



SILVER CREEK SCHOOL  
**FAMILY HANDBOOK**  
2023-2024

1060 Fox Acres Road  
Hailey, ID 83333  
208-578-5060  
[blaineschools.org/schs](http://blaineschools.org/schs)



# TABLE OF CONTENTS

<b>GENERAL INFORMATION</b>	<b>3</b>
District Philosophy	3
School Philosophy	3
Contact Information	4
<b>ALTERNATIVE HIGH SCHOOL</b>	<b>5</b>
Mastery-Based Education	5
<b>EXPECTATIONS</b>	<b>6</b>
Classroom Expectations	6
Common Area Expectations	6
Lunchroom Expectations	6
Bathroom Expectations	7
Exterior School Grounds Expectations	7
Office/Lobby Expectations	7
Technology Expectations	8
<b>DAILY SCHEDULE</b>	<b>9</b>
<b>ACADEMIC ACHIEVEMENT</b>	<b>10</b>
Grade Placement	10
Graduation Requirements	10
<b>RESTORATIVE JUSTICE</b>	<b>11</b>
Restorative Interventions: Tiers of Impact	11
Restorative Practices	12
Dances	13



## GENERAL INFORMATION

### District Philosophy

#### Mission

The mission of Blaine County School District is to inspire, engage, educate and empower every student.

#### Values

Balancing rigorous, evidence-based instruction with an environment of collaboration, compassion, humility and inclusion to help every student succeed at the highest level.

### School Philosophy

#### Mission

The mission of Silver Creek High School is to create an environment which accepts and honors the way all students learn.

#### Vision

The vision of Silver Creek High School is to help all students show up for themselves, recognize their unique value, and believe there is a path to their personal success.

#### Values

Self-Awareness  
Community  
Hope  
Success

**Grades:** 9th - 12th Grade

**Mascot:** Dragons



## Contact Information

Mailing Address	1060 Fox Acres Road, Hailey, ID 83333
School Office Phone	(208) 578-5090
School Office Fax	(208) 578-5190
District Website	<a href="https://www.blaineschools.org">https://www.blaineschools.org</a>
School Website	<a href="https://www.blaineschools.org/schs">https://www.blaineschools.org/schs</a>

NAME	POSITION	PHONE	EMAIL ADDRESS
Toni Boush	Principal	(208) 578-5091	<a href="mailto:tboush@blaineschools.org">tboush@blaineschools.org</a>
Laura Georgiades	Administrative Assistant	(208) 578-5060	<a href="mailto:lgeorgiades@blaineschools.org">lgeorgiades@blaineschools.org</a>
Dr. Tim Price	English Language Arts	(208)578-2601	<a href="mailto:tprice@blaineschools.org">tprice@blaineschools.org</a>
Robert (Bob) Polk	Science	(208) 578-2606	<a href="mailto:rpolk@blaineschools.org">rpolk@blaineschools.org</a>
Craig Kaminiski	Social Studies	(208) 578-2604	<a href="mailto:ckaminski@blaineschools.org">ckaminski@blaineschools.org</a>
Lindi Davis	Math	(208) 578-2603	<a href="mailto:ldavis@blaineschools.org">ldavis@blaineschools.org</a>
Floyd Padilla	Para-professional	(208) 578-5060	<a href="mailto:fpadilla@blaineschools.org">fpadilla@blaineschools.org</a>
Kelly Cuskey	Academic Support	(208) 578-5436	<a href="mailto:kcuskey@blaineschools.org">kcuskey@blaineschools.org</a>
Liz Clark	Transition/College/Career	(208) 578-2260	<a href="mailto:lclark@blaineschools.org">lclark@blaineschools.org</a>
Michele Preuss	Social Worker	(208) 578-5063	<a href="mailto:mpreuss@blaineschools.org">mpreuss@blaineschools.org</a>
Jami Delgado	Psychologist	(208) 578-5060	<a href="mailto:jdelgado@blaineschools.org">jdelgado@blaineschools.org</a>
Allison Burns	School Nurse	(208) 578-5038	<a href="mailto:aburns@blaineschools.org">aburns@blaineschools.org</a>





## ALTERNATIVE HIGH SCHOOL

Silver Creek High School is an SDE-approved alternative school that is fully accredited through AdvancED. SCHS currently serves 9th through 12th-grade students in the District who meet at-risk criteria as determined by Idaho Code.

