

**How To Get Your Freshman
Through
Mariner
....and Beyond**

Table of Contents

Transition to High School.....	4
Contact Information.....	7
Your children are growing and changing.....	9
The Language of Encouragement.....	15
Attendance.....	18
Schedules.....	23
Graduation Requirements.....	26
College Information.....	28
Resources at Mariner.....	30
What you can do at home.....	36
Alternative options.....	37
Special Education/504 Plans.....	40
Acknowledgements.....	45

Transition to High School

Welcome to Mariner! We look forward to watching your freshman student mature and grow as they progress through high school. High school is quite a bit different from middle school and your children will notice this. Here are some of the key differences between middle and high school:

- High schools are larger in size; Mariner measures $\frac{1}{4}$ mile from end to end!
- There are a lot more students (about 2200).
- Coursework is more difficult.
- Students are expected to become more independent and more focused.
- Courses and grades are attached to credit and are permanently placed on a student's transcript.
- Your child's academic record, their transcript, determines their future educational options.



Linda Matthews

Transition...

Most students feel a little apprehensive, anxious, and excited about moving up to high school. Students wonder if they will be able to succeed academically, or fit in with their peers, or find their way around, or if they will like their teachers. Here are some tips for students who are entering their freshman year in high school:

- Be sure to keep your grades up—they all count, especially for college.
- Be proactive—ask for help when you need it.
- Get involved with the College & Career Center as early as your freshman year—there are scholarships even for freshmen.
- Get involved in clubs and sports!
- Take advantage of opportunities!
- Ask for help when you need it.
- Take advantage of Intervention Plans so you can be successful academically! See your Counselor for this.
- Follow the dress code!!
- Follow school rules.
- Do your homework!



Transition...

Most parents of freshmen students also feel a little apprehensive, a little anxious, and also a little excited for their children to move up to high school. Parents have the same questions about high school that students do. Here are some tips for first time freshman parents:

- Keep the lines of communication open with your child. Let your child know you are there to help them when they need it.
- Continue to be involved in your child's life all the way through high school. Believe it or not, they still need you – even if they don't think so.
- Make sure that your child is doing well in high school by periodically checking in with them or with teachers as to their academic performance.
- Make sure that your child understands that with increased independence comes increased responsibility – particularly when it comes to school.
- Help your child continue to make good choices.
- Be familiar with school rules, programs, and opportunities.
- Know your child's teachers, School Counselor, and Assistant Principal.
- Ask your student what they learned each day.
- Access Parent Connect; see page 33.

Contact Information

Administration:

Principal	Brent Kline	356-1708
Assistant Principal, Blue	Mike Moore	356-1704
Assistant Principal, Silver	Tami Nesting	356-1731
Assistant Principal, Gold	Scott Powers	356-1719

Counseling Office:

Counseling Secretary	Jennifer Knudson	356-1737
9th A – K Counselor	Adam Brauch	356-1722
	brauchaa@mukilteo.wednet.edu	
9th L – Z Counselor	Sandie Vea	356-1721
	veasl@mukilteo.wednet.edu	
Blue Counselor	Maureen Fortney	356-1702
Gold Counselor	Alex Johns	356-1206
Silver Counselor	Cathy Jeffcoat	710-4351
Nurse	Jennifer Ring	356-1710
Career Center	Leiann DeVelder	710-4350
Scholarships	Julie Young	356-1628

Attendance:

For daily absences	Cyndee Steinmetzer	356-1701
	Emily Hawkins	
BECCA Specialist	Karen Ebel	356-1711

Athletics:

Athletic Secretary	Arlene Payseno	356-1703
Director of Athletics	Scott Powers	

Parent Connect:

Katrina Duque	356-1700
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Mariner Web Page: <http://schools.mukilteo.wednet.edu/MA/>

Contact Information - Where to go for:

Help with transcript	Counselor
Not in right classes to graduate	Counselor
Graduation Plan	Counselor
High School and Beyond Plan	Counselor
Intervention (drugs and alcohol)	Intervention Specialist
Mistakes on transcript	Registrar Attendance Office
Senior Project questions	E230
Questions about college	College and Career Center
Scholarships	College and Career Center
Credit Appeal (NC on transcripts)	Administration Office
BECCA questions	Attendance Office
Homework help	Homework Center In Library after school
Homework help	Individual teachers

Your Children are Changing and Growing

A quick lesson in child development according to psychoanalyst Erik Erickson:

As an infant (from 0 to 18 months in age), your child is figuring out trust. They need a lot of comfort and security to begin to trust themselves and others.

