

Who will attend this school?

This school will contain all “types” of students. There are no restrictions on race, gender, or disability. All students deserve an education. They deserve the chance to have an education that is unique to their own situation and that will prepare them to live successfully outside of high school.

Philosophy

All students will be competent, educated individuals. They will be prepared to be active members of their community. Student will graduate from high school meeting state standards, having the self-determination necessary to make and achieve goals independently.

All students need Individual Education Plans (IEP); this eliminates any negative stigma. We know that all students learn differently, the IEP is a way to meet the needs of each student. All students need Transition Training. Currently, students leaving high school are ill-prepared for job life or college life after high school. All students need the least restrictive learning environment that will allow them to learn at their learning pace. All students deserve to be challenged.

Students have the right to be taught how to make decisions about themselves, their education, and their future. Being aware of individual learning styles will help students make course choices. Taking career skill surveys will help them make educated decisions about their future.

Parents are expected to participate in their child’s education. IEP meetings and goal checks will be scheduled with the parent—based around their availability and schedules. It is an expectation and requirement.

Community will be involved, offering internships, community service outreach, and sponsorship when necessary. These students are being educated to live in their community.

What does this school look like?

This high school is grades 9-12. Every teacher is highly qualified in their subject area. Every class is a co-taught class; CWC is no longer for the disabled students. This means that both teachers are highly qualified in their subject area (Science, Math, Social Studies, English, Art, etc...) and highly qualified in Special Education.

The Counseling Team:

Starting in the spring of their eight grade year students will meet with a series of counselors to determine their Individual Education Plan. They will meet with the school guidance counselor and transition coordinator to take their first career and learning

assessments. These will determine placement and will guide all conversations about course work and post-high school planning. These meetings will happen a minimum of twice a semester. Other counseling team members include, Independent living counselors when students reach their junior year, the social worker, for students who require these services, a psychologist for disabled students who need monitoring and for students who need counseling. There will also be a Family counselor who will work with the social worker on family cases. The vocational counselor will assist with students who are not on the four year college plans and who would rather go into a vocational field. We will also have a college liaison who is available to assist college bound students.

The earlier the better when it comes to teaching Self Determination. Self determination works with the Parent, Counseling team, and student working together to assist the student through the decision making process. We want to carefully educate the students about their unique learning situation. If there is a learning disability then the student needs to know what that means and how they can adjust for their ability. Training and informational meeting will be available for parents so they can feel confident assisting their student.

Curriculum:

Content Enhancement Process will be used in every classroom

Universal Design for Learning will be used in lesson planning. Since all classes are co-taught classes, teachers will work together to design lessons for each classroom

Dual Enrollment will be available through the local university

Pre-AP and AP level course will be offered making Vertical Alignment of the curriculum necessary. Through vertical alignment student will go from class to class building on their skills from the previous year, not starting over from scratch with each new teacher. The expectation is that students are competent in the state standards of education