

**SCHOOL:** Fossil Ridge High School

**PRINCIPAL:** Dierdre Cook

<b>SENIOR HIGH ACCREDITATION REPORT FOR SCHOOL YEAR: 2006-2007</b>
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**SECTION I  
SCHOOL ACCREDITATION COMMITTEE**

**1. SCHOOL ACCREDITATION ADVISORY COMMITTEE MEMBERSHIP**

<b>Representing Group (as required by law)</b>	<b>Name</b>	<b>(M/F)</b>
<b>Principal</b>	Dierdre Cook	F
<b>Teacher</b>	Pat Williams – Social Studies	M
	Rob Bates -- Math	M
	Ray Peters – World Languages	M
	Steve Vecchio -- Science	M
	Betty Stewart – Language Arts	F
	Tanya Alcaraz -- Business	F
<b>Parent</b>	Lynn Dean	F
	Reenie Anduss	F
	Anne MacDonald	F
<b>Community, non-parent</b>	Michelle Jones	F
	Christiana Amell	F
<b>Support Staff (optional)</b>	Suzanne Rice	F
	Joan Suder	F
<b>Student (optional)</b>	Kyle Warner	M
	Spencer Anduss	M
	<b>Additional team members and the community group they represent</b>	
<b>Representing Group</b>	<b>Name</b>	<b>(M/F)</b>
Administration	Michael James	M
	Scott Torvik	M
	Andrea Tribelhorn	F

**SECTION I  
(Continued)**

**1. Was the chairperson elected by committee membership?**

Yes – Lynn Dean

**a. List meeting dates for school year or attach calendar of meeting dates:**

9/11/06  
10/9/06  
11/13/06  
12/11/06  
1/8/07  
2/12/07  
4/9/07  
5/14/07

**b. Briefly describe how you met the legal requirements to publish meeting schedule in advance.**

Web page

**c. Briefly describe how and when you will publish your annual report to the community.**

Winter Newsletter  
Copy of Accreditation Report in Main Office

**d. The 2005-2006 School Accreditation Plan should be developed and adopted by the School's Accreditation Advisory Committee. The chairperson's signature below indicates that the committee helped in the development of the plan and has approved the plan.**

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Chairperson's Signature \_\_\_\_\_ Date \_\_\_\_\_

**SECTION II**  
**SCHOOL ACCREDITATION RESULTS**  
**2004-2005**

**School:** Fossil Ridge High School

**Goal Area:**

**STUDENT ACHIEVEMENT**

**Goal:** Annually, each student should improve skills and proficiency in reading, writing and mathematics as measured by the performance on CSAP exams.

- The percentage of students who score in the 'Unsatisfactory' category of CSAP will decrease by a minimum of 10%.
- The total percentage of students who score in the combined 'Proficient' and 'Advanced' CSAP categories will increase.

**Utilize the information from the 2004-2005 Accreditation Notebook, Adequate Yearly Progress summary, and school-based data to analyze your school data.**

**Provide an analysis of the students' academic achievement in reading, writing, and mathematics (highlight any specific subject area focus).**

FRHS student achievement is 83% at or above proficient in reading. A school wide focus in 2004-2005 on reading and reading achievement has made a difference for students. The FRHS DEAR (Drop Everything and Read) program is a corner stone of Fossil Ridge High School. Library checkout statistic for FRHS showed that our students checked out 1345 non-fiction books for 450 students compared with FCHS checkout of 1441 fiction books for 1500 students.

CSAP mathematic scores dropped across all subgroups. There was a decrease in Advanced, 28.6% remained advanced. 37.9% drop in proficient category. Partially proficient had 28% remain in that category and 3% showed improvement. Unsatisfactory category showed an improvement of 14%.

Writing scores show an increase of 43.16% in partially proficient. A decrease of 22.90% in advanced and a decrease of 21.02% in proficient. Goals for improving writing scores at FRHS reflect a concentrated effort to use the Springboard curriculum in the sophomore courses. Department and grade level teams focus their efforts on connecting each student to school and making assignments that are rigorous and relevant.

