

Senior High Alternative Center (SHAC)
STUDENT HANDBOOK
West Fargo High School

West Fargo High School Contact Information

801 9th Street East
West Fargo, ND 58078
701-356-2050

SHAC Graduation Coach

Pamela Raeszler

SHAC Advisory Committee

Cory Steiner, Assistant Principal
Karen Olson, Assistant Principal
Sarah How, School Psychologist
Denise Johnson, School Social Worker
Amy Dorrheim, Counselor

Mission

West Fargo High School teaches lifelong learning skills that develop responsible citizens, respectful of self and society in an ever changing world.

Six Indicators for Success

Positive attitude
High Expectations of self
Core beliefs and values
Vocabulary
Positive self-image
Non-conformist

Admission to the Program

The West Fargo High School SHAC program is designed to address the needs of high school students who have not been successful in a typical high school setting. Admission to the SHAC program is based on set criteria. We are limited by space to twenty students. If necessary, students may be placed on a waiting list until space becomes available. Prior to the start of each semester a screening committee including the Graduation Coach and Advisory Committee will convene to consider potential transfers into the SHAC program. Every effort will be made to smoothly transfer a student from the high school to SHAC. Because of the limited curricular offerings at SHAC, it is best for students to complete entire semesters so that the maximum amount of credit is accumulated. Before starting in the SHAC program, a meeting will be held with the student, parent, Graduation Coach and Advisory Committee to determine the best

schedule for the student and to communicate information and procedures. All necessary paperwork will be completed at this time.

Personalized Education Plans (PEP)

At the beginning of each semester each student will have an individual conference with the Graduation Coach. This conference will include their PEP Plan, in-depth discussion regarding the student's accumulated credits, fulfillment of graduation requirements, the student handbook, attendance and continued enrollment in the alternative program. Decisions regarding work or volunteer experience will be made at this time. Each semester, a student must make positive progress towards graduation.

Schedule

SHAC runs the same days and hours as the high school. We will observe the same holiday and in-service.

Graduation Requirements

The proper selection of courses by students is an important matter. It is important to the students that each course should be carefully selected as an integral part of the student's four-year education plan.

The following guide lists the graduation requirements:

| | |
|---|------------------------------------|
| English | 4 |
| Mathematics – at least 1 credit in Basic Math, Pre-Algebra or Algebra 1 | 2 (3 for class of 2011) |
| Science- Physical or Gen. Sci. and Bio. | 2 |
| Social Studies | 3 |
| World Geography | ½ (1 for class of 2011) |
| World History | 1 |
| U.S. History | 1 |
| U.S. Government | ½ |
| Senior Elective | ½ |
| Health | ½ |
| Physical Education – taking ½ credit each year grades 10,11,12 | 1 ½ |
| Required Units | 13.5 (15 for class of 2011) |
| Elective Units | 8.5 (8 for class of 2011) |
| Units of credit required for graduation | 22.0 (23 for class of 2011) |

Attendance Policy

We believe that attendance is essential for learning to take place. Our goal is 95% attendance over the course of a semester. If the student misses more than ten days in a semester marking period, the student will receive “No credit” in all classes in which attendance exceeds ten absences. A student is expected to bring a written explanation signed by a doctor or other professional within two days of the student’s return.

If students choose to leave the high school, the students are not allowed to return to SHAC that day and will go into the intervention room for the corresponding times. Students and parents have the right to appeal teaching and administrative decisions when they believe that decisions are unjust or have not followed proper procedures. When unusual circumstances exist concerning absences not covered by the above rules, parents should contact the building administrator. **Upon notification of the failure to meet the attendance policy, the student/parents have five (5) days to file a written appeal to the building administrator.** The administration reserves the right to use discretion in all situations regarding the attendance policy and will make every attempt to see that the attendance is applied fairly and consistently for all students.

Transportation

All students are responsible for their own transportation. Students may be eligible to ride school district busses.

Evaluation/ Report Cards

Students are evaluated four times a year with a formal report card. Evaluations may be in credit/no credit, grades A, B, C, D, S/U or incomplete. Progress reports will be mailed to the parent/guardian. Conferences will be scheduled on a regular basis so that parents can meet with staff and their child.

Parking and Driving

Students are to park their cars in an appropriate manner in the parking lot. Students are expected to enter the classroom immediately upon arriving at school. Driving privileges may be suspended if a student is witnessed driving recklessly on or near school property.

