



School for Urban Planning & Architecture (SUPAR) Handbook

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For

Students, Parents and Volunteers

July 26th, 2010

Preface

In the fall of 2004, Dr. Kirk Harris, an adjunct faculty member in the Planning Department at the University of Wisconsin-Milwaukee (UWM) presented his colleagues with the possibility of involving the department in educational reform efforts ongoing in Milwaukee. From this discussion, a graduate seminar was offered in the spring of 2005 to further investigate the idea. Seminar participants started to explore the possibility of starting a public high school that would employ the themes of architecture and urban planning to impart relevant skills and encourage educational and life success for Milwaukee youth. Determining through research and discussions that the idea was a feasible one, in August 2005 The School of Architecture and Urban Planning at UWM convened a school planning team, consisting of high school teachers, a high school student, UWM graduate students and faculty, and community representatives. Since then, the planning team has been meeting to discuss the concept in greater depth and formulate a shared vision that will enable us to achieve our goal of providing a quality educational opportunity for Milwaukee youth. SUPAR's planning team chose to seek charter status as an MPS Instrumentality High School. Charter approval was received in October 2006 from the MPS School Board.

SUPAR has been created through the talents and efforts of many people. Among our key planning team members and advisors are the following individuals:

Kirk Harris: UWM Urban Planning Adjunct Professor
Nancy Frank: UWM Urban Planning Professor
Bill Huxhold: UWM, Urban Planning Professor
Cris Parr: MPS Teacher
Joe Stagg: UWM, Architecture Professor
Levar Garry: MPS 2007 grad, UWM Architecture student
Mike Hacker: UWM, Architecture Student
Patricia Torres: Parent and UWM Center for Urban Initiatives and Research
Rene Antrop-Gonzalez: UWM, Education Professor
Taryn Roch: Urban Strategies, Project Coordinator
Welford Sanders: Martin Luther King Economic Development Corporation
Ken Tatum: Milwaukee Area Technical College Teacher
George Garland: Milwaukee Area Tech. College Teacher
Meg Fisher: MPS Teacher
Beth Leonard: City of Delafield Alderperson
Mark Keane: parent and UWM, Architecture Professor
Tammy Taylor, UWM, Undergraduate Advisor
Eric Fowler: Patrick Engineering, GIS Manager
John Parr: Education Evolving, Director
Chantel Harpole: UWM, Architecture Student
Linda Keane: parent and School of Architecture, Chicago, Professor
Shirley Robinson: Families and Schools Together
Mario Hall: YMCA Coordinator
Tom Moes: Planner, Land Use Division: SEWRPC

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Introduction/SUPAR's Philosophy

Introduction

This Handbook was created by a group of students, staff and community members to guide the creation and operation of the SUPAR. We consider it a work in progress. Each year, students, parents, teachers, and community members review and revise it in light of new experiences and new learning, and rededicate ourselves to each other and to our shared values. If you have suggestions for changes or additions, please let us know.

SUPAR's Philosophy

Our overarching philosophy is simple: RESPECT and RESPONSIBILITY. Respect for self, respect for others, and responsibility for our actions is the foundation upon which SUPAR's programs and curriculum are built. This includes responsibility for our community also. We believe strongly in the concepts of social justice and intend for our school to have a positive impact on the community as a whole. This is our school. By choosing to attend or work at SUPAR, we each have the right and responsibility to make SUPAR a safe and welcoming place to come and learn. SUPAR will serve as an example to other schools!

We believe:

- Learning is a habit of questioning and discovery;
- We learn in order to improve ourselves and our environment;
- We continue to learn throughout our lives—teachers just as much as students;
- We learn best when we are engaged in something of interest;
- Being engaged means being personally invested in a topic, being actively involved in solving a real problem, and creating an outcome that means something.

SUPAR's **mission** is to bring high school students to proficiency and beyond by preparing them for successful careers and introducing them to the skills and professions involved in planning, designing, and transforming communities to create a better future.

Core Values

During the first week of each year, we will discuss our values as a school (involving teachers, students, parents, and community supporters). Before SUPAR's opening, our work has been shaped by the following values:

Respect Teamwork

Responsibility Determination

Honesty Pride

Social Justice

Decision-Making Structure

SUPAR is a Milwaukee Public School Instrumentality Charter. We follow a Modified Year Round calendar. Our school is managed by three inter-related groups: (1) a Teacher Professional Practice (cooperative), (2) an elected Governance Board, and (3) CUFS (Community United for SUPAR) made up of student leaders, staff and community members.

Teacher Professional Practice

Unlike most schools run by a principal, SUPAR is one of a growing number of schools in which teachers take responsibility for the day-to-day operation of the school and achieving the school's goals. While Cris Parr serves as the Lead Teacher, each teacher is responsible for specific administrative and operational tasks.

SUPAR's Philosophy

Governance Board

The Governance board consists of parents of SUPAR students, a SUPAR teacher, our Student Council President, community members and representatives from UWM's School of Architecture and Urban Planning and School of Education. We are working toward having at least half of the members be SUPAR parents. The School Governance Council will be responsible for:

- garnering in-kind resources that will be used for professional development, student projects, career, academic, and personal development;
- raising additional funds to support the school's program;
- evaluating SUPAR's performance and making recommendations for improvements to the educational program, including setting criteria for teacher peer review;
- providing financial oversight.

The Governance Board plays a key role in assuring parental and community involvement in SUPAR. The Board gives parents a true voice in how the school functions. Board meetings will be held at times when parents and community members can attend to express their ideas and concerns about SUPAR, their child, or other related issues.

Student Leadership, CUFS, Peer Mediators

Providing students with an effective voice in the operation and success of SUPAR, is critical to creating a learning environment in which students feel supported and empowered. The Student Leadership Council represents the entire student body, and is structured to ensure representation from each advisory. The Student Leadership group provides opportunities for students to demonstrate leadership skills and to participate in democratic decision making.

