

Student name: _____

TEAM High School

Teaching Educational Academics Meritoriously

Application Form

Office Use:

Current WHS Student: Yes No

Do you participate in: Running Start Cascadia TECH Co-enroll WHS
☐ ☐ ☐

Live outside of the Woodland School District: Yes No CT

Thank you for your interest in TEAM High School, Woodland's alternative high school. We have included an application for the student and parent to complete. In the application, the student is asked to explain why they are interested in our alternative program. This will be treated confidentially. The student and parent will also sign a contract. We ask that you read this carefully as we take it seriously.

Please return your completed application to Deena Capen, our District Registrar. Deena's office is located in our Business Services Office at 800 2nd Street, Woodland, WA 98674. The green door with the brick facade.

Once your application is received you will be contacted by a TEAM staff member to schedule an intake interview. Interviews are about 20 minutes long, held weekly, usually over Google Meets, and a parent/guardian plus student is required to attend.

Please contact **Deena Capen, District Registrar at 360 841-2707** if you have any questions.

Principal's Signature of Acceptance

Date

Anticipated Enrollment Date

Woodland Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding compliance procedures may be directed to the School District's Title IX Officer,

Affirmative Action Officer, or 504 Coordinator, Jake Hall 800 Second St. Woodland, WA, 98674, hallj@woodlandschools.org, 360-841-2725.

TEAM High School

Application and Registration Form

Student Information

Student Name _____ Male Female Other (circle one)

Address _____ City _____ Zip _____

Home Phone _____ Birthdate _____ Grade _____

Student Cell Phone _____

Does the student live outside of Woodland School District? **YES NO**

Note: If you live outside of the WSD, please include an unofficial copy of your transcript with your application.

Is the student enrolled in special education courses / have an IEP? **YES NO**

Does the student have a current 504 Plan? **YES NO**

Interested in co-enrollment with WHS, CTA, and/or Running Start? (explain below)

Does the student participate in school sports or extracurriculars? (list below)

Has the student ever been suspended or expelled? YES NO

If the answer is yes, please explain:

Is the student currently involved in juvenile court proceedings? _____

Name of most recent school attended: _____

School district of that school: _____

City and state of that school: _____

Parent/Guardian Information

Name(s) of Parent(s)/Guardian(s) at above address

_____ Cell Phone _____

_____ Cell Phone _____

Email Address(es) _____

Which Parent should be contacted first?: _____

Preferred method of contact (circle one): _____ phone call _____ text _____ email

TEAM Hours of Availability

These are normal hours that students may attend TEAM, however, hours are subject to change. Any weekly changes will be communicated to families via TalkingPoints

Day	Time
Monday	Closed to students except co-enrolls 1:30-3:00
Tuesday	8:00am – 5:00pm
Wednesday	8:00am – 4:00pm
Thursday	8:00am – 5:00pm
Friday	8:00am – 5:00pm

Student Statement

Student needs to complete the following:

What are the reasons you have either dropped out or want to leave the regular school program and/or want to enroll in an alternative school program?

What skills do you have that will help you be successful in a self-driven school with limited teacher support? Be as specific and detailed as possible.

Parent/Guardian Statement

Please explain why you believe TEAM High School is a better option for your child than their current situation. What do you hope they'll get from an ALE school vs. a traditional school?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

If there are specific educational or behavioral concerns we should know about your child, please give us details that would be helpful in supporting your student.

[illegible]

Student name: _____

Personal Pathway Career Electives

Please choose a career cluster from the options below. Choose the option that most closely aligns with your High School and Beyond Plan. If you have not started your High School and Beyond Plan yet, choose the option that most closely aligns to your career interest.

Health

Just a note that the Health pathway includes sex-ed

- Health Extended
- Health Abstinence
- Health Science Sem 1
- Health Science Sem 2
- Health Opportunities Sem 1
- Health Opportunities Sem 2

Business

- Information Technology Sem 1
- Information Technology Sem 2
- Business and Technology Sem 1
- Business and Technology Sem 2
- Business, Marketing, and Finance Sem 1
- Business, Marketing, and Finance Sem 2

Cascadia

- 3.0 Credits

College/Trade/Career

- Personal Finance Sem 1
- Personal Finance Sem 2
- College and Career Prep Sem 1
- College and Career Prep Sem 2
- Business, Marketing, and Finance Sem 1
- Principles of Information Technology Sem 1

University (available to WHS co-enrolls only)

- Foreign Language 1
- Foreign Language 2
- Foreign Language 3
- Foreign Language 4
- Fine Art 1
- Fine Art 2

Running Start

- 3.0 Credits

Career Pathway choice: _____

_____ Student Name (print)	_____ Student Signature	_____ Date
-------------------------------	----------------------------	---------------

_____ Parent Name (print)	_____ Parent Signature	_____ Date
------------------------------	---------------------------	---------------

_____ Parent Name (print)	_____ Parent Signature	_____ Date
------------------------------	---------------------------	---------------

GRADUATION PATHWAY

Students **must** fulfill the pathway requirement to graduate. Below are the options for meeting the pathway requirement. Please choose which one you (or your student) will be using, and be ready to discuss it with the counselor in your intake meeting.