**Provide an analysis of the academic achievement of the student subgroups (ethnicity, gender, students with disabilities, English Language Learners, and those receiving Free/Reduced lunch benefits).**

**Subgroup achievement indicates supports are needed for all subgroups including: ESL, Free/Reduced, Special Education and Hispanic students. Each subgroup represents a small percentage of FRHS students.**

- 1. Hispanic student achievement shows that 15 students took the test. 1 scored unsatisfactory in math. In reading and writing no Hispanic students scored unsatisfactory. 72% of Hispanic students were at or above proficient in reading; 61% were at or above proficient in writing; 22% were at or above proficient in math. In comparison with the overall student proficient scores of 44% in math, 81% in reading and 62% in writing. Focus areas for achievement are writing and math.**
- 2. ESL student achievement shows that 3 students took the test. 1 was unsatisfactory in math. In reading and writing no ESL students were unsatisfactory. All three students were partially proficient in reading. Two were partially proficient in writing and math.**
- 3. 21 Special Needs students took the test. Special Needs students scored 4% at or above proficient in math, 17 students were unsatisfactory and 2 partially proficient. In writing 3 students were proficient; 12 partially proficient and 6 unsatisfactory.**
- 4. 18 Free/Reduced lunch students took the test. 4 students were unsatisfactory in reading and writing, 8 were unsatisfactory in math. 2 students were advanced in reading, 1 in writing and 3 in math.**

**Strategies for meeting the needs of these students align with strategic goals to improve achievement for all students.**

**In analysis of the CSAP data two sub groups at FRHS indicate support is needed to achieve a years growth in a years time. Both special needs students and free and reduced students have a significant percentage of their population in the unsatisfactory categories in reading, writing and mathematics. The strategies and goals for all reading, writing and math will support the indicated needs of these two subgroups.**

**Briefly describe your safe and drug free school plan. Include activities, programming and curriculum used for violence prevention/bully proofing as well as prevention of alcohol, tobacco and other drug use.**

**Fossil Ridge High School is a Character Education school. Students are educated in character traits through their Advisory Class. Students who show character through acts of character are rewarded. “Fang” is a way that students publicly show their alignment with character. Staff members are trained through Fort Collins Character First programming.**

**Sophomore Orientation Night. This evening allows incoming sophomores to have hands on time to explore the transition from junior high-to-high school. Upper class students facilitate this event.**

**FRHS takes school safety seriously. We practice fire drills and lock down procedures with staff and students. Suzanne Rice, our SRO is available to meet with classes, students and parents regarding safety issues.**

**FRHS expectations along with Poudre School District policies are clearly outlined in both the Code of Conduct and our student handbook. Those expectations are discussed with students in both classroom settings and through conferences.**

**Mental Health support is offered through our partnership with Poudre School District. Two days a week we have a social worker available to work with students.**

**Student welfare is the focus of both our Advisory Program and our grade level Small Learning Communities Teams.**

**Project Promise is CSU teacher training program provides an Anchor adult for students who need extra support.**

**FRHS supports students through a strong counseling program. In each academic house, at FRHS students are served by a counselor, and an assistant principal. Unique needs of students are addressed in a timely fashion by staff that has developed relationships with students through being housed together and SLC teams.**

**FRHS has entered into a study with the State of Colorado called Next Steps. This is a three-year commitment to ensure that FRHS is a safe environment for all students. We also participated in a Safe Environment Check, and Social Norms Survey.**

**SECTION IX**  
**High School Accreditation Results**  
**Year 2005-2006**

Fossil Ridge High School opened with a commitment to the Performing Arts, first and foremost through staffing, including specialists in the performing content areas of Band, Choir, and Orchestra. Our first theater production was presented in January 2006 “The Plot Like Gravy Thickens”.

In our second year, 200 students (approx. 35% of the student population) participated in music programs, featuring the following ensembles:

- Concert Band
- Jazz Combo
- Pep Band
- Concert Choir
- Women’s Choir
- Jazz Choir
- Concert Orchestra
- Chamber Orchestra
- String Quartets
- Numerous instrumental and vocal small ensembles

The FHRS Music programs were founded with a dual focus, providing students the opportunity to experience excellence in music performance, as well as addressing all aspects of the National Content Standards for Music Education, including music theory, history, composition, improvisation, and music within the context of society and other subjects.

