



Student & Parent Resource Guide & Handbook for 2018-2019

1 Whitney Way - Sheridan College Science Center

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Vision

Through positive relationships, high academic and behavioral expectations, and alternative learning strategies, we focus on life skills and multiple pathways to success.

BOARD OF TRUSTEES

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District Mission

Sheridan County School District Number Two faculty, staff, and administration are dedicated to preparing every student with the skills, knowledge, and attitudes needed for success.

School Board Goals

Teaching and Learning Goal: SCSD2 will continuously promote student learning as the primary focus of every staff member in the school district. The Board of Trustees is committed to helping all students reach their potential both academically and in many other aspects of human endeavor. This goal is at the center of the board's philosophy, policy, and action.

Leadership Capacity Goal: SCSD2 will exhibit and monitor the district role in promoting academically-focused leadership. The Board of Trustees believes that, as a public entity, the District is responsible to the Sheridan community to model and provide governance and leadership that is consistent and coherent. Board policy needs to be congruent with administrative priorities and procedures. There should be a feedback loop to ensure the ongoing evaluation and refinement of the degree to which board policy is implemented with fidelity and results. The Board of Trustees holds regular and proactive communication with stakeholders as a top priority, including communication from Trustees and district administration.

Resource Utilization Goal: By their very nature, school districts consider human capital (teachers and other staff) their most valued resource. SCSD2 will continue to recruit and retain high quality teachers and staff. Model professional development programs, with the support of Professional Learning Communities (PLC), which build teachers' capacity for success and learning for all students, will be used to develop and upgrade our teachers and staff. The District has established and will continue to improve its training programs for all teachers as a support system and to meet the Every Student Succeeds Act (ESSA) mandates for highly qualified teachers. SCSD2 will continuously monitor the financial aspects of the District.

Communication Goal: SCSD2 will foster ongoing and timely communication with stakeholders. The Board of Trustees believes that as a public entity responsible for the learning of youth, the District must actively communicate with students, parents/guardians, district personnel, and the public.

CALENDAR FOR SCHOOL YEAR 2018-19

August	School Begins (Full Day)
September 4	Labor Day (No School)
October 9	Teacher In-Service (No School)
November 2	Early Dismissal for Parent/Teacher Conf.
November 3	Parent/Teacher Conferences (No School)
November 17	End of 1 st Trimester
November 22-24	Thanksgiving Break (No School)
December 25-January 5	Christmas Break (No School)
January 19	Teacher In-Service (No School)
February 16	End of 2 nd Trimester
February 22	Early Dismissal for Parent/Teacher Conf.
February 23	Parent/Teacher Conferences (No School)
March 12-March 16	Spring Break
March 30	Good Friday (Early Dismissal)
May 26	Schiffer Graduation
May 27	SHS Graduation
May 28	Memorial Day (No School)
June 1	Last Day of Classes – End of 3 rd Trimester
June 4	Teacher In-Service (No School)
June 5 & 6	Snow Days

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General Information

Introduction

John C. Schiffer Collaborative School (JCSCS) is a part of SCSD2's educational programs. Our purpose is to provide educational opportunities for students/families who are seeking non-traditional educational situations. Students at JCSCS will master the same state and district standards as their peers at Sheridan High School. Our alternative setting allows students to work toward mastery using a variety of learning strategies focused on individual learning styles, varied assessments, and a flexible pace.

This handbook is intended to be a guide to school policies, regulations, procedures, and expectations, the principles that make this school a positive place to learn.

Our mission statement has been developed by a group of parents, teachers, administrators, board members, community members, and students. Our goal is that all community members can communicate the mission statement. This statement drives decisions made concerning program development, curricula, staff development, student and parent involvement, etc.

Building Hours

JCSCS will be open from 7:30 a.m. until 4:00 p.m. If students arrive on campus before 8:00 a.m., they will be asked to either visit quietly or complete necessary assignments. Students are not allowed into any classrooms, unless asked by a teacher. Students should leave the building by 3:45 p.m., unless requested by staff to stay later.

Academic Quarters

The school year will be divided into quarters (four nine-week periods). Due to extended class periods of 80 minutes, students earn .50 credits per completed class taken each quarter, except Tribes. Students earn .25 credits for Tribes each quarter.

Academic Hours

JCSCS classes run from 8:20 a.m. to 3:25 p.m. Monday through Thursday, and Friday from 8:20 a.m. to 1:00 p.m. Friday afternoons are used for remediation (assistance for students struggling in academic classes) unless students earn the privilege of early release.

Student Vehicles

Students who have a vehicle and a valid driver's license must fill out a parking registration form. All student are required to park in designated area. See Policy JLIE - Automobile use.

Medications

If it becomes necessary for a student to take any form of medication at school, a school medical form signed by the parent/guardian must be presented to the office. All medication must be brought in its original container from the pharmacy and kept in and dispensed through the office. **District and State regulations insist upon compliance for your children's and staff safety.**

Lunch

Students will be issued a code when they purchase their initial meals. An account is required to purchase a meal and to eat. Students with free and reduced lunches also have a code, indistinguishable from paid accounts. Parents are encouraged to fill out a free/reduced lunch form at any time. These forms are provided at registration or available in the office. A notice will be given to parents when your student's account is low.

Student Phone Calls/Messages

- Students are to use the school telephone only between classes.
- If a student becomes ill, they must call a parent or guardian from the office, not on their cell phone.
- Messages and deliveries from home should be left in the office.
- Non-emergency phone calls for students need to be kept to a minimum, and messages will be delivered to class at a convenient time.
- Students will be called out of class only in an emergency.

Visitors

- While parents are welcome to visit our school, they are urged to arrange visits in advance.
- School policy is to accept only those visitors who have legitimate business at the school. Guests and visitors must check in at the office and wear a school visitor pass. Visitors are expected to leave promptly when their business is completed.
- Former graduates/alumni may visit the school after school hours; appointments can also be made to meet with faculty. Students that graduate in prior quarters within the current year are allowed on campus for school business only.
- Any unauthorized visitors will be escorted off campus by an administrator or the School Resource Officer.
- Providing outside food and/or beverages to students during the school day is not allowed.
- Parents are welcome to eat lunch with their student, and are asked to make pre-arrangements.

Busing/School Sponsored Trips

- Conduct on a bus, at bus pick-up sites, while being transported on the bus to and from school, is the same as expected in the classroom. Students may be denied the privilege of riding a bus for lack of cooperation or improper conduct.
- The District will approve transportation for school-sponsored events. All students participating in such events must travel to and from the events by the approved transportation. The only exception will be a written release by the parent/guardians.

Fines

- Students will be held accountable for damaged and/or lost school property including personal one-to-one computers each quarter or upon completion of a course.
- Fees/fines must be paid before a diploma is issued.

Computer and Internet Use

All students enrolled at JCSCS will be granted access to the internet and other programs. The use of the school and district’s networks must be in support of education, research, and the educational goals and objectives of Sheridan County School District #2. Anyone using computers linked to the district network is individually accountable at all times. It is a benefit to use computers and the internet. At no time are students to be engaged in social media, checking personal email, or to be representing John C. Schiffer Collaborative School in any manner while on the internet.