Here's why this is important to you as a parent:

In order for your child to fully trust themselves and their surroundings, they need their environment to be as safe and secure as possible and their needs must be attended to.

That's why when our babies cry we feed them or change their diaper. We hold them tight to make them feel secure and we keep their environment safe. When we take care of our infants needs consistently, they feel safe and develop a sense of trust.



Your Children are Changing and Growing...

As a toddler (from about 18 months to 3 years), your child is figuring out how to navigate the physical environment and use their body to gain independence.

Here's why this is important to you as a parent:

When an appropriate environment is provided for a toddler to explore, they gain autonomy and a sense of self-confidence. By exploring their world, your toddler is developing their sense of independence, but they are also strengthening their muscles.

We can continue to keep their world safe by taking precautions such as using plug guards for electrical outlets and baby gates to block off stairways and dangerous places.

Enjoy your toddler as they use their bodies to accomplish new things such as jumping, rolling, and climbing. Keep them safe while they learn all these new things.

You might also hear the word “No” quite a bit. Recognize this as your child's attempt to gain independence – they are recognizing their own ability to make choices. Don't take it as an assault on your authority! It's just part of growing up.



Your Children are Changing and Growing...

As a preschooler (from about 3 to 6 years old), your child is more likely to initiate activities, rather than imitate what they see. They will be very curious during this time – they will ask questions about everything.

Here's why this important for you as a parent:

You might hear the word “why” more than you ever thought possible. When parents take the time to answer the “why” questions, they reinforce and validate their child’s intellectual initiative and curiosity. This is a great time to affirm your child’s thirst for knowledge and get them excited about learning! If you are tired and can’t take another “why” question, let them know that you are happy they want to learn so much but that you just need a time out for now, that you’ll answer all their questions at a later time.

This is also an age that children tend to role-play what they see at home and on television. Be aware of your own behaviors as they will likely be played out by your child – and at the most inopportune time! Also be mindful about what your child is watching on television.



Your Children are Changing and Growing...

School-age children (about ages 6 – 12) –

Children are developing a sense of self-confidence by gaining and refining skills – largely accomplished through school.

Here's why this is important for you as a parent:

This is a critical stage for children because it is during this time that students begin to build self-respect and self-confidence in school. However, if they have negative experiences with regard to school, they can begin to feel inferior, this sometimes follows them through high school.

It is important for parents to recognize and understand this stage so they can help their children discover talents and guide them to the best academic experience.

The opinions of parents can become quite important to children during this time. Knowing this, you can employ the use of encouraging language to keep your child motivated and productive in school and at home.

The opinions of your child’s teachers matter a great deal during this stage as well; teachers who teach grades K – 6 understand this. You might, however, find it necessary to advocate for your child and let teachers know how your child best learns, what subjects they like best, and any other information that will be helpful to keep their experience at school positive and build their sense of self in a healthy manner.

Your Children are Changing and Growing...

As an adolescent (ages 13 – 18), your child is continuing to develop their identity. They might need to “try on” different roles as they work through this. They are also starting to think ahead with regard to career ideas.

Here’s why this is important for you as a parent:

Your child is figuring out how to integrate the many roles they have experienced including: child, sibling, student, athlete, friend, girlfriend/boyfriend, and worker. They experience a lot of peer pressure during this time.

It is important for parents to understand this phase of life as normal and to provide the appropriate support. Don’t be alarmed if your child changes their appearance as they try on different roles. But do be alarmed if you see the change in appearance as harmful (such as gang related behaviors or behaviors that indicate drug or alcohol use). If you have questions about your child’s appearance, you can ask any of the Administrators or our Resource Officer.

Many times, parents think that their children don’t need them any longer once they are teenagers. Nothing could be further from the truth. Think of your developing teenager as a learning-to-walk toddler....they are learning and experimenting with new things all the time, and they need you close by in case they fall. You want to give them enough freedom to explore – but you want to be close by in case they need you, and they will need you.

Your Children are Changing and Growing...

Adolescence Continued....

Because your child is figuring out their own identity – you might want to remind them, from time to time, what their strengths and talents are – as teenagers sometimes forget they have unique gifts just like everyone else. This is especially helpful for adolescents as they contemplate career goals. You can help them prepare for a career direction while they are in high school. You can also help them select appropriate classes that will aid them as they pursue their post-high school plans.



Linda Matthews

The Language of Encouragement

We know how it is, you want your children to do well in school. Sometimes you feel like you are a constant nag! Keeping your words positive, especially with teenagers, takes a lot of effort, but it's worth it.

