

Chinook West

2017 - 2018

Student Handbook

About us is about you.

Chinook West has been around since 2002-03 school year. Things have changed since we started. Classes have been shorter and longer. The time we begin the school day has been earlier and later. Teachers and staff have come and gone. Some programs have been successful and some have not been. Students' interests have changed with the times. We change in order to make Chinook West a place that better reflects who the students are today.

The thing that has not changed is our commitment to you as a student and a person. *Our mission is to support and promote each student's educational goals and life aspirations.* That means all of our activities revolve around getting you where you want to be and go. Upon graduation, Chinook West students are prepared to make responsible choices about emotional and personal well-being and have the life and academic skills to accomplish their goals.

At Chinook West High School, we realize every student is different than the other. Students learn different things at different times of their lives; have different interests and different learning styles. There are lots of ways we are different. At Chinook West we value these differences and take them into consideration when planning your schedule and the courses you take. Yes, there are rules, and yes, you still have to meet the expectations that you help establish, but it's all about creating an environment you can succeed in.

Finally, to make Chinook West work, which means you achieving your goals, we absolutely need you to talk to us. Talk to us when something isn't working. Talk to us when something is working. Talk to us if you need help. Talk to us if staff is not meeting your expectations. Without your input we will not be able to learn and improve. Talk to us. Communicate with us.

GETTING INTO CHINOOK WEST

THE LETTER -- You don't have to go to Chinook West, it's a choice you make. Entry to Chinook West begins when you make a request to join us. Your request is in the form of a letter explaining why you want to go to Chinook West. We hear a lot about why students want to leave the school they are currently enrolled in and we want to hear about those reasons. In addition, it is very important to think about reasons you want to be here, i.e. what is it about Chinook West that makes it the school of choice for you?

THE INTERVIEW -- Once you've gained a bit of information about us and written your letter requesting admittance to Chinook West, the relationship begins. You get to meet us and we get to meet you. This is the interview stage. You and your parents sit with all or most of our staff and we get to know each other more. You will make a choice about attending Chinook West using the information you gain during the interview. We do the same. During the interview we explain what the school year looks like, our rules and expectations, ask how you would respond or act in specific situations, and the other matters that make up life at Chinook West. We will make agreements and set expectations based on certain circumstances. You get to ask questions too. The point of the interview is to give us both a better understanding of one another so we'll make the right choice about attendance and how to proceed at Chinook West.

THE DECISION – Everyone starts school at Chinook West at different times and with different expectations and agreements. Based on these agreements and expectations, you decide if you want to attend Chinook West or pursue another option. We are willing to help you consider other options and determine whether Chinook West is the best choice.

BEING A STUDENT AT CHINOOK WEST

You are now a student. This section describes what the school year looks like. Developing a plan, understanding your course requirements, how you get credits, and how courses are evaluated. Throughout the school year you are invited to communicate with us. We want this to be a worthwhile and good experience for you. You may talk to any of us at any time.

ADVISING -- One of the first things each student at Chinook West does is interview all staff members and select a staff adviser. You meet with your adviser approximately once every two weeks. The adviser serves as an advocate, guide and mentor during your time at Chinook West and beyond. There are four main ways advisers work with the students: assisting in working through the stressors in the student's life, monitoring academic progress, setting goals and creating action plans, and developing strategies to overcome challenges inhibiting the student's progress in school or beyond. Specifically, here are some of the adviser's duties:

- communicating with parents and staff about student successes
- monitoring and assessing their educational plan, and communicating progress towards the plan with other staff
- encouraging participation and follow through
- assisting with community based classes and internships
- explore internship and community service possibilities and create necessary partnerships

- assisting in finding necessary information and resources
- encouraging and reflecting on choices and actions
- facilitating ‘to do’ lists and monitoring progress and follow through
- exploring opportunities that the student may pursue after completing their high school education
- asking pertinent and thought provoking questions aimed at decision-making
- building a relationship with the student that ensures trust and respect

THE PLAN -- The next step is to develop a plan. This plan is helpful for:

- laying out your goals
- figuring out how you want to manage your time to achieve your goals
- brainstorming other ways to meet your goals and timetable