Computer usage is a privilege, and damaged or broken computer replacement cost is the responsibility of the student/parents.

Academics
John C. Schiffer Collaborative School
Graduation Requirements

To graduate from JCSCS, you must meet the following requirements:

1. Complete a Career Portfolio.
2. Earn 26 credits in grades 9-12.
3. Be proficient in the principles of the Wyoming Constitution and completed American Government.
4. Take the ACT, with the exception of students who move to SCSD2 after the state mandated test date.
5. JCSCS has placed the state standards in the following classes:

<u>Class</u>	<u>Required Credits</u>	<u>Required Indicator Classes (State Standards Mastery Courses)</u>
English	4.0	English (or Applied English) 9, 10, and 11, plus 1 credit of English Electives
Mathematics	3.0	Algebra I or Algebra IA and IB, plus 2 additional Math credits
Science	3.0	Integrated Science 9, Biology 10, plus 1 additional Science Credit
Social Studies	3.0	World History S1 and S2, American History S1 and S2, & American Government plus additional .50 Social Studies credit
Health	0.5	Health & Safety
Physical Education	1.0	Individual & Team Sports plus .50 additional P.E. credit
Career & Tech Ed	0.5	Career Development

Highly Qualified Staff

If you have any questions in regards to any staff member’s qualifications, please contact the principal.

Instructional Models

JCSCS staff use a variety of instructional models to most effectively meet student needs, abilities, and interests. Primarily, staff will utilize Project Based Learning (PBL) to help students dive deeply into learning they are interested in within each content area. Other instructional models that will frequently be used are Experiential Learning and the Workshop model.

College and Career Preparation

A completed Portfolio and a Student Success Plan are JCSCS graduation requirements. The portfolio is helpful to students in the future when applying for jobs, colleges, and scholarships. Included in the portfolio are high school transcripts, test scores, names, addresses, and phone numbers of people students can use as references, letters of recommendation, a list of activities and awards, a job resume, a personal essay, a sample thank you letter and a sample letter of application. Once the portfolio is completed, students participate in a mock interview where adults from the community evaluate the portfolio and interview each graduating senior.

The portfolio will be completed in the Careers class where students meet the following Career & Vocational Education Content Standards for Career Development and Readiness.

- College and career-ready students evaluate current knowledge and interests in order to set career goals. (CV12.1.1)
- College and career-ready students explore careers including outlook, salary, needed training, duties and lifestyle utilizing all available resources including mentors and industry experts. (CV12.1.2)
- College and career-ready students prepare an educational and career plan to enable them to gain desired knowledge and experience. (CV12.1.3)
- College and career-ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employees. (CV12.1.4)

Curriculum Requirements

Proficiency level or mastery status is determined by demonstrating mastery in a majority of standards on the required course standards-based assessments. Proficient status can be reached with multiple assessment opportunities.

As of 2012-2013, Wyoming state legislation passed Senate File 57. This file has accountability implications regarding high school testing and graduation for Wyoming students.

Required testing schedules are as follows:

- 9th grade - WY-TOPP
- 10th grade - WY-TOPP
- 11th grade - ACT Exam
- 11th grade - WorkKeys (optional)

Friday Remediation/Makeup Work

- We offer students the opportunity for remediation to re-learn important standards.
- Students are required to complete weekly grade checks, by 3:25 p.m. each Thursday.
- Students who have completed assigned work Monday through Thursday and are passing all courses with a 70% or above, may be excused at 1:00 p.m. on Friday. All early-release students must leave by 1:30 p.m.
- Students not passing with 70% or above will attend remediation classes on Friday afternoon. At JCSCS, students will attend from 1:00 to 2:15 p.m.
- Students who are assigned Friday Remediation for 6 P's three weeks in a row, will receive a Problem Solving Contract.

- Students that miss Friday Remediation must remain after school on the day they return to receive one-on-one instruction. Further time may be assigned by instructors/staff.

School Programs

The programs described below are being implemented as part of the School Improvement Plan.

Discovery

The Discovery Program addresses issues of student apathy, negativity, disruption, and violence. By inspiring positive social change, a teacher can create a climate in which students improve their performance in the classroom, better their relationships at home, and transition more easily into adulthood.

The comprehensive curriculum, designed for high school students, is grounded in the values of mutual respect, sensitivity, faith in student potential, and high expectation for positive change. Activities ranging from team-building and rope course exercises to a course in preventing substance abuse, support the program's goal to engender caring, sensitive, and responsible young people.

All new JCSCS students are required to take Discovery prior to entering into the regular classroom. Along with the social skills units and activities, students are required to improve writing skills, social and cultural concepts, as well as developing awareness and the means to maintain a healthy lifestyle. Students are on a probationary cycle during this time. *If students do not successfully complete the Discovery Program, they are immediately asked to withdraw from JCSCS.*

6 Ps

JCSCS students are expected to demonstrate the six Ps:

1. **Prompt:** Student will make a commitment to be on time and punctual.
2. **Prepared:** Student needs to be ready to learn when the class starts.
3. **Polite:** Student will demonstrate consideration for others by respecting self/others and using appropriate behaviors in all situations.
4. **Positive Mental Attitude:** Student is expected to maintain a positive mental attitude.
5. **Participate:** Student is expected to be actively involved in each lesson and all learning activities.
6. **Produce:** Student will meet expectations in every class.

Compass Learning

Compass Learning computer classes are used for credit recovery, credit catch-up, and schedule conflicts. The counselor and student will determine the need for Compass Learning classes. If necessary, appropriate classes will be selected for the student.

Tribes/Advisory

The purpose of having Tribes is to provide an opportunity for students to establish and build a long-term relationship with an adult advocate within our school. Students will be expected to participate in a variety of different activities including service learning, re-discovery activities, goal setting (both academically and behaviorally), and academic improvement activities. Students will be assigned a Tribe leader upon successful completion of Discovery. They will remain with that instructor for the duration of their enrollment. Students earn .25 credit in Advisory.

Title I Programs

Every Student Succeeds Act (ESSA) requires three actions that are essential for effective implementation of a schoolwide program:

- Conduct a comprehensive needs assessment.
- Prepare a comprehensive schoolwide plan.
- Annually evaluate the schoolwide plan.

ESSA School Requirements for Policy and Program:

- Shall jointly develop with, and distribute to, parents and families.
- Convene an annual meeting at a convenient time to explain the requirements of the Title I, Part A program.
- Offer a flexible number of meetings.
- Involve parents, in the planning, review, and improvement of the parent and family engagement programs and policy.
- Provide parents timely information about curriculum, assessment, state standards, and decision making programs.
- Develop and distribute a school-parent compact.
- Full the building capacity requirements.
- Provide opportunities for the informed participation of ALL family members.