Level System

Students will be on a level system for privileges granted. All students will start on the *white* level when entering the program. Each level will grant more or less privileges, depending on the student behavior. Levels are as follows:

| Green Level (lowest) | White Level | Packer Level (Highest) |
|----------------------|-----------------------------|-------------------------|
| Computer Usage | Food and Beverage | Field trips |
| Bathroom Privileges | Food Coupons will be earned | Free Period (1 per week |
| | Gift Certificates | Fun Fridays |
| | IPODS/MP3 players | IPODS/MP3 players |
| | | TCBY trips |

Food and Beverages

Students may bring food and beverages to class with them if the premises are kept clean and neat. All food and beverages must be brought into the room sealed or they will be taken away. If students do not take care of trash, refreshments will be restricted to lunch time.

Electronic Devices

No student is permitted to carry pocket pagers. Cell phone use is not permitted in classrooms during class time. Continued cell phone usage will result in cell phones being checked at the door at the discretion of the Graduation Coach.

Smoking Policy

Smoking by students and/or the possession of any tobacco products is prohibited in any school, at school-sponsored events or on the school grounds.

Accidents

Any serious type of accident that occurs on the school grounds or in a classroom should be reported to the teacher in charge. The teacher will be expected to contact emergency personnel or parents when necessary. An Injury/Accident form must be filed and sent to the high school office as soon as possible after the accident.

Fire/Tornado Drills

Fire and tornado drills will be held to acquaint students with the proper procedures in evacuating the school building in case of an emergency. During the drills instruction may be given out over the intercom. Directions to evacuate are also posted in the SHAC room.

School Closing

If school is closed for inclement weather the announcement will be made on local radio and TV stations. If school must be dismissed early, office personnel will notify teachers.

Dress Code

Students should use good judgment and good taste in the way they are dressed and groomed. Girls should not have bare midriffs, bare backs, low cut tops or short skirts. Messages on clothing are not permitted if they are vulgar, in poor taste, or a put down to racial or religious groups. References to drugs, alcohol, and tobacco are not permitted. This includes necklaces with marijuana leaves or mushrooms. Caps are not allowed in the building. The wearing of pajama pants is not allowed.

Open Campus

Students will be allowed to leave the SHAC during lunch time. This privilege may be restricted if students are habitually late returning or use this time inappropriately. Parents and guardians are welcome to visit at any time. Please call ahead to schedule a time. No

SHAC students are allowed at any other school building during, before and immediately after regular school hours unless prior arrangements have been made. Infractions may result in suspension.

Discrimination/Harassment Defined

Harassment generally includes, but is not limited to, physical contact or violence or verbal statements relating to an individual's race, color, religion, sex, sexual orientation, national origin, age, disability, or status in any group protected by federal, state or local law when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. Otherwise adversely affects an individual's employment or academic opportunities.

Racial Discrimination/Harassment Defined

Racial harassment in public school violates Title VII of the Civil Rights Act of 1964; sexual harassment violates Title IX of the Education Amendments of 1972. Racial discrimination/harassment is present if a person is treated differently on the basis of race, color, or national origin in the context of an educational program or activity without legitimate nondiscriminatory reason so as to interfere with or limit the ability of the person to participate in or benefit from the services, activities, or privileges provided by the school district. Racial discrimination/harassment may include but is not limited to;

1. Harassing conduct that is physical, verbal, graphic, or written;
2. Injury to persons or property; or
3. Conduct threatening injury to person or property.

Sexual Discrimination/Harassment Defined

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication of a sexual nature when:

1. Submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education, advancement or grade;
2. Submission to or rejection of such conduct or communication by an individual is used as a factor in decisions affecting such individual's employment or education; or
3. Such conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education or creating intimidating, hostile, or offensive employment or education environment.

Sexual discrimination/harassment may include but is not limited to:

1. Unwelcome verbal harassment or abuse of a sexual nature;
2. Unwelcome pressure for sexual activity;
3. Unwelcome, sexually motivated, or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
4. Unwelcome sexual behavior or words, including demands for sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status.
5. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises for preferential treatment with regard to an individual's employment or educational status; or
6. Unwelcome behavior or words directed at an individual because of gender.

Any person who believes he or she has been the victim of harassment, sexual or otherwise, should file a complaint. Filing of a written or oral complaint will not reflect upon the individual's status or affect future employment, work assignments, or grades.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the school district's legal obligations and with the necessity to investigate allegations of harassment and to take disciplinary action when appropriate.

