton School District. Restitution for loss or damage will be required in addition to any other prescribed consequences.

Levels of consequences and options for progressive interventions follow. Repeated chronic or cumulative offenses may require higher levels of interventions/ consequences. For serious violations, interventions/ consequences may begin at a higher level.

The Code of Student Conduct shall apply to all students at all times on all Shelton School District property, including:

- in school buildings
- on school grounds
- in all school vehicles
- at all school, school-related, or Board-sponsored activities, including but not limited to:
 - school field trips
 - school sporting events (whether such activities are held on school property or at locations off school property, including private business or commercial establishments)

For more information you may contact your child's principal or assistant principal. We look forward to partnering with you!



CHOICE Code of Student Conduct



Levels of Interventions

-In addition to any of the below Interventions, restitution for loss or damage will be required.

Level	Disciplinary Options	
1	<p><i>Classroom Level interventions/consequences</i></p> <p><i>Teachers use the following interventions to help the students change behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary.</i></p>	
	<ul style="list-style-type: none"> Warning Letter of apology Loss of privileges Use of Student Problem-Solving worksheet Seat change Parent contact Teacher conference with student Mentoring 	<ul style="list-style-type: none"> In-class self regulation Self-regulation in another setting Reinforcement of appropriate behaviors Written reflection about incident Before or after school detention Behavior contract
2	<p><i>Appropriate when Level 1 intervention/consequence has been ineffective</i></p> <p><i>Teachers use the following interventions to help the students change behavior in the classroom. In some cases, referral to the school administrator may be necessary.</i></p>	
	<ul style="list-style-type: none"> Parent/guardian involvement Phone call/letter to parent or guardian Confiscation of item Supervised time-out outside of classroom Conference with parent or guardian Behavior contract Teacher and/or administrator conference with student and/or parent 	<ul style="list-style-type: none"> Parent contract Conflict resolution Peer mediation Class or schedule change Detention
3	<p><i>Appropriate when Level 2 intervention/consequence has been ineffective</i></p>	
	<ul style="list-style-type: none"> Office referral required Parent/guardian notification required Detention Campus clean-up In-school suspension 	<ul style="list-style-type: none"> Community Service (Volunteer work for any non-profit organization, public or private, as a form of restitution) Alternative Programs Suspension (short term suspension as last resort)



CHOICE Code of Student Conduct



4	<i>Appropriate when Level 3 intervention/consequence has been ineffective</i>	
	Office referral required Parent/ guardian notification required Suspension (Short Term suspension) Restricted activity / Modified school day	Transfer to another school Loss of parking privileges/Car towed Alternative Programs Referral to Alternative to Suspension Program
5	<i>Appropriate when Level 4 intervention/consequence has been ineffective</i>	
	Office referral required Parent/ guardian notification required Long Term Suspension (10+ days) Referral to Alternative to Suspension Program	
6	<i>Appropriate when Level 5 intervention/consequence has been ineffective</i>	
	Office referral required Parent/ guardian notification required Expulsion (to be considered only in the most extreme cases)	Referral to Alternative to Suspension Program



Consequences for Students



Offense/Violation		Level of Consequence						Reportable to
		1	2	3	4	5	6	
Absences		•	•	•				
Alcohol and Other Drugs <i>May result in long term suspension and referral to True North</i> <i>(other forms of discipline will be considered)</i>	<i>Possession*</i>			•	•	•		•
	<i>Consumption*</i>			•	•	•		•
	<i>Distribution</i>					•	•	•
	<i>Possession w/intent to distribute</i>					•	•	•
Bomb Threat, Arson, Severe Vandalism, False Fire Alarm, Explosives, Fireworks					•	•	•	•
Cell Phone Misuse/ Electronic Device		•	•	•	•	•	•	<i>If illegal</i>
Cheating (<i>May fail or not receive credit for assignment or course</i>)		•	•					
Computer Misuse		•	•	•	•	•	•	<i>If illegal</i>
Disrespect Toward Others		•	•	•	•			
Disruption to Classroom/School		•	•	•	•	•		<i>If violent</i>
Dress Code Violation		•	•	•				
False Information/Accusations		•	•	•	•	•		



Consequences for Students



Offense/Violation	1	2	3	4	5	6	Reportable to Police
Fighting			•	•	•	•	If causes
Harassment/Intimidation			•	•	•	•	•
Inappropriate Language	•	•	•	•	•		
Insubordination		•	•	•	•		
Leaving an Area and/or Leaving Class and/or School Grounds without Permission		•	•	•	•		If unable to locate or unknown whereabouts
Non-compliance (including Behavior Contract)			•	•	•	•	
Sexual Activity				•	•	•	If illegal
Sexual Assault				•	•	•	•
Sexual Harassment			•	•	•	•	If illegal
Stealing and/or Theft			•	•	•		Value dependent
Tardiness	•	•	•				
Tobacco: <i>Possession, Distribution, Use</i>		•	•				
Trespassing				•	•		•
Unsafe Action(s)				•	•	•	If illegal
Weapons (<i>including look-a-like guns</i>)							
<i>Possession of: Firearm</i>						☀	•
<i>Knife</i>			•	•	•	•	•
<i>Other Weapon (includes look-a-like gun)</i>				•	•	•	•
<i>Possession and/or use of dangerous implements</i>				•	•	•	If illegal
<i>Use of Weapon to Cause or Attempt to Cause Injury</i>				•	•	•	•
☀ = automatic expulsion							



Student/Family Support Services



CHOICE School Counselor: Bracken Budge

Bracken Budge is in his third year at CHOICE, but has worked in the Shelton School District for many years as an Assistant Principal and Principal. He helps all students in the areas of academic achievement, career exploration and preparation, and social-emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow. He will help support students navigate issues like student-teacher problems, Running Start applications, college applications, career goals, graduation requirements, schedule changes or class options.