CUFS

CUFS is a group comprised of Student Leaders, staff, and community members. This group works together to address issues at SUPAR, plan and organize activities and deal with peer mediation situations in Circle. They establish and maintain guidelines and expectations for appropriate behavior and accountability. They address quality of life issues in the school and encourage a broad range of extracurricular opportunities for students. They serve as catalysts for school-wide community service projects. We expect SUPAR students to become leaders in making positive change in our community. We hope that many new students will become involved in these leadership positions at school!

School Environment

SUPAR is designed to be a safe and welcoming place. Our team recognizes the importance of creating the right environment for students to learn. Words on this page cannot create the environment; only our actions—day in and day out—can create an environment in which everyone feels supported to do their best work. We can, however, lay out the kinds of actions that will contribute to creating a supportive environment. We rely on the —Three R's|| to describe the preconditions for a supportive learning environment: respect for self, respect for others, and responsibility for our actions.

Respect for Ourselves

Unless we each respect ourselves, we are unlikely to respect others. SUPAR advisory groups provide opportunities for students to learn about themselves, their aspirations, and how to strive for success while living with disappointments and overcoming failures.

- Take into account that great achievements involve great risk.
- When you lose, don't lose the lesson.
- Open your arms to change, but don't let go of your values.
- Approach life and learning with joyful abandon.

SUPAR's Philosophy

Respect for Others

Success in school requires positive relationships with people at school. A positive learning environment requires harmony among many people with different goals and different priorities.

- A caring atmosphere is the foundation for your life.
- Don't let a little dispute injure a great relationship.
- When you realize you have made a mistake, take immediate steps to correct it.
- Share your knowledge. It is a way to achieve immortality.

Responsibility for Actions

Learning to take responsibility for our actions is one of the hardest lessons in becoming a mature adult. Learning this lesson prepares one for success.

- Judge your success by what you had to give up in order to get it.
- Failure is the first step toward learning something new.
- Remember that not getting what you want is sometimes a wonderful stroke of luck.
- Be honest with yourself and with others.
- Be gentle with the earth.
- Question authority, as gently as possible. Be prepared to accept the consequences of doing so.

Putting these BIG IDEAS into action every day starts with small acts of kindness and courtesy. SUPAR students will:

- Respect themselves, others, and property;
- Be responsible for themselves and their environment;
- Be positive representatives for SUPAR;
- Be good listeners;
- Be caring, helpful community members;
- Be honest;
- Take care to use only appropriate physical contact;
- Resolve conflicts in a positive manner;
- Remember to use sidewalks and crosswalks;
- Treat all of our neighbors—residents near the school, teachers and students in other parts of our building, and storekeepers in the neighborhood—with the same respect that we practice toward each other in SUPAR.

Specifically, SUPAR students will:

- Use appropriate language;
- Stay off of neighbors' lawns, fences, and property;
- Park in acceptable areas of the neighborhood;
- Not smoke within 2 blocks of the school building; and
- Be aware of and follow all rules in MPS's Student Rights and Responsibilities book and the rules of Acceptable Use of technology/internet.
- Attend all school, service, shadowing experiences, etc. in order to take full advantage of all learning/credit earning experiences.
- Follow MPS cell phone policy and AUP policy for computer usage.

SUPAR's Approach to Learning

SUPAR's Approach to Learning

SUPAR is organized to allow students to learn by doing projects on topics that are meaningful to them. This section of the handbook describes this approach, called project-based learning.

Advisory Group Structure

At SUPAR, we are divided into advisory groups of approximately 20 students per advisor. These groups provide the framework necessary to implement our individualized program. Each student will have the opportunity to remain with their advisor throughout their years at SUPAR.

This structure:

- Helps students develop more responsibility for their own behavior and their own learning.
- Is built on continuous progress for students rather than repetition of steps or grades.
- Involves a holistic approach to instruction.
- Is child-centered rather than test-driven.
- Encompasses the philosophy of "Success Teaches Success."
- Is designed to encourage collaborative learning and planning.
- Affords each child the opportunity for success through whole group instruction, small group instruction, and center activities.
- Gives students the opportunity to learn from each other, fostering positive peer relationships and opportunities for peer tutoring.
- Helps to build self-confidence.
- Provides opportunity for students to challenge themselves to higher level skills.
- Provides a safe environment that promotes their physical, social, emotional, and cognitive development.
- Allows advisors to get to know their student's families.

Project-Based Learning

Our students work in a non-traditional manner to earn credit. They do not attend traditional classes or follow a bell schedule. The day looks like a day in an office, with meetings being held when needed with advisors in each area of the curriculum. For much of the day our students work independently.

They may attend workshops or seminars in order to work to master a particular area of the curriculum. Oftentimes, students will be off-site accessing resources at UWM or elsewhere in the community. Students may also be out in the community observing people at work, attending public meetings or engaging in an internship or community service. Students choose the topic of the project they work on based on their own interests and the areas of the curriculum in which they need credit. First year students may participate in a few guided and group projects in order to become accustomed to the process itself.

All student work is evaluated based on specific standards of performance, called a rubric. Each rubric assigns scores (from 1-4 with 4 being the highest) to reflect the level of achievement that the student attains in relation to each learning goal for the project. The rubric will specify the amount of credit toward graduation requirements that satisfactory performance achieves.

To Begin a Project

1. **Select a topic:** SUPAR students can find potential topics by browsing the SUPAR collection of projects related to community planning and design, looking through the newspaper, watching the news, or talking to people at home and in their community. If a student is struck by a subject, and wonders how or why something occurs, then that could be a great topic to pursue.

SUPAR's Approach to Learning

2. Discuss the topic idea with each advisor on the team. Determine which skills/competencies will be worked on and develop the rubric. Set up a schedule to meet with advisors and peers weekly during the quarter.

3. **Set up the schedule** for working on the projects. Be sure to work at least 5 hours a week on each of the main areas of the curriculum: reading, language arts, social studies, science and math.