A. We collect as much information as possible and necessary to create a plan. For the most part here’s what we use:

- Transcripts – a transcript tells us what you’ve taken and how many credits you have completed.
- Academic Inventories – it is important to have a good understanding as to where the student is academically so we do not expect too much or too little. We will do 3 assessments to gain a better understanding of the students reading, writing and math levels.
- Your input during the interview and during planning:
 - Goals
 - Your interests
 - What you want to do after school (if you know)
 - The way you learn best
 - What gets in the way of your learning
 - Your stress points ... what pushes your buttons
 - Anything else you feel is important and would help create success

B. Developing **THE PLAN** – the plan describes and illustrates how you want to accomplish your goals.

There are a couple of reasons for **THE PLAN**:

- To develop concepts of goal setting, time management, and strategies to achieve goals.
- To provide a map of credits needed to graduate in the time frame you wish.

The plan includes the following:

- Credit needs – to graduate you need 220 credits. We figure out how many credits you have and how many you have yet to complete.
- Annual calendar of sessions – our school year is divided into sessions of a variety of lengths. For instance, this year we have 1 week sessions, 5 week sessions, a 2 week session, and a couple of trips. Each year our session lengths change depending on our students’ needs and interests.
- A schedule for the current session – we’ll develop a schedule for the most current session, i.e. the classes you’ll take and the times they meet your first session with us.
- A schedule for the remainder of the school year – in order to achieve your goals by a certain date you’ll want to determine about how many credits you need to take and how you can get them done in a certain amount of time. We’ll create a plan for this too.
- The plan also includes strategies to help you meet your goals. For instance, you may have a difficult time beginning an assignment, but are fine once you get started. We’d talk about ways to help you get started. The first step is you knowing about you and being willing to talk to us about it.

C. Revisiting **THE PLAN** – we’ll revisit **THE PLAN** several times during the school year to see if any changes are necessary. For instance, you may decide to speed up or slow down the pace in which you are taking courses; or you may want to develop strategies to improve your time management skills, etc. We revisit **THE PLAN** to determine if it still works for you.

THE COURSES YOU TAKE – we are a bit more varied than traditional schools in the courses we offer and the way we offer them. We want our courses to be interesting and relevant to you personally. We are not always able to find the right mix, but with your input, we’ll do our best to meet your requests.

- **Overall expectations** –
 - BVSD graduation requirements: as a student of BVSD you are expected to complete a minimum of 220 credits.

- Chinook West graduation requirements: you are expected to complete 220 credits; however, the course lineup is somewhat different and is found in Appendix A.
- **Kinds of courses** – We vary the kinds of courses and their length for a number of reasons, but mainly because it provides a variety and because it allows us to change what we teach more easily.
 - Longer sessions – our longest sessions are usually between 5 and 7 weeks long. They are interspersed with shorter sessions, which are explained below. Most of the traditional courses, such as Algebra, American Lit, Biology, etc. are offered during the longer sessions.
 - Shorter sessions or *intensives* – intensive courses are ones used to focus on a particular topic for a more concentrated period of time, usually one to two weeks, thus making these courses a bit more intensive than the five to seven week courses. Examples are listed in Appendix B.
 - Trips – we usually take two trips a year involving a majority of the students. The trips are typically about a week long and include a service project. Additionally, the trips permit us to integrate courses into them. For instance, a raft trip down the San Juan River might include Language Arts, Life or Physical Science, Geography, or Math credits. Basically, your education becomes more hands-on, interesting, and relevant. Shorter course-specific trips may occur. It is expected that students participate in trips if they have demonstrated ample life effectiveness skills.
 - Community service, wage earning, or internships – all graduates at Chinook West are expected to gain a minimum of 5 credits within one or more of these categories. Your adviser will work with you to find internships or community service opportunities.
 - Online – we are a small school. This means we are not able to provide as many electives as larger schools. We have increased the online opportunities because they offer a richer variety of topical choice, a pace more aligned to the student's, and an ability to do the course beyond the barriers of the normal school day, such as evenings, weekends, etc.
 - Independent Courses – we understand you may have interests or needs the above options are unable to satisfy. We try to satisfy those together by developing courses you are able to complete more independently. For instance, you might be interested in photography. A staff member and you

would agree on activities, outcomes, and a timetable expected for the completion of a photography project. The staff member and you would review progress on a regular basis, but primarily you would be working independently to complete the independent course.