TESTING	
Test	Score
Smarter Balanced	English \geq 2548
	Math \geq 2595
ACT with Writing	English \geq 14
	Math \geq 16
SAT with Essay	English \geq 410
	Math \geq 430
ASVAB	\geq 31

TRANSITION COURSES	
Subject	DETAILS
English 12-Sem 1 -and- English 12-Sem 2	Taken via Apex at TEAM
Applied Math Sem 1 -and- Applied Math Sem 2	Taken at WHS as co-enrollment
Algebra 2 - Sem 1 -and- Algebra 2 - Sem 2	Taken at WHS as co-enrollment
	Must earn grade of B or better both semesters
Pre-Calculus	Taken at WHS as co-enrollment

PROGRAMS	
Program	Details
Cascadia	Available to Juniors and Seniors - must complete 2.0 credits
Running Start	Available to Juniors and Seniors - must pass English course and Math course

CTE SEQUENCE (co-enroll at WHS)	
Subject	Credits
Horticulture	2.0 Credits
	(4 semesters)
Floral	2.0 Credits
	(4 semesters)

Graduation Pathway choice: _____

Student Name	Student Signature	Date
--------------	-------------------	------

Parent Name	Parent Signature	Date
-------------	------------------	------

Parent Name	Parent Signature	Date
-------------	------------------	------

Contract to Attend TEAM High School

My signature below indicates that I agree to the following terms of attendance at TEAM High School:

1. I will attend TEAM High School at least 1 hour per week in the TEAM High School building. This number may be increased if the teachers see I am falling behind.
2. I will complete a minimum of 29 hours of homework time each week.
3. Even if I am unable to attend school, I will complete my Google Classroom check-in, and I will make up the time missed.
4. I understand that any absences and time missed must be made up in a timely manner.
5. Transportation to and from TEAM High School is my responsibility.
6. I will not enter any other school campus in the district without specific permission from a staff member at TEAM High School or a staff member from the campus I am entering.
7. I accept full responsibility for my actions, attitude and behavior and will do my best to maintain a learning atmosphere at TEAM High School. This includes showing respect for everyone and not being involved in inappropriate behavior during my educational experience at TEAM High School.
8. The TEAM High School staff will do its best to help me achieve my goals and expectations. If I am unable or unwilling to keep the terms of this contract, it will be grounds for disciplinary action and/or removal from the TEAM program.
9. If the principal writes two discipline referrals in one given year on a student, the student may be withdrawn for the remainder of the school year or longer from TEAM High School.
10. I understand that I will graduate with TEAM High School whether I am a full-time **or** a part-time co-enrolled student at TEAM.
11. I have read and understand all of the contents in the Nobody Ever Told Me folder, available at the following QR Code or linked at the WoodlandSchools.org website:



Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

PARENT STATEMENT OF UNDERSTANDING

In accordance with the Alternative Learning Experience Implementation Standards, *reference WAC 392-121-182 (3)(e)*, prior to enrollment parent(s) or guardian shall be provided with, and sign, documentation attesting to the understanding of the difference between home-based instruction and enrollment in an alternative learning experience (ALE).

Provided on the front and back of this form are summary and narrative descriptions of the difference between Home-based Instruction and an ALE. Please read these descriptions and sign below.

Summary Description

Home-Based Instruction

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

Alternative Learning Experience: TEAM High School

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

Part-time Enrollment of Home-Based Instruction Students Home-based instruction students may enroll in public school programs, including ALE programs, on a part-time basis and retain their home-based instruction status. In the case of part-time enrollment in ALE, the student will need to comply with the requirements of the ALE written student learning plan, but not be required to participate in state assessments or meet state graduation requirements.

I have read the summary and detailed descriptions of home-based instruction and alternative learning experience provided and I understand the difference between home-based instruction and the alternative learning experience program in which my child is enrolling.

Parent Signature: _____ Date: _____

Student Name: _____

Narrative Description of the Differences Between Home-Based Instruction and public-school Alternative Learning Experiences

Home-based instruction is authorized under Revised Code of Washington (RCW) 28A.225.010 and RCW 28A.200. When a parent or guardian has filed a 'declaration of intent to provide home-based instruction' with the district and is meeting the requirements for home based instruction stated in RCW 28A.225, the student is eligible to receive home-based instruction. Students receiving only home-based instruction are not enrolled in public education, and they do not have to comply with the rules and regulations regarding public schools. Since the student is not registered or enrolled in the public school system, the school district is under no obligation to provide instruction or instructional materials for these students. Home-based instruction students are not required to participate in any district or state testing and/or assessments. Additionally, home-based instruction students are not eligible for graduation through a public high school unless they meet all of the graduation requirements established by the state, district, and the local high school. This includes earning the Certificate of Academic Achievement.