### What is an Alternative High School?

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios, and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section.

*Approved alternative secondary school programs must follow state code: Idaho Department of Education Code [IDAPA 08.02.03.110 Alternative Secondary Programs](#) and Idaho Code Sections [33-1002](#); [33-1002C](#); [33-1002F](#).*

### Mastery-Based Education

Silver Creek High School is a Mastery-based education school that empowers students, personalizes learning, supports the demonstration of competencies (the knowledge, skills, and personal attributes that lead to success), and recognizes mastery by allowing students to advance as they demonstrate their knowledge and skills regardless of time, place, or pace throughout each core content area.



SCHS is a member of the [Idaho Mastery Education Network](#) (IMEN). IMEN provides the academic framework that meets the rigorous academic expectations of the District as well as the alternative programming required by the State of Idaho. Through each task performance, learners create a culmination of their standards integrated into the competencies.



## SHOWING UP

SELF-AWARENESS • COMMUNITY • HOPE • SUCCESS

	Below Proficient	Proficient	Advanced
Attendance & Timeline	<p>I am not where I am supposed to be when class starts.</p> <p>I can attend class, but not regularly. I have more than six unexcused absences in one or more classes.</p> <p>I leave class without permission.</p> <p>I don't return to class promptly.</p>	<p>I can be seated where I am supposed to be when class starts.</p> <p>I can attend every class with fewer than six absences.</p> <p>I can stay in class unless I have permission to leave.</p> <p>I can return to class promptly.</p>	<p>I can choose to sit in a place where I can learn best.</p> <p>I can attend class every day, as well as communicate future absences.</p> <p>I can stay in class.</p> <p>I can use my breaks thoughtfully.</p>
Preparedness	<p>I come to class without all of my required materials.</p> <p>I come to class without taking care of my needs.</p>	<p>I can come to class with the required materials every day (ie: charged Chromebook)</p> <p>I can come to class having already taken care of my needs (ie: hydrated, rested, regulated, and have cared for my needs).</p>	<p>I can come to class each day with the required materials and communicate what I may need to advance my learning.</p> <p>I can proactively communicate my needs and self-advocate for them.</p>
Readiness to Learn	<p>I distract myself and/or others.</p>	<p>I can recognize what distracts me and others, and make adjustments.</p>	<p>I can anticipate potential distractions and make adjustments to advance my learning.</p>



	<p>I pay attention to instruction and direction, but only with repeated reminders and redirection.</p> <p>I can't follow classroom routines.</p>	<p>I can actively listen for instructions and ask questions for clarification.</p> <p>I can follow classroom routines.</p>	<p>I can actively listen for opportunities to participate in learning.</p> <p>I can participate as a leader in establishing classroom norms.</p>
--	--	--	--

## SELF AWARENESS

SELF-AWARENESS • COMMUNITY • HOPE • SUCCESS

	Below Proficient	Proficient	Advanced
Emotion & Nervous System Regulation	I can name my emotions and identify where I am on the CRM scale.	I can name my emotions, identify where I am on the CRM scale, then make adjustments by utilizing coping strategies.	I can anticipate my emotional and behavioral reactions, and then utilize coping strategies.
Resiliency	I can recognize when I am uncomfortable.	I can recognize when I am uncomfortable, and I can use coping strategies to get through it.	I can anticipate what makes me uncomfortable, use coping strategies, and accept discomfort as part of learning and growing.
Feedback	I avoid, don't listen to, or ignore feedback when it is offered.	I can openly receive feedback and demonstrate it in my work and/or behavior.	I can ask for feedback, with courage and vulnerability.



## SOCIAL AWARENESS

SELF-AWARENESS • COMMUNITY • HOPE • SUCCESS

	Below Proficient	Proficient	Advanced
Read the room	I can recognize/acknowledge classroom norms, who is present, when (time), where I am, and what is happening. (“Who, what, where, when, why”)	I can recognize/acknowledge classroom norms, who is present, when (time), where I am, and what is happening. Then, adjust my behavior accordingly.	I can anticipate norms/conditions and proactively adjust my behavior before entering a new space.
Impact	I can recognize how others are responding to my behavior.	I can recognize how others are responding to me, identify my negative behavior, and adjust it positively.	I can change my future behavior to maintain and encourage a positive impact on my community.
Empathy	I can recognize others’ tone, feelings, body language...etc.	I can recognize others’ tone, feelings, body language, etc. and show my understanding of another’s needs with curiosity and non-judgment.	I can show compassion for others’ struggles and needs, and celebrate others’ joys. I follow up and check-in with others.