Requirements for school-parent compact:

ESSA affirms that student academic achievement is a shared responsibility between school and home. The compact outlines how parents, school staff, and students will share the responsibility of improved student academic achievement.

- Shall jointly develop with, and distributed to parents and families,
- Describe the school's responsibility to provide high-quality curriculum and instruction,
- Describe ways parents will support their child's learning,
- Address the importance of communication:
 - Regular two-way, meaningful communication
 - To the extent practicable, in a language that family members can understand
 - Parent-teacher conferences at least annually required in elementary schools
 - Frequent reports on children's progress
 - Reasonable access to staff, opportunities to observe and/or volunteer in their child's class.

Grading

Students will receive grades and credits based on performance. Students may be required to complete assigned work in or out of the class. Work that does not meet minimum expectations of at least a “C” will be marked “F” for failure. An “I” (incomplete) will be given in extenuating circumstances at the discretion of the teacher and/or administration. An “I” means work will be completed within a specified time, usually within ten school days.

JCSCS Grading Scale

A = 90-100

B = 80-89

C = 70-79

F = 69 and below

Credit Opportunities Summary

JCSCS offers many opportunities for students to earn credit towards graduation, including regular coursework, dual enrollment, Next-Level Work Experience, Community Service/Service Learning, Internships and Tribes/Advisory.

Course Work

JCSCS offers a traditional curriculum meeting state and district graduation requirements. We offer a variety of core content classes, P.E., and Art, and Business classes. Due to our small size we do not offer a large number of electives from the traditional standpoint of a large high school.

Service Learning

Students at JCSCS are offered the opportunity, through a variety of avenues and classes, to earn credit for community service. Students may earn .25 elective credits for every 40 hours completed and documented. All community service activities must be approved prior to the activity being initiated. All approval forms and documentation must be on record before credit will be issued.

Dual Enrollment

Students may earn credit from Sheridan College for approved courses. Dual Enrollment allows high school juniors and seniors to take a college course and earn both transcribed college and high school credit. Graduation requirements must be met before enrollment or taken concurrently as arranged with your counselor. Documentation of enrollment must be provided to the counseling office before the high school semester begins and a high school contract must be signed. The college credits earned through dual enrollment may transfer to other postsecondary institutions. Sheridan College will only cover tuition costs of juniors and seniors, up to 12 credit hours. A Sheridan College dual enrollment registration and grant form must be completed to enroll.

Next Level Work Experience Course

Next Level Work Experience (NLWE): Formerly known as PaCE, JCSCS offers students who have jobs the opportunity to earn elective credits through their employment. Students must apply for and be accepted by the NLWE coordinator and meet all requirements in order to earn that credit. Standards that are met through this program are within the WY Career & Vocational Standards. Students may earn .5 credit/quarter within this program for a total of 1 credit per year.

Typically this program is reserved for students with Senior status who have completed all of their coursework. In rare instances, a student with Junior status may be given the opportunity for NLWE upon approval from administration.

All NLWE course work expectations must be met before Next level Work Experience credit will be granted. If expectations are not completed, no credit will be given and course will not be added to transcript.

Internships

Students attending JCSCS will be provided opportunities to participate in an internship in an area of interest. A conference with student, parent/guardian, counselor, and principal will be required to determine placement.

JCSCS Students Attending Classes at SHS

JCSCS Students attending classes at SHS - Students who have been approved and are attending JCSCS, may attend 1 or 2 classes at SHS. Students may only attend classes at SHS that are not offered at JCSCS. All arrangements and scheduling will be through the JCSCS counseling department in conjunction with the SHS counseling department.

Guidance Services

JCSCS students are fortunate to receive instruction, support and professional services from a staff that has a genuine interest in providing for their needs. Guidance services are provided to help make the students' educational experience more enjoyable and more successful. Services offered include:

- Academic and post-secondary counseling;
- Individual counseling (short-term, solution-focused);
- Educational groups;
- Educational, emotional and/or vocational testing and assessment;
- Crisis intervention; and
- Assisting students and families connect with appropriate community resources.

The school guidance program offers limited guidance services to students. *These services are educationally focused and follow a brief solution-focused approach.* The JCSCS professional counseling staff consists of one half-time counselor.

Postsecondary Planning

As early as possible, students need to think ahead toward life after high school. The individual student's plan will depend on his or her own needs and goals. The sooner she/he can define these, the better prepared the student will be to make important educational choices.

Students who plan to attend college should begin planning their curriculum in eighth grade, as well as their financial planning to pay for college. The best reasons for obtaining a college degree include the following:

- **To Get a Better Job:** College graduates earn, on average, twice as much as those who finish their education with just a high school degree.
- **To Learn How to Think Critically and Analyze Information:** Critical thinking skills, logical reasoning, and analytical powers make a person's life more interesting and provide many new career options.
- **To Build a Network of References and Resources for Future Careers:** Future opportunities come from both what you know and who you know.
- **To Develop Knowledge of and an Appreciation for Different Ideas, Philosophies, Cultures, and People:** Strong leadership and active community participation require us to understand the world at large.
- **To Have Fun and Experience Life:** College life should be enjoyable and educational!

JCSCS will assist students by:

- Advising on strategies for postsecondary education;
- Helping to identify appropriate post high school colleges and training sites;
- Preparing and submitting official school reports;
- Writing recommendations;
- Endorsing application documents; and
- Communicating with admissions and financial aid offices.

College Applications

Students are responsible for their own college and university applications. JCSCS will provide students assistance with their applications as needed. Simple endorsements can be provided.

College Examinations

Some colleges and universities use the ACT and/or SAT examinations to measure candidates' eligibility for admission. The ACT exams are given six times each year at Sheridan College. The SAT exams are given three times a year at Sheridan High School. The JCSCS High School Examination Code is **510-390**. This code must be accurately entered in a student's exam registrations for scores to be recorded on her/his official JCSCS transcript. Wyoming state law requires all 11th graders to take the ACT test.

Exam Registration and Fees

The State of Wyoming pays the registration fees for juniors to take the ACT on a designated state testing day (April 3, 2018). A student may take these exams more than one time. Additional ACT exam fees will be the responsibility of the student. The ACT requires pre-registration by designated deadlines. Registration and study materials are available in the Counseling Office.

Post-Secondary Financial Aid

Financial aid provides students monetary entitlements, scholarships, loans, and awards to help pay for postsecondary education and training. Entitlements are allowances provided by the federal government to students who qualify according to statutory criteria for financial or other special need.

Scholarships, student loans, and awards are made available based either on students' "need" or "merit." Scholarships are grants or discounts on tuition and fee costs, or living expenses, often renewable for more than one year of study under specified performance conditions. Awards are one-time grants of money designated for post-secondary education. Students and/or their parents must repay loans.

Information on scholarships and financial aid opportunities is available in the Counseling Office. It is the student's responsibility to read the Senior Newsletter to be aware of current scholarship and award opportunities and their particular deadlines.