A state of the art music technology lab provided teachers with the opportunity to creatively integrate technology into classroom instruction to enhance the music curriculum, and provided students with outreach opportunities and creative projects across content areas.

The FRHS Band began an innovative collaboration with students involved in the Music Education program at Colorado State University, positively benefiting FRHS music students, as well as providing future educators a “working lab” experience prior to their student teaching placement.

The FRHS Choir, Orchestra, and Band programs hosted numerous guest conductors and professional clinicians from:

- Colorado State University
- University of Northern Colorado
- University of Colorado
- Ft. Collins Symphony Orchestra
- Greeley Philharmonic Orchestra
- Colorado Symphony Orchestra

**Orchestra Highlights and Accomplishments**

- Presented 5 concerts throughout the academic year, including a “Collage Concert” featuring student-directed solos and small ensembles.
- Participated in the CHSAA Orchestra Large Group festival in April; received an “Excellent” (II) rating.
- 8 students auditioned for the Western States Honor Orchestra, All-State Orchestra, and the Northern League Honor Orchestra
- 6 students were selected to participate in the Northern League Honor Orchestra in February 2005.

- 7 students participated in the Poudre School District Solo and Ensemble Festival, all receiving “Superior” (I) ratings.
- The FRHS Orchestra and chamber ensembles performed at various school and community events throughout the year.

#### **Choir Highlights and Accomplishments**

- Presented 5 concerts throughout the academic year, including a vocal “Collage Concert” featuring student-directed solos and small ensembles.
- Hosted a “Choir Double Day” in October, where students not enrolled in choir were given the opportunity to experience music education for a day by shadowing choir students.
- Performed with the Chapman University and the Ft. Collins High School choirs in January 2005.
- 8 students participated in the CHSAA Solo and Ensemble Festival in March 2005, with 6 students receiving “Superior” (I) ratings.
- 3 students auditioned for All-State Choir.
- Participated in the CHSAA Choir Large Group festival in April; Concert Choir received a “Superior” (I) rating; Women’s Choir received an “Excellent” (II) rating.
- Performed at various school and community events throughout the year.

#### **Band Highlights and Accomplishments**

- Presented 5 concerts throughout the academic year, including a “Collage Concert” featuring student-directed solos and small ensembles.
- The FRHS Pep Band performed at 4 football games and 9 basketball games, helping to build a sense of community during the inaugural year at Fossil Ridge High School.
- 8 students auditioned for the Colorado State University Honor Band, The University of Colorado Honor Band, and the All-State Band.
- 3 students were selected to participate in the CSU Honor Band in February 2005.
- 1 student was selected to participate in the All-State Band in April 2005; 1 student was selected as an alternate for the All-State Band.
- 10 students participated in the Poudre School District Solo and Ensemble Festival, all receiving “Superior” (I) ratings.
- The FRHS Band and small ensembles performed at various school and community events throughout the year.
- Marching Band Placed 5<sup>th</sup> in the State competition.

#### **Staff Accomplishments and Highlights**

- FRHS Music faculty hold professional memberships in the Colorado Music Educators Association, Music Educators National Conference, Colorado Bandmasters Association, American String Teachers Association, American Choral Directors Association, Texas Choral Directors Association, International Association of Jazz Educators.
- FRHS Music faculty were regularly sought out as guest conductors, clinicians, and adjudicators, within Colorado and out-of-state.
- Band, Orchestra, and Choir directors each organized effective parent organizations to support program offerings and communicate regularly and effectively with our parent community.

Karen Cooper and Kim Holtz were recognized as Classified Employees of the Month

Norma Arroyo is the Colorado Spanish Teacher of the Year

11 Students participated in a 30 hour famine to support World Vision/Amnesty Int.

Prudential of Spirit Award – Nancy Bates, Senior

National Merit Commended Students: Jesssica Bolin, Kathryn Notess, Marquette Reid

Liz Johnson -- State Champion in Discus

Lauren Herasimtschuck, Northern Colorado Artist Association Scholarship Winner

FRHS received the LEED Award for sustainability

9 Students were inducted into the National Technical Honor Society

FBLA state competition: Tara Carriker –7<sup>th</sup> in Java Programming; Joe Lang, 5<sup>th</sup> in Future Business Leader; Alex Howard 1<sup>st</sup> in Banking and Finance (with a trip to National Competition)