Part-time enrollment

Home-based instruction students may have access to ancillary services and may enroll in a public-school course, such as an alternative learning experience program, on a part-time basis where space is available. Part-time enrollment is defined as being less than full-time enrollment. In these cases, the student is responsible for maintaining acceptable attendance and meeting all course and school requirements. For an alternative learning experience, this will mean meeting the requirements of the written student learning plan. The student continues to be considered a home-based instruction student when enrolled **part-time** in a public school setting. Therefore, except for the individual class requirements, school and district attendance rules, and school behavior policies, the limitations and restrictions noted in the paragraph above are in force.

Full-time enrollment

A student enrolling **full-time** in a public-school alternative learning experience program is **not** receiving home-based instruction, even if the parent or guardian has filed a 'declaration of intent to provide home-based instruction' with the school district. The student is considered a public-school student and is subject to all the rules and regulations governing the actions of all public-school students. This includes, but is not limited to, attendance, meeting course requirements, graduation requirements, and assessment requirements. Full-time students are eligible for graduation from a public high school upon meeting all of the school, district, and state requirements.

Service Dog in the Classroom

One of our TEAM staff members is accompanied by a trained service dog. This service dog (her name is Maeve) is a working animal, not a pet. Service dogs are specially trained to perform tasks that support individuals with disabilities and are legally permitted to accompany their handlers in public spaces, including schools. Maeve is under the control of her handler at all times and is carefully managed to ensure a safe and positive learning environment for everyone.

To help our students understand and interact appropriately with a working service dog, please be aware of the following guidelines:

Service Dog Guidelines

The dog is here to do an important job.

Please remember she is not a pet—she is a working dog.

No petting, calling, or feeding.

She needs to focus, so don't interact unless her handler says it's okay.

Give the dog space.

Walk around, not behind or beside the dog, and let her move with her handler.

Keep food, toys, and belongings to yourself.

Don't offer anything to the dog. She would love it, but it distracts her.

Be respectful with your body and voice.

Calm behavior helps everyone in our classroom stay focused—including Maeve!

Talk to the person, not the dog.

If you're curious, ask the handler—not the dog—for more information.

We are committed to creating a safe and inclusive environment for all students. Providing information about any known dog allergies or significant fears or phobias your child may have will help us take appropriate steps to ensure the comfort and well-being of all students. If you have any questions or would like to share information regarding your child's allergies or fears, please contact our principal, Dr. Phil Pearson.

By signing below, you are acknowledging that you have been informed of the presence of a service dog in the classroom.

Student Name

Student Signature

Date

Parent Name

Parent Signature

Date

TEAM Parent & Student Acknowledgement

At TEAM High School, we believe in empowering students to take the lead in their education. Our program is fully student-driven; students are responsible for engaging with—and mastering—the online curriculum, **Apex**. Teachers are available to clarify and support, but they do not “teach from scratch.”

Our Partnership

- **Student Role:** Students complete lessons and exercises independently, staying on pace and asking questions when stuck.
 - **Independent Learning:** Students must complete lessons and exercises in Apex independently, keeping up with pacing and content.
 - **Prepared for Help:** When asking for assistance, come prepared—bring your own notes, show what you’ve already tried, and ask specific questions (not just “I don’t get this”).
 - **Meaningful Engagement Required:** If a student asks for help but hasn’t spent enough time with the Apex materials or can’t point to their notes and attempts, the teacher may ask the student to first explore the lesson further and identify specific issues before offering one-on-one support.
 - **Teacher Role:** Our teachers offer clarifications and guidance, not full-scale instruction.
 - **Student Support:** Offer timely clarification and targeted guidance to help students grasp concepts—not teaching foundational content.
 - **Strategy Feedback:** Provide constructive feedback on student work and pacing within Apex, helping them reflect and adjust.
 - **Weekly Reports:** Monitor student progress via weekly reports.
 - **Environment:** Facilitate a supportive learning culture by encouraging critical thinking, curiosity, and persistence .
 - **Family Role:** To support your student’s independence and keep the partnership strong, consider:
 - **Progress Review:** Regular check-ins to review the student Apex dashboard—have your student log in to their Apex account and show you their progress and pacing.
 - **Routine Planning:** Collaboratively set a consistent learning schedule that balances coursework, breaks, nutrition, and extracurriculars
 - **Reinforce Skills:** Encourage good study skills, such as note taking and resource navigation.
 - **Communication:** Contact teachers early if there’s a concern.
 - **Environment:** Provide a distraction-free workspace equipped with needed materials, technology, and a daily routine
-