When you communicate to your children that you have confidence in them, that you trust their decisions, and that you accept them – it can really bolster their self-confidence.

Here are some examples to use when you want your child to know that you have confidence in them:

- You can handle it.
- I know you can do it!
- Do what you can, you'll be fine.
- Everything will be fine if you do your best.
- You know what needs to be done – just do it!
- You can figure this out.
- You've handled situations like this before and did just fine.
- I have confidence that you'll work it out.
- You'll be great!
- You've always made good decisions.



The Language of Encouragement ...

Here are some examples to show your children that you accept them:

- You did a good job with that.
- You handled that really well.
- You seem happy with yourself – I'm glad!
- I can tell you feel good about your success.
- You seem unhappy with this, what might you do to improve things for yourself?
- I'm glad you're here.
- I'm lucky to have you in my life.

To show your children that you recognize their efforts and their desire to improve, use statements like:

- Wow! You've accomplished a lot.
- I can see that you put a lot of effort into that.
- You have made a real effort, I'm proud of you!
- That took a lot of courage.
- I think you have done a lot more than you realize.
- It seems like you've spent a lot of time working through this.



The Language of Encouragement ...

To show that you recognize your child's strengths, use phrases like:

- Thank you so much for all your help.
- You've made my job a lot easier.
- Great idea!
- I really appreciated what you did.
- We could really use your talents in this matter.
- I really like what you had to say.
- It's really great that you are offering to help. Thanks.

To help your child do their best, consider the following:

- Play down comparisons with siblings or other students; encourage your child to use their own benchmarks – to compete against themselves.
- Encourage self-competition and a spirit of excellence instead of trying to out-do others.
- Remind them that they do have their own unique talent and part of growing up is to discover that talent.
- Remind your child that they have the potential to accomplish anything.



Attendance and Washington State Law

Washington State, like all states, has a Compulsory Attendance Law. This law means that children who are at least 8 years old and less than 18 years old must attend school. School can include, but is not limited to: public school, private school, online school, alternative school, and school at the college. There are a few exceptions to this law:

- The student is being home-schooled.
- The student has satisfied the graduation requirements according to the State of Washington
- The student has earned a certificate of educational competence (a G.E.D.).

In the Mukilteo School District, all schools follow the state law. In addition, all students enrolled here will attend all regularly scheduled classes to which they are assigned and all Mukilteo schools have closed campuses during the school day. Finally, **failure to attend school may result in loss of credit, grades, or removal from a class or school** (students are dropped after 20 days of not attending school).

Students will be officially excused from a class period or for a school day for the following reasons:

1. Illness;
2. Family emergencies;
3. Prearranged doctor or dentist appointments;
4. Religious observances;
5. Authorized classroom or school activities;
6. Temporary absences excused upon the request of a parent/guardian and agreed upon by the school principal.

Attendance Procedures at Mariner

Here's what students should do when they need to leave during the school day:

- Students who must leave school during the day must check out through the Attendance Office.
- Students will only be allowed to leave after a note or phone call is received from the parent/guardian.
- Students who leave without following this procedure will be considered truant.
- Students returning within the same day must sign in to avoid being marked absent for the remainder of that day.

Here's what students need to do after they have been absent from school:

- Students who have been absent from school should **always** check in at the Attendance Office upon their return to school.
 - At the Attendance Office check-in, students will be issued an Admit Slip – which is sort of their proof to teachers that they were excused from school.
- An absence will be excused following a written or oral communication from the student's parent/guardian.
 - The date of the absence and the reason for missing school must be given.
 - This communication must occur within **two days** of the absence.
 - When students are absent, it is the **student's** responsibility to ask for missed school work.

Attendance Procedures...

When students have been absent from school...

- Teachers will check to see that the students have an admit slip prior to accepting them into class following an absence.
- A written or oral communication from the parent/guardian or eligible student for an excused absence must be received **within two (2) school days** following a return to school, unless other arrangements have been made.
- **If written or oral communication is not received within 2 school days, the absence will be recorded as unexcused, this could lead to a Becca filing.**
- **The bottom line:** Give your children the message that school is important. Good attendance leads to higher success in school as well as later on in life.

Attendance and the Becca Law

In addition to the state compulsory attendance law, there is another law called the Becca Law. The Becca Law was enacted by the Washington State Legislature to:

- Protect children who are endangering themselves.
- Keep families together through assessment and treatment services.
- Provide tools for schools, parents and Juvenile Court to keep children in school.
- Hold children and parents accountable to the order of the Court.

Attendance and the Becca Law...