- Application to 3 institutions prior to graduation - to graduate from Chinook West you are expected to complete 3 applications to after graduation institutions. Examples: college, trade school, etc.

- **Credits** – As with any BVSD school, at Chinook West you will need 220 credits to graduate and some of the courses will not be your favorite. We do our best to accommodate your interests, pace, and style to facilitate your way. Our courses can vary from 1.0 credit to 7.5 depending on the time and work it takes to complete the course.

Our main courses are typically 5 credits. The 5 credit courses are divided into two 2.5 halves.

- In-class 2.5 credits – for attending, participating, and gaining knowledge you receive 2.5 credits. This portion is about being there, being engaged and learning the stuff the course is about. Occasional out of class work is required in these courses.
- Out-of-class 2.5 credits (X2.5) – you and the teacher develop weekly assignments/projects you are expected to complete. These are listed in a rubric that details what is expected, the level of quality expected, when it is expected to be done. Two important things to remember about the rubric:
 1. you help decide what you want to do and study.
 2. you are given more independence to complete the assignment. You are welcome to and encouraged to ask for help with the assignment.

CREDITS AND GRADES

- Your grade is typically broken down into:
 1. Attendance – you need to be in class
 2. Effort/Participation – are you giving reasonable effort to paying attention and learning something
 3. Assessment – did you learn some stuff
 4. Of course, your behavior in class makes a difference too, but that's usually part of the Effort/Participation percentage.

- *Narrative Evaluation Staging* – we realize every student is a different student; so instead of expecting the same thing from everyone we personalize our expectations to you. In creating personalized expectations we consider your reading level, skills you are strong and weak in, your interests, life effectiveness skills that benefit or hinder your chances of success, etc. Bottom line, we develop expectations based on where you are now, where you want to be, and how to get there.
- *Two-week evaluation/review* – for the 5-week extended sessions. At the end of two weeks we (you and your teacher) review your progress in terms of the expectations set for the narrative evaluation and in terms of the 3 fundamental measures listed above. Changes are made based on what we find. Most of the time no changes are made. However, sometimes we find a course needs to be dropped or you are ready for a higher level of expectation. Students, who put in the effort, even if they struggle with the content of the course, usually gain the credits they worked for.
- *Student communication* – **this is really, really important.** Teachers and staff are always observing students in order to make Chinook West a better place. But we don't see everything and we don't know a lot. We need you to communicate with us and let us know how life at Chinook West can be better or how a course might be better or what is going on in your life that might affect how you perform in a course or throughout the day. At the end of the day, how well we do is about how well you do and feel at Chinook West, so please communicate with us. Please note that all TEENS, Inc. staff are considered mandatory reporters and are required by law to report any reasonable suspicion that a young person has been subjected to abuse or neglect.
- *Final grade and credits:*
 - You will receive a grade and credit report at the end of each grading session.

STUDENT – PARENT – STAFF CONFERENCE

- Conferences are usually held four times annually: First interview, Fall, mid-year interview, and Spring
- Review Reporting Worksheet -- how are you doing relative to courses, grades, and progress toward graduation

We discuss what has worked and/or not worked relative to academic, life effectiveness goals, and other goals that might have been included in previous planning sessions.

MID-YEAR INTERVIEW – each student and their parents review the first half of the school year with the Chinook West staff. The purpose of the interview is to review the initial interview agreements, gain further input from parents and students, dialogue about the remainder of the year, and introduce anything new.

GRADUATION – almost everyone who begins at Chinook West graduates from Chinook West. One of our proudest events of the school year is our graduation ceremony. Our graduation ceremony includes a speaker, some food, lots of smiles and handshakes, and all the good stuff associated with finishing (persevering). Mostly, and mainly, it is about the graduate. Each student is presented by a staff member, who gives a brief, but heartfelt and meaningful speech about the student, and then presents a speech of his/her own.