TEAM Reflection & Planning (Parent + Student Response Required)

To help your student thrive in this model, please discuss and complete the following together. Submit your responses:

1. **What skills does your student already possess that will help them succeed in this self-driven learning environment?**
(Examples: time management, self-motivation, note-taking, goal-setting)

2. **What strategies or habits could your student improve to perform even better?**
(Examples: keeping a schedule, breaking big tasks into steps, building in weekly review time)

3. **How will you, as a family, support your student's independence?**
(Examples: regular check-ins, parent review of Apex progress, reaching out early if pacing falls off)

Acknowledgement of Understanding

By signing below, both parent/guardian and student affirm:

- You understand TEAM's student-driven structure and Apex expectations.
- You take responsibility for supporting your student's learning—and for fostering independence.
- You commit to thoughtful reflection and open communication to help your student stay on track.

Parent/Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____

TEAM Academic Integrity and Staff Availability

At TEAM High School, we are committed to fostering a learning environment grounded in trust, responsibility, and respect. To support this, we ask both students and families to review and acknowledge the following expectations:

Academic Integrity

Academic honesty is fundamental to our educational philosophy. Students are expected to complete all assessments independently and without unauthorized assistance. Upholding integrity not only reflects personal character but also ensures that academic achievements genuinely represent a student's understanding and effort.

We encourage families to discuss the importance of honesty in academic work and to support students in developing effective study habits and time management skills. Should concerns about academic integrity arise, they will be addressed in accordance with our school's policies.

Initials: Parent/Guardian: _____ Student: _____

Teacher Availability

At TEAM High School, we recognize that our school operates for extended hours to accommodate various student needs. However, it's important to understand that teachers have defined work schedules. While the school may be open for 8 to 9 hours each day, teachers are scheduled to work 7 hours, in addition to a 30-minute lunch break.

There will be times during the school's operating hours when not all teachers are present on campus. This may be due to the completion of their scheduled workday, attendance at meetings, work-related appointments, or other factors. To ensure that students receive the support they need, it is the student's responsibility to schedule time with teachers in advance if assistance is required.

Initials: Parent/Guardian: _____ Student: _____

By initialing above, both parent/guardian and student acknowledge:

- An understanding of the importance of academic integrity and a commitment to uphold it.
- Awareness of teachers' scheduled availability and an agreement to respect their professional time.

Policy	Student Initials	Parent Initials
1. Graduation Participation: TEAM High students are not eligible to participate in the Woodland High School (WHS) graduation ceremony. Students wishing to graduate with WHS must transfer back at the beginning of second semester.	_____	_____
2. School Calendar: TEAM High follows the Woodland School District calendar, including closure days, staff work days, and inclement weather delays or cancellations. The calendar is available at www.woodlandschools.org .	_____	_____
3. Parking Lot Access: Students who drive irresponsibly will lose parking privileges. Unsafe driving may result in being required to park off campus. Students may not loiter in the parking lot. If they are not in the TEAM building, they need to leave campus.	_____	_____
4. Drug, Nicotine, and Weapon-Free: TEAM High is a drug-free, nicotine-free, and weapon-free campus. No exceptions will be made to this policy.	_____	_____
5. Disciplinary Referrals: Students who receive multiple disciplinary referrals may have their enrollment rescinded at the discretion of administration.	_____	_____
6. Staff Directions and Building Access: Students who fail to follow staff instructions may be asked to leave the building at any time, regardless of transportation.	_____	_____
7. Parent Visits: Parents/guardians are welcome to make appointments with staff but may not visit TEAM High without a prior appointment.	_____	_____

By initialing above, both student and parent/guardian acknowledge:

- They have read and understood TEAM High School's key policies.
- They accept the consequences of non-compliance.
- They agree to uphold the standards set forth by TEAM High School.

Student Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

TEAM High School Instructional Support Acknowledgment

At TEAM High School, we are committed to supporting students in achieving their academic goals through a self-paced, independent learning model. To ensure a clear understanding of our program's structure and expectations, please carefully read the following information.

Instructional Model

- TEAM High School does **not provide 1-on-1 instruction**.
- Students complete coursework through the **Apex online curriculum**, which is designed for independent learners.
- Teachers are available to provide **clarification, not to teach instructional materials that students have not first read and shown a genuine attempt to learn independently**.

Student Responsibilities

- Students are expected to **learn the course material independently** through Apex.
- We recommend students spend **approximately one hour per course per day** to stay on track for timely completion.
- Before seeking help, students must **make a genuine effort to learn the content**, including watching embedded videos, reading lessons, and completing practice activities.
- When requesting teacher assistance, students must come prepared with **specific questions** that show a basic understanding of the material and a clear attempt to engage with the content, including notes.