Hathaway Scholarship

The Hathaway Scholarship is available for Wyoming students who meet the criteria to pursue postsecondary education within the state of Wyoming. The program consists of four separate merit scholarships, each with specific eligibility requirements, and a needs-based scholarship, which is a supplement to the merit awards for those who qualify.

Students and parents are encouraged to visit with the counselor to discuss the Hathaway Program, and go to <http://edu.wyoming.gov/Programs/hathaway.aspx>. Students apply for the Hathaway Scholarship directly to Wyoming community colleges or the University of Wyoming – those institutions will determine final eligibility.

REQUIREMENTS

	HONORS \$1,680	PERFORMANCE \$1,260	OPPORTUNITY \$840	PROVISIONAL \$840
MAX AWARD AMOUNT	8 full-time semesters			4 full-time semesters. Students with a certificate can extend for an additional 4 full-time semesters at a community college.*
WHERE YOU CAN USE IT	May be used at a WY community college or UW			Must start at a WY community college
LANGUAGE ARTS (YEARS)	4 (9-12 grade only)			Current HS graduation requirements
MATH (YEARS)	4 (grades 7-12) <small>Algebra I, Algebra II, Geometry and one additional math course</small>			Current HS graduation requirements; at least 2 of these courses: Algebra I, Algebra II, Geometry
SOCIAL STUDIES (YEARS)	3 (9-12 grade only)			Current HS graduation requirements
SCIENCE (YEARS)	4 (9-12 grade only) <small>Only 1 year of additional science can be taken</small>			Current HS graduation requirements
FOREIGN LANGUAGE (YEARS)	2 Sequential Courses <small>1 HS level course before 9th grade allowed</small>			NONE
ACT SCORE	25	21	19	17 <small>(Or score a 12 on WorkKeys)</small>
HIGHSCHOOL GPA	3.5	3.0	2.5	2.5
ADDITIONAL REQUIREMENTS	2 years of either fine arts, career and technical education, or additional foreign language (non-sequenced) (9-12 grade only)		2 years of either fine arts, career and technical education, or 2 years foreign language (sequenced) (9-12 grade only)	

*Students with an associate's degree can extend for an additional 4 full-time semesters at UW.

JCSCS - College Examination and Application Calendar Academic Year 2018-2019

JUL	Fri		Registration Deadline for ACT Sep 8 th Test	
SEP 8	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
SEP TBA	Fri		Registration Deadline for ACT Oct 27 th Test	
OCT 27	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
NOV TBA	Fri		Registration Deadline for ACT Dec. 8 th Test	
DEC 8	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
JAN TBA	Fri		Registration Deadline for ACT Feb. 9 th Test	
FEB 9	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
MAR 1	Wed		FAFSA Priority Deadline	
MAR TBA	Fri		Registration Deadline for ACT April 13 th Test	
APR 1	Fri		Sheridan College Scholarship Deadline	
APR 13	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
APR 2	Tue	8:20 am	ACT Examination for Juniors	<i>JCSCS</i> <i>WYTOPP Testing for Freshman</i> <i>And Sophomores</i>
APR TBA			ACT Makeup Sessions for Juniors	
MAY TBA	Fri		Registration Deadline for ACT June 8 th Test	
JUNE 8	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>

2018-2019 JCSCS College Planning Calendar: Junior Year

Month	Junior Year	Exams
September	Take high school courses that fulfill college requirements. Be active in clubs and community service activities. Define your interests & the kind of higher education that you want and need.	ACT - Sept 8, 2018
October	Consult your parents & school personnel for their ideas on college options. STUDY! Junior year grades are very important.	ACT - Oct 27, 2018
November	STUDY MORE! High grades = more college choices and financial aid! Know your math. Read with a dictionary at hand.	
December	Search out colleges in reference books and online and visit college websites.	ACT - Dec 8, 2018
January	Create or update your Portfolio composed in Career Development class.	
February	Ask your school counselor for information. Build your personal postsecondary education strategy.	ACT - Feb 9, 2019
March	Refer to books and the internet to define your expectations. Identify and contact 3-4 colleges that meet your needs. Visit some colleges during Spring Break. Plan summer school/job/volunteer project/travel.	
April	Talk with family, friends, and school personnel about colleges. Do well on the ACT. Request information from colleges of interest. Register for fall Sheridan College classes – Ask about the <i>High School Tuition grant</i> .	ACT - April 13, 2019 Required for all Juniors
May	Discuss your college plans with school personnel. Confirm your academic plan for Senior year	
Summer	Schedule appointments for college campus visits. Think about where you will be going next year. Read challenging books with a good dictionary handy. Visit colleges with your parents.	ACT June 8, 2019 July 13, 2019

2018-2019 JCSCS College Planning Calendar: Senior Year

Month	Senior Year	Exams
September	<p>Enroll/Engage/Inventory/Define again, as in Junior Year Calendar. Discuss your college plans with your parents as well as your teachers and counselor.</p> <p>Research colleges/universities and compile a list of the ones you like.</p> <p>Obtain application materials (<i>photocopy the forms for scratch work/backup</i>).</p> <p>Retake the ACT exam, if needed.</p>	ACT - Sept 8, 2018
October	<p>Attend Post High School Planning Days.</p> <p>Talk to Admissions Offices and visit colleges of interest.</p> <p>Draft, write, and then final copy application essays.</p> <p>Identify teachers best able to write recommendations.</p> <p>Retake the ACT exam, if needed.</p>	ACT - Oct 27, 2018
November	<p>Submit completed applications to selected colleges. <i>(Keep a copy of everything you send!)</i></p> <p>Visit the colleges (in session) if you haven't already.</p>	
December	<p>Retake ACT exam, if necessary.</p> <p>Attend Financial Aid Night for Students & Parents.</p> <p>Prepare personal/family financial records for FAFSA.</p>	ACT - Dec 8, 2018
January	<p>Complete the FAFSA: <u>F</u>ree <u>A</u>pplication for <u>F</u>ederal <u>S</u>tudent <u>A</u>id.</p> <p>Submit applications to regional colleges and state universities. <i>(Keep a copy of everything you send!)</i></p>	
February	<p>Watch out for financial aid application deadlines!</p> <p>Confirm that filed FAFSA data is complete & correct.</p>	ACT - Feb 9, 2019
April	<p>Revisit top-choice campuses that remain options.</p> <p>Recalculate your higher education budget.</p> <p>Accept your admission at your chosen college.</p> <p>Notify other schools that you will not attend.</p> <p>Pre-Register for classes at college of choice, if possible.</p>	ACT - April 13, 2019
May	<p>Keep Studying! You still must have the diploma.</p> <p>Graduate!</p>	
June	<p>Verify that JCSCS sends your final transcript to your college.</p>	

Closed Campus

JCSCS will be a closed campus throughout the day, including the lunch half-hour. Students who leave campus without permission will be marked absent for the rest of the day. Parents are welcome to dine with their student on an occasional basis. Parents may sign their student out of school for lunch for special occasions.