CHOICE Mental Health and Wellness Counselor: Alyssa Gonzales

Alyssa Gonzales, who is new to us this year, is trained to help support students who may want to discuss interpersonal issues, harassment, depression, pregnancy and pregnancy prevention, conflict mediation, family issues, homelessness issues, drug and alcohol referrals, mental health issues, etc.

The Mason Health School Based Health Clinic (MHSBHC)- Is now open at the South Sound Shelton Family YMCA. Hours are Tuesdays and Fridays 8:30 am to 11:30 am. Parents/Guardians can make appointments for their school-aged children or sign the consent to authorize Oakland Bay Junior High or CEDAR, Choice, and Shelton High School students to receive services in their parent's/guardian's absence. Parents/Guardians still must call to excuse the student from class at the designated appointment time. Health care services may include, but are not limited to routine medical exams, well-child or well-teen care, evaluation and treatment of acute illness and injuries. Schedule appointments at (360) 426-2653 Primary Care and then option 4 YMCA scheduling.

Shelton School District School ELL Student and Family Support: Betty Uriostegui

We are striving to support our students by providing additional assistance to close the achievement gap and ensure 100% of our students graduate. The Student & Family Resource Center is designed to assist students and families and connect them with the resources necessary to succeed in school and the community. In and out of the classroom we help students find the path to success. Arranging tutors, connecting with mentors or preparing for a job interview, we are here to help. We connect families to basic community resources such as housing assistance, medical and dental referrals, parenting classes, or family workshops.

Shelton School District Homeless Liaison: Darren Marshall

As homeless liaison, Darren provides a number of services to district students and their families. Assistance in locating emergency housing, school supplies, clothing, health care, and other social services is available. Darren also operates a clothing bank, located at the District Office, and is always accepting donations.

Shelton School District School Nurse: Avet Waldrop

Avet Waldrop provides health care services to several schools in the district. If a student or staff member needs to consult with the nurse, he/she should sign up in the C.H.O.I.C.E. office or contact her by e-mail or voicemail.

True North Student Assistance Program: Cheri Landry

True North staff members provide student assistance and treatment services for young people between 12 and 19 years old. Various services are available for prevention, intervention, treatment & recovery support including classroom presentations, screening for substance abuse, intervention groups, and tobacco cessation programs.



Support Services Continued



Food:

- **Saints Pantry Food Bank**
214 S 2nd Street, Shelton, WA 98584
Food distribution: Tuesday-Wednesday, 9:30am-12pm
(360) 427-8847
- **Matlock Food Bank**
218 W Matlock-Brady Rd, Elma, WA 98541
Hours: Wednesday, 12pm-2pm
(360) 463-8431
- **Hood Canal Food Bank**
331 N Finch Creek Rd, Hoodsport, WA 98548
Hours: Leave a message//1st & 3rd Monday every month, 12:30-3pm
(360) 877-6507

Mental Health and Chemical Dependency:

- **Crisis Text Line** -The Crisis Clinic of Thurston & Mason Counties - 24/7
Text **HOME** to 741741 to connect with a Crisis Counselor
<https://www.crisistextline.org/>
<http://www.crisis-clinic.org/>
- **Consejo Counseling**
627 West Franklin St, Shelton, WA 98584
(360) 763-5610
Language: English, Spanish
- **Behavioral Health Resources**
Monday-Friday, 8AM-5PM
110 West K Street, Shelton, WA 98584
- **Sea Mar Behavioral Health Clinic**
Mental health & substance abuse resources
<http://www.seamar.org>
(360) 704-7590
- **Skokomish Tribe Family Services**
Alcohol/chemical dependency help for tribal members
(360) 877-6585
- **Squaxin Isl. Tribe Outpatient Program**
Alcohol/chemical dependency help for tribal members
(360) 426-1582
- **True North Student Assistance & Treatment**
Prevention, intervention, treatment & recovery support
<https://truenorth113.org/>
(360) 427-2050
- **Find a counselor** -
Psychology Today
<https://www.psychologytoday.com/us>



Housing Emergencies



Housing assistance/Emergency shelters:

- **Community Lifeline**
218 N. 3rd St, Shelton, WA 98584
(360) 462-4439
- **Mason County Shelter Network**
Shelter for families with children
(360) 427-6919 (phone staffed M-F 1:00-5:00 P.M.)
- **South Puget Intertribal Planning Agency**
Tribal children and family services
<https://www.spipa.org/>
(360) 426-3990
- **Crossroads Housing**
71 Sargison Loop, Shelton, WA 98584
Hours: Monday-Friday, 1PM-5PM
(360) 427-6919
- **Mason County H.O.S.T. Program**
offers youth ages 16-21 support in eliminating homelessness
(360) 349-1525
masoncountyhost@gmail.com
- **Haven House**
Shelter/crisis center for teens 12-17
(360) 754-1151
- **Turning Pointe Domestic Violence Services**
Domestic Violence Shelter
Call for location
Hours: 24/7
(360) 432-1212
<https://www.turningpointe.org/>