A substantiated charge against a student in the school district will subject that student to disciplinary action, which may include suspension or expulsion, consistent with student disciplinary problems.

Students, parents, or others who believe they have been discriminated against or harassed on the basis of race, color, national origin, sex, age, or disability in any of the district's programs or activities may file a complaint as follows:

1. An oral complaint may be informally filed with the building principal;
2. A formal written complaint form may be filed with the building principal; or
3. A formal written complaint form may be filed with the district Superintendent, West Fargo Public Schools, 207 West Main, West Fargo, ND

Corrective Measures

We recognize that each student is an individual and that correction of misconduct should be handled on an individual basis. Circumstances will usually dictate what measures will be taken in the order listed. This may vary depending on the type of misconduct.

1. Conferences
 - a. Teacher-Student (minor misconduct)
 - b. Counselor-Student (teacher may also be involved)
 - c. Principal or Assistant Principal-Student (act is serious or repetitive)

- d. Principal-Assistant Principal-Counselor-Teacher (total review of case)
2. Probation – A warning of imminent suspension may be administered for any serious act of misconduct. Parents will be notified.
3. Suspension – The authority to initially determine whether or not the student shall be suspended rests with the principal or other administrative personnel and can be exercised after the student is given:
 - a. Oral and/or written notice of charges
 - b. An explanation of the evidence
 - c. An opportunity to present the student’s side of the story. There need be no delay between the time notice is given and the carrying out of the above procedures. The parent or guardian shall be notified regarding the suspension. In those cases where a student’s presence poses a continuing danger to persons or property or any ongoing threat of disrupting the educational process, the student may be immediately removed without prior parent notification. Before reinstatement of the student, the events leading to the suspension will be discussed with the parent or guardian by telephone or conference at the administrator’s discretion. Communication between administrator and counselor is an important part of a suspension procedure. Therefore, when a suspension of a student occurs, the administrator and counselor should consult with one another. The counselor also needs to be in contact with the student. Any further action will be determined by the reason for the suspension and/or the needs of the student.
 - d. Students receive credit for work done during the suspension as long as the work is completed when they return to the classroom.
4. Probated Expulsion – A probated expulsion requires the student to appear before the West Fargo School Board for a hearing. At the hearing, the school board will determine provisions that the student must follow in the future. Failure to do so will result in an immediate expulsion.
5. Expulsion – Expulsion of a student from school would follow only after suspension and the right to a hearing before the school board. The following process should be followed
 - a. Notice of Charges – The student and the student’s parent or guardian shall be notified in writing of the specific charges against the student. These charges will be stated clearly enough for the student and the parent to understand the grounds of the charges and to be able to prepare a defense.
 - b. Notice of Nature of Testimony and Witnesses – Prior to the hearing before the school board, the student and the student’s parents or guardian shall be advised of the nature of the evidence against the student and be provided the names of any witnesses whose testimony may be used against the student.
 - c. Notice of Hearing – The student and the student’s parent or guardian shall be notified of the date of a hearing to be held before the school board within a reasonable time after notice of charges. The date of the hearing

may be advanced at the request of the student or postponed on the showing of reasonable grounds.

- d. Notice of Right to Present Evidence – At the time notice of the hearing is given to the student and documentary evidence.
- e. Adult Representation – The student or parent or guardian may be represented and/or assisted at the hearing by a lawyer or another adult. A parent or guardian who is unable to attend the hearing may designate another adult to assist the student in the parent’s absence. Notification of the representative’s identity shall be given in advance of the hearing, or the representative shall furnish evidence of appointment at the time of the hearing.
- f. Right to Present Evidence – At the hearing, the witnesses for the administration will present their evidence which supports the reason for the proposed expulsion. The student and/or the representative shall be given an opportunity to present witnesses and evidence to disprove the reasons offered by the school’s witnesses.
- g. Record – The hearing shall be tape recorded or a secretary or court reporter shall keep an accurate record of the proceedings.
- h. Action by Board – The board shall render its decision by a majority of those members in attendance and written notice of the decision shall be sent promptly to the student or parent.

Weapons Policy

The possession of a weapon may result in (1) an initial suspension for five days; (2) confiscation of the weapon; (3) notification of parents; (4) notification of the police; and (5) a recommendation to the superintendent that the student be expelled. “Possession” refers to having a weapon on one’s person or in an area subject to one’s control on school property or at a school activity. “Weapon” means any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use capable of threatening or producing great bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death. Some examples of weapons are: guns (including pellet guns, look alike guns and nonfunctioning guns that could be used to threaten others), knives, clubs, metal knuckles, and numchucks. A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the principal’s office shall not be considered in possession of the weapon.