## DAILY SCHEDULE

If a student is ill or absent, parents are expected to call the office in the morning to report and excuse their absence.

MONDAY, TUESDAY & FRIDAY		WEDNESDAY		THURSDAY	
8:30 - 9:15	Advisory (SEL)	8:30 - 9:30	Advisory (SEL)	8:30 - 9:30	Advisory (SEL)
9:15 - 10:20	2nd Period English Environmental Science Integrated Math US History	9:30 - 9:43	Whiteboard Mtg	9:30 - 9:43	Whiteboard Mtg
10:23 - 11:28	3rd Period English Biology Integrated Math Science Government	9:43 - 10:53	2nd Period English Environmental Science Integrated Math US History	9:43 - 10:53	3rd Period English Biology Integrated Math Government
	Integrated Math	10:55 - 12:05	5th Period English Physical Science Integrated Math	10:55 - 12:05	6th Period English Forensic World
11:31 - 12:05	4th Period History Small Group Skills Credit Recovery		Economics		
		12:05 - 12:45	Lunch	12:05 - 12:45	Lunch
		12:45 - 1:30	Electives & School to Work	12:45 - 3:00	Electives School to
12:05 - 12:45	Lunch & Work				
12:45 - 1:50	5th Period English Physical Science Integrated Math Economics				
1:53 - 3:00	6th Period English Forensic Science Integrated Math World History				



## ACADEMIC ACHIEVEMENT

### Grade Placement

To move to the next grade level or level up, a student must successfully complete the following credits for placement: 10th – 13 credits, 11th – 26 credits, 12th – 39 credits.

### Graduation Requirements

Content Area	Credits Required
ENGLISH	8
HEALTH*	1
HUMANITIES	2
MATH**	6
SCIENCE	6
SENIOR PROJECT	1
SPEECH***	1
SOCIAL STUDIES ELECTIVE****	1
US HISTORY	2
AMERICAN GOVERNMENT	2
ECONOMICS	1
<b>TOTAL CREDITS</b>	<b>46</b>

Students must take either the ACT or SAT by graduation. The state pays for the cost of the SAT and for some Advanced Opportunities Credit/Dual Credit courses.

*\*Medical Technology will fulfill the Health requirement.*

*\*\*Passing Algebra I and Geometry are required for graduation and 2 credits must be taken during the last year of high school.*

*\*\*\*Two credits of Debate, or Exhibitions, will fulfill the speech requirement.*

*\*\*\*\*Extra Social Studies credit can be Global Perspectives or World History.*