Hotlines:

- **National Alliance on Mental Health (NAMI)**
800-950-6264 Helpline
OR, IN A CRISIS? TEXT NAMI TO 74174
- **The National Domestic Violence Hotline**
24/7
(800) 799-7233
or (800) 787-3224 (TTY)
- **Youth Help Line (The Crisis Clinic)**
24 hours
360-586-2777
- **Child Protective Services (CPS)**
24 hours
1-888-363-4276



Crisis Hotlines



Hotlines Continued:

- **National Runaway Safeline**
<https://www.1800runaway.org/>
24 hours
1-800-786-2929
- **National Suicide Lifeline**
(Veterans Crisis Press 1)
1-800-273-TALK (8255)
- **Stonewall Youth**
LGBTQ Support
360-705-2738
- **The Trevor Project**
<https://www.thetrevorproject.org/>
LGBTQ Support
- **Teen Dating Violence Hotline: 24/7**
Text **loveis** to 22522
1-866-331-9474 or 1-866-331-8453 (TTY)
www.loveisrespect.org

Other Resources:

- **211 - Free, confidential community resource databank**
Dial 211
<https://wa211.org/>
- **Childcare Aware Washington**
Help for parents in finding quality Childcare
800-446-1114
- **Community Youth Services**
Multisystemic Therapy (MST);
Transitional Age Youth (TAY)
WISe at Community Youth Services (CYS)
WISe provided by Catholic Community Services (CCS).
if you have questions about the program:
360-790-7505
- **Catholic Community Services**
Children's Crisis Stabilization
www.ccsww.org
Phone: (360) 480-5721
- **Cielo Shelton**
2505 Olympic Highway North, Suite 140, Shelton, WA 98584
(360) 868-2431
Hours: 10AM-6PM, Monday-Thursday
cieloshelton@cieloprograms.org
- **Community Action Council - Energy assistance *limited availability***
Next scheduling dates for appointments:
Mason Co. - March 31, 2020: 360-426-9726
Lewis Co. - March 31, 2020: 360-736-1800
Thurston Co. - March 27, 2020: 360-438-1100



Other Community Resources



- **Concern for Animals** - Pet food bank, financial assistance for veterinary care, etc.
1414 State Ave NE, Olympia, WA 98506
Hours: 9AM-4PM, Monday-Friday
(360) 456-8176: Assistance Program inquiries
- **Love Inc. - Mason Co.** - Resources
221 W Railroad Ave, Suite 10, Shelton, WA 98584
Hours: 10AM-3PM, Tuesday-Thursday
(360) 462-5683
- **Designated Crisis Responders** – Available in a crisis to determine if a person presents a harm to self/others/property, or is gravely disabled and is at imminent risk, or if there is a non-emergent risk due to a substance use disorder or mental disorder, or is in need of assisted outpatient behavioral health treatment. Available 24/7 for ANY client in crisis, regardless of funding.
- Olympic Health & Recovery Services for Grays, Lewis, Pacific, (800) 803-8833
- Olympic Health & Recovery Services for Thurston, Mason, (360) 754-1338

Health Care:

- **MultiCare** - FREE e-Visits to anyone who has COVID-19 symptoms (fever, cough, difficulty breathing). To waive fee, use promo code **COVID19** (in the payment section)
<https://www.multicare.org/virtualcare/>
- **Premera Blue Cross** - Teladoc
<https://member.teladoc.com/premera>
- **Kaiser Permanente** - E-visit & Care Chat
<https://wa.kaiserpermanente.org/html/public/health-wellness/care/flu-symptoms>
- **United Health Care** - Testing will be covered at approved locations for Medicaid & Medicare members
<https://www.uhc.com/health-and-wellness/health-topics/covid-19>
- **Regence BlueShield** - Telehealth
<https://www.regence.com/member/programs/health-support-services/telehealth>



STUDENT HEALTH SERVICES



Health Services:

One (1) school nurse and one (1) Health Tech serve CHOICE Middle/High School. When accidents or illnesses occur during school hours, emergency care will be given. In non-emergency situations student must obtain a pass from his/her teacher to go to the Health Room. The nurse or Health Tech may, based on his/her professional judgement, recommend the student go home or return to class. If a student needs to go home a parent/guardian will be contacted. Any further care is the responsibility of the parent/guardian.

Injuries and Medical Release

If a student is injured on the way to or from school, during the school day, or at any school related activity, he/she is required to notify the coach, teacher, supervisor, or nurse immediately of the injury and causes.

Immunizations

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board requires a student to present evidence of his/her having been immunized according to the requirements of the Department of Health and OSPI. All children enrolled in Washington schools must have an updated "Certificate of Immunization Status" on file. For those students who oppose immunization for religious or personal reasons, a signed waiver is required to be on file. A waiver form is available in the school office upon request. Your family physician may do immunizations or you may take your child to the Mason County Health Department. The District will allow for exemptions from immunization requirements only as allowed for by applicable state law, including RCW 28A.210.090.