How the Becca Law works:

- When a student has more than **5 unexcused absences within a month** or **10 unexcused absences within school year**, school personnel must file a truancy petition with the Juvenile Court.
- The parent/guardian will be notified of the truancy petition.
- Juvenile Court will inform the child and parent/guardian of the hearing date.
- Should those efforts fail, Juvenile Court will order the child to attend school and participate in services to reduce barriers to regular school attendance.
- The parent can also be ordered to send their child to school and participate in services to ensure regular school attendance.
- If the orders by the court are not followed, and the student continues to miss school, fines can be levied against the parents and/or detention time will be assigned to the student (jail time).



Attendance and the Becca Law...

At Risk Youth Petition (ARY)

Sometimes, parents are doing all they can to hold their child accountable with regard to attending and succeeding in school – but the child is still unwilling to attend school. There is an option for parents in this situation. They can file an At Risk Youth Petition through Juvenile Court.

The ARY is worth considering when:

- The child is younger than age 18.
- The child has been absent from home, without parental permission for more than 72 hours.
- The child's behavior is beyond the parent/guardian's control and endangers the health, safety or welfare of the child or another person.
- The child has a serious substance abuse or mental health problem.

To file an ARY, contact Denny Youth Center at:

- 425-388-3411
- <http://www1.co.snohomish.wa.us/Departments/Superior Court/Juvenile Services/Services/Non Offender Services/>

To find out more about the Becca Law at Mariner, contact:

- Karen Ebel at 425-356-1711.

Schedules

Mariner operates on a 6 period day. The basic daily schedule looks like this:

Period 1	7:20-8:14
Period 2 / Announcements / SSR	8:20-9:30
Period 3	9:36-10:30
1 st Lunch	10:30-11:00
Period 4A	10:36-11:30
Period 4B	11:06-12:00
2 nd Lunch	11:30-12:00
Period 5	12:06-1:00
Period 6	1:06-2:00

This basic schedule changes due to: assemblies, ½ days, late start days (when we have snow), for Professional Development days for teachers, and for other reasons too.

All of the schedules will be posted in the student handbook or you can visit the Mariner web page to look at the schedule for any given day. To do this, go to:

<http://schools.mukilteo.wednet.edu/MA/>

Click on “Check the student bulletin” – it’s on the right side in the turquoise shaded area at the top.



Schedules.....

To keep students on track for graduation, we have students in each grade level take specific classes. This is general guide for classes your child should take each year.

Freshmen schedules will look like this, (but not necessarily in this order):

- Math - required
- English - required
- Science - required
- Health/PE - required
- Elective
- Elective

If you don’t see the required classes in your child’s schedule, contact their Counselor immediately!

Sophomore schedules will look like this:

- Math - required
- English - required
- Science - required
- World History - required
- Elective
- Elective

If you don’t see the required classes in your child’s schedule, contact their Counselor immediately!

Junior and senior schedules should include:

- English - required
- Math – (3 years required, 4 years recommended)
- History (US History for 11th, Senior Social Studies for 12th) - required
- It’s a good idea to include more than two years of science as well.

Schedule Changes....

Students choose their classes during the registration process in the spring. We keep a paper copy of all registration so we have a record. Sometimes, students change their minds about classes for which they have signed up. Here are some things to keep in mind with regard to schedule changes:

- Students who want to change classes must make an appointment with their counselor – and then show up for their appointment time.
- There is usually a 2 – 5 day window in which schedule changes are allowed. For example, the first day of school is always on a Wednesday – the deadline for schedule changes will likely be the following Monday or Tuesday. **These deadlines are posted in the Counseling Office.**
- If your child wants to change their schedule after the deadline, they will need to work with an Administrator.
- We can't always accommodate student requests to change classes.
 - Classes are generally full.
 - We have a policy to not change core classes.
 - We have a policy to not change year-long classes unless we have teacher permission.
 - **We have a strict policy to not change classes just to get a different teacher.**
 - We have a policy to not change classes to accommodate a preferred lunch!

Graduation Requirements

There are four graduation requirements that are mandated by the State of Washington. Those are:

- **High School and Beyond Plan;** a plan written by the student that indicates the classes they will take throughout high school and what their intended plan is for after high school. Mariner students complete this via their e-folio.
- **Culminating or Senior Project;** students select their best works in a variety of required subjects and upload these best works to their e-folio. They also prepare and present a multi-media presentation regarding their best work and how their best work connects to their plans for after school. Students make this presentation to a panel of school personnel and community members.
- **WASL;** Students must pass Reading, Writing, and Math – or meet one of the approved alternates. See your child's Guidance Counselor or Administrator for details.
- **Credit Requirements;** These are listed on the next page. Please understand that these are the credit requirements to graduate from a Mukilteo high school – **but are not the same as college admissions requirements.**
- **Washington State History;** Students must complete this competency.