Enrollment Procedures

Enrollment procedures at JCSCS are as follows:

1. Complete the application process.
2. Attend the required screening interview.
3. Await the committee's decision to either accept or deny the application.
4. Decide if JCSCS meets your educational needs.
5. Complete all necessary school forms, and attend any additional required meetings with staff.
6. A valid withdrawal form, including proof of all fines paid, from your previous school must be presented before enrolling in our schools. If you choose to attend, you must wait for admittance until the next quarter.
7. Student Fees: A \$40.00 activity fee will be charged each academic year. Fees will be collected before students are permitted to register for classes.
8. Student and Parent Compact: The JCSCS Student and Parent Compact agreements list student expectations for attendance, productivity, and behavior. The student and parent(s) must sign the Compact.
9. Parents/Adult Involvement
Parents must commit to:
 - attending a four week Adult Discovery class. Parents will be notified by letter of times and dates of sessions. The parents' participation in the Adult Discovery classes is a component of a student's continued eligibility to attend FMHS.
 - twelve hours parent school service per year. A student's continued eligibility to attend JCSCS may be affected by non-engagement of parental support.
 - attend the two Parent/Teacher academic conferences each year.

Student Attendance Procedures

See SCSD2.com for policies JH

The learning process requires an investment of effort, energy, and time. We believe that our attendance policy serves two purposes. First, since absence from classes has a substantial negative effect on academic performance, our goal is to get each student to be in class on time every day. The second function of this policy is to help reinforce society's expectations toward attendance as it relates to work and other important commitments. This policy will be enforced on a "per class", "per year" basis.

Students hold the primary responsibility for daily attendance. Parents or guardians are expected to call daily if their son or daughter is absent. Parents or guardians will be given 48 hours to deliver a note to the front office verifying any non-school related absence. Administration will address attendance 48 hours after an absence (unv). Consequences will be given if absences (unv) are determined to be unexcused (unx). Our Attendance Secretary can be reached by

dialing this number: 673-8730, extension 5829. A message can be left 24 hours a day to verify an absence. The Attendance Secretary will make daily calls home for absences each day.

According to state law, determination of whether an absence is excused or unexcused lies with the school and not with the parent.

Compulsory Attendance

Students who demonstrate attendance problems, and are not sixteen or have not yet completed the tenth grade, will be referred to Juvenile Justice and/or the County Attorney's office. If the problem has not been corrected to the satisfaction of the court, on the fifth absence, the County Attorney may pursue criminal action against the child's parent, guardian, or custodian, alleging the child to be "an habitual truant" and the parent to have "willfully failed, neglected, or refused to comply with the provisions of the compulsory attendance law".

The Twelve-Day Limit

A maximum of twelve non-school related absences will be tolerated in any one class. An absence count will begin with the student's first official day of enrollment in a class. No matter the length of the school day, a student is expected to attend. After 12 absences, students must have all future absences for the rest of the school year excused by a doctor's note or the absence(s) will be unexcused. A parent, counselor, and administrator meeting will also be held. When a student enrolls at JCSCS their attendance record for that school year applies towards the 12-day limit.

Attendance Definitions

Attendance – being in a designated classroom for a designated period of time, or attending an approved school activity.

Absence – not being in a designated classroom for a designated period of time. An absence will be recorded if a student enters the classroom more than 10 minutes after the tardy bell has rung, or misses 10 minutes without permission.

Tardy – not being in the threshold of the classroom door when the bell rings.

School Related Absence – missing class due to school related reasons. The following absences will not count toward the twelve-day per year absence limit:

- School sponsored activities (ACT)
- Field trips (ACT)
- Out-of-School suspension (OSS)
- Behavior Center (BC)
- Administrative, counselor, or teacher meetings (ACA)

Non-School Related Absences – an absence that the parents and school personnel considers compelling or unavoidable.

Non-school related absences that do not count toward the twelve-day total are:

- Weather or natural disasters that make travel perilous (EXC)
- Family related: life-threatening illness, death in family (BER), or other crisis
- Court hearings that a student must attend (proof required) (EXC)

- Religious holidays (written request to principal required) (EXC)
- Emergency medical and/or dental treatment, counseling (doctor's note) (MED)

Non-School related excused absences that will count toward the twelve-day total are

- Illness (ILL)
- Family vacations (OUT)
- Family circumstances (OTH)
- Visits to the nurse that exceeds 15 minutes in length.

*These absences permit a student to make up work.

Attendance Contract

At 6 absences students will be:

- Required to make up class time (Carnegie Units or seat time)
- Placed on an attendance contract. This contract is a binding agreement for the remainder of the school year.

Tardies

Being on time is an important academic and work related skill. Tardy is defined only as: not being in the threshold of the classroom door when the bell rings. After 10 minutes a Tardy becomes an unexcused absence. Consequences will be assigned by the teacher and/or principal.

Unexcused Absences

An unexcused absence is an absence that the school district considers non-compelling or avoidable. An absence that is authorized by a parent is not, by virtue of that authorization, necessarily an excused absence. A student shall be considered unexcused or truant when his/her absence is deemed so by the principal. Unexcused absences also count toward the twelve-day per year absence limit in each class. Unexcused absences will be counted consecutively from first semester through second semester. (They do not start over second semester). Failure to communicate with the school within two days (48 hours) after the student returns may result in an absence being recorded as unexcused. Any unexcused absence will be required to make up time with the teacher(s).

It will be at the teacher's discretion whether to accept missed work as a result of unexcused absences or not.

Unexcused absences include, but are not limited to:

- Missing over ten minutes of class
- Shopping trips
- Oversleeping
- Missing the bus, speeding tickets, or slow moving trains
- Hair, nail, or cosmetic related appointments
- Babysitting siblings
- Car trouble, where and when a bus is available
- Leaving class without permission

- Staying home for non-essential reasons or when no excuse is provided

Makeup Work

When a student is absent for any reason, it is the responsibility of the student to make arrangements for make-up work. If the student knows ahead of time that she/he will be absent, arrangements should be made to complete work before they leave. Makeup work will be required for all absences. If no graded work was done in class that day, the student will be required to get the notes, handouts, read the assigned material, or complete any activity, and then show the teacher the work or material. Some assignments may require work outside the regular class time. The student will be given assigned time to makeup work, which is equal to the number of days absent, plus one day. Athletes and field trip participants need to make prior arrangements for makeup work in advance of the absence.

Discipline

The purpose of regulations concerning student conduct is to create an educational climate that promotes learning and protects all students. Our philosophy requires a balance between our concerns for the student and the responsibility each student bears for his/her own choice of conduct in relation to the rights of others. Students who conduct themselves with courtesy and common sense need few stated rules and may attend classes with a maximum of personal freedom. Simply stated, we are asking students to make correct choices regarding their behavior at school.

Wyoming Expulsion Code & Expulsion Policy

See SCSD2.com for Policies JKD/JKE

All suspensions and expulsions shall be governed by Board Policy JKD/JKE and applicable state law.

