

Pinedale High School

ALTERNATIVE SETTING 2013-2014

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**Learning Without Limits
Overcoming Obstacles
Succeeding Beyond Expectations**

PHS ALTERNATIVE SETTING HANDBOOK 2013/2014

Alternative Setting School Addendum to Pinedale High School
for Sublette County School District #1

Leadership Staff

Principal Ben Smith

Lead Teacher Mahx Godin

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Advisory Board Sublette County School District #1 Superintendent

Pinedale High School Principal

Pinedale High School Guidance Counselor

Pinedale High School Alternative Setting – Lead Teacher

Pinedale High School Alternative Setting – Instructional Aide

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Vision

The PHS Alternative Setting is an accelerated learning center focusing on a multi-disciplinary approach based on a continuum of services. It will be a student-centered community of learners that embrace a highly structured environment, learner diversity and instructional innovation.

Mission Statement

Our mission is to provide an opportunity for the students that have not found success in the traditional classroom to obtain academic credit, experience career exploration activities, and have extended teacher/peer support in an alternative, supportive environment in which they receive an equal chance, a new beginning, and a sense of belonging and acceptance. Students will learn in a comfortable and technologically centered environment that will capitalize on each student's individual educational needs. This program delivers a high degree of structure and consistency in order to help students understand and manage their lives in a constructive fashion. Finally, it gives students an alternative means to achieve the success that will result in a high school diploma while learning critical life skills.

Goals and School Features

- The Pinedale High School Alternative Setting is a program of choice. Its purpose is to serve the needs of students who have not been successful in the traditional high school setting for a variety of reasons.
- All students will develop an Individualize Learning Plan (ILP). Flexibility and adaptability in adjusting the programs and instructional techniques to the needs and learning styles of individual students to achieve a 100% graduation rate.
- A lower student-teacher ratio which allows for increased opportunity for small group and individualized instruction.
- A highly structured educational environment that promotes personal student accountability. Students will maintain 90% attendance rate or better.
- A staff-student mentoring program in which staff will work with students to set and achieve personal goals. All students will experience career guidance and college visitation.
- Emphasize charter education, social responsibility, emotional maturity, service learning and physical fitness.

Target Population

The PHS Alternative Setting will provide a specialized educational environment for students in grades 9 through 12 who have not benefitted from interventions in the regular education setting and who exhibit one or more of the following characteristics:

1. Is credit deficient therefore in danger of not graduating with their initial cohort.
2. Significantly older than peers due to earlier retention or credit loss.
3. Chronically truant and/or non-compliant in the school, including suspension or expulsion within the current or previous school semester.
4. Frequently exhibiting behavior issues in the school and/or community.
5. Affected by any combination of personal/family/legal situations that contribute to his/her ability to function safely and productive in a traditional school setting.
6. Possesses other strong indicators for greater success in an alternative school environment, choosing to apply based on:
 - Need for smaller educational environment.
 - Need for emotionally supportive environment.
 - Need for greater scheduling flexibility.
 - Need for greater self-direction in attaining education.
 - Need for non-traditional, student-based curriculum.
 - Disengaged from traditional school setting.
7. Student transfers from another district where the student was placed in an alternative placement setting.
8. Student has or plans to officially withdraw from the traditional school setting prior to graduating.