BRINGING IT ALL TOGETHER

Students in Chinook West will graduate with the skills, knowledge and desire to participate in a democratic society. We believe reading, writing, communication skills and respect for diversity are essential to this participation and place a heavy emphasis on these in our courses.

LIFE EFFECTIVENESS SKILLS – at Chinook West we believe there is more to being in school than grades and credits. We feel strongly about the development of habits found to facilitate establishing and meeting one's goals. We refer to them as Life Effectiveness Skills. Throughout your history at Chinook West they will be discussed frequently. Here they are. Remember them by recognizing how they apply to your school and personal life:

- Goal Setting and Time Management – What are you striving for and how do you get there? This is about making a plan, developing a strategy, and following through.
- Conflict Resolution – How do you handle difficult interpersonal situations that arise in your life? Conflict Resolution is about handling issues peacefully, maturely, and in a way that facilitates positive relationships and puts an end to the troubling situation.
- Social Appropriateness – This is about having an understanding of the social situation you are in and the behavior acceptable in that situation. For instance, a socially appropriate person understands the difference between interviewing for a job, meeting their partner's parents for the first time, and hanging out with their friends. The socially appropriate person also knows how to respond in each situation.
- Healthy Risk Taking – Challenging oneself in uncomfortable situations that encourage personal growth. Examples include: giving a public talk though you are usually nervous

when doing so, asking a question you feel everyone else knows the answer to, or going away on a trip when you have rarely been away from home.

- Perseverance and Resiliency – Perseverance is working hard to and doing the best you can to accomplish, or attempt to accomplish, something that is very difficult for you. Resiliency is continuing to try and try after you have not succeeded at something. How well do you bounce back from adversity?

RULES – yes, we have rules. We believe they are reasonable. We believe they are fair. And like most matters at Chinook West, if you don't agree, we are willing to talk about them.

Chinook West Rules

- No weapons / drugs / alcohol
- Clean up after yourself.
- Headphones are acceptable for listening to music while classes are in session
- Music must be appropriate, volume reasonable in the lounge during acceptable times (before school, during breaks, if not disrupting classes or other activities)
- No rated 'R' movies (exceptions can be made by teachers depending on content and relevance to the class)
- Nothing horizontal or uncomfortable with regards to PDA's (no making out)
- If something makes a staff person or anyone else uncomfortable it is not allowed
- Cell phone etiquette should be followed. Cell phones are not allowed in classrooms. Please use your cell phone outside.
- Only employees are allowed behind the front desk or in the back office during school and Teen Center hours
- No profanity
- No defacing property. Please ask permission to use or take any property that is not yours at TEENS, Inc.
- Gym is open from 7:30 – 8:30, 11:20 – 12:00 and after school. Please use the gymnasium and equipment safely and comply with safety requests.
- Facebook and computer games may be played prior to school and during lunch
- Computers are for school work only during the academic hours
- The classrooms are to be used for school work
- No energy drinks / soda other than what is in the vending machine allowed in the building

Food and Drinks

Kitchen will be open from 7:30 – 8:30 a.m., 11:20 – 12:00 and after school beginning at 3:00. Vending will be available throughout the school day. TEENS, Inc. will provide healthy food options.

Energy drinks, such as Monster and Redbull, have been associated with serious adverse health effects including seizures, obesity, insomnia, diabetes, heart abnormalities, and mood / behavioral disorders and are not allowed at TEENS, Inc. during the school hours (7:30 – 3:00). TEENS, Inc. will do our best to provide healthy drink options and the vending machine will always be available. For more information on energy drinks check out these links.

- <http://pediatrics.aappublications.org/content/127/3/511.full>
- <http://www.medicalnewstoday.com/articles/255925.php>
- <http://www.nydailynews.com/news/national/energy-drink-sales-soar-years-article-1.1263491>

Chinook West Time Management Expectations

Purpose: To work towards building intrinsic motivation and overall time management skills within students.