4. **Brainstorm** a list of questions about the topic or create one guiding question. Use Bloom's Taxonomy (see below) as a guide so that the information you delve into will be considered higher level information.

5. **Turn in proposal for your project.**

6. **Do the background research** to answer your questions (more questions may be added as new information is discovered).

7. Students are expected to keep a daily log of activities in their binders.

8. Think about the **various areas of the curriculum** that fit into the project. Try to include a variety of areas (at least three).

9. Keep in mind that a **primary source and at least three types of secondary resources** should be used and cited in the bibliography. A project will not earn full credit if the information is all from internet sources. Also keep in mind that the validity of your sources will need to be determined.

PROJECT HINTS

Every project begins with an idea, but it doesn't end there. Projects are ongoing, whether they are 25 hours or 300 hours. Keep your advisor and proposal team informed of your progress. Whenever you have questions or obstacles, let someone know.

- When you are stuck, move on to another aspect of the project.
- Research, research, research.
- Discuss with advisor or aides any or all components of your project.
- You would be surprised where ideas come from.
- Be original.
- Document all sources for works cited page.

Blooms Taxonomy

We believe that it is critical for students to push their learning to higher levels. The goal is not to be able to memorize and repeat information, but rather to be able to evaluate, synthesize, and analyze information. Benjamin Bloom identified six levels within the cognitive domain, from simple recall through more abstract mental levels, such as evaluation.

Level 1: Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, and state

Level 2: Understanding/Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate

Level 3: Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write

Level 4: Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test

Level 5: Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write

Level 6: Evaluation: appraise, argue, attach, assess, choose, compare, defend, estimate, judge, predict, rate, select, support, value, evaluate

SUPAR's Approach to Learning

Completing a Project

1. Be sure there is a **thesis statement** (when appropriate), an **introduction**, and a **clearly worded conclusion**. The same will be true of your oral presentation. Remember that the introduction should bring your audience into the topic and make them interested. The conclusion should tie everything together and clarify your original intent for doing the research in the first place.
2. The final paper/project should include an **outline**, the **rubric**, a **bibliography** and the **research** that was completed. It should also include other visuals (which make the presentation more interesting and easier to understand).
3. **Meet with your team** weekly to be sure that you have everything you need and stay on track for completion.
4. **Practice your presentation** before actually doing it for evaluation/credit. Gather a small group to be your audience. Rely on them to evaluate your performance and give you constructive feedback so that you can make some final adjustments to your presentation.
5. **Present** your research.
6. Write up your **reflection** about the project.
7. **Turn in everything to your primary advisor** (signed assessment sheets, rubrics, reflection, etc.).
8. **Present** during Symposium Week for oral presentation credit and to —show the world|| what you've accomplished.
9. Place graded work in your **portfolio** of completed projects.

MLA CITATIONS & AVOIDING PLAGIARISM

The knowledge you discover through research provides the context and much of the content for your informed writing. Other writers' ideas can inspire you to continue research or rouse you to debate their points in your writing. For this reason you need to make explicit what source materials you are relying upon. You must identify, through reference and documentation, those points of connection between your thoughts and the thoughts of other writers who came before you. **Reference is the art of mentioning other writers' words, ideas, or information in the course of your own argument. Documentation is the technique of accurately identifying the precise sourced of others' words ideas and information.** Through skillful reference and correct documentation, you can demonstrate the relationship of your own comments to the ongoing written conversation, making it easier to communicate what want to say and easier for your reader to understand your meaning.

Works Cited (Bibliography)

List Format

- Begin your works cited list on a separate page from the text of the essay under the label Works Cited (with no quotation marks, underlining, etc.), which should be centered at the top of the page.
- Make the first line of each entry in your list flush left with the margin.
- Subsequent lines in each entry should be indented one-half inch. This is known as a —hanging indent.
- Double space all entries, with no skipped spaces between entries.
- Keep in mind that underlining and *italics* are equivalent; you should select one or the other to use throughout your essay. Be consistent.
- Alphabetize the list of works cited by the first word in each entry (usually the author's last name).

SUPAR's Approach to Learning

Need to Document	No Need to Document
When referring to someone else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium.	When you are using "common knowledge" - folklore, common sense observations, shared information within your field of study or cultural group.
When you copy the exact words or a "unique phrase" from somewhere.	When you are writing up your own experimental results.
When using information gained from an interview.	When you are writing your own experiences, your own observations, your own insights, your own thoughts, or your own conclusions about a subject.
When you use ideas others have given you in conversations or over email.	When you are compiling generally accepted facts.
When reprinting any diagrams, illustrations, charts, and pictures.	<p>*Material is probably common knowledge if:</p> <ul style="list-style-type: none"> • You find the same information undocumented in at least five sources. • You think it is information that your readers will already know.

Basic Forms for Sources in Print

If your particular case is not covered here, use the basic forms to determine the correct format, consult the *MLA*.

- **Books**
 - Author(s). Title of Book. Place of Publication: Publisher, Year of Publication.
- **Book with one author**
 - Henley, Patricia. *The Hummingbird House*. Denver: MacMurray, 1999.
- **Two books by the same author**
 - (After the first listing of the author's name, use three hyphens and a period for the author's name. List books alphabetically.)
 - Palmer, William J. *Dickens and New Historicism*. New York: St. Martin's, 1997.
 - ---. *The Films of the Eighties: A Social History*. Carbondale: Southern Illinois UP, 1993.