Graduation Requirements...

Mariner, Kamiak, and ACES all have the same credit requirements. Posted below are the credit requirements.

1.0 credits is essentially the same as 1.0 year.

English I	1.0
English II	1.0
English III	1.0
English Elective (senior)	.5
Math	3.0
World History (10 th)	1.0
United States History (11 th)	1.0
Senior Social Studies (12 th)	1.0
Science	2.0
Fine Arts	1.0
Occupational	1.0
Fine Arts or Occupational	.5
Health	.5
Fitness (P.E.)	1.5
General Electives	6.5
<u>Total</u>	<u>22.5</u>

Note: If your child fails any of these courses, they must make up the class in order to graduate.

College Information

Each college has admissions requirements. Listed below are the **minimum** requirements for public, four-year colleges and universities in the State of Washington.

- English 4 years
- Math (must be Algebra II or higher) 3 years
- Social Studies 3 years
- Science 2 years
- World Language 2 years
- Visual or Performing Arts 1 year

The best thing to do is to find out what colleges your child is interested in and go directly to that college's website for specific admission information. For example, Western Washington University requires Chemistry or Physics as part of the science requirement; other public universities in the State of Washington do not. It's best to make sure!

Some tips:

- Start the college preparation process early, as early as your child's 8th grade year.
- The more rigorous your child's classes are – the more options they will have for college.
- Visit the Mariner College and Career Center website: <http://schools.mukilteo.wednet.edu/staff/DeVelderLM/>
- Call the Mariner College and Career Center to make an appointment to visit them. Contact **Ms. DeVelder** at **710-4350**, her hours are 6:45 – 2:30.

College Information...

More tips...

- Research scholarships early. Contact **Ms. Young at 356-1628**, her hours are 7:00 – 12:00
- Visit the colleges your child is interested in – there is no better way to determine if the college is the right choice for your child.
- Make sure you understand fully the admission requirements for a college and make sure your child is in the appropriate classes at Mariner.
- Consider Technical Colleges and Community Colleges in addition to 4-year colleges.
- Take a look at your student's **High School and Beyond Planning booklet**. These booklets contain a lot more information about college. Students receive it when they attend their class meetings.
 - Seniors meet in September.
 - Juniors meet in October.
 - Sophomores and Freshmen meet in November.
 - If your child did not attend this session and/or doesn't have a Planning book, have them go see their Counselor. We have plenty of Planning books.



Resources at Mariner

Support for students:

- The Homework Center; open Monday-Thursday from 2:00 – 3:30 in the Library. Students can arrange for help with math, form study groups, use computers, access the Internet, and more.
- Teacher help; sometimes students need one-on-one help from teachers. Students will need to find out what the after-school hours are for their teacher and then arrange to meet with the teacher during that time. Teachers are available for after-school help, but the days they are available vary.
- ELL Homework Center; located in Room E232, hours are 2:15 – 3:30, Mondays, Wednesdays, and Fridays
- **The Book Mobile!** The Public Library comes to you every Tuesday from 3:30 – 5:30 at Voyager and every Saturday from 9:30 – 12:30 at the 128th Albertson's in the parking lot.
- M&M Connections; each freshmen is assigned a Mentor – an older student who can help them navigate Mariner.
- Student bulletin; this is published daily and posted on the Mariner web site. This is a great way to find out about additional resources that are offered for students throughout the year.