Medications

When it is necessary for a student to take medication during school hours, certain guidelines must be followed. The following guidelines apply to both prescription and non-prescription medication:

- Physician complete the front page of Authorization for Medication Administration at School form. Parent must sign the bottom portion and return it to school. Instructions must be specific and not depend on school staff judgment.
- Oral medications, inhalers, tube feedings, eye drops, ear drops, nasal sprays, skin medications, and EpiPen injections, may be administered by school personnel.
- Provide medication in original container with the original label from the doctor or pharmacist. This label must have your child's name, the name of the medication, dosage, and time of administration as written on the authorization form (reverse side). Pharmacies can provide you with a second prescription bottle for school. Sample medications must be labeled and in an appropriate container.
- To prevent unsupervised access of your child or other children to the medication, only adults may deliver medication to school. The quantity acceptable at school is usually a 20-day supply or the amount sufficient for no more than four (4) weeks. Larger amounts are not recommended.
- You will want to maintain a record of the use of long-term medication so that you will know when to replenish the school supply.
- You will be given a receipt when delivering medication or when medication is returned to you.
- Authorization forms expire at the end of the school year. New authorizations are needed yearly.
- Please make arrangements to pick up surplus medications by the last day of school in June. Medication left at school after that day will be discarded.
- Many students take medicines at home that they do not take at school. However, if there were a disaster or emergency requiring students to stay overnight at school, that medication might be needed. You are welcome to provide 3 days' supply for such an emergency. We still need doctor's orders and parent signature as above to administer these medications.



Other Important Policies



Delays Because of Weather/Emergency School Closure - Parents of students riding buses are advised to listen to the radio and television when stormy conditions exist, especially in the winter. Weather related late starts, early releases, and cancellations will be broadcast on local radio KMAS (AM 1030), major TV stations, and on the Shelton School District website. Parents can also sign up to receive automated emergency notifications. Please speak to the CHOICE secretary for more information. Generally CHOICE will start at 9:45 am if bad weather causes a delayed start.

Family Education Rights and Privacy Act (FERPA) - Shelton School District may disclose appropriately designated "directory information" without written consent unless you have advised the District to the contrary in accordance with District Procedure No. 3231. The primary purpose of directory information is to allow the District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets.

Graduation

CHOICE offers our graduation ceremony for all CHS graduates in June. Students who attend a CHOICE program are welcome to participate in the graduation ceremony provided all graduation requirements have been met prior to the posted deadlines. CHOICE students will not be allowed to participate in the Shelton High School graduation ceremony.

Meals

Student behavior during the meal periods should be based on courtesy and cleanliness. Students will go through the line and pay for their choice of food. Free or reduced price lunches/breakfasts are available upon application, provided the family income falls within certain income guidelines. Applications for free/reduced lunch are available to all families at enrollment and forms are available in the CHOICE office.

Free and reduced applications must be completed and turned in at the start of each school year. Families participating in the Free/Reduced meal program from the previous school year will receive benefits for the first thirty serving days of the current year. If a new application is not submitted, families will be terminated from the program.

Student Activities

Students have access to all district sports and clubs that are not offered at CHOICE, provided they maintain academic eligibility. CHOICE 10th—12th grade students may attend dances at Shelton High School by following the same procedures as SHS students.

Telephone Messages

Office telephones are primarily for official school business. Students may not use the phone in the front office without staff approval. Messages for students will be given at the end of the school day, during lunch, or as soon as reasonably possible. Parents are asked not to call students during the school day unless there is an emergency; if there is an emergency, please call the main office (rather than calling the student's personal cell phone) so that we can notify the student and provide support, if needed.

Textbook Usage/Fines

It is the school policy that any book that is lost, mutilated or destroyed in any manner be replaced by the student to whom it was originally checked out, with that student paying the price of a new book.



Other Important Policies



Teacher and Para Educator Qualification Notice

Parents can request information regarding the professional qualifications of their students' classroom teachers and para educators. An online publication titled, *Parent's Right To Be Informed*, is available in English and Spanish at: <http://www.k12.wa.us/Title/ParentFamilyEngagement/ParentsGuardians.aspx>. Information regarding teacher and para educator qualifications can also be obtained by contacting Linda Arnold, Executive Director of Human Resources at larnold@sheltonschoools.org, or by calling 360-426-1687.

Translation Services

It is our intent to communicate as much as possible in a language accessible at home, and to have interpreters at school functions. This includes parent conferences, school events, etc. Please contact Betty Uriostegui with any translation or interpreter requests.

Email: buriostegui@sheltonschoools.org

Phone: 360-490-1235

Servicios de traducción

Este es nuestro intento para comunicarlos lo mejor posible en un lenguaje accesible en casa y tener intérpretes en los eventos escolares. Estoy incluye conferencias de padres, eventos escolares, etc...

Por favor contactar a Betty Uriostegui con cualquier solicitud de traducción o interpretación.

Email: buriostegui@sheltonschoools.org

Phone: 360-426-7991

Ayon ti chi ko kamik'olne ko jatnene eloq yul ko q'anej chi jala yulaq ko na'. Ka axka tu chi ko sayek maktxel chi alon ko q'anej yin janoq ab'ix bay sanail kuyuj o ma b'ay eb' mamej o ma janoq xa tx'oq ab'ixal.

Chi huj e yalon bay Betty Uriostegui ta hay junoq che yoche chi ko jatne ek toq yul junoq xa txoq tiejal.

Core: buriostegui@sheltonschoools.org

Telefono: 360-426-7991

Volunteers in the Classroom:

Individuals must complete a registration form and undergo a background check (available from the secretary) before they are allowed to volunteer in the school. Whenever a volunteer is present in the building, he/she must sign in at the office both upon arrival and at departure.