Acknowledgment

I have read and understand TEAM High School's instructional support model. I acknowledge that 1-on-1 teaching is not provided and that students are expected to take initiative in learning course content independently through the Apex curriculum. Choosing to enroll at TEAM means accepting responsibility for independent learning.

Student Signature: _____

Parent/Guardian Signature: _____

Parent & Student Acknowledgement

At TEAM High School, we believe in empowering students to take the lead in their education. Our program is fully student-driven; students are responsible for engaging with—and mastering—the online curriculum, **Apex**. Teachers are available to clarify and support, but they do not “teach from scratch.”

Our Partnership

- **Student Role:** Students complete lessons and exercises independently, staying on pace and asking questions when stuck.
 - **Independent Learning:** Students must complete lessons and exercises in Apex independently, keeping up with pacing and content.
 - **Prepared for Help:** When asking for assistance, come prepared—bring your own notes, show what you’ve already tried, and ask specific questions (not just “I don’t get this”).
 - **Meaningful Engagement Required:** If a student asks for help but hasn’t spent enough time with the Apex materials or can’t point to their notes and attempts, the teacher may ask the student to first explore the lesson further and identify specific issues before offering one-on-one support.
 - **Teacher Role:** Our teachers offer clarifications and guidance, not full-scale instruction.
 - **Student Support:** Offer timely clarification and targeted guidance to help students grasp concepts—not teaching foundational content.
 - **Strategy Feedback:** Provide constructive feedback on student work and pacing within Apex, helping them reflect and adjust.
 - **Weekly Reports:** Monitor student progress via weekly reports.
 - **Environment:** Facilitate a supportive learning culture by encouraging critical thinking, curiosity, and persistence .
 - **Family Role:** To support your student’s independence and keep the partnership strong, consider:
 - **Progress Review:** Regular check-ins to review the student Apex dashboard—have your student log in to their Apex account and show you their progress and pacing.
 - **Routine Planning:** Collaboratively set a consistent learning schedule that balances coursework, breaks, nutrition, and extracurriculars
 - **Reinforce Skills:** Encourage good study skills, such as note taking and resource navigation.
 - **Communication:** Contact teachers early if there’s a concern.
 - **Environment:** Provide a distraction-free workspace equipped with needed materials, technology, and a daily routine
-

Reflection & Planning (Parent + Student Response Required)

To help your student thrive in this model, please discuss and complete the following together. Submit your responses:

- 1. **What skills does your student already possess that will help them succeed in this self-driven learning environment?**
(Examples: time management, self-motivation, note-taking, goal-setting)

- 2. **What strategies or habits could your student improve to perform even better?**
(Examples: keeping a schedule, breaking big tasks into steps, building in weekly review time)

- 3. **How will you, as a family, support your student’s independence?**
(Examples: regular check-ins, parent review of Apex progress, reaching out early if pacing falls off)

Acknowledgement of Understanding

By signing below, both parent/guardian and student affirm:

- You understand TEAM’s student-driven structure and Apex expectations.
- You take responsibility for supporting your student’s learning—and for fostering independence.
- You commit to thoughtful reflection and open communication to help your student stay on track.

Parent/Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____

Academic Integrity and Staff Availability

At TEAM High School, we are committed to fostering a learning environment grounded in trust, responsibility, and respect. To support this, we ask both students and families to review and acknowledge the following expectations:

Academic Integrity

Academic honesty is fundamental to our educational philosophy. Students are expected to complete all assessments independently and without unauthorized assistance. Upholding integrity not only reflects personal character but also ensures that academic achievements genuinely represent a student's understanding and effort.

We encourage families to discuss the importance of honesty in academic work and to support students in developing effective study habits and time management skills. Should concerns about academic integrity arise, they will be addressed in accordance with our school's policies.

Parent/Guardian Initials: _____

Student Initials: _____

Teacher Availability

At TEAM High School, we recognize that our school operates for extended hours to accommodate various student needs. However, it's important to understand that teachers have defined work schedules. While the school may be open for 8 to 9 hours each day, teachers are scheduled to work 7 hours, in addition to a 30-minute lunch break.

There will be times during the school's operating hours when not all teachers are present on campus. This may be due to the completion of their scheduled workday, attendance at meetings, or other work-related appointments. To ensure that students receive the support they need, it is the student's responsibility to schedule time with teachers in advance if assistance is required.

Student Signature: _____

Parent/Guardian Signature: _____

TEAM High School Test Completion Policy

- **Complete Tests On-Site**

- Once a test or exam is opened, it must be completed before the student leaves the building. No breaks are permitted.

- **Notify Staff Upon Completion:**

- Students are responsible for informing a staff member immediately after finishing a test or exam.