Resources at Mariner - Student Planners

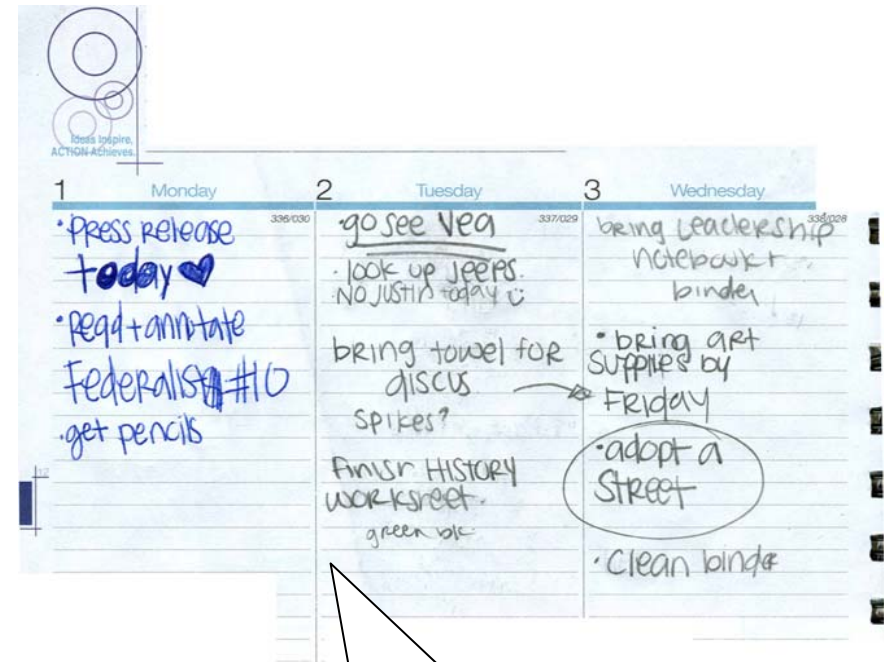
Planners are provided for every Mariner student. These are great tools for your student to keep organized. Not only do they contain weekly (and monthly) calendars, they also include:

- The Student Code of Conduct (school rules and attendance)
- Mariner policies (more rules)
- SAT and ACT test dates
- Test tips
- English spelling rules
- Writing tips
- Punctuation explanations
- Math measurements
- Geometric shapes and names
- Algebraic equations
- Solar information
- The Periodic Table of Elements
- A Map of the World
- World Capitals
- A Map of the United States (by state)
- U.S. Government facts
- These are jammed packed with all sorts of useful information!



Resources at Mariner – Student Planners

Here is an example of how students can use a Planner:

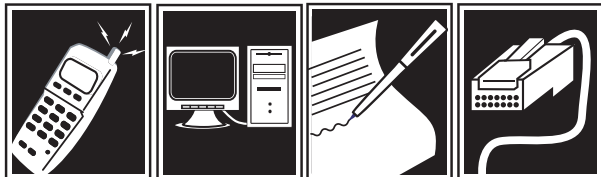


From a real Planner!

Resources at Mariner

Communication tools for parents:

- **Parent Connect;** this is a great tool to use if you have access to the Internet. This tool gives you:
 - Up to the minute attendance information about your child.
 - Grades for each grading period for your child.
 - Graduation requirements.
 - Classroom assignments (but only when the teacher is using Zangle gradebook).
 - News from the Mukilteo School District, from Mariner, and from individual classrooms.
 - And much more....
 - **To sign up, call Katrina Duque at 425-356-1700.**
- **Email;** Email is a great way to communicate with teachers regarding your child's academic performance. Often, it's easier for a teacher to respond more quickly via email rather than a phone call. Use email when possible.
- **Voice Mail;** All teachers have voice mail. It will likely take them a period of 24 hours before returning a phone call. They are limited on time due to their teaching schedules.



Linda Matthews

Resources at Mariner

Communication tools for parents...

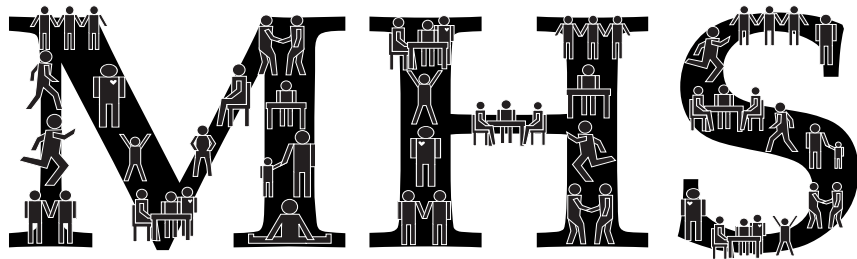
- **Progress reports;** We have daily and weekly progress reports available in the office for you and your child to use. These do not need to be submitted to the school – it is for your use only. This works better if you reward your child when they bring home a positive progress report. Call your child's counselor to set up a progress reporting system.
- **Counselor;** If you are having a hard time reaching a teacher to discuss your child, remember the counseling office. Sometimes, counselors can set up communication between parents and teachers.
- **Assistant Principal;** If you are concerned with the behaviors your child is involved in, and feel they are acting in a way that is unsafe to themselves or others, call your child's administrator to talk with them. They often have a lot of information that could be useful for you.
- **Resource Officer;** At Mariner, we have a full-time Resource Officer. If you need information that is related to the law, (for example, you know of a child who has run away from home), the Resource Officer might be the place to start. Call 425-356-1700 and ask for the Resource Officer.