Transportation



Transportation is available for CHOICE students as long as students live in the Shelton School District. Students will ride their regular bus to Shelton High School, and then catch a transfer bus to CHOICE. This will arrive at approximately 7:35. Students will then need to catch the transfer bus, to SHS at the end of the day, which leaves the school at 2:13. If a CHOICE student only takes one session of classes, they will need to provide their own transportation to or from school.

The Shelton School District provides bus transportation for students within our attendance areas for families who have requested this service.

Students signed up for transportation are expected to obey the district rules (district procedure #6605P) and the directions of the bus driver. Failure to obey the rules, display of inappropriate or unsafe behavior on the bus will result in parent contact, denial or cancellation of bus services.

Students are responsible to get off at their assigned stop and only ride their assigned bus. Students that need to ride home on a different bus, or get off at a stop other than their assigned stop, must have a bus pass signed by office personnel by 2pm of the day of transit. To receive a bus pass your child should bring a written note to the office with the specific request that includes: student name, regular bus route information, change request and day or days the change is to be effective.

Activity Bus

In order to receive bus service on the activity bus, passengers must be current Shelton School District students. Centralized community stops are established within Shelton and Hood Canal School districts for delivery of students. Due to daily changes in riders, the bus stop times may vary up to approximately 15 minutes. Please understand that this transportation is a courtesy ride. All students are expected to obey district rules and directions of the bus driver. Any student that receives a misconduct notice may be suspended from the ASA bus indefinitely.

General Expectations

Safe	Orderly behavior is expected and required at the bus stop. Board / unload the bus single file. Students must stay in their seat. Students must face forward, sitting on their bottom, with their feet towards the floor. Follow directions of bus driver	Hands and feet to self and out of aisle. Classroom voice during route. Quiet voice at railroad crossings. No eating or littering on bus. No possessions/use of weapons or toys that replicate weapons. Students will not possess /use alcohol, tobacco products, lighters, etc.
Organized	Have coats on, backpacks on lap or floor in front of you	Know where you sit on the bus Get on and off at your bus stop
Accountable	Hands and feet to self and out of aisle Fighting, shoving or tripping is not allowed.	Use of profanity or gestures are not allowed
Respectful	Follow directions of bus driver or aide.	Use your manners Respect property

CONSEQUENCES FOR VIOLATION OF RULES

When misconduct occurs the drivers will make every attempt to change the behavior of the student (e.g., call home, assign seat or other various interventions) prior to issuing a bus violation report. If the misconduct is not corrected or in the case of serious misconduct, a bus violation report is completed and sent to the school administrator and progressive discipline will be imposed. Some infractions may warrant skipping to a higher discipline consequence level.



Emergency Response Procedure



The Shelton School District and CHOICE Middle/High School are responsible for providing students with a safe learning environment. In order to ensure student and staff safety, the District has implemented an Emergency Response Plan. Should an emergency or crisis situation arise in or around schools while school is in session, specific procedures will be followed, including communication with appropriate law enforcement and responding city and county agencies.

In the event of an emergency:

During an emergency, it is critical that families follow the directions of the school and emergency officials. Please avoid calling or driving to school as this can take away from managing a situation.

- Messages will be posted to the home page of the district website, www.sheltonschools.org, and the Shelton High School website, www.shs.sheltonschools.org. The District will utilize various mass communication tools, including but not limited to email, phone calls, text messages, and social media to communicate with families.
- During a lockdown or evacuation, no individuals, except responding emergency personnel, will be allowed to enter the campus until law enforcement has determined it is safe to do so. Designated reunification areas may be identified away from the campus for parents to pick up students.
- In the event of an evacuation where students are not allowed to return to campus, parents will be provided information regarding reunification locations using the above listed communication methods. In the event parents are not able to pick up their child, students will be kept at the identified reunification location until alternate arrangements can be made.
- To prepare all members of the community for emergency events, Shelton High School will conduct periodic emergency drills, including modified lockdowns, lockdowns, fire drills, and shelter in place situations. The drills will cover a variety of potential emergency situations and staff will discuss appropriate actions for each situation with students during the drills.



Non-Discrimination/Child Find



NON-DISCRIMINATION STATEMENT/CHILDFIND

Identification of Students with Disabilities Act. The Shelton School District identifies children birth through 21 who may have a suspected disability, required by the Individuals with Disabilities Education Act (IDEA) of 2004. A parent, staff member, or outside person may refer a student at their local school by contacting their child's classroom teacher, school counselor or the Special Education department at (360) 426-2151. More information available on the Shelton School District ChildFind webpage at https://www.sheltonschools.org/departments/special_services/parent_resources/child_find

Programs for Students with Disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against persons with a disability in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who . . . Has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sleeping, standing, lifting, reading, concentrating, thinking, communicating, helping, eating, bending, or operation of a bodily function. The Shelton School District has the responsibility to provide accommodations and services to eligible individuals with disabilities. The district acknowledges its responsibility under Section 504 to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the school.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." The following link can provide more detailed information: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Implementing Agreements and Completing Corrective Actions in Citizen Complaints and Due Process Decisions

The following dispute resolution options are recognized under the Individuals with Disabilities Education Act (IDEA): Mediation Agreements; Resolution Agreements; Citizen Complaints; and, Due Process Hearings. Implementation of decisions issued in a citizen complaint or a due process hearing are reviewed by OSPI. Allegations that a district has not implemented a resolution or mediation agreement may also be raised in a citizen complaint. Failure to implement due process hearing and citizen complaint decisions can result in further corrective actions or other sanctions, which can include fund withholding. Districts should have internal systems in place to address implementation of agreements and decisions. The following are suggested ways to make sure that a district is addressing implementation of dispute resolution options:

Mediation and Resolution Agreements:

- Review the agreement and determine who needs to be informed of the agreement and any actions that are needed. This can include both special education and general education staff with responsibility for implementing the IEP.
- Make sure that all dates for implementation are calendared when there is more than one activity to be completed.
- Follow-up with documentation to the parent regarding step(s) taken to implement the agreement and completed activities.
- If needed, review the events that led to the request for mediation or request for hearing that resulted in an agreement. If there are steps that the district can take to address any of the procedural issues, consider follow-up written guidance, or staff training that can prevent the same issues from recurring for other students.



Child Find/Citizen Complaints/Due Process



Citizen Complaints:

- Review the decision. If there are corrective actions in the decision, they will address any student specific corrective actions and/or any district specific actions that are designed to prevent the violations from recurring.
- Inform any staff of the complaint decision and any steps that are needed to complete the corrective actions. This can include both special education and general education staff with responsibility for implementing the IEP.
- Make sure that any required corrective actions are calendared and completed before the dates for implementation and documentation required for OSPI.
- Make sure that corrective actions are being implemented. If there is a legitimate need for an extension, notify OSPI of the request and the reasons, to see if an extension for one or more corrective actions can be granted.
- Provide documentation of corrective actions to the OSPI contact person within required timelines.
- Implement any student specific and district specific required actions.
- Provide all final documentation to OSPI.

Due Process Hearing Decisions:

- Review the decision and determine who needs to be informed of the decision and actions that are needed as part of the order. This can include both special education and general education staff with responsibility for implementing the IEP.
- In addition to any student specific actions, review the conclusions to determine whether there are procedural violations, because the district must also take steps to address these procedural violations to prevent the same issues from recurring for other students.
- Implement the order. Make sure the steps outlined in the order are calendared and completed before the dates required for implementation in the due process decision.
- Provide staff training, written guidance, or take other steps to address procedural violations noted in the decision.
- Document steps taken to implement the decision.
- Address both student specific and district systemic actions taken to address the decision in the iGrants form package 267-Federal IDEA B application.



Non-Discrimination Policy



Shelton School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator

Linda Arnold, Executive Dir. of Human Resources
700 S. First Street; Shelton, WA 98584
360-426-1687
Email: larnold@sheltonschoools.org

Section 504/ADA Coordinator

Ivy Kardes, Director of Special Services
700 S. First Street; Shelton, WA 98584
360-426-2151
Email: ikardes@sheltonschooolsorg

Civil Rights Compliance Coordinator

Linda Arnold, Executive Dir. of Human Resources
700 S. First Street; Shelton, WA 98584
360-426-1687
Email: larnold@sheltonschoools.org

Gender Inclusive School Coordinator

John Holbrook, Safety and Security Manager
700 S. 1st Street; Shelton, WA 98584
360-426-6322
Email: jholbrook@sheltonschoools.org

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view Policy and Procedure 3210 online here: [Policy & Procedure - Shelton School District \(sheltonschoools.org\)](https://sheltonschoools.org/policy-procedure)

Non-Discrimination Notification – Career and Technical Education

The Shelton School District does not discriminate on the basis of sex, race, color, national origin, disability, or age in its program or activities and provides equal access to the Boy Scouts and other designated youth groups. The Shelton School District offers classes in many career and technical education program areas, including courses that span a wide variety of disciplines that lend to industry/business and college related to healthcare, math, environmental science, etc., under its open admissions policy. For more information about CTE course offerings and admissions criteria, contact Gretchen Maliska, Career-Connected Learning Coordinator at 700 S. 1st St.; Shelton, WA 98584; 360-426-1687; gmaliska@sheltonschoools.org. Lack of English language proficiency will not be a barrier to admission and participation in career and technical education programs. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Linda Arnold, Exec. Director of Human Resources; 700 S. 1st Street; Shelton, WA 98584; 360-426-1687; larnold@sheltonschoools.org.



Electronic Information Services



Student Responsibilities and Acceptable Use:

The Shelton School District and CHOICE Middle/High School electronic information services are to assist in the collaboration and exchange of information among schools, parents, students, and teachers. The use of student accounts must be in support of education and research within the educational goals of the school or District. There is no expectation of privacy for any user making use of the Shelton School District electronic information services or computers. The District may review any and all files or communications and monitor system utilization at any time without notice or permission.

Failure to follow acceptable use guidelines may result in cancellation of permission to use the electronic information services and appropriate disciplinary action. While the District will take steps to protect students from any information that may be considered to be inappropriate, you should be aware that it is impossible to control access to all inappropriate materials on the global network. Thus, the user has the ultimate responsibility for how the electronic information services or computers are used.

Electronic information services include but are not limited to the internet, intranet, databases, electronic mail, chat, and any electronic-accessible source of information. Use of these services is a privilege and not a right.

Responsibility for students:

- Report any misuse of the network to a school administrator or teacher
- Do not reveal home addresses, personal phone numbers, or personally identifiable data
- A student's use of electronic services requires a signed Technology Agreement by both the student and parent

The IT Director, or appointed personnel, and the school administrator will decide appropriate use of the electronic information services. If a student has used the system inappropriately, a teacher, administrator, or the IT Director, or appointed personnel, may close an account or limit access to an account at any time.