- Class schedule:
 - Period 1 8:30 – 9:20
 - Period 2 9:30 – 10:20
 - Period 3 10:30 – 11:20
 - Lunch 11:20 – 12:00
 - Period 4 12:00 – 12:50
 - Period 5 1:00 – 1:50
 - Period 6 2:00 – 2:50

- The doors to the classrooms will be shut at the start time. The only way anyone can enter a classroom after class starts is if a staff member unlocks the door and lets them in. If you are late please talk to a staff person at the front desk about allowing you into class.
- Students may utilize the computers in the classroom during a class they are not part of for school / professional work only. No games are allowed. Students may listen to music through headphones only. Students wishing to use the computers must be in the room when class starts. Exceptions will be made if the student is meeting with a staff member

or has another appointment. Staff members can use their own discretion and allow the students in if warranted.

- The student lounge can be used to socialize, play board games, cards, pool, foosball, other available games, or **complete school assignments**. Music is allowed in the student lounge only during times, when classes, and when other staff and students will not be disrupted. We expect that the substance or subject of the music be appropriate and conform to our values. The volume of the music should be reasonable as deemed by staff and other students. Students are expected to use appropriate language and speak at a reasonable volume while in the lounge.
- If a student leaves the building during class hours or returns late without properly communicating with a staff, they will need to check-in with staff about next steps before permitted to return to class or school. For example, they may not be allowed back during the school day (8:30 – 3:00). Properly communicating means having an agreement with a staff member to not be in the building during designated times.
- If a student is unable to be in class for behavioral reasons or they chose not to attend or to leave class, they are to be working on school assignments or sitting on the couch.
- After two weeks, if a student is not meeting academic expectations and is not showing effort to improve or participate in ALL classes, a meeting may be called consisting of the student, the parent / guardian, and appropriate staff. The purpose of the meeting is to discuss the reason/s the student was not able to meet the course expectations and to develop strategies that will help the student remain in class in the future. It is important the student be the main stakeholder in finding new ways to succeed in completing their goals. They may be asked to take the rest of the session off and return when they agree to actively engage in classes. They are welcome to attend TEENS, Inc. during after school hours.
- If at any time the student repeatedly fails to meet behavioral expectations, they may be asked to leave the building. A meeting with parents / guardians, the student and appropriate staff will take place and a plan will be created. The student is not allowed at TEENS, Inc. at all (including after school hours) until the meeting has taken place. Staff reserves the right to extend the time after the meeting occurs.

"Non-negotiable Behavior"	Step 1	Step 2	Step 3
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Abusive behavior - includes but not limited to aggressive outbursts directed at a member of the community that is physically, culturally, socially disrespectful, intimidating, oppressive or violent	Resolution Process as outlined below	If violent or unsafe - call police immediately and students cannot return until a Restorative Justice process is completed. (pre-meetings, circle, etc.)	Repeated abusive behavior offenses may result in a leave of absence or dismissal from Chinook West,
Destruction of property - physical destruction or writing on any part of TEENS, Inc. property	Willingly participate in a Restorative Justice Process and complete the agreed upon contract or call police to be charged. Student chooses which one they wish to occur.	Contact Police	Contact Police
Bullying - abusive treatment involving the imbalance of power	Resolution Process as outlined below	Willingly engage in Restorative Justice Process.	Repeated bullying may result in a Leave of Absence or dismissal from Chinook West.
Alcohol or Drugs - being under the influence or having the scent of alcohol or drugs	Contact Police	Contact police. Repeated alcohol or drug usage may result in a Leave of Absence or dismissal from Chinook West.	Contact police. Repeated alcohol or drug usage may result in a Leave of Absence or dismissal from Chinook West.
Theft / robbery	Willingly participate in a Restorative Justice Process and complete the agreed upon contract or call police to be charged. Student chooses which one they wish to occur.	Contact Police	If behavior does not change student may be asked to discontinue at Chinook West

Clothing, stickers, jewelry that depict alcohol and drugs or anything resembling alcohol and / or drugs	Student has choices: 1) remove item and hand it in to staff who will return it at the end of day. 2) leave the building	Student has choices: 1) remove item and hand it in to staff who will return it at the end of day. 2) leave the building	Meeting will occur with student / parent and staff to determine whether or not Chinook West is the appropriate school for the student.
Weapons - knife of any size, gun or other object that may be used for physical harm	Knife of any size is taken and given to Principal. Principal gives to police to return to the student - Gun, call police	Knife of any size is taken and given to Principal. Principal gives to police to return to the student - Gun, call police	Knife of any size is taken and given to Principal. Principal gives to police to return to the student - Gun, call police