- **Consequences for Non-Compliance:**

- If a student leaves the building before completing a test/exam, or fails to notify staff upon completion, the assessment will be reset.
- Each reset counts as one of the student's three allowed attempts on the assessment.

- **Apex Exam Due Dates:**

- Apex Learning does not allow students to access exams before their scheduled due dates. Teachers must manually adjust the due date to grant early access to an exam.
- If a student does not pass the exam, it is their responsibility to inform the teacher so the due date can be reset to the original date.
- Failure to notify the teacher may result in the exam appearing as overdue in reports, potentially leading to intervention consequences.

- **Phone Use During Tests/Exams:**

- Students may not access their phones under any circumstances while a test or exam is open.
- Accessing a phone during a test or exam will result in the assessment being reset and counted as one of the student's allowed attempts.

Acknowledgment of Test Completion Policy

By initialing below, both the student and parent/guardian acknowledge that they have read, understand, and agree to abide by the TEAM High School Test Completion Policy.

Student Signature: _____

Parent/Guardian Signature: _____

Cell Phone Policy

To maintain a focused and honest learning environment, TEAM High School has established the following guidelines regarding cell phone and music use during the school day:

- **Phone Storage:** Upon arrival each day, students are required to place their phones in the designated caddy at the front of the classroom.
- **Limited Access:** Students may check their phones once per hour during designated times only.
- **Testing Protocol:** Under no circumstances may a student access their phone during a test or exam.
- **Communication Expectations:** We understand that situations may arise where a student feels the need to contact a parent or guardian during the school day. However, to minimize disruptions, we ask that families make necessary arrangements prior to the school day. In the event of an emergency, both students and parents are welcome to use the school's staff phones to contact each other.
- **Music Use:** Students are permitted to listen to music using wireless earbuds during independent work times. To prevent distractions, playlists should be prepared in advance. Changing music or adjusting playlists during class time is not permitted.
- **Unauthorized Phone Possession:** If a student is found to have their phone on them in the classroom, the following consequences will apply:
 - The student will receive a disciplinary referral.
 - All assignments completed during that day's session at TEAM High School will have scores reset to 0

These measures are in place to uphold the integrity of our learning environment and ensure fairness for all students. By signing below, both parent/guardian and student acknowledge understanding and agreement to adhere to TEAM High School's cell phone and music-use policy.

Student Signature: _____

Parent/Guardian Signature: _____

TEAM High School – Final Summary Acknowledgment

Instructional Model & Student Responsibilities

Student Initials	Parent Initials
_____	_____

- Teachers provide clarification—not 1-on-1 instruction.
 - Students are expected to:
 - Spend approximately **one hour per course per day**.
 - **Engage fully** with course content before seeking help.
 - Come prepared with **specific questions and notes**.
-

Family & Teacher Partnership

Student Initials	Parent Initials
_____	_____

- Families are encouraged to:
 - Review Apex progress regularly with their student.
 - Establish routines and a distraction-free study environment.
 - Teachers may not be on campus at all times. Students must plan ahead to request support during available times.
-

Academic Integrity

Student Initials	Parent Initials
_____	_____

- All coursework must be completed **independently and honestly**.
 - Violations will result in disciplinary action, and assessments will be reset.
 - Families are expected to support ethical academic habits.
-

Testing Policy

Student Initials	Parent Initials
_____	_____

- **All unit tests and exams must be taken on campus** at TEAM.
 - Violations will result in disciplinary action, and assessments will be reset.
-

Electronics & Cell Phone Policy

Student Initials	Parent Initials
_____	_____

- **Cell phones are not allowed in the classroom.**
 - Students must check phones in at the front desk upon arrival.
 - Violations will result in disciplinary action, and assessments will be reset.
-

TEAM High School Graduation Ceremony Guidelines

To honor the achievements of our graduates and maintain the integrity of the commencement ceremony, TEAM High School has established the following guidelines.

Regalia: Cords and Stoles

- ☐ ☐ Only cords and stoles officially distributed by the Woodland School District are permitted during the graduation ceremony.
 - ☐ ☐ While we deeply respect and celebrate our students' post-secondary commitments, including military enlistment and college selections, personal stoles or cords representing these affiliations are not allowed during the ceremony. This policy ensures uniformity and focuses the celebration on the collective accomplishments of the graduating class
-

Cap Decorations

Students are welcome to personalize their mortarboard caps, provided they adhere to the following guidelines:

- ☐ ☐ **Flat Decorations Only:** All decorations must lie flat on the surface of the cap. Three-dimensional embellishments are not permitted, as they may obstruct the view of other graduates and attendees in photographs and during the ceremony.
 - ☐ ☐ **Appropriate Content:** Decorations should be free of inside jokes, slang, or ambiguous phrases. If a word or phrase is not immediately understood by staff or could be interpreted as inappropriate, it will not be permitted.
 - ☐ ☐ **Pre-Approval Required:** Decorated caps must be presented to school staff for approval no later than the day prior to the graduation ceremony. This review process ensures all decorations meet the established guidelines.
-

By adhering to these guidelines, we aim to provide a respectful and unified graduation experience for all participants and attendees.