Prohibited Uses of the Shelton School District electronic information services by students include but are not limited to:

- Transmission, submission, publication, display, or retrieval of any material considered defamatory, inaccurate, abusive, obscene, sexually oriented, threatening, racially offensive, or illegal
- Transmission, submission, publication, display, or retrieval of any material in violation of any federal or state laws and/or District policies. Some examples are copyrighted material protected by trade secret
- Commercial activities by for-profit institutions
- Any use which shall serve to disrupt the use of the network by other users
- Any use of another's account
- Allowing another user to use your account or passwords
- Attaching any device to the network without approval
- Installation of software
- Attempts to harm, modify, or destroy data, software or hardware or interfere with the system security or monitoring

Students should take appropriate steps to maintain and protect their information by:

- Protect your password. Do not give any other person your password
- If you identify a security problem, notify a school administrator or teacher immediately
- You are expected to abide by the generally accepted rules of network etiquette (be polite, use appropriate language, respect privacy, avoid disruptions) and any other school or District policies
- Use of the network should be limited to educational uses



TO BE SIGNED BY STUDENT AND RETURNED

2023-2024 SCHOOL YEAR

STUDENT NAME: _____

DATE: _____

(PLEASE PRINT)

ADVISOR: _____

Acknowledgement of Receipt of Student Handbook Information

Check to acknowledge:

I acknowledge that I have been oriented to the CHOICE Middle/High School 2023-2024 Student/Family Handbook and that I have been given the opportunity to read/view the Handbook. I understand that this Handbook is available on the district's and school's website and that I have been notified that a hard copy has been provided to me. I understand that I may contact the Principal if I have any questions about the information contained in this Handbook.

I acknowledge I have read/viewed the Student Directory Information Release Form and the Student Media Release Form. If I do not wish to have any directory information released, I or my parent/guardian have filled out and returned this form. If I do not wish to be recognized by or participate in authorized media activities of the District/School, I or my parent/guardian have filled out and returned this form.

Technology Use Agreement

(See page 57 of the Student/Family Handbook for information)

I have read and agree to abide by the CHOICE and Shelton School District policies and regulations on appropriate use of the electronic information system, as incorporated herein by reference. of the District/School, I or my parent/guardian have filled out and returned this form.

I understand and will abide by the provisions and conditions indicated. I understand that any violations of the above terms and conditions may result in disciplinary action and the revocation of my use of information services.

SIGN HERE: _____

DATE: _____

(Student Signature)



**TO BE SIGNED BY PARENT/LEGAL GUARDIAN AND RETURNED
2023-2024 SCHOOL YEAR**

STUDENT NAME: _____

DATE: _____

(PLEASE PRINT)

ADVISOR: _____

Acknowledgement of Receipt of Student Handbook Information

Check to acknowledge:

I acknowledge that I have been oriented to the CHOICE Middle/High School 2023-2024 Student/Family Handbook and that I have had the opportunity to review the information with my child. I understand that this Handbook is available on the district's and school's website. I understand that I may contact the Principal if I have any questions about the information contained in this Handbook.

I acknowledge I have read the Student Directory Information Release Form and the Student Media Release Form. If I do not wish to have any directory information released, I have filled out and returned this form. If I do not wish to my child recognized or participate in authorized media activities of the District/School, I have filled out and returned this form. I understand that I may contact the Principal if I have any questions about these forms.

Technology Use Agreement

(See page 56 of the Student/Family Handbook for information)

As the parent or guardian of the above named student, I have read this agreement and understand it. I understand that it is impossible for the Shelton School District to restrict access to all controversial materials, and that I will not hold the District responsible for materials acquired by use of the electronic information services, I also agree to report any misuse of the electronic information services to a District/School administrator (Misuse may come in many forms but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, inappropriate language, or other issues described in the agreement).

I accept full responsibility for the supervision if, and when, my child's use of the electronic information services is not in a school setting. I hereby give my permission to have my child use the electronic information services.

PARENT/LEGAL GUARDIAN NAME: _____

(PRINT NAME)

SIGN HERE: _____

DATE: _____



Parent/Guardian Expectations



At the student's placement meeting, the parents/guardians will be asked to sign a contract agreeing to the following expectations. Students will also be asked to sign a list of expectations. Refusal to sign this contract means that CHOICE is probably not the right fit for your student, and we will attempt to help you find an appropriate educational alternative.

- As the parent/guardian, I have read the CHOICE attendance policy, and I understand that I must excuse my child's absence within five days. I agree to attend each check-in, or send another adult in my place. I also agree to keep my contact information up to date. I have also read the school district policy on attendance.
- As a parent/guardian, I agree to support the school's technology policy, and contact my child by calling the office if I need to reach him/her during the school day. I also agree to pick up my student's personal equipment if he/she has it out during class and has it confiscated by the principal.
- As a parent/guardian, I agree to support the school's substance abuse policy as outlined in the handbook above. I agree to arrange for a ride home for my student if he/she is under the influence of drugs, alcohol, or other substances at school, or if he/she is perceived to be under the influence.
- As a parent/guardian, I agree to support the school in enforcing the CHOICE discipline policy. I understand that if my student does not follow the discipline policy or live by the CHOICE Community Agreements, he/she may be transferred immediately to another program or school that more appropriately meets his/her needs.