Excellence in Education Awards: Sylvia Ahermae, Joe Anastasia and Julie Edler

3 Military Academy Appointments: Natasha and Marquette Reid, Nathan Lynch

Northern League Championship *Sportsmanship Award*

**Please provide any additional analysis necessary for the Accreditation Review team to fully understand the results in content areas.**

**This report reflects the results of the first year of a comprehensive high school and the goals for the second year. During the 2004-2005 school year students had the option of attending FRHS or remaining at their home school. Students who selected the Ridge chose to enter a “pioneer adventure” in opening a new high school. Attendance policies, behavioral procedures and standards have been created for the 2005-2006 year. As a small school 425 students in 2004-2005 and 750 students in 2005-2006 resources for course selections are limited. ESS (special needs) offerings at FRHS serve a wide variety of special needs students. AP courses offerings are currently being developed, along with intervention options for credit recovery and skill development. Success has been achieved in areas of Small Learning Communities, Professional Learning Community and Advisor/Advisee programming. Dedicated common planning periods for SLC teachers creates an opportunity for professional conversations regarding student achievement. Opening FRHS in the fall of 2004 was an incredible task for students, staff and parents. A state-of-the-art campus facilities and a focus on the value of each student are successes for FRHS in 2004-2005. Student enrollment, achievement data resources, data driven decisions, communication, protocols and traditions will be the priorities for FRHS during the 2005-2006 year.**

**Analysis of FRHS data reveals a match with current PSD trends, that at transition points, students regress toward the mean. As we develop a profile of the FRHS student and have longitudinal data we will be able to assess learning and interventions, which support academic growth for each student.**

**SECTION II.  
SENIOR HIGH SCHOOL ACCREDITATION RESULTS  
2004-2005**

School: **Fossil Ridge High School**

<b>SCHOOL ACCREDITATION INDICATORS*</b>
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	2005-2006	Analysis of this data*
<b>ATTENDANCE RATE</b> (District Goal = 95%)	91.8 %	<b>2005-2006 Staffing was put into place to track attendance through a full-time attendance office. Attendance has become a focal goal for FRHS, including a strict policy. SILK has a flaw that doesn't allow for accurate tracking of our additional Advisory period – so the accuracy of attendance is in question. Hispanic, F/R and special needs students show the lowest attendance rate.</b>
<b>OUT OF SCHOOL SUSPENSIONS</b> (District Goal = Less Than 8% of Students)	6.62%	<b>This was a drop of .02% over the 2004-2005 school year. Character education impact is evident through student's compliance with school expectations.</b>
<b>GRADUATION RATE</b> (District Goal=90%)		<b>140 students graduated in the first graduating class.</b>
<b>DROPOUT RATE</b> (District Goal=The dropout rate should decrease)		
<b>AP COURSE COUNT</b> (District Goal = Number of Students taking one or more course should increase)	34.8%	<b>All sub groups increased participation with the exception of F/R, and Native students.</b>
<b>IB TEST RESULTS</b> (Number of students enrolled in grade 9. Number of students enrolled in grade 12. Number of students passing the IB assessments.)	N/A	
<b>COLORADO BASIC LITERACY ACT</b> (Literacy Assessment Scores will show 25% decrease in the percentage of students not on grade level.)		

\* Analysis of this data: If the school's results did not meet the district goal, please provide an analysis to explain the results. In addition, a school will write an objective for any indicator that did not meet the district goal. This objective should be written under the reading, writing, or mathematics goal in Section IV.

### SECTION III SENIOR HIGH ACCREDITATION RESULTS YEAR: 2004-2005

**This section informs the community of the many awards, activities and accomplishments of students and staff.**

Student Council hosted inaugural events including the dedication of the building, Forth Coming and Prom.

Student Council members attended state and national conferences.

FRHS fielded four levels of athletic teams in all sports categories. FRHS demonstrated character, commitment and courage as they competed during our inaugural year. Emma Morton - 3rd in 100 m breaststroke, Ashely Miller - award for most improved / MVP for varsity soccer last year  
Austin Davis - all conference

Two FRHS students were honored as Presidential Scholars for Colorado State University.

FRHS is proud of three National Merit Commended Students.