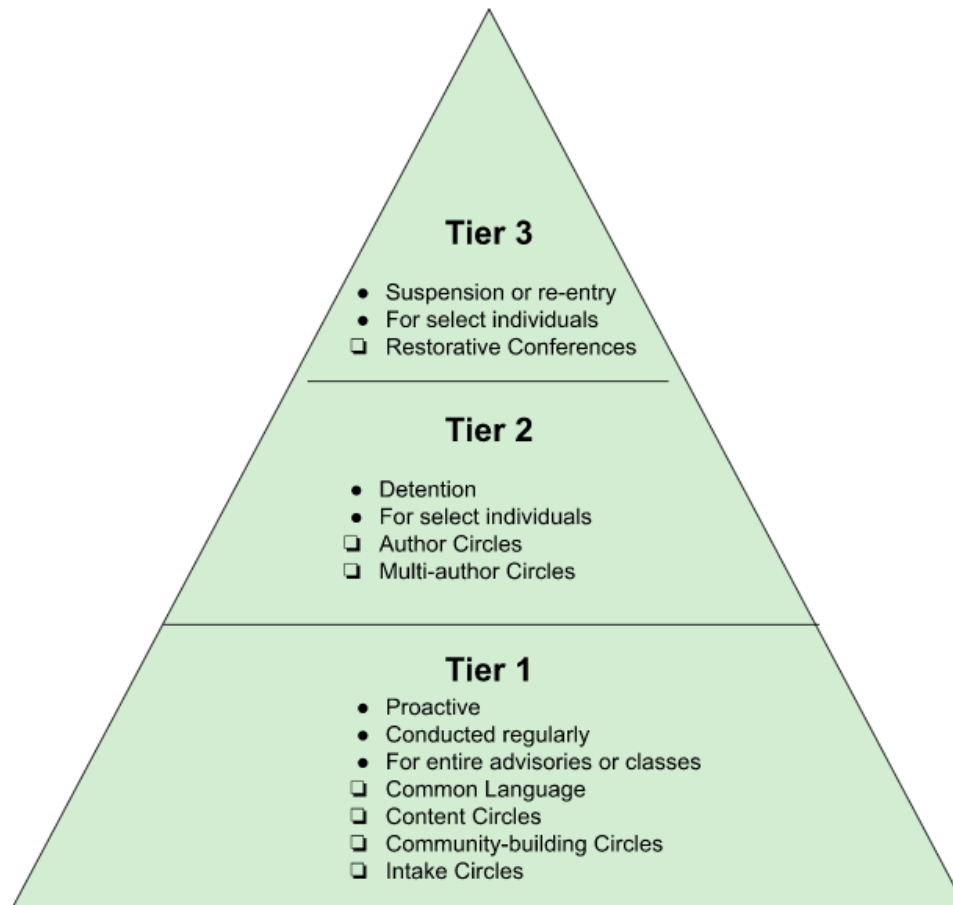


## RESTORATIVE JUSTICE

At Silver Creek we practice Restorative Justice, which is a relational approach to conflict. We recognize that decisions are best made and conflicts are best resolved by those most directly involved in them. Restorative Justice seeks to develop good relationships and restore a sense of community in an increasingly disconnected world.

It is our hope that these practices will decrease the need for suspensions and other forms of traditional discipline, improve the health of our school community, and increase academic outcomes. Through taking accountability, recognizing the impact of our actions, understanding our values, making commitments, and taking actions to repair harm, we can create a healthier school community. We are better when we are together. Taken from books written by: Nicholas Bradford and David Lesal; Bob Costello, Joshua Watchel & Ted Watchel.

### Restorative Interventions: Tiers of Impact





## Restorative Practices

With Restorative Practices, we are always looking at behavior through an “impact lens”. Therefore, while the matrix below displays typical responses to substance use/possession at school, the Restorative Justice team always reserves the right to waver from this matrix and suggest a higher or lower-level intervention based on the impact that the behavior had on the school community. Sometimes drug testing is administered as part of the investigative process when substance use is reasonably suspected. This is handled by the building principal.

Offense	Instance	Punitive/Traditional	Restorative
Under the influence at school (not used on campus)	1	Parent/Guardian notified. Immediate suspension for the remainder of the day. Confiscation of substances and/or paraphernalia.	Tier 2 Circle
	2	Parent/Guardian notified. Immediate suspension for the remainder of the day. Confiscation of substances and/or paraphernalia. SRO notified.	Tier 3 Conference
	3	Parent/Guardian notified. Immediate suspension for the remainder of the day, plus an additional 1-3 days. Confiscation of substances and/or paraphernalia. SRO notified. Diversion suggested.	
Use of illegal substances at school	1	Parent/Guardian notified. If under the influence, immediate suspension for the remainder of the day. Confiscation of substances and/or paraphernalia.	Tier 2 Circle
	2	Parent/Guardian notified. If under the influence, immediate suspension for the remainder of the day. Confiscation of substances and/or paraphernalia. SRO notified.	Tier 3 Conference
	3	Parent/Guardian notified. If under the influence, immediate suspension for the remainder of the day, plus an additional 3-5 days. Confiscation of substances and/or paraphernalia. SRO notified. Diversion suggested.	
Possession of illegal substances/ paraphernalia at school	1	Parent/Guardian notified. Confiscation of substances and/or paraphernalia.	Restorative conversation with principal/ social worker.
	2	Parent/Guardian notified. Confiscation of substances and/or paraphernalia.	Tier 2 Circle
	3	Parent/Guardian notified. Confiscation of substances and/or paraphernalia. SRO notified.	Tier 3 Conference



## **Dances**

Students must have a current ID card. Each student may sponsor one guest per event. Any student bringing a guest must complete and turn in a guest pass 24 hours prior to an event. The guest pass slip and guest ID must be presented at the door. A guest is defined as a high school student up to the age of 21. All SCHS policies will be enforced including the dress code. Any student violating Board policy may not be allowed to attend dances for one year from the date of infraction.