STUDENT NAME: _____

Acknowledgement of Receipt of Student Handbook Information

I have read and agree to abide by the CHOICE policies as stated in this handbook:

Student signature:

Parent/Legal Guardian signature:

Staff signature:



Optional Student Directory



SIGNING THIS FORM IS OPTIONAL. SIGN AND RETURN THIS FORM ONLY IF YOU DO NOT WISH TO HAVE SOME OR ALL DIRECTORY INFORMATION RELEASED STUDENT DIRECTORY INFORMATION

The District/School is required to obtain your written consent prior to releasing educational records or personally identifiable information concerning your student. Federal law provides a number of exceptions to this requirement, for example, when releasing information to other school and district officials, to the Washington State and United States Department of Education, to other schools where your student seeks to enroll, and for other exceptions provided by law. The District may also release "directory information" (specified below) concerning your student without your written consent, unless you have provided the District notice of your desire to opt out of directory information.

NOTE: Your student's home address, home telephone number, email address, and class rank will **ONLY** be released as "directory information" under the following circumstances and to the following individuals and groups without your written consent: 1) Colleges, universities, and prospective employers for the purposes of recruitment, notification of scholarship offers or job opportunities, and similar purposes; or 2) Shelton School District-affiliated groups or approved vendors [i.e. student groups and clubs (yearbook, student newspapers, student council, marching band, National Honor Society, and the like); student athletic teams; parent booster clubs; parent-teacher groups; graduation vendors (photographs, caps and gowns, announcements), and the like]. This information will not be considered "directory information" if being requested by an individual or group that does not conform to the requirements above (e.g. for-profit businesses that are not District-approved vendors, outside media groups, and the like). In those circumstances, your student's home address, email address, and class rank will not be released unless the District/School has obtained written consent provided by the parent/guardian or eligible student.

If you do not want any or all directory information about your student to be released to any person or organization without the prior signed and dated consent, you must notify the District/School in writing by checking off any or all of the rejected information below and signing and returning this form to Shelton High School within two (2) weeks of receiving this form. If Shelton High School does not receive this student's Student Directory Information Release Form by your returning, the District/School will assume that your permission is given to use directory information as described above.

To: Principal: I DO NOT wish to have the Shelton School District/Shelton High School disclose the directory information checked below under any circumstance. The checked information will not be released to colleges or universities, it **will not** be used for scholarships, placed on athletic/activity rosters, or school programs, and photographs will not appear in the yearbook or other similarities for:

STUDENT NAME: _____ ID NUMBER: _____

PARENT/LEGAL GUARDIAN/

ELIGIBLE STUDENT SIGNATURE: _____ DATE: _____

- | | |
|---|---|
| <input type="checkbox"/> Student's name | <input type="checkbox"/> Student's honors and awards received |
| <input type="checkbox"/> Student's parent's home address | <input type="checkbox"/> Student's dates of attendance (trimester, not specific days in school) |
| <input type="checkbox"/> Student's home address | <input type="checkbox"/> Student's participation in officially recognized activities and spots |
| <input type="checkbox"/> Student's home telephone number | <input type="checkbox"/> Student's height, weight, and athletic number if involved |
| <input type="checkbox"/> Student's district assigned email address | <input type="checkbox"/> Student's most recently attended educational agency or institution |
| <input type="checkbox"/> Student's current school of attendance | <input type="checkbox"/> Class rank by percentage (for example, top 10%, top 20%) |
| <input type="checkbox"/> Student's major field of study | <input type="checkbox"/> Class rank by GPA (for example, 3.0 and above) |
| <input type="checkbox"/> Student's photograph | <input type="checkbox"/> Student's grade level (9th, 10th, etc.) |
| <input type="checkbox"/> Student's enrollment status (part-time or full-time) | |



Optional Student Media Release



SIGNING THIS FORM IS OPTIONAL: SIGN AND RETURN THIS FORM ONLY IF YOU DO NOT WISH TO HAVE INFORMATION RELEASED

Throughout the school year, students may be recognized or displayed in various District/School sponsored publications (print, electronic, film, video, audio, etc.) to promote Shelton School District activities and achievements or to inform the community about the school and District matters. The District/School may also prepare press releases for outside media groups to recognize students and their achievements or to inform the community about school and District matters.

On rare occasions, the District/School may also authorize various non-District groups (including outside media or other third-parties) to film, make other recordings, or to conduct student interviews on District/School property during the school day. In these circumstances, a District or School administrator is present to supervise the activity, and when possible, parents will be notified in advance of any recordings or interview.

Please note: The district has no control over the recordings made of your student outside of school or District property, at public events and activities, after school hours, or by unauthorized students or third parties.

I acknowledge that failure to return this form within two (2) weeks from the date of distribution will constitute approval for the District/School (including District/School sponsored groups) to use or release the video, photographic, and/or audio representation, as well as name and likeness of my student [or of me (if student is at least 18 years old)] for in District/School sponsored media releases, publications, social media, websites, etc.

To: Principal

My signature below indicates that (check all that apply):

I do not consent to the District/School (including District and school-sponsored groups) to use the information listed above.

I do not consent to authorize third party use of the information listed above.

STUDENT NAME: _____

ID NUMBER: _____

(PLEASE PRINT)

PARENT/LEGAL GUARDIAN/

ELIGIBLE STUDENT SIGNATURE: _____

DATE: _____