FRHS is proud to have one AP scholar who scored a 3 or better on 3 or more AP exams.

FRHS is proud of the outstanding performances of both vocal and instrumental students during the inaugural year.

Visual arts students have been showcased throughout the building.

Video Production held the first annual "Films on a Shoestring Digital Film Festival" in April. We had fifteen submissions (three from other high schools within the state of Colorado) and we had two judges who work professionally in the field of video production/film.

Sylvia Ahermae NBC (National Board Certificate) in science. Only 3 NBC's in PSD at this time and only about 170 in the state.

U.S. Congressional Page is one of the most sought-after positions in Washington, DC for high school juniors from across the country. We are honored that Jenna Jordan was selected to serve as a Page for fall of 2005.

**SECTION IV**

**SENIOR HIGH SCHOOL ACCREDITATION PLAN  
2005-2006**

**School:** Fossil Ridge High School

**Academic  
Focus:**

<b>READING ACHIEVEMENT</b>
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<b>Goal:</b> Annually, each student should improve skills and proficiency in reading as measured by the performance on CSAP exams.
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<b>Measurable Objective</b>	<b>Action Plan, Strategies, and Professional Development</b>
<p><b>The percentage of students who score in the ‘Unsatisfactory’ category of CSAP will decrease by a minimum of 10%.</b></p>	<ol style="list-style-type: none"> <li>1. DEAR time promotes reading across the school by having 20 minutes a day set aside for all students to read.</li> <li>2. Students who enter FRHS below grade level in reading and are not on ILP’s are given the opportunity to improve their skills through our Mind Center/Intervention Lab.</li> <li>3. Review of PSD Essential Standards in reading including comprehension skills, linking prior knowledge, alignment of reading purpose, word recognition strategies and development of vocabulary.</li> <li>4. Encourage differentiated teaching strategies.</li> <li>5. Encourage parent involvement and support for reading.</li> <li>6. Feeder system conversations regarding students, curriculum articulation and best practices.</li> </ol>
<b>Measurable Objective</b>	<b>Action Plan, Strategies, and Professional Development</b>
<p><b>The total percentage of students who score in the combined ‘Proficient’ and ‘Advanced’ CSAP categories will increase by 10%.</b></p>	<ol style="list-style-type: none"> <li>1. Encouragement for students to improve reading strategies will through grade level teams and content specific teams.</li> <li>2. Grade level teams support DEAR time across the school.</li> <li>3. Language Arts curriculum supports the read strategies that encourage high achievement for students.</li> <li>4. Common planning for curriculum development and the development of common assessment is built into each grade level SLC team member’s schedule.</li> <li>5. Department’s will focus their planning based on data driven information in order to make learning meaningful and meet the needs of all learners.</li> </ol>

**SECTION IV**  
**SENIOR HIGH SCHOOL ACCREDITATION PLAN**  
**2005-2006**

**School:** Fossil Ridge High School

**Academic**

**Focus:**

**WRITING ACHIEVEMENT**

**Goal:** Annually, each student should improve skills and proficiency in writing as measured by the performance on CSAP exams.

<b>Measurable Objective</b>	<b>Action Plan, Strategies, and Professional Development</b>
<p><b>The percentage of students who score in the ‘Unsatisfactory’ category of CSAP will decrease by a minimum of 10%.</b></p>	<ol style="list-style-type: none"> <li>1. Intervention lab will support the needs of sophomores who enter FRHS from junior high with unsatisfactory CSAP scores.</li> <li>2. Grade level teams will support writing projects.</li> <li>3. Focus on attendance for reluctant learners should maximize learning time.</li> <li>4. Course selection for unsatisfactory students should align their learning needs with rigor and relevance.</li> <li>5. Focus on alignment of Colorado and PSD content standards through Spring Board curriculum.</li> <li>6. Encourage collaboration with teacher through SLC’s to make sure unsatisfactory students are given support.</li> <li>7. Feeder System conversations regarding students, student achievement and best practices.</li> </ol>
<b>Measurable Objective</b>	<b>Action Plan, Strategies, and Professional Development</b>
<p><b>The total percentage of students who score in the combined ‘Proficient’ and ‘Advanced’ CSAP categories will increase.</b></p>	<ol style="list-style-type: none"> <li>1. Increase AP course offerings.</li> <li>2. Provide opportunities for proficient and advanced students to improve their writing skills through cross-curricular projects.</li> <li>3. Maintain rigor in academic expectations.</li> </ol>

**SECTION IV**  
**SENIOR HIGH SCHOOL ACCREDITATION PLAN**  
**2005-2006**

**School:** Fossil Ridge High School

**Academic Focus:**

**MATHEMATICS ACHIEVEMENT**

**Goal:** Annually, each student should improve skills and proficiency in mathematics as measured by the performance on CSAP exams.