Program Implementation

1. The first priority of the instructional program will be the attainment of the core classes necessary for graduation. Math, Science, Language Arts, and Social Studies will form the core curriculum. Attention will be paid to the academic rigor of the educational program while at the same time enforcing a highly structured daily regimen. Career development, self-esteem, life skills and citizenship will be part of the curriculum.
2. Essential outcomes will be selected from each subject area and taught using a combination of district adopted curriculum and Odyssey Learning Software. The Alternative Setting staff members will develop an Individual Learning Plan (ILP) for each student and the courses selected will be a function of that plan. Traditional grading and computerized tracking of progress will be used to monitor each student's progress. Credits will be awarded after achievement of course outcomes and accumulation of necessary hours.
3. The goal for all students enrolled in Alternative Setting is to successfully earn a high school diploma. With Alternative Setting staff approval, students may attend the Pinedale High School Career and Technical Education courses and selected elective courses at Pinedale High School, or be released by the school for a portion of the day to accommodate individual needs.
4. While the program may serve to accelerate the number of credits a student may earn in one academic year to facilitate credit recovery, is not intended to allow them to graduate prior to their original graduation date.
5. If included in their Individual Learning Plan (ILP), students may ride school district buses; otherwise they must provide their own transportation.
6. Students may attend full or part-time depending on the guidelines established in the student's Individual Learning Plan (ILP). ILP's will also address each student's plan for transition back to the regular education environment. The higher tiers of support this program offers will gradually be extinguished as the student build resiliency. These plans will be monitored and modified by regular reviews of student data.
7. Students who meet the Pinedale High School criteria for graduation will participate in the regular graduation exercise and will receive a diploma from Pinedale High School. Although programing will be different than a traditional setting, students will be expected to meet all district and state standards and take all Wyoming accountability assessments.
8. Students enrolled in the program **may** be eligible for participation in Pinedale High School activities such as: Prom and other school dances. Students must request permission prior to the event from the High School Principal.
9. Students must maintain satisfactory attendance and behavior. The attendance rate to remain in the program is 90%. Students who fall below 90% attendance will be taken before the Advisory Board to determine continued eligibility in the program.
10. Once a student has been accepted into the program, an ILP will be developed by the counselor and the lead teacher of the program. The plan will consider the student's individual academic needs and will outline the credits and coursework needed to complete the graduation requirements for Pinedale High School.

11. The alternative setting is a program within Pinedale High School. All rules and regulations found in the PHS Student Handbook apply to alternative setting students with the exception of the specific program modification listed in this handbook.

Behavior and Discipline Code

The Pinedale High School Alternative Setting will use the Sublette County School District #1 Behavior and Discipline Code.

Student Dress and Appearance

The Student Dress Code of Pinedale High School and the PHS Alternative Setting reflects the mission of the Board, Pinedale High School and the PHS Alternative Setting. The dress code for the PHS Alternative Setting is designed to facilitate a highly structured educational environment in which respectful teaching and learning takes place in a safe environment. Sublette County School District #1 does not desire that the staff at the PHS Alternative Setting spend inordinate amounts of time policing appearance issues. As such, a uniform policy will in place.

PHS Alternative Setting Dress and Appearance Guidelines

1. Tan/khaki pants.
2. Green, White, Orange or Black polo shirt. (Optional sweat shirt). Shirt must be tucked in at all times.
3. Running/athletic shoes.
4. All clothing shall be clean and neat. Clothes that have holes may not be worn.
5. Pants must be secured at the waist so that underclothing is not showing.
6. Hats, sunglasses and bandannas are not to be worn.
7. Distracting hair styles or unnatural hair colorings are not allowed.
8. Pierced jewelry is limited to the ears only (one per ear).
9. No backpacks or book bags.
10. All final determinations of acceptable dress and grooming will be decided by the Lead Teacher.

Electronic Devices

1. Electronic devices are prohibited at the PHS Alternative Setting. Students may bring electronic devices and check them in with the lead teacher at the beginning of each day for use during lunch time and return at the end of the day.
2. Electronic devices that are not checked in may be confiscated for 10 instructional days.

Attendance

Good attendance is the single most important factor in achieving academic success. All students enrolled in the PHS Alternative Setting are expected to attend all day, every day. Due to the accelerated nature of the alternative setting, attendance is crucial. It is the responsibility of the student and the parent or legal guardian to be aware of the student's attendance status; however the school will make every effort to notify the parents/guardian when a student misses classes.

1. **Excused Absences:** Alternative setting students are limited to five excused absences per semester. Only the Pinedale High School Principal may excuse an absence. **The student's parent or legal guardian must call the school before 10:00 AM of the day of the absence to ensure it is excused.** Absences are generally considered to be excused if they are absolutely unavoidable, i.e. *court appearance, medical appointment, family emergency, bereavement, or a serious illness*. After the **fifth** excused absence per semester, the building principal and/or review committee will review and recommend further action that may include, but not be limited to:
 - a. Requirement of further documentation for future absences.
 - b. Assignment of unexcused absences.
 - c. Failure of class/loss of academic credit.
 - d. Referral to advisory board for removal from alternative setting.
2. **Unexcused Absences:** Students who miss school without calling in prearranging their absences will be charged with an unexcused absence. Under Wyoming state statute, students with five or more unexcused absences in one year are considered habitually truant and in violation of the state's attendance statute. Per SCSD #1 Board Policy Regulation JED-R, the Sublette County States Attorney will be notified in writing of any student that exceeds five unexcused absences.