Substance Abuse Statement

It is the responsibility of TEENS, Inc. staff to ensure all students have access to the academic and support services that allow them to perform at their optimal personal level. TEENS, Inc. staff strongly believes that substance use, in any form, hinders this potential. It is our policy to treat all consumption and suspected consumption of drugs / alcohol at school or during the school day as a serious offense against the ideals of Chinook West and TEENS, Inc. Therefore, substance use will result in a meeting with law enforcement. Furthermore, public conversations that glorify substance use jeopardizes the integrity of the school, funding potential and the students’ academic, physical, and emotional well-being and will not be tolerated. Clothing, jewelry and all other references (stickers, etc.) to drugs and alcohol will not be tolerated at TEENS, Inc.

NOTE: Exceptions for serious medical conditions must be presented to and approved by the principal.

Resolution Process

The Resolution Process is a conversation between a staff member and student or students tied to individual student goals, school climate, Chinook West outcomes of Life Effectiveness skills and School Bonding. The conversation may or may not result in a formal agreement. When staff identifies a concern, they ask the student to schedule a meeting, with them, by the end the next school day. The meeting should take place within 5 days of the occurrence. It is understood that the student may need more than the allotted time before they are ready to engage in the conversation. If this is the case, the student may take as much time as needed, but may not attend school until they attend the meeting.

Restorative Justice Process

The Restorative Justice process occurs when more severe behaviors are exhibited. These behaviors may include, but are not limited to the following: theft, vandalism, demonstrating physical or verbally abusive behavior. The purpose of restorative justice is to reflect on how our actions affected others, hear from those impacted and to repair, as best as possible, the harm caused by the incident or behavior.

Chinook West Community

At TEENS, Inc. and Chinook West we value a community based on participation and open communication that strives to learn and to better ourselves as individuals and as a cohesive group. Each Wednesday the entire Chinook West community will come together from 10:30 – 11:20 for *Gathering*. This is a time to come together and discuss upcoming events, make announcements and group decisions, hear presentations and have open discussions about how the year is progressing. This time is of critical importance and participation as a student at Chinook West is mandatory. Attendance will be taken and if a student skips Gathering they will not be allowed to return that day to school. Students will receive no credit for the class time they miss and will be required to meet with the Principal prior to the next Gathering.

Excessive absences not only hinder the student's potential progress towards graduation, it also damages the Chinook West community. For this reason, TEENS, Inc. reserves the right to involve all resources, including social services and / or the truancy process, to assist the student and family in developing habits to be part of our community.

Re-enrollment process

Step 1 – Complete a letter based on the following. You can complete whenever you are ready to return.

- Letter stating what brought us to this situation (2 + sentences)
- What will be different going forward (2 + Sentences)
- What do you wish for in your education at CW (3+ sentences)?

Step 2 – Chinook West will schedule a meeting. This may take a couple days after we receive the letter. We will schedule as soon as we can convene a decent percentage of staff.

Step 3 – Staff will decide if it is in the best interest of the school to enroll the student

Step 4 – If staff can agree on admittance, staff will meet with student and develop plan, go over agreements and any stipulations of admittance.

What students can expect from staff:

- No lying / Honesty
- Know the subject matter or be willing and able to find the information
- Do what you say you are going to do
- Be willing to listen
- Be open minded and set firm and caring boundaries
- Uphold high expectations and understand that there is more to life than school
- Put forth effort to get to know students as more than just students
- Communicate expectations clearly and uphold agreements / expectations without being overly redundant
- Honor the input of students regarding student choice in curriculum and means of assessment
- Want to be here
- Work with students to create meaningful and engaging assignments and classes
- Provide a variety of field trip options
- Respect student wishes while challenging and encouraging healthy risk taking
- Understand students are different and treat each student fairly

Staff will not use authority to abuse power

WHAT TO DO WHEN YOU BELIEVE THE STAFF IS WRONG

STEP 1: Try to resolve it yourself with the staff by setting up a time to meet with him / her. If you wish for another staff member to be present you are welcome to ask anyone you feel comfortable with to attend and act as a mediator.