SUPAR's Approach to Learning

- **Book with more than one author**
 - Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000.
 - If there are more than three authors, you may list only the first author followed by the phrase et al. (the abbreviation for the Latin phrase "and others") in place of the other authors' names, or you may list all the authors in the order in which their names appear on the title page.
- **Book with a corporate author**
 - American Allergy Association. *Allergies in Children*. New York: Random, 1998.
- **Book or article with no author named**
 - Encyclopedia of Indiana. New York: Somerset, 1993. "Cigarette Sales Fall 30% as California Tax Rises." *New York Times* 14 Sept. 1999: A17.
 - For parenthetical citations of sources with no author named, use a shortened version of the title instead of an author's name. Use quotation marks and underlining as appropriate. For example, parenthetical citations of the two sources above would appear as follows: (*Encyclopedia* 235) and ("*Cigarette*" A17).
- **Anthology or collection**
 - Peterson, Nancy J., ed. *Toni Morrison: Critical and Theoretical Approaches*. Baltimore: Johns Hopkins UP, 1997.
- **A part of a book (such as an essay in a collection)**
 - Author(s). "Title of Article." Title of Collection. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Pages.
 - **Essay in a collection**
 - Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34.
 - **Cross-referencing:** If you cite more than one essay from the same edited collection, you should cross-reference within your works cited list in order to avoid writing out the publishing information for each separate essay. To do so, include a separate entry for the entire collection listed by the editor's name. For individual essays from that collection, simply list the author's name, the title of the essay, the editor's last name, and the page numbers. For example:
 - L'Epplattenier, Barbara. "Finding Ourselves in the Past: An Argument for Historical Work on WPAs." *Rose and Weiser* 131-40. Peeples, Tim. "'Seeing' the WPA With/Through Postmodern Mapping." *Rose and Weiser* 153-167. Rose, Shirley K., and Irwin Weiser, eds. *The Writing Program Administrator as Researcher*. Portsmouth, NH: Heinemann, 1999.
- **Article from a reference book**
 - "Jamaica." *Encyclopedia Britannica*. 1999 ed.
- **An article in a periodical (such as a newspaper or magazine)**
 - Author(s). "Title of Article." Title of Source Day Month Year: pages. When citing the date, list day before month; use a three-letter abbreviation of the month (e.g. Jan., Mar., Aug.). If there is more than one edition available for that date (as in an early and late edition of a newspaper), identify the edition following the date (e.g. 17 May 1987, late ed.).
 - **Magazine or newspaper article**
 - Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Trembacki, Paul. "Brees Hopes to Win Heisman for Team." *Purdue Exponent* 5 Dec. 2000: 20.

SUPAR's Approach to Learning

• Basic Forms for Electronic Sources

- *The MLA Style Manual* provides extensive examples of electronic source citations in chapter six; *The MLA Handbook for Writers of Research Papers* provides extensive examples covering a wide variety of potential sources in chapter four. If your particular case is not covered here, use the basic forms to determine the correct format, consult the *MLA Handbook*.
- **If no author is given for a web page or electronic source, start with and alphabetize by the title of the piece and use a shortened version of the title for parenthetical citations.**
 - **A web site**
 - Author(s). Name of Page. Date of Posting/Revision. Name of institution/organization affiliated with the site. Date of Access <electronic address>.
 - It is necessary to list your date of access because web postings are often updated, and information available at one date may no longer be available later. Be sure to include the complete address for the site. Also, note the use of angled brackets around the electronic address; MLA requires them for clarity.
 - **Web site examples**
 - Felluga, Dino. Undergraduate Guide to Literary Theory. 17 Dec. 1999. Purdue University. 15 Nov. 2000 <<http://omni.cc.purdue.edu/%7Efelluga/theory2.html>>.
 - Purdue Online Writing Lab. 2003. Purdue University. 10 Feb. 2003 <<http://owl.english.purdue.edu>>.
 - **An article on a web site**
 - It is necessary to list your date of access because web postings are often updated, and information available at one date may no longer be available later. Be sure to include the complete address for the site. Also, note the use of angled brackets around the electronic address; MLA requires them for clarity.
 - Author(s). "Article Title." Name of web site. Date of posting/revision. Name of institution/organization affiliated with site. Date of access <electronic address>.
 - **Article on a web site**
 - Poland, Dave. "The Hot Button." Roughcut. 26 Oct. 1998. Turner Network Television. 28 Oct. 1998 <<http://www.roughcut.com>>.
 - "Using Modern Language Association (MLA) Format." Purdue Online Writing Lab. 2003. Purdue University. 6 Feb. 2003 <http://owl.english.purdue.edu/handouts/research/r_mla.html>.
 - **An article in an online journal or magazine**
 - Author(s). "Title of Article." Title of Journal Volume. Issue (Year): Pages/Paragraphs. Date of Access <electronic address>.
 - Some electronic journals and magazines provide paragraph or page numbers; include them if available. This format is also appropriate to online magazines; as with a print version, you should provide a complete publication date rather than volume and issue number.
 - **Online journal article**
 - Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." *Emerging Infectious Diseases* 6.6 (2000): 33 pars. 5 Dec. 2000. <<http://www.cdc.gov/ncidod/eid/vol6no6/wheelis.htm>>.

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- **An Online Image or Series of Images**
 - Artist if available. "Description or title of image." Date of image. Online image. Title of larger site. Date of download. <electronic address>.
 - Smith, Greg. "Rhesus Monkeys in the Zoo." No date. Online image. Monkey PictureGallery. 3 May 2003. <http://monkeys.online.org/rhesus.jpg>
- **E-mail (or other personal communications)**
 - Author. "Title of the message (if any)" E-mail to person's name. Date of the message.
 - This same format may be used for personal interviews or personal letters. These do not have titles, and the description should be appropriate. Instead of "Email to John Smith," you would have "Personal interview."
- **E-mail to you**
 - Kunka, Andrew. "Re: Modernist Literature." E-mail to the author. 15 Nov. 2000.

SUPAR's Approach to Learning

Senior Project Guidelines

1. Project Requirements:

- a. Be proposed on time, all deadlines met. Every junior will receive the Senior Project Timeline toward the middle of their junior year.
- b. Show at least 300 hours of academic, documented investment of time. All of the time spent on the project should be logged.
- c. Show thinking/creating/community and/or career connection – be original, design, discover, imagine!
- d. Include a student and team created rubric to evaluate the project.
- e. Have a presentation of at least 30 minutes plus a question and answer period for the public prior to the first week of May of the intended year of graduation.