Resources at Mariner

Communication tools for parents...

- **Intervention Specialist;** If you suspect that your child is involved in drug or alcohol use – or you are not sure but notice a significant change in their behavior, you can call 425-356-1700 and ask for the Intervention Specialist. The Intervention Specialist at Mariner is a part-time position, but someone will return your call and help you with your concerns.
- **Meetings with staff;** If you have exhausted all efforts (communicated with teachers, progress reports, Homework Center, set up teacher sessions for your child) and you still feel the need for further conversation, call your child's counselor to see about setting up a meeting with some or all of your child's teachers.



Linda Matthews

What You Can Do at Home

Parenting is a tough, full-time job. If you work outside the home, you are even busier. We understand that, many educators are also parents. Here are some tips that might help you support your child academically – and not add too much more stress to your lives:

- Let your children know that you value education; if they have the perception that education doesn't matter to you, it will likely not matter to them either.
- Insist that your children have time set aside each night for homework. If they tell you they don't have homework – communicate with their teachers to make sure. More than likely, students have independent reading they can do at home, they can do make-up work, they can study for upcoming tests. There is always something your child can do at home that will help them succeed at school.
- Provide a study space for your children. This should be a place that is relatively quiet and away from distractions.
- Ask questions about what your child is learning and about their educational experience.
- If you can, be available to help your children with homework; this shows that you value their education and gives you a reason to connect with your teenager.
- Have appropriate boundaries; you are the parent, not the buddy. It's okay to set some rules that you feel will keep your children safe and support them as they continue through school.

Alternative Options

When students need to catch up on credit, in other words – they have failed too many classes and now they are behind in credits and won't graduate without making credits up somehow. **Here are some ways students can catch up on credits while at Mariner:**

- Zero and/or 7th period; there are limited options for classes before and after school. Talk to your child's counselor about these options.
- Summer School; the cost of summer school varies depending on the type of class your child takes. Talk to your child's guidance counselor about summer school options.
- BYU Independent Study; these are classes you pay for, they are about \$125 for each **half** credit (0.5). You can sign up for these classes by calling 1-800-914-8931 or by going online to: www.elearn.byu.edu. Be sure to talk to your child's counselor about what classes your child should take.
- PASS Independent Study; You also pay for these classes, they are about \$150 for each **half** credit (0.5). You can sign up for these classes by calling 1-800-727-7123 or by going online to: www.semy.org. Be sure to sign up for the right classes, you can talk to your child's counselor to make sure.
- Nova Net; this is a credit recovery option. There may be a cost associated with this option and it is usually available for seniors only.

Alternative Options...

If your child is significantly off track for graduation, or Mariner doesn't seem to be a good fit for them – there are several options. **The most important thing is that students receive some sort of education that is equivalent to high school if not more.** Phone numbers are provided; it's also a good idea to talk with your child's counselor to determine the best program for your student. Here are the options available:

- ACES High School; this is an alternative school in the Mukilteo School District. See your child's counselor to begin the process of transferring to ACES, the process can take several months.
- EdCap; this is a high school completion program at Edmonds Community College. Students are encouraged to earn college credit for free while they earn their adult diploma. Call 640-1593 or visit the website at: <http://edcap.edcc.edu> to find out more.
- Youth Re-engagement program; this is a high school completion program at Everett Community College. Students are encouraged to earn college credit for free while they complete their high school diploma. Call 425-259-8738 or visit the website at: <http://www.everettcc.edu/learning/u3/index/.cfm> to find out more.



Alternative Options...

- Center for Career Alternatives; this is a GED preparatory program. Students attend for a period of a few months, on a shortened day, to prepare for the GED. This program is also tied into the Youth Re-engagement Program through Everett Community College. Call 425-252-6400 to find out more and for a pre-screening.
- Job Corps; this is a program to earn your high school diploma, a GED, and to develop job skills. Students live on campus. Call 425-388-0166 or visit the website at: <http://www.Jobcorps.org> for more information.
- Both Everett Community College and Edmonds Community College offer the GED – but there is a cost for taking the GED exam. These schools both offer stand alone high school completion programs if your child wants to opt out of the college component.
- Other local alternative programs include:
 - Sequoia High; an alternative high school in Everett. 425-385-5100
 - Scriber Lake High; an alternative high school in Edmonds. 425-431-4270
 - Lake Washington Technical Academy; an alternative high school in Kirkland. 425-739-8107.
 - Insight School; an online school. 1-866-800-0017

Special Education and 504 Plans

The Individuals with Disabilities Education Act (I.D.E.A) is a federal law that was enacted in 1975. This law ensures appropriate services to children with disabilities so that they can enjoy Free Appropriate Public Education (F.A.P.E.).