STEP 2: If you have attempted STEP 1 and the issue is not resolved, file a written complaint to Stephen stating:

- What is the problem? Give concrete examples
- Who are the parties involved?
- When did the issue arise?
- What have you attempted to resolve the issue?

STEP 3: Principal will investigate the complaint and respond directly to you within 48 hours detailing his findings and the proposed course of action.

**** If you have a formal complaint against the Executive Director write a letter to the President of the Board of Directors and give to Alisa to deliver. The board president will respond to you within one week****

Please note that knowingly making false accusations is unlawful. Purposefully making false reports may result in being asked to restore your place in the community.

Appendix A – Chinook West Graduation Course and Credit Requirements

Language Arts: 45 credits in grades 9-12

10 in Language Arts 9

10 in World Literature & Composition or 10th Grade LA

10 in American Literature & Composition or 11th Grade LA

10 in language arts elective courses

(5 required in BVSD)

5 in communication courses

Social Studies: 30 credits in grades 9-12

5 in US Government

5 in World Geography

5 in World History

(10 required in BVSD)

5 in US History

(10 required in BVSD)

10 Elective (current affairs, local history...)

(0 required in BVSD)

Math: 20 credits in grades 9-12

10 credits in Algebra I or higher level mathematics

(20 required in BVSD)

Science: 20 credits in grades 9-12

10 credits in courses designated as Life Sciences

10 credits in courses designated as Physical Sciences

Health: 10 credits in grades 9-12

(5 required in BVSD)

Humanities: 20 credits in grades 9-12

(10 in BVSD)

Music, Art, Foreign Languages, and Diversity in the U.S.

*** 10 credits must be diversity / cultural studies in the U.S. **(not included in BVSD)**

Practical Experiences: 10 credits in grades 9-12. Includes Computer, Business, Consumer and Family Studies, Industrial Technology, Technical Education, wage earning, community service, internship (not included in BVSD's description)

(5 in BVSD)

Planning for the future: 5 credits in grades 9-12 **(not included in BVSD)**

- Course: Explorations (2.5 credits)
- 3 applications to after high school graduation institutions and/or programs (2.5 credits)

Elective Courses: 60 credits in grades 9 – 12.

Personal Finance Online course: required on-line course; some courses related to personal finance may be substituted for the online course.

Appendix B: Examples of Intensives

Conference on World Affairs: each year, students have the opportunity to attend the conference at the University of Colorado at Boulder for five days. They are required to take notes and participate in the questioning portion of the conferences, as well as writing essays on the conferences they attended after each day.

Creative Writing: as an end of the year course last year, students traveled around the state of Colorado while writing fictional short stories, using the locations as their setting and the storytelling as their dialogue. After the week-long intensive, a literary magazine of their work was published.

Diversity in the U.S.: during the week prior to Martin Luther King Jr. Day, students had the opportunity to delve into alternative cultures in the U.S., with guest speakers and videos, culminating in attendance at the Martin Luther King Jr. parade in Denver.

Mission Wolf / Sand Dunes: as another end of the year excursion, students traveled with staff to the site of a wolf preserve and the Great Sand Dunes in Southern Colorado, while reading literature on wolves and their habitat.

San Juan River Rafting: another end of the year trip saw the entire student body guided through the San Juan River while learning the history of the Anasazi Indian tribe as well as the geographic, geological, and astronomical back stories.

Orientation camping trip: to begin the school year, students and staff take a retreat in the Rocky Mountains High Peaks Region to prepare for year. Students set goals for themselves, get acquainted with staff and peers, and begin to formulate the culture and expectations of the school.

Crash courses: a course in a specific area of study (U.S. Government, Health, Communications) offered to fit the needs of graduating seniors. Because of the flexibility of scheduling, intensives generally offer two or more options for the students.

I have read and understand the 2017 - 18 student handbook. I understand that if I have any questions or concerns regarding this handbook and / or any practice or policy of TEENS, Inc. staff I have the right and obligation to seek clarity from a staff member.

Student

Date

Parent

Date