Student Discipline and State Law

Wyoming state law (21-4-306) states that the following shall be grounds for suspension or expulsion of a child during the school year:

- Continued willful disobedience or open defiance of the authority of school personnel;
- Willful destruction or defacing of school property;
- Any behavior which in the judgment of the local Board of Trustees is clearly detrimental to the education, welfare, safety, or morals of other students; or
- Torturing, tormenting, or abusing a pupil or in any way maltreating a pupil or teacher with physical violence.
- Possession of a deadly weapon on school grounds or school buses.

Harassment, Intimidation, Bullying

See SCSD2.com for Policy JIFCA

Harassment, intimidation, or bullying of students at school or negatively impacting the school environment is prohibited.

Weapons

See SCSD2.com for Policy JICI

JCSCS has a zero tolerance for firearms or weapons.

Consequences: Referral to local authorities, and/or immediate suspension leading towards expulsion.

Fighting

Fighting on campus or off-campus may result in the student or students being dropped from with the loss of the privilege of ever enrolling at JCSCS again. Due process and procedures will determine the extent of the violence and application of the policy to the parties involved.

The Discovery curriculum provides discipline guidelines and creates the school culture at JCSCS.

Definitions of Discipline Terms

Problem Solving Contract Process:

1. Two (2) Redirects – student is guided to correct their behavior
2. Third (3rd) Redirect is a Hall Conference – the teacher will direct the student to correct their behavior
3. Problem solving contract with referral to the principal office. Student will be sent home or to ISS.
4. Contact parents
5. Suspension for duration assigned by principal (in and/or out of school)
6. Student will complete contract and meet with the parent, teacher, and/or Principal.

Temporary Dismissal: removal from school until after a parent/guardian conference.

Suspension: Students may be assigned In-School Suspension or Out-of-School Suspension for disciplinary reasons.

Expulsion: Students are removed from school for the remainder of the semester or, in some cases, up to one year.

Tobacco/Smoking Policy

See SCSD2.com for Policies GBECD/KFA/JICG-JICH

The possession, distribution or use of alcoholic beverages, tobacco products, nicotine, e-cigarettes, vaping devices or tobacco look-alike devices, and drugs for which the user does not have a lawful prescription, or other substances that are used in such a manner as to be dangerous to the student in any school building, on school grounds, at any school function, or while on any school-sponsored trip is prohibited.

Consequence: Warning or citation, suspension, and/or expulsion.

Drugs & Alcohol

See SCSD2.com for Policies GBECC/JICG-JICH

There is absolutely no tolerance for a student to attend school while under the influence of drugs or alcohol. There is absolutely no tolerance for the possession, use or distribution of drugs (prescription or street), or alcohol on school grounds. Drug dogs will be used to search lockers, backpacks, and vehicles.

Consequences:

1. Referral to local authorities, suspension, and/or expulsion. Recommendation to parents for referral to drug/alcohol treatment program.
2. Individual cases will be considered if treatment is sought by the student.

Dress Code Regulations

Standards	YES 	NO 
Number One: You must be covered up!		
<p>Any clean shirt or blouse must cover the back, top of shoulders, and stomach. Sleeves must be present. Halter tops, spaghetti strap shirts, low cut tops, or tops that expose the midriff or undergarments are not permitted. All body cleavage must be covered.</p>		
<p>Clean shorts and skirts must be no shorter than mid-thigh, unless worn over leggings.</p>		
<p>All pants, skirts and shorts must be clean, and worn no lower than the hips, no sagging pants that expose undergarments. Pants must not have holes higher than mid-thigh unless leggings are worn underneath. Leggings may be worn appropriately. Again, all body cleavage must be covered.</p>		
<p>Hats, caps, bandanas, sweatbands, skull caps, sunglasses, chains, dog collars, other gear that covers the head or sharp objects are not to be worn in school.</p>		
<p>Appropriate shoes must be worn at all times. Slippers are not allowed.</p>		

No sleepwear is allowed.		
Clothing or personal items that are racist, sexist, promote drugs/alcohol/tobacco or are vulgar or offensive in Interpretation is not allowed.		

Fridays:

Students are encouraged to wear school clothing (Tribe shirts, vests, jackets, etc). In all instances, students are to meet Dress Code requirements.

Dress Code Violations

All students at JCSCS are expected to comply with the Dress Code. Noncompliance may result in, but not be limited to, the following:

1st Offense:

- The student will contact parents from the teacher’s classroom.
- Parents/Guardians will be asked to bring an appropriate change of clothes.
- Student will stay in the office until appropriately attired.
- Student will meet with his/her Tribe teacher, during Tribes, to develop strategies to help the student comply with the policy.
- A copy of the Uniform Discipline Sheet and a copy of our Dress Code policy will be given to the parents/guardians.

Consecutive Violations:

- **Second violation:** The student and teacher will contact the parent to bring a uniform to school for the student to wear. Parents/Guardians will meet to discuss the Dress Code Policy and problem-solving strategies to aid the family in complying with the school dress code.
- The student will be given one day of **In-School Suspension (ISS)** by the Principal.
- **Third violation:** Parent notification and a meeting with the principal to discuss non-compliance issues. Meet with Parents/Guardians to Problem-solve strategies to aid the family in complying with FMHS/tWP dress code.

Fourth and subsequent violations: parent notification, determination of continued enrollment and/or ACE for TBD time.

DISCIPLINE RUBRIC

OFFENSES	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE	4TH OFFENSE
<p style="text-align: center;">LEVEL 1</p> <p>Failure to demonstrate 6P's (reflected by classroom interactions and/or weekly grade check scores of 2 or below).</p>	<p>PSC--Student meets with teacher after developing a PSC approved by administration--parents notified</p>	<p>PSC--Student meets with staff and principal after developing a PSC--parent notified Additional consequences as determined by Principal</p>	<p>PSC--Student meets with staff and Principal and parents after developing a PSC. Additional consequences as determined by Principal</p>	<p>Discipline as determined by Principal-- At-Risk Meeting with parents</p>
<p style="text-align: center;">LEVEL II</p> <p>Could be a pattern or severity of: disrespect, harassment/intimidation, disrupting class, profanity, computer misuse, misuse of electronic devices, defiance of staff, property damage, fighting/violent acts, theft, tobacco use/possession, profanity toward staff, cheating/plagiarism.</p>	<p>Problem Solving Contract with ISS/OSS 1-3 days</p>	<p>Problem Solving Contract with ISS/OSS 1-3 days</p>	<p>Problem Solving Contract with ISS/OSS 3-5 days</p>	<p>Discipline as determined by Principal-- At-Risk Meeting with parents</p>
<p style="text-align: center;">LEVEL III</p> <p>Possession of drug paraphernalia, possessing/consuming drugs/alcohol/intoxicating inhalants, extreme computer misuse, possession of weapons, potentially dangerous act.</p>	<p style="text-align: center;">5 DAYS OSS & SRO INVOLVEMENT POSSIBLE EXPULSION</p>	<p style="text-align: center;">5-7 DAYS OSS & SRO INVOLVEMENT POSSIBLE EXPULSION</p>	<p style="text-align: center;">7-10 DAYS OSS & SRO INVOLVEMENT POSSIBLE EXPULSION</p>	
<p style="text-align: center;">LEVEL IV</p> <p>Providing/selling drugs/alcohol, assault and battery on staff, threat of assault on staff, pull fire alarms/set fire, possession of weapons, engage in unlawful activity that interferes with school purposes, other infractions of equal value</p>	<p style="text-align: center;">5-10 DAYS OSS & SRO INVOLVEMENT POSSIBLE EXPULSION</p>	<p style="text-align: center;">OSS & POSSIBLE EXPULSION</p>	<p style="text-align: center;">OSS & POSSIBLE EXPULSION</p>	