TEAM High School Parent/Student Acknowledgment Form

Please read the following policies carefully.

The student and parent/guardian must initial next to each item to indicate understanding and agreement.

TEAM High School Information & Procedures

In addition to the Woodland School District Student Handbook, TEAM High School students and teachers will adhere to the following policies and procedures.

1. Satisfactory progress:

- a. TEAM counts weeks as Monday through Sunday. Each Mon-Sun week, the student must complete a minimum number of assignments, as well as show progress in every course (pass assessments with a 70% or higher final score). TEAM High School is a mastery learning school- students may not move on to the next section of content in their course until they have earned 70% or above on all assignments in each section. This level may be altered by IEP accommodations. At the end of the course, any notes, supplementary materials, or practice assignments may be turned in to a staff member for extra credit.
 - i. Each student will be assigned due dates in order to complete 6 courses per semester (3.0 credits). Students may conference with their Case Manager to be on a more accelerated pace.
 - ii. Quizzes can be taken at home or at school, although tests and exams can only be taken at TEAM and must be completed before students leave for the day. Labs, Fitness Logs, and other paper assignments must be completed and turned in by 1pm on Friday the week they are due.
 - iii. Each quiz is the culminating assessment of a study section. It should take 2-4 hours for a student to read the entire study section, watch all embedded videos/animations, take notes, complete the practice assignments, answer journal prompts, review the material, and earn a passing score on the quiz.
 - iv. If a student fails an assessment 3 times, they must complete a supplementary assignment (a study guide) given to them by a teacher before the quiz, test, or final is reset. If a student fails the assessment again, the teacher may offer a 5th attempt reset assignment, and/or require a conference. Teachers may take up to two school days to grade a reset. Resets need to be 100% accurate and complete before the student may earn another attempt at the quiz/test/exam.
 - v. The 1st week a student does not meet the minimum requirement, they will be placed on an Plan for Improvement (PFI) #1 to make up their due dates, complete additional in-person hours (8 hours of in-person attendance), and show progress in all courses.
 - vi. If a student does not meet the requirements of their 1st PFI, they will be placed on an Plan for Improvement (PFI) #2. A typical PFI#2 requires 10 hours of in-person attendance.
 - vii. If a student does not meet the requirements of their 2nd IPFI, they will be placed on an Plan for Improvement (PFI) #3. A typical PFI#3 requires 12 hours of in-person attendance.
 - viii. If a student does not meet their PFI for 3 weeks in a row, they will be placed on a three-week Intervention Plan.
 - ix. After three consecutive weeks on an Intervention Plan (IP), if a student has not satisfied the requirements of their IP and wishes to continue at TEAM High School, they will need to attend a meeting with administration, counselors, parent/guardian, and other staff, and be placed on an Academic Contract (AC). If they do not meet the stipulations of their Academic Contract, they may be withdrawn from TEAM for the remainder of the school year and referred to a more appropriate school setting. Students may not change enrollment status within Woodland School District while on an Academic Contract. Students may only be on an Academic Contract once per semester. If they reach a 2nd Academic Contract in a Semester, they will be considered for withdrawal from TEAM.
 - x. Students that are on an Individualized Education Plan (IEP) may have the opportunity to have Satisfactory Progress adjusted to meet their IEP.
 - xi. Weekly Google Classroom Check-In assignments are due by each Friday at 4pm. Turning in these assignments is mandatory for every student every week, and students may not work on Apex until these are submitted and checked by a teacher for accuracy. Failure to turn in a completed check-in will result in an advancement along the unsatisfactory progress track.

2. Attendance:

- a. Students are required to attend TEAM High School a minimum of 1 hour per week when school is in session and the student has good academic standing. Students who are on the PFI, IP, or AC track will have an increased in-person attendance requirement.
- b. A student may only check out for a break once per day. If a student returns to campus after a second break, their time will not be logged in the attendance record.
- c. Students are expected to work on assignments remotely (from home, etc.) for 29 hours per week.
- d. Students are required to attend TEAM for at least 1 hour per week, regardless of excused absences.
- e. Even when absent from school for the whole week, all students must make two-way personal contact with a TEAM High staff member each week. This is currently done through a Google Classrooms form.
- f. If a student does not meet the 1 hour weekly attendance minimum, or if they fail to meet other components of weekly satisfactory progress, they may be placed on an improvement plan to attend more weekly hours in-person, and/or referred to the WSD Truancy Specialist.