<b>Measurable Objective</b>	<b>Action Plan, Strategies, and Professional Development</b>
<p><b>The percentage of students who score in the partially proficient and above performance categories of CSAP will increase by a minimum of 10%.</b></p>	<ol style="list-style-type: none"> <li>1. Instructional support for teachers. "Walk-Through" evaluations. Professional Learning Communities dialog of best practices with math department members and grade level SLC teams.</li> <li>2. Curriculum alignment and conversations through PSD curriculum support</li> <li>3. On going assessment of student performance through course specific assessment, bench marks and trend studies.</li> <li>4. Study of CLICKERS as a tool to measure daily student achievement.</li> <li>5. Study of trend data to evaluate programming issues.</li> <li>6. Triangulation of data with other assessment to determine program needs. (Levels, AP test and course assessments.)</li> <li>7. Support differentiated teaching strategies through whiteboard usage and other hand on strategies that will engage students.</li> <li>8. Staff development for Black Board training.</li> <li>9. Smart Board as a tool for improving instruction and increasing achievement.</li> <li>10. Feeder system conversations regarding students, student achievement and best practices.</li> </ol>
<b>Measurable Objective</b>	<b>Action Plan, Strategies, and Professional Development</b>
<p><b>The total percentage of students on the CSAP who score unsatisfactory category will decrease by 10%</b></p>	<ol style="list-style-type: none"> <li>1. Mind Center intervention lab will provide support for students who are performing in the unsatisfactory category.</li> <li>2. IEP support through the Education Support Services at FRHS will assist special needs students to maximize their learning potential.</li> <li>3. Counselors will provide guidance on course selections for students.</li> <li>4. Support for quality instruction through technology including Smart Board and Black Board.</li> </ol>

**SECTION IV  
SENIOR HIGH SCHOOL ACCREDITATION PLAN  
2005-2006**

**School:** Fossil Ridge High School

**Academic  
Focus:**

**ADVANCED COURSES**

**Goal:** Increase the number of students in Advanced Placement Classes.

<b>Measurable Objective</b>	<b>Action Plan, Strategies, and Professional Development</b>
<p><b>The number of students enrolled in secondary advanced classes will increase by 10% by the year 2005-2006 (pre-Advanced Placement, Middle Years IB program, Honors, Advanced Placement, and International Baccalaureate). Specific emphasis should be placed on students receiving free/reduced lunch benefits and Hispanic students.</b></p>	<ol style="list-style-type: none"> <li>1. Increase course offerings as staffing becomes available.</li> <li>2. Counselors will work closely with all students to encourage appropriate course placement based on data and interest.</li> <li>3. AP teachers will attend AP training and engage with AP peers in PSD.</li> </ol>