Electronic Devices

Cell phones may be used before school, during lunch, or after school. Phones MAY NOT be used at any other time without specific permission from faculty. Students who need to use a telephone may access one in the front office with phone calls limited to one minute, and only before and after school and at lunch. Privacy should not be expected in hallways or parking areas. Absolutely no cell phone use is allowed during a “lockdown”.

Search and Seizure

(See SCSD2.com for Policy JIH)

The safety and security of students entrusted to a school must be of paramount importance. Inherent in this mission is the authority of the School District to conduct reasonable searches and seizures within the limitations established by the United States Constitution and Wyoming State Constitution. In this regard, the District recognizes that the students attending the schools enjoy the same rights against compelled self-incrimination and unreasonable search and seizure afforded to adults. If police officers or other officials request an interview, an attempt will be made by phone to contact the student’s parents or legal guardian and to have one of them present during the interview. The student will be informed that he/she has the right to refuse an interview. Searches may be considered and conducted on school property or at school-sponsored events. The authority to inspect students’ school lockers, persons, belongings, and automobiles is inherently granted school boards and school officials.

Student Grievance Procedures (See SCSD2.com for Policies JBA/JBA-E)

Any student of this district who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any district program or activity on the basis of his or her conduct may file a written complaint with the building principal and initiate a formal grievance.

Nondiscriminatory Statement and Title IX

Sheridan County School District 2 does not discriminate on the basis of race, color, sex, national origin, sexual orientation, age, or disability in programs or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504, may be referred to Traci Turk or John Camino, Coordinators for the Office of Civil Rights, Sheridan County School District 2, 201 N. Connor Street, Sheridan, Wyoming 82801, or phone (307) 674-7405, or the Wyoming Department of Education Office or Civil Rights Coordinator, 2nd Floor, Hathaway Building, Cheyenne, Wyoming 82002-0050, or phone (307) 777-6218. The Title IX Coordinator for each school is the Principal. The District Title IX Coordinators are the Special Services Director and Human Resource Director.

Notification of Rights Under FERPA For Elementary and Secondary Schools

(See SCSD2.com for Policy JRA-E2)

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records.

Protection of Pupil Rights Amendment (See SCSD2.com for PPRA Policy JRA-E3)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

John C. Schiffer Collaborative School
Student/Parent/School Compact for 2018-2019

Our Mission:

To ensure all students acquire the knowledge, skills, and attitudes essential for achieving their full potential and becoming productive citizens.

Student Responsibility—I will:

1. Arrive on campus with...
 - Appropriate rest
 - Breakfast
 - Good hygiene
 - Dress code compliance
2. Treat others with dignity, respect, and courtesy at all times, in school and within the community as well.
3. Apply concepts learned in the Discovery Program, specifically the 6 P's, to everything I do.
 - Polite
 - Prompt
 - Prepared
 - Positive Mental Attitude
 - Participate
 - Produce
4. Work to resolve conflicts in positive, non-violent ways.
5. Maintain a 70% or above in all classes. If I am not passing all of my classes, I will attend before and/or after school remediation.
6. Maintain acceptable daily attendance. I understand that if I do not attend regularly, I will be placed on an attendance contract and will make up missed time outside regular school hours.
7. Abide by the school and district drug policy. If I am suspected of drug use, I will submit to a drug test.
8. Not bully anyone, and will report any instances of bullying to an adult (including cyber-bullying).

Student signature: _____ **Date:** _____

Parent/Guardian Responsibility—I/We will:

1. Prepare our child for the day, ensuring that our child will arrive on campus with...
 - Appropriate rest
 - Breakfast
 - Good hygiene
 - Dress code compliance
2. Provide appropriate medical attention when needed.
3. Support academic excellence by...
 - Providing time and a place for homework
 - Providing transportation to/from school for tutoring, make-up time, other school-required activities
4. Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours.
5. Communicate with school personnel in a variety of ways such as...
 - Parent Discovery
 - Parent/Teacher Conferences
 - PTO/PASS
 - School Functions

Parent Signature: _____ **Date:** _____

School/Teacher Responsibility—I/We will:

1. Abide by the school's mission statement to the best of our ability.
2. Foster academic achievement and positive behavior through our Discovery Program.
3. Treat everyone with dignity and respect.
4. Provide strategies for students to gain academic success.
5. Respectfully and accurately inform parents of their student's progress.

John C. Schiffer Collaborative School Staff

Revised 2017-2018

Title I Parent-School Compact

2018-2019

Title I Services & Eligibility

The Federal Title I Program is designed to offer supplemental support to students who need a boost in Math and/or English Language Arts. A child is eligible to receive this academic support if they demonstrate a need through a variety of criteria, including teacher recommendations and assessment results.

Parent Involvement

A major goal of Title I is parent involvement in their child’s education. Our programs across the district all include events and opportunities for parents to visit the school and directly engage in the Title I services. Each year, our Title I schools develop a parent-school compact that explains the roles of school, parents, and students within the Title I program. This compact must be shared and discussed with parents annually per district Policy KBDA-E.

School Contact Information

If you have questions or concerns about your child’s participation in our Title I program, please contact: Troy Lake, Principal at 673-8730.

Title I Compact

We are committed to working collaboratively to provide a quality learning environment in which ALL children can learn and develop to their maximum potential. To accomplish this, parents, teachers, and students must work together.

Students will attend school regularly, be ready to learn, follow school rules, work cooperatively with others, put in their best effort, and treat all parties with respect.

Parents will ensure regular attendance, communicate regularly with the school, support learning at home, ensure positive learning behaviors, emphasize the importance of education, and treat all parties with respect.

Teachers will recognize each child’s strengths, work to meet their individual needs, provide a safe and caring learning environment, communicate and collaborate with families, and treat all parties with respect.

We have read and understand the Title I Parent-School Compact.