3. Phones:

- a. Cell phones are not allowed in the TEAM High classrooms. If a phone is brought to campus, it must be checked in with a staff member, who will keep it in a caddy until the student signs out for a break or leaves for the day.
- b. Students may check their phone for missed calls/texts once per hour or less. They may not check their phones while working on tests or exams.
- c. Violation of the phone policy may result in the student being written a referral. Multiple referrals (for any reason) may result in a conference with the student, parent, TEAM staff, and administrators about further disciplinary action, up to and including withdrawal from TEAM High.

4. Highly Qualified Teachers:

- a. Not all teachers at TEAM High School are Highly Qualified for each subject they teach. Endorsements currently held by staff can be seen in section 8 ("Staff") below. Please ask if you would like further clarification.
- b. All teachers at TEAM High School are certificated teachers for Washington State.
- c. Upon being hired at TEAM High School, teachers will regularly seek out opportunities for professional development in the areas of alternative education, online learning, cyberbullying, and communication with students. TEAM High School is a member of the Washington Association For Learning Alternatives (WALA). "The Washington Association for Learning Alternatives is a nonprofit corporation for the benefit of all those concerned with providing options in education, public and private, from preschool through post secondary." Teachers will also be expected to attend the fall and/or spring conferences held by WALA to further their professional development as an alternative school educator.

5. Subject Limit:

- a. Students will not be given new classes one-at-a-time. New classes are given as a set, usually 5-6 courses at a time. When all classes in a set have been completed, the student will be enrolled in a new set of classes. This may happen at any point in a semester. Students reaching the end of their classes should speak with their Academic Counselor. It is TEAM High School's Policy that a student does not have 0 course enrollments in a given week.

6. Grading Policy:

Final percentages, including all assignments and extra credit, determine course grade entered on transcript. Grades are only inputted if a course is 100% complete with all assignments passed. Study guides are not accepted until they are 100% completed and accurate. Incomplete courses at the time a student withdraws from TEAM receive a W.

A 93% and above
A- 90% - 92.9%
B+ 87% - 89.9%
B 83% - 86.9%
B- 80% - 82.9%

C+ 77% - 79.9%
C 73% - 76.9%
C- 70% - 72.9%
D+ 67% - 69.9%
D 63% - 66.9%

D- 60% - 62.9%

F 59.9% and below

7. Technology Skills:

- a. All of TEAM High School courses are offered via Apex Learning online curriculum. Students are assigned login credentials upon enrollment. Students who attend TEAM need to develop the following skills in order to succeed in this program format:
 - i. Ability to open and use web browser to navigate to Apexvs.com
 - ii. Ability to log in (either by memory or note with username and password) independently or with minimal assistance.
 - iii. Ability to read and understand directions and navigate through hyperlinks, (example: "Click here")
 - iv. Ability to use mouse cursor or accessibility device modification replacing a mouse cursor.
 - v. Ability to use a computer keyboard or accessibility device modification replacing a keyboard.
 - vi. Please make sure that pop ups are allowed and that Flash Player is enabled on any device you use to access Apex.

8. Staff:

Mary Ann Sturdivan (Program Specialist) - (360) 841-2742 / sturdivm@woodlandschools.org

Mary Ann has a BSS degree in History. She is responsible for student attendance check-in/check-out, resetting/unlocking tests in Apex, student snacks and several other duties related to record keeping

Jillian Domingo (Certificated Teacher) - (360) 841-2743 / domingoj@woodlandschools.org

Jillian has a Masters Degree in Education and a Washington state teaching certificate with endorsements in English Language Arts, History, Computer Science, Art, Business and Marketing, Career Exploration, and Social Studies. She is a National Board Certified teacher. She is the case manager/advisor for students in grades 9-11

Elizabeth Vallaire (Certificated Teacher) - (360) 841-2744 / vallaire@woodlandschools.org

Liz has a Washington state teaching certificate with endorsements in Biology, General Science, Middle Level Mathematics, Health/Fitness, and Art. She is the graduation coach and case manager/advisor for students in 12th grade.

Cyndy Garretson (Program Specialist) - (360) 841-2695 / graysonc@woodlandschools.org

Cyndy is responsible for family outreach, Chromebooks and technology at TEAM, Athlete Eligibility, Building Safety Manager, Quiet Room management, etc.

Dr. Phil Pearson (Principal) - pearsonp@woodlandschools.org

Suzy Davis (Secretary) - daviss@woodlandschools.org

By signing below, students and parents acknowledge that they have read, agree to, and understand TEAM High School's Information and Policies regarding Satisfactory Progress, Attendance, Phones, Highly Qualified Teachers, Subject Limits, Grading Policy, Technology Skills, and Staff

_____ Student Name (print)	_____ Student Signature	_____ Date
_____ Parent Name (print)	_____ Parent Signature	_____ Date
_____ Parent Name (print)	_____ Parent Signature	_____ Date