Specially Designed Instruction

Sometimes, students are born with or develop disabilities that call for their educational process to be adjusted so that they can reach their maximal potential. IDEA (the law mentioned above) defines “disabled student” as a child, ages 3-21, who has one or more of 13 specific disabilities:

- Autism
- Deaf-blindness
- Deafness
- Emotional disturbance
- Hearing impairment
- Mental retardation
- Multiple disabilities
- Orthopedic impairment
- Other health impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment



Special Education...

The referral process:

- Anyone can refer a child for an evaluation; a parent, a teacher, or other school staff.
- Parents must be notified if their child has been identified (referred) for an evaluation.
- Once a referral is made, appropriate school personnel make the decision whether to evaluate a referred student and to notify the student's parent/guardian of its decision.
- The parent/guardian must give consent prior to a student's **initial** evaluation, **placement** in Special Education, and **re-evaluations**.
- If any testing is done, you can be assured that Mariner staff follows federal regulations:
 - Tests will be validated for the specific purpose for which they are used.
 - Tests will be administered by trained personnel.
 - Tests and evaluation materials will be tailored to assess specific areas of educational need.
 - Tests will be selected and administered to assure that the test results accurately reflect whatever factors the tests purport to measure.
- Parents/guardians will be notified of evaluation results; this is generally done in a meeting format so that all questions can be answered.

Special Education...

The referral process:

- If specially designed instruction is recommended for a student, parents/guardians will be a part of the process.
- Mariner has two School Psychologists; these are the experts in Special Education and these are also the people who perform the evaluations and testing. If you have questions, please call 356-1700 and ask to speak with one of the School Psychologists.

504 Accommodation Plans

Section 504 is a federal civil rights law under FAPE – to provide Free Appropriate Public Education to all students. A 504 Plan is a plan that lists accommodations for a student who is considered disabled under 504 considerations.

A school-aged student is a disabled under Section 504 if the student:

- **Has a physical or mental impairment;** this is a broad category and includes students with life-threatening health conditions (such as food allergies), and is not limited to any specific diseases or categories of medical conditions.
- **That substantially limits;** this means significantly restricts as compared to non-disabled peers.
- **One or more major life activities;** including but not limited to: walking, seeing, hearing, speaking, breathing, learning, attending school, caring for one's self, performing manual tasks, and behavior.

504 Accommodation Plans...

- As a general rule, a student with a physical or mental impairment who is able to participate in and benefit from a district's education program (attend school, achieve passing grades, advance from grade to grade, and meet age/grade appropriate standards of personal independence and social responsibility) without the provision of special education or related aids or services, is not a disabled student under Section 504.

The referral process:

- Any person can refer a student for evaluation (parents/guardians and school staff).
- A 504 team will conduct the evaluation; the team at Mariner is typically a counselor, the school nurse, an administration, and one or two teachers who know the student well.
- Under Section 504, a parent/guardian must give consent in two circumstances; before a child's initial evaluation, and before a child's initial placement.
- 504 Plans are reviewed annually so that adjustments can be made. Consent from the parent/guardian is not required.



504 Accommodation Plans...

The bottom line:

- Once a district has determined that a student is disabled under Section 504, the district must provide whatever services it decides the student needs to participate in and benefit from the district's education program.
- As a general rule, a district is under no obligation to provide a service that a student's parent or guardian or doctor requests unless, in the district's determination, the student needs the service.

The Evaluation Process and You

We are here to help. We also want to make sure your child receives the appropriate support and/or service. Here are some things for you to consider **before** you request a 504 evaluation as these factors will be considered during the evaluation:

- Does your child attend school regularly?
- Do they bring homework home and work on it outside of normal school hours?
- Do they seek help from their teacher after school?
- Have they tried the Homework Center for support?
- Is your child sleeping enough? (growing children need 8 hours of sleep; if they get up every morning at 5:30 – that means they are asleep by 9:30 at night)
- Has their academic performance recently changed or is this the way it has always been?

Acknowledgements

Dinkmeyer, Don and McKay, Gary. *Raising a Responsible Child*. New York: Fireside, 1973.

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Written and compiled by Sandie Vea

To Parents:

If you think of something that would be useful to other Mariner parents, and it's not included in this booklet – please contact your child' counselor, so we can add it. Thanks!