2. Senior Project Team:

- a. Primary advisor, one additional advisor, one non-senior peer, parent, community mentor/expert
- b. Meetings must be arranged and documented with your committee throughout the process. Anyone working on a Senior Project should meet at least every other week with their team in order to stay on track and obtain the appropriate level of support.

3. Presentation Night - Expo: This event will occur in late April/early May. You should present to the staff at least three weeks prior to the public presentation night to be sure that everything is —good to go. The Expo should be an enjoyable event for everyone in attendance. This is your chance to shine and show what you've accomplished throughout your year of work.

Student Planner/Calendar

All students have a Planner/Calendar. SUPAR has purchased Planners this year for the students. The Planners contain a great deal of information including, The Seven Habits of Highly Effective Teens. Parents should review the planner with their child. Students are expected to use their planner and learn to follow a program of organization skills. Students' planners should contain homework assignments, project deadlines, notes from your child's advisor, notification of up-coming events, internship schedules, Symposium Week dates, etc. The Planner/Calendar is also an easy way to communicate with your child's advisor. The use of the planner is a part of each student's advisory credit. All meetings with advisors or mentors should be set up and recorded in the planner/calendar.

Community Service/Service Learning

SUPAR believes in encouraging a strong sense of community. In order to develop responsible, caring individuals, we expect students to take an active role in the community through volunteer work and service learning. With our community partners, SUPAR students can become involved in a wide range of activities throughout our community. Our students will spend Wednesday afternoons at a service site. It is considered truancy if the student does not go to his/her service site as scheduled. If a student is involved in service through their church or another agency, or they wish to continue at their Wednesday site after school, on weekends, or during breaks, that's great! They will receive credit for every hour of service they complete as long as they turn in the appropriate paperwork. If you have any suggestions or connections for students, please let us know.

Learning Plan Meetings/Parent Conferences

Parents/guardians are SUPAR's partners in education. Parents are welcome at SUPAR at all times. We encourage parents to maintain regular communication, especially with their child's primary

SUPAR's Approach to Learning

advisor. The staff has email and would be happy to answer any questions via email if that is the most convenient method for you to contact us. Any time you have a question or concern, give us a call. Every advisor also has voice mail, so feel free to leave a message. Throughout the year, parents are expected to meet with SUPAR advisors to track their student's progress and to adjust the student's learning plan. Four times each year, at the end of each quarter, parents **must attend** Learning Plan meetings. SUPAR advisors will be available at various times in an attempt to accommodate work schedules. These are student-led meetings. Your child will present what he/she is currently working on at those meetings and together we will plan out the goals for the next quarter. These meetings do not function like the traditional Parent/Teacher conference, which largely eliminates the student from having any role. Please be prepared to listen to your child, question him or her, and help to create the plan for the following quarter. As a team, we can accomplish so much more! In addition, parents will receive an MPS Progress Report twice a year at semester breaks.

SUPAR Graduation Requirements

Each student should earn at least .25 credit in grade-appropriate areas of the curriculum during each quarter. They should meet with their advisor every day. They should meet with each content advisor at least 8 times each quarter (approximately every other week) and log at least 15 hours in service time (with successful evaluations completed each time).

4 Credits: Language Arts

3 Credits: Math

2 Credits: Science

3 Credits: Social Studies (1 cr. U.S. History, 1 cr. World History/World Geog/World Studies, 1 cr. Urban Citizenship or American Gov. and Economics)

1.5 Credits: Phy. Ed.

1 Credit: Health

2 Credits: Foreign Language/Technology

1 Credit: Fine Arts

4.5 Credits: Life Long Learning (Design, Urban Planning, Architecture, Service, Career, Shadowing, Internships, etc.)

Total: 22 Credits

SUPAR's Advisors

Zachary Dienberg : dienbezh@milwaukee.k12.wi.us

Shane Gutbrod: shanegutbrod@hotmail.com

Tess Kenney: elogical1@mac.com

Christine Krzyzewski: krzyzecs@milwaukee.k12.wi.us

Barb Opferman: bopferman@wi.rr.com

Cris Parr: parrcm@milwaukee.k12.wi.us

Stephanie Vieaux: vieauxsc@milwaukee.k12.wi.us

SUPAR Secretary

Delia Campbell: campbedu@mail.milwaukee.k12.wi.us

SUPAR Safety

Charles Smith: smithct@milwaukee.k12.wi.us

Staff Profiles

Jason Brazil

I was born in April 1983, in Milwaukee, WI. I attended Shorewood High School from 1997-2001 and graduated from the University of Wisconsin Whitewater in 2006 with a Bachelors degree in Communication and a minor in Business Marketing. Prior to working at S.U.P.A.R., I have worked for MPS as an instructor in the Summer Recreation Program as well as at Pre-College Programs at Wisconsin-Whitewater. I have also worked in several marketing positions since the beginning of college including being a Marketing and Associate at Milwaukeejobs.com and Minacs International.

I knew that coming into a non-traditional school would take some adjustment and present several challenges, however, in my short time here I have found that the rewards and satisfaction far outweigh the difficult times. I love the position that I am in here as a Paraprofessional, Advisor Partner, and Athletic Director because it allows me to work with each and every one of the students and staff closely and on a regular basis. The dynamic personalities of the students and staff in the school makes everyday interesting and very engaging.

Delia Campbell:

I really like my job. I am the secretary at SUPAR. I am a graduate of Mercy High School and I attended two years at UWM. I later attended night classes at MBTI, where I learned data entry on various types of computers and key punch machines. I love to knit, crochet and cross stitch projects. During the summer my husband and I spend most of our weekends in the Kettle Moraine area of central Wisconsin in Sheboygan County, about 5 minutes away from the town of Dundee where the Extreme Makeover house was built. I have enjoyed traveling since I was in Mercy High's Drum and Bugle Corps, which won the state VFW championship four years in a row.

The best part of my job is taking attendance because that is how I get to know the kids. I also enjoy the people I work with.

Zachary Dienberg:

I am licensed in Broad Field Social Studies, Economics, Geography, History, and Political Science and hold two Bachelor degrees from the University of Wisconsin Oshkosh - a Bachelors of Science in Education and a Bachelors of Arts in Political Science. I was attracted to SUPAR's educational program because its project-based focus empowers the students and engages them in current issues. Additionally, SUPAR's commitment to the surrounding community closely reflects my own

SUPAR Staff

involvement in the community. My wife Becky and I recently had our first child, a little girl named Gwyneth Madeline Dienberg on March 29th, 2008. As a couple we enjoy traveling with our daughter and hold season tickets with the Milwaukee Brewers. Hopefully, we'll be able to attend some playoff games at Miller Park this fall.

Tess Kenney

Dr. Kenney has been teaching since 1993. She has taught at the Milwaukee Institute of Art & Design, the University of Wisconsin Milwaukee and has been teaching at Concordia University since 1998. Dr. Kenney teaches design, graphic design, and art education graduate and undergraduate courses at Concordia University. As creative director for Graphic Outlook, an in house senior level design firm at Concordia University she does substantial service learning working with non profits organizations. Dr. Kenney has published with Prentice Hall the study guides and instructor manuals for Marilyn Stokstad's History of Art. Dr. Kenney has presented extensively at the Wisconsin Art Education Association and the National Art Education Association.

Dr. Kenney has an active presence in the community at large outside of her teaching responsibilities. She is on the board of directors for the Riverwest Neighborhood association. She currently works with the Milwaukee River Group, the Riverwest Co Operative, The Solo Business Association and the Kilbourn Victory Gardens.

Bachelors of Fine Art in Drawing from the Milwaukee Institute of Art & Design.

Masters of Fine Art Film and Video from the University of Wisconsin Milwaukee.

Internship at the University of Wisconsin Milwaukee Community Media Internship Television Graphics with WMVT & WMVS Milwaukee PBS station.

Doctorate in the Philosophy of Urban Education (Art Education) from the University of Wisconsin Milwaukee.

Christine Krzyzewski

I have an M.A. in Philosophy, and previously taught at the University of Illinois at Urbana-Champaign. I am currently taking courses at Cardinal Stritch University to receive my Master's Degree in Special Education. I have lived in the area for most of my life and am happy to return after being gone for a few years. In my free time, I like to create things, though I am not the best at it. I like knitting, beading, and painting. I am also an avid reader, especially of mystery stories. I'm always looking for book recommendations. Last year was a great first year. The students I have had contact with in my advisory and throughout the school, are phenomenal. I am amazed every day how students step up and take leadership responsibilities in school. I could not have made it through my first year without the support of my students and the rest of the staff. I could not be at a better school. I am looking forward to all the excitement and challenges of teaching this year.

Barb Opferman

My commitment to teaching art in urban settings reaches back to my experience as a Vista Volunteer in Columbus, Ohio where I was given the task to develop an after school program for inner city youth. Afterwards, I received my bachelor's degree in Art Therapy, and went on to gain teaching certification in Art Education. I have approximately 16 years of teaching experience, mostly at the elementary and middle school levels. My focus continues to be working with youth to find a way for individual expression while learning the discipline and aesthetic enjoyment of art. I am married and have one son in college who is studying graphic design, and one son who is in middle school. I continue to find my own expression and enjoyment working on ceramics and sculpture.

Cris Parr

I graduated from Bay View High School (Fritsche Middle School before that). I got my BA in Exceptional Education from UWM and my MA in Multicultural Education from St. Mary's University. I love to travel. I've been to Mexico, Australia, Tahiti, New Zealand, England, Scotland, Wales, Canada and throughout the United States. I have always had animals. My Golden Retriever, Desta, is working toward becoming a therapy dog. She's received her Canine Good Citizen Award. I've wanted to teach since I worked at Holler Park one summer in middle school. I spent two weeks working with twin brothers who were deaf. From that point on, I knew I wouldn't be happy if I wasn't working with kids. I've taught all ages, from 3 year olds through GED classes with adults. I've taught in MPS since 1984 at Green Bay Ave. School, Irving, Milwaukee Sign Language School, Victory, IDEAL Charter, and Professional Learning Institute.

Charles Smith

I am a veteran MPS employee whose school experiences are varied and diverse thanks to an intensive learning program by the Safety Division that provided real-life experiences in a professional learning environment. My law enforcement training began in 1975 with the US Army, who introduced me to a career that is interesting and allowed for professional/personal growth in different areas. It allowed me to become a better overall team member as a correctional specialist assigned to a Military Police Company in Anchorage, Alaska. SUPAR is the best school I have worked with in the MPS system and my promise is to work with and help my kids see the way to self-respect, integrity and conducting themselves always in a professional manner. Anyone should feel free to talk to Safety Assistant Charles Smith who says —If I don't have an answer for you, I'll get back to you ASAP with one.

Jerris Vandenberg

I have lived in the Milwaukee area for my entire life, and went to MPS schools. I am currently a student at the University of Wisconsin at Milwaukee, getting a degree in Psychology. I'll be working with students at SUPAR this year on Physical Education and small group tutoring. After I complete my degree, I would like to pursue a career that allows me to work with students with emotional and family problems in learning how to cope with the hand they have been dealt. I am glad to be back at SUPAR again this year.

Stephanie Vieaux

I graduated from the University of Wisconsin-Green Bay with a MA in English Education. Teaching is more than transferring information from a greater knowledge source to the student. I feel that students should be able to explore and enhance their want to learn. As an English teacher, I believe reading and writing should be used in alternate ways than memorization. Reading is a way to explore and analyze the world the around them, and writing is a way to express themselves--their reflections on the analysis. On my free time, I enjoy reading, writing poetry, and art, in addition to playing with my new puppy, Sadie.

SUPAR Daily Activities

School Times

Our day begins at 8:00 and ends at 3:10. This means all students are expected to be in their advisory ready to begin working at 8:00. Tardiness is not acceptable unless it is an emergency situation. Breakfast is available daily before 8:15 a.m.

Advisory

Advisory groups will meet daily at the beginning and end of each day. This time will be used to check in to be sure appropriate progress is being made. Advisory is also a time for Circle Time and mini-lessons in areas to strengthen each student's life skills (coping skills, job skills, etc.).

Lunch

SUPAR serves lunch in the cafeteria. Paid lunch costs \$1.75 and reduced lunch is \$0.40. Adult lunches cost \$2.50. The charge for milk is \$0.25. The senior citizen cost including beverage is \$1.25. Feel free to come in and join your son or daughter for lunch, but please inform us the morning of or the day before, so we can inform the kitchen staff. Students qualifying for free or reduced lunch, who have not submitted their application forms to MPS via the mail, must submit them to SUPAR as soon as possible (to their advisor). Processing the forms may take up to two weeks. Students will have to pay full price until we receive notice from Central Office. Our school could qualify for a number of benefits if we turn in the majority of our student applications. Last year we qualified for universal free breakfast based on the number of forms returned. Even if you are unsure as to qualifying, fill out the form (or sign it and write on it that you will not qualify – we still get credit for that form having been returned). We expect that SUPAR students will behave in an appropriate manner at all times. This includes lunch. While in the cafeteria, reasonable levels of volume are acceptable. Prior to leaving the cafeteria, the space should be cleared of refuse. Another school comes in after ours and deserves to have a clean environment too.

Homework

Our homework policy is flexible to allow individual advisors to take into account the unique needs and circumstances of their students. Individualized homework is developmentally appropriate and is intended to reinforce schoolwork. Students will be expected to work on project work daily at home.

Every student should be spending at least 1/2 hour per night reading, 1/2 hour per night working on math, and 1/2 hour per night working on his/her projects.

SUPAR students will need to have access to a library card. They are required to do a great deal of research and will need to be able to take books out of the library frequently during the year.

Additional SUPAR Activities

SUPAR Days

Our days are filled with learning. There will be many opportunities throughout the school year for explorations off site. Your son/daughter will be involved in Shadow Days and internship experiences in addition to exploration trips. These are all a critical part of the learning experience and are an important component of education and an extension of our curriculum. Please return permission slips and fees promptly. Every Wednesday afternoon our students will be released after lunch to their service sites. **The afternoon MUST be used to participate in community service projects, do a job shadowing experience, or an internship. WEDNESDAY AFTERNOONS ARE NOT TIME OFF.** Students are expected to bring proof of the constructive, credit-earning manner in which they spent their time (an evaluation from their site mentor, notes taken at the job shadow experience, etc.). The staff will use this time for site visits (to meet with mentors) and collaborative staff development meetings. Please work with us on this so that the experiences are positive for everyone involved. On many Fridays, groups of students will work with UWM staff and students either at UWM or somewhere off-site. Many of these activities will also occur throughout the city with UWM support. These experiences are another way to earn credit and expand our students' knowledge and experiences. We expect all students to participate in order to earn credit, broaden their network of professional connections, and increase their knowledge of their community. We will also have many events and activities during and after the school day. We'd like your input and suggestions about activity nights, etc. Please help us extend our SUPAR experience.

SUPAR QUICK FACTS

Our school colors are: silver, gold and black

Our school logo/mascot: Gargoyle (Some of the earliest known forms of gargoyles used as architectural elements have been found in ancient Roman and Greek ruins. They were made of terra cotta. Later figures were carved of wood and stone. Legend has it that the gargoyle's grotesque form will ward off evil spirits, so they were often used for protection on buildings. Another source explains that gargoyles protect our hopes and dreams. SUPAR's Gargoyles are here to protect our hopes and dreams!)

The **Lost and Found** is located inside the main office. Please see the school secretary.

Student Activities

SUPAR offers a variety of after school activities based on the interests of our students (Guitar Club, Jewelry Making Club, Poetry Slam Group, Art Group, Sports, etc.). Students will be able to create their own clubs, etc. during these times.

We will also offer a variety of other activities including dances and parties after school. If there is something specific a student is interested in, they just need to let us know so that we can work together to make it happen if possible. Our facility will remain open after regular school hours for students who wish to continue to work on projects or participate in activities as often as possible. After school tutoring will also be available daily.

Parent Opportunities

There is an opportunity for parents to attend classes at the Title I Center within the Walker facility. They typically offer GED classes, computer classes, English as a Second Language classes, Citizenship classes, etc. We will inform you of these activities as soon as we have the schedule. Or you

Additional SUPAR Activities

may feel free to contact them (or look on the MPS Portal for more information). Please take advantage of these free courses. Feel free to stop in to visit them to see what they're planning for each semester.

SUPAR's Parent Resource Center is available for families at any time during the school day (or by appointment after school hours if staff is available). This space can be used to meet with other parents, access computers and other resources and attend workshops. If you have suggestions as to what you want to see in that space and the types of workshops you would like to attend, please let us know.

UWM, MATC, ITT Technical Institute, Concordia, Explorations, etc.

We have established connections with a variety of institutions of higher learning during the past two years. A few of our students have taken classes at college campuses every year. We encourage students to research courses in which they are interested. We also encourage you to check out the Youth Options program.

SUPAR Policies

Dressing Appropriately

Students and staff at SUPAR are expected to dress appropriately and in good taste. This is a professional environment. We have constant visitors and volunteers. Keep in mind that whether at school or an internship site, we expect that everyone will be dressed appropriately. This means that we do not wear anything offensive or disturbing to others. If inappropriate clothing is worn to school, the student will be asked to make the necessary change in his/her appearance.

- Gang symbols (including bandanas, colors, etc.) will not be tolerated.
- Tank top straps should be wide enough to cover undergarments (no spaghetti straps).
- Skirts or shorts should not be shorter than mid thigh.
- Clothing should not be overly tight or revealing, nor should it be overly baggy or sagging. **Under-clothing should not be visible (no sagging pants).**
- Vulgar or otherwise offensive language on clothes or on one's body is unacceptable.
- Students should not bring pagers, cell phones, or other electronic devices into advisory rooms.
- Hats and book bags must be put in lockers during the school day and not on one's person.
- All students will be expected to carry their photo id at all times. This is especially important at times when the student is off-campus for job shadowing, internships, experiences with UWM, etc. If a photo id is lost, a replacement id can be purchased for \$5.00.

These policies reflect the established Milwaukee Public School System policies. SUPAR adheres to the policies detailed in the MPS Parent/Student Handbook on Rights, Responsibilities, and Discipline.

Absences and Tardiness

Regular attendance is crucial as it contributes to high achievement and academic success. If your child must be absent, a parent is expected to call the school. We need a written excuse upon the child's return. If your child is going to be absent on a day when he/she should be attending at an internship site, the contact person at that site should also be called.

Your son/daughter is expected to be in their advisory room by 8:00 a.m. every school day. If he/she comes to school after 9:30 a.m., this is recorded as a half day absence.

The following reasons for absences are valid:

- Illness
- Death in the family
- Medical or dental appointments
- Religious holidays
- Driver's examinations
- Mandated court appearance

The following reasons for absence are not acceptable:

- Vacation
- Deer hunting
- Missing the bus
- Babysitting
- Shopping
- Personal Business

Failure to bring a legal excuse will result in the absence being considered truancy. Truancy letters will be sent to parents/guardians for any student who is absent for three days in a row without an

acceptable reason. Upon reaching five days absent, the student may be considered a habitual truant by law and appropriate authorities (the school social worker, Student Services and the District Attorney) will be involved at that point. Regardless of the reason for the absence, students are expected to keep up with their work. If your child is late for school, he/she must check in at the SUPAR Office and fill out a late slip prior to going to advisory.

Lockers

All students will have a locker assigned for their use. Students are given their locker combination, which will be his/her security. General inspections of lockers may be conducted by school staff for any reason, at any time, without notice, and without consent. In addition, parents have the right to examine their child's locker when accompanied by a staff member. **Students are expected NOT to share their locker combination with anyone else.**

Student Fee

The SUPAR student fee is **\$25.00**. This fee pays for insurance on trips off site, materials, and student ids, among other things. If your son/daughter receives free or reduced lunch, a reduced student fee can be arranged. If a student's status changes after the fee has been paid, we will not be able to refund money.

Medication

Students are not allowed to take any medication without written notice from a physician. All medication must be in the original container and a completed form with all pertinent information must be on file in the office. The medication must be kept in the office and dispersed by the secretary. Students **should not** share any medication, even aspirin, with another student.

Immunization Requirements

Students entering any Wisconsin school must be able to furnish evidence that they have been immunized against Diphtheria, Whooping Cough, Polio, Varicella vaccine (chicken pox), Tetanus, Measles, Rubella, Hepatitis B.

Severe Weather Closings

Our snow closings will be announced on TV and radio, as occurs with all other Milwaukee Public Schools. You can also find information on the MPS Portal (website).

Contacting SUPAR

The phone number to the main office at SUPAR is: **414-902-7566**. Our fax number is: **414-902-7570**. Every advisor has voice mail. If you need to contact your child's advisor please leave a message and he/she will get back to you as soon as possible. All of the advisors can be reached via email also. If you ever have questions or concerns, starting with your child's teacher is the best thing to do. If he/she doesn't have the answer, they will work with you to find it.

Students should not be contacted during the school day on cell phones. MPS policy must be followed. **Cell phones are to be turned off and put in lockers during the day.** If you need to reach your child, call the office and the secretary will do so for you. Phones in advisories are to be used for emergency and educational purposes only. Messages will be taken for incoming calls.

Other SUPAR Information

PTA/PTSA membership

Please let us know if you are interested in becoming a part of the PTA/PTO for SUPAR. If you are willing to help, call Delia in the office. The fee to join (and we hope you'll all do this) is \$5. Help us stay true to our philosophy that everyone at SUPAR has a voice. Your membership in our PTA/PTSA will help us provide special experiences for our students (explorations, fees for courses offered by other institutions, school-wide programs, class trips, prom, etc.). Join us in making it your personal priority to attend our monthly meetings.

Technology

We have our website can be viewed at: www.SUPAR.org. Please feel free to comment with your suggestions for things you'd like to see added. Let us know if it would help to have links to particular sites, specific information, etc. We want it to serve all of our needs. Within the school, we follow strict MPS guidelines and policies for all users with internet access privileges. Please be aware of these policies. Students will be expected to sign the MPS Acceptable Use Policy which serves as an internet access permission slip. Please discuss this thoroughly so that everyone understands what it means prior to signing. If there are any issues of impropriety (improper use, personal emails, inappropriate language, downloading, etc.), the student may lose computer access at SUPAR and throughout the district. If someone uses another student's password/log in code, both students may lose internet privileges. Hopefully this will never happen, but everyone should be aware of the seriousness of the policy.

Transportation

SUPAR has chosen to provide bus passes to our students in order for them to participate in a number of activities off-site. Obtaining these tickets is a privilege, not a right. If a student chooses to behave inappropriately in school, in the community, or on the bus, SUPAR reserves the right to deny that student bus tickets. In such a case, a meeting will need to occur in order to determine how to amend the situation and he/she will need to provide transportation. The privilege of free transportation can be earned back upon exhibiting appropriate behavior. We expect SUPAR students to behave in a manner that reflects positively upon themselves and SUPAR while in the community.

Visiting and Volunteering

We greatly appreciate volunteers at SUPAR. We hope to have many students, parents and community members working with us throughout the year. We encourage you to visit at any time. Visitors and volunteers MUST stop in the office to obtain a visitor pass prior to going to any of the classrooms. For the safety of our students and staff, we need to be aware of anyone entering the building. We encourage you, and anyone you know, to volunteer at our school. We all