Student Signature _____

Parent Signature _____

Staff Signature _____

JCSCS Problem Solving Contract

Student Name: _____ Date: _____

TEACHER

Clearly Describe the Incident:

STUDENT

Clearly Define the Problem: _____

Create and list three possible solutions for your problem:

1. _____
2. _____
3. _____

Identify the solution(s) in the list above that will best help you behave differently in this area. Explain why this solution will help you the most? _____

How will your solution affect others? _____

How soon can you put your solution into action? _____

List some consequences that the teacher and/or office can enforce if you decide not to handle this problem as you have agreed to do _____

OFFICE

Level 1	Level 2	Level 3 or 4
<input type="checkbox"/> Cell Phone Infraction	<input type="checkbox"/> Skipped Supervised Studies	<input type="checkbox"/> Drugs
<input type="checkbox"/> Electronic Device Misuse	<input type="checkbox"/> Truancy	<input type="checkbox"/> Bullying/Cyber Bullying
<input type="checkbox"/> Disorderly Conduct	<input type="checkbox"/> Cheating/Plagiarism	<input type="checkbox"/> Fighting
<input type="checkbox"/> Dress Code Violation	<input type="checkbox"/> Dishonesty	<input type="checkbox"/> Harassment
<input type="checkbox"/> Excessive Tardies	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Sexual Harassment
<input type="checkbox"/> Nuisance	<input type="checkbox"/> Open Defiance	<input type="checkbox"/> Theft
<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Other	<input type="checkbox"/> Tobacco
<input type="checkbox"/> Other		<input type="checkbox"/> Threats/Intimidation
		<input type="checkbox"/> Vandalism/Trespass
		<input type="checkbox"/> Weapons
		<input type="checkbox"/> Other

CONSEQUENCE:

 (Student)

 (Parent)

 (Date)

 (Principal)

Teacher Signature Indicates Teacher and Student have met and Teacher agrees to the plan as outlined above:

(Teacher

(Date)

Individual Computer Use

John C. Schiffer Collaborative School

At John C. Schiffer Collaborative School (JCSCS), students will be assigned an individual laptop computer for their educational learning. The use of this computer bears the responsibility of good citizenship as a member of the school community. Upholding the premise of the 6 P's, which includes respect, students are expected to display the following behaviors when using their assigned computer. The JCSCS Student Handbook is located on our website. Go to SCSD2.com, and then click on JCSCS.

Rules and Regulations

Students using the computer network are expected to act in a responsible, ethical, and legal manner in accordance with district policy (**Policy IJNDA**), use and accepted rules of network etiquette, and federal and state law:

1. Treat the computer as if you own it. It is important that the student maintain their computer's integrity until graduation. The student will pay all damages and expenses, except for normal wear.
2. Under extenuating circumstances a computer may be checked out to the student.
3. Students will be required to pick up their computer each morning, and return it to the computer station each afternoon.
4. Students cannot share their computer with another student.
5. If a problem occurs, the student is to go to their tribe teacher.
6. Students that try to access blocked web/internet sites or try to "hack" private data, will not have access to computers, thus loss of credit will result.

Prohibitions

A number of actions are prohibited. No student may use the network:

1. to facilitate illegal activity
2. for commercial or for-profit purposes
3. for hate mail, discriminatory remarks, or offensive or inflammatory communication
4. for unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials
5. to access excessive violence or obscene or pornographic material
6. to send inappropriate language or profanity
7. to transmit materials likely to be offensive or objectionable to the recipients
8. to intentionally obtain or modify files, passwords, or data belonging to some other user
9. under false pretenses, or log onto the network using someone else's password
10. or fraudulent copying, communications, or modification of materials in violation of copyright laws
11. to load or use unauthorized games, programs, files, or other electronic media
12. to disrupt the work of other users
13. to destroy, modify, or abuse district hardware or software
14. to quote personal communications in a public forum without the original author's prior consent
15. to access chat rooms and any social media sites, and install chat or game server programs

Network Etiquette (Manners)

Be polite. Use appropriate language. Do not send anonymous messages or represent a message to have been written by someone else. All correspondence should be clearly identifiable as to its originator.

Security

Never reveal your full name, home address, or phone number, and do not reveal someone else's name, address, or phone number. If you identify a security problem in the building or district networks, notify the system administrator at once. Never demonstrate the problem to other users. Never tell anyone else your password, and never use another individual's account, with or without their permission.

Vandalism

Vandalism is defined as any malicious attempt to physically deface, disable, or destroy computers, peripherals, or other network hardware or to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the creation or transmission of computer viruses.

Consequences for Intentional Misuse of Building Computers

Be aware that the inappropriate use of electronic information resources can be considered a violation of school rules, and it can be looked upon as a violation of local, state, or federal laws. In regard to the violation of school rules, students will be subject to disciplinary action as set forth in this Student Handbook. Losing access to the building's networked computers will result in the loss of credit in computer related courses a student may be enrolled in at the time. The administration reserves the right to deny network access to any student user identified as a security risk. In more serious situations, violators will be turned over to the proper legal authorities.

I agree to the stipulations set forth in the John C. Schiffer Collaborative School , in the 1:1 Laptop Handbook including the Laptop Policy, Procedures, and Information; the Acceptable Use Policy; Laptop Protection Plan, the Student Pledge for Laptop Use, and Web Page Publications.

Student Name (Please Print): _____

Student Signature: _____

Parent Name (Please Print): _____

Parent Signature: _____

Date: _____

Sheridan County School District No. 2
Board Policies for Parents

This section of the Student and Parent Handbooks contains policies on which the school district must provide annual notification to parents. Policies are adopted to meet the United States and Wyoming Constitutions, federal and state statutes, case law, and State Board of Education rules and regulations, as well as federal regulations.

Please take this opportunity to review these important policies. If you desire to review additional policies they can be accessed on the School District website under Board Policies.

<u>AC</u>	<u>NONDISCRIMINATION/EQUAL OPPORTUNITIES</u>
<u>EFDA</u>	<u>PAYMENT/DEBT SCHOOL LUNCH COLLECTION</u>
<u>IJNDA</u>	<u>STUDENT TECHNOLOGY USE</u>
<u>JB</u>	<u>EQUAL EDUCATIONAL OPPORTUNITIES</u>
<u>JBA</u>	<u>DISCRIMINATION - STUDENT COMPLAINT PROCEDURE</u>
<u>JH</u>	<u>STUDENT ABSENCES AND EXCUSES</u>
<u>JICFA</u>	<u>HARASSMENT, INTIMIDATION, AND BULLYING</u>
<u>JLCD</u>	<u>ADMINISTERING MEDICATION TO STUDENTS</u>
<u>JLIE</u>	<u>AUTOMOBILE USE</u>
<u>JRA</u>	<u>STUDENT RECORDS</u>
<u>JRA-E2</u>	<u>NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS</u>
<u>JRA-E3</u>	<u>NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)</u>
<u>JRA-P</u>	<u>PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT GOVERNING THE MAINTENANCE, TRANSFER, AND DISCLOSURE OF STUDENT EDUCATIONAL RECORDS</u>
<u>KBDA-E</u>	<u>PARENTAL INVOLVEMENT (Title I Schools)</u>
<u>KI</u>	<u>VISITORS TO SCHOOLS</u>
<u>KIB</u>	<u>REGISTERED SEX OFFENDERS ON SCHOOL PROPERTY</u>