Work or Volunteer Experience

For two hours a week students will be **REQUIRED** to have either work experience or have a volunteer experience as approved by the Graduation Coach. Credit will be granted when there is evidence of successful vocational learning or achievement over the course of a full semester. If a student loses employment, the student can seek out another job in order to demonstrate continued employment. This must be done in a timely manner. If a student chooses either work experience, it is his/her responsibility to secure

employment prior to the start of each semester. The Graduation Coach will mentor and visit all students employed and employer. Volunteer placements will be determined by the SHAC Advisory Council. In order to be eligible for credit, students must have their paperwork submitted one week after the start of their job or volunteer experience. A contract of expectations must be signed at the beginning of each semester or new placement. If the contract is not being followed, the student will lose his/her placement. If the student is terminated or quit the hours will be maintained until able to regain employment.

Age of Majority

The Age of Majority law provides legal status for students who are 18 years old. Students 18 years and older may have the same privileges as their parent/guardian as it relates to school records, they may represent themselves during disciplinary conferences and be the addressee for their grade reports, may sign themselves in and out of school and may verify their own absences. Eligible students who wish to assert these rights must register their intent using the Age of Majority form. School officials may disregard the student's request not to have student records sent to the parent/guardian if records will be sent to the person who claims the student as a dependent for federal income tax purpose. The administration reserves the right to advise parents of any situation regarding a student, regardless of age, which it deems worthy of parental involvement.

EMERGENCY MEDICAL CARE REQUEST

Pupil's name _____

Date of Birth _____ Grade _____ Gender _____

Address _____

City _____ Zip _____

Mother's full name _____

Father's full name _____

(or Guardian's name)

Custodial parent _____

Stepparent(s) name _____

Home phone number _____

Does pupil take medication regularly? If so, what is taken and when?

Mother's employer _____

Phone _____ Hours _____

Alternate phone (cell) for mother _____

Father's employer _____

Phone _____ Hours _____

Alternate phone (cell) for father _____

Release Information: Please list at least two persons you feel will be available and can care for your child in the event parents are not available (transportation is a necessity). These are also the only people who will be allowed to pick your child up unless we are notified otherwise.

1. Name _____ Phone _____

Relationship to pupil _____

2. Name _____ Phone _____

Relationship to pupil _____

If unable to reach any of the above people, please allow my child to receive emergency care and/or take my child to the physician that is available. If emergency dental care is needed, please follow the above procedure.

In case of emergency school closing, please instruct your child as to what they are to do upon arriving home. The SHAC advisory committee is hereby authorized to follow the plan outlined above.

Parent Signature _____

List ALL other children in the family—name, birth date and grade:

Please list any health information, allergies, work schedules, day care information and/or any other information that the school should be aware of:

Parent—Student Handbook/Permission Signatures

Parent or guardians—Please read and review the Parent-Student Handbook for the West Fargo High School Alternative Education Program with your child/children. Important school information is included in this handbook.

I have read and reviewed with my child the Parent-Student Handbook for WFHS Alternative High school. My child and I understand the contents of this handbook and agree to accept responsibility to abide by the school rules and guidelines.

In addition, I give my permission for my child to attend school-sponsored field trips. You will be made aware of any field trip away from the district by school. I also give permission for my child’s photograph to be used in any school and/or newspaper publication.

Please sign below and have your child return the handbook to his/her teacher. The teacher will remove the Emergency Information from the Student Planner.

Student Signature

Parent/Guardian Signature

Date

PROGRAM GUIDELINES

SHAC

2008-2009



WEST FARGO HIGH SCHOOL 356-2050
SHAC PROGRAM HOURS 8:30-3:25

The hardest part of raising a child is teaching them to ride bicycles. A shaky child on a bicycle for the first time needs both support and freedom. The realization that this is what the child will always need can hit hard. ~Sloan Wilson

Don't be afraid to give your best to what seemingly are small jobs. Every time you conquer one it makes you that much stronger. If you do the little jobs well, the big ones will tend to take care of themselves ~ Dale Carnegie

Making mistakes and growing from them is very important. ~ K. Beers 2003

Helping our students focus on the expectations at hand
is a strong lesson in the SHAC program.