**Provide a synopsis of your Staff Development Plan for the 2005-2006 school year.**

**School-Based Staff Development Plan**

<b>Activity/Activities</b>	Late Start Tuesday will focus on day a month to staff development	District Wide staff development opportunities will be provided to all staff members through emails.	AP teacher training.	Computer applications including MAC and Blackboard will be offered.	Small Learning Community and Professional Learning Community Conversations.
<b>Goal Addressed or Rationale for Providing Support for the Training</b>	Technology and communication	On going systemic improvement of teaching and learning	Insurance of quality instruction in AP classes	Utilization of equipment; communication with parents and technology as a tool to improve learning.	Encourage conversations regarding data; achievement,
<b>Staff Members involved. (Please indicate whether participants are administrative, certified, classified or other.)</b>	All certified and administrative.	All Staff	All AP teachers	Both Certified and Classified Staff	All certified staff
<b>Timeline</b>	Monthly	As they develop	Yearly	Monthly	Twice a month
<b>Evaluation Method</b>	# of staff who enroll and complete course offerings	# of staff who take advantage of District offerings	# of staff who teach AP and have had training	# of Blackboard sites at FRHS.  Utilization of MAC programming reported by Frank Moster and Will Allen.  NSBA Conference	# of assessments created and on-going improvement of student learning
<b>Cost and Source of Funds</b>	None	Depends on courses taken. 27% of budget will be used by Classified staff.	\$3000.00	\$2500.00 \$1200.00	none
<b>Implementation Plan</b>	Priority and will be scheduled into the day.	On going with interest.	Encourage staff we hire to take advantage of the training offered.	Starting classes in October 2005.  NSBA Conference October 26-28	Priority for master schedule and late start days.

**Briefly describe your safe and drug free school plan. Include activities, programming and curriculum used for violence prevention/bully proofing as well as prevention of alcohol, tobacco and other drug use. Respond to those that apply.**

<p>Curriculum          Character Education is one of the foundations of FRHS.          Strict enforcement of drug and alcohol policy.          School wide red ribbon week activities.          Safe choice assembly for all students with State Patrol.</p>	<p>Advisory Class – 18:1 ratio, 88 minutes a week, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade. Focus on choices and positive behavior.          Safe school assessment – junior level.          Colorado Safe Schools Project          Evaluation of student behaviors through the Social Norms Survey.</p>
<p>Internal Communication          Staff feels secure in the high level of information that is shared during and after a crisis. Training is completed before the start of school to make sure that loop holes have been filled. Practice drills ensure understanding of the procedures.          Required staff development provides skills for child abuse reporting, harassment and procedures to handle students who may be involved in drugs, alcohol and violence.</p>	<p>Crisis Intervention Team          Training for team Fall 2006          Calling Tree in the hands of all staff members          Code 99 Drill.          Emergency folders for each staff member.          Crisis center established with separate email list and phone system.          Red/Green cards for fire check in with staff.          Use of unicators for group communication in crisis.</p>
<p>Culture/Climate          (School-wide efforts to positively impact the culture of your school and increase levels of school connectedness)</p>	<ol style="list-style-type: none"> <li>1. Advisory Class to create a small team of students with one significant staff member for the three years of high school.</li> <li>2. School-wide assemblies/events</li> <li>3. Sophomore Orientation/Lockin, before school starts sophomores have 8 hours together with upper class leaders to find their way around school and make friends.</li> <li>4. Parent sophomore orientation, before school starts to help parents adjust to high school.</li> <li>5. 300 student case load for counselors</li> <li>6. Character Education focus in both curricular and extra-curricular activities.</li> <li>7. Discipline code, procedure and policies that focus on a safe, caring school.</li> <li>8. Grade level articulation teams through Smaller Learning Community Teams of 12 teacher for each grade level in each wing house.</li> <li>9. Project Promise and mentor adults for at-risk youth and the Mind Center for academic support.</li> <li>10. Updated and accurate webpage.</li> <li>11. Spirit wars for grades to compete in.</li> </ol>
<p>Student Assistance Service          (Role EAS, Threat Assessment Specialist, SRO? Play in building)</p>	<p>District services on call as needed.          Threat Assessment was used on two occasions in 2005-2006.          SRO is visible at events, in classrooms and on campus.          Internet Safety class for parents taught by police officers.          Smaller Learning Community Teacher Teams to support students.          Advisor/Advisee Class for student support both emotional and academic.</p>
<p>Physical Plant          (Revisions/additions to building to increase safety, i.e. cameras, speed bumps, lighting etc...)</p>	<p>Traffic patterns are being studied.          Increase in security cameras has been requested (Aug 2006).          All doors locked after the first bell.          Sign in for visitors.          Visitor name tags on all guest.          Closed Campus for outside student visitors.           PSD did a Safe Environment Assessment in the Spring of 2006</p>
<p>Community/Neighborhood Safety          (Outreach efforts directed at parents and other community members to assist school safety issues)</p>	<p>PAB          SRO outreach to parents and the community          Notice to neighbors about events at school.          SRO presence when requested in neighborhood.          Internet Safety presentation.</p>