Extracurricular Activities

Students in the Pinedale High School Alternative Setting are encouraged and invited to participate in extracurricular activities at Pinedale High School. Students must meet all eligibility requirements of Pinedale High School and the Wyoming High School Activities Association and must comply with all expectations and behavior codes of the activity. Administration will decide whether or not the alternative setting student can participate in extracurricular activities if they have serious behavior concerns.

Referral Process

Students can be referred to the Pinedale High School Alternative Setting by:

- Student or parent request – Which must be approved by the High School Principal.
- Building level Behavioral Intervention Team (BIT).
- Superintendent and/or Board of Trustees recommendation.

Admissions Process

Due to limited resources at the PHS Alternative Setting, we accept and maintain a limited enrollment. Because of this, students must complete an admissions process. The admissions process is as follows and we take student applications throughout the year.

1. Contact the office at PHS at 367-2137 and make arrangements to pick-up or obtain an application.
2. Complete the application and return it as soon as possible. Applications are dated as a part of prioritizing selection.
3. Students will attend and participate in a formal selection interview. Students are strongly encouraged to have parents attend with them. The interview will be done by the PHS Principal, PHS Counselor, and the Alternative Setting Lead Teacher.
4. Following the interview, the student will be notified of acceptance status. If accepted, the student will be given an enrollment packet to complete. This enrollment paperwork should be filled out and returned as soon as possible.

Priority for selection is given to students who have the greatest need combined with the greatest potential and motivation for success. Upon completion of the enrollment packet, the student will be fully accepted into the program and invited to enroll, or be placed on a waiting list. Students on a waiting list are expected to continue working toward their high school diploma.

Daily Schedule

The school week will be Monday through Friday from 7:45am to 3:07pm. Students will be escorted by staff to the Wrangler Café to pick up their lunches to be brought back to the classroom where they will eat their lunch in a supervised capacity. Cell phones may be used at this time but only for necessary phone calls.

PHS Alternative Setting Schedule			
Period	Activity	Start	End
1	Academic Assistance	7:45	8:35
2	ILP Coursework	8:39	9:29
3	ILP Coursework	9:33	10:23
4	ILP Coursework	10:27	11:10
Lunch		11:10	11:40
Success	Success Curriculum / Career and Counseling	11:40	12:29
5	ILP Coursework or Physical Education	12:29	1:19
6	ILP Coursework	1:23	2:13
7	ILP Coursework	2:17	3:07

Transportation

Students may ride district buses or provide their own transportation. Students who ride district buses may only exit the bus at the alternative setting drop-off. The following rules apply to all student vehicles:

1. All student vehicles must be parked in the designated parking spaces.
2. Students who violate parking rules will not be allowed to park on campus.
3. Students may not be in any vehicle during school hours.
4. All vehicles parked on school property will be subject to random search by canine units.

Length of Enrollment

Students can be enrolled in the PHS alternative setting at any time, however, they will not be allowed to return to Pinedale High School until a semester break due to credit issues, start and finish of classes, and consistency of teacher instruction. Transferring out of the alternative setting must be done at semester breaks without exception.

Technology/Acceptable Use Policy

All students will be expected to follow the SCSD#1 acceptable use policy without exception. Students are to use SDSC#1 technology devices only to complete their work while at school. Any violation in this policy will result in extended time in the program or removal from the program as technology is the main source of curriculum work.

Family Partnerships

It is our belief that students are more successful when the family is involved in their lives and in their day to day education. Our instructors will make contact with parents/guardians every single day to report on the progress of their student. During this communication it will be made known whether or not the student had a successful day or not and what could be done to improve the student's performance at the alternative setting. More than anything else, clear communication will be established to build positive school/family partnerships and help students become successful at the alternative setting.

Guidance and Counseling

Counseling is an integral part of the alternative setting. The PHS counseling department will arrange at a minimum one counseling session per week with each student whether in a group setting or individually. All PHS alternative setting students will also participate in a college/career day visitation to explore future educational options as well as other career fields.

EARLY GRADUATION

tbd

Equal Access Non-discrimination

The Alternative School does not discriminate or deny services on the basis of age, ancestry, race, disability, handicapping condition, marital status, national origin, parental status, race, religion, participation in constitutionally protected activities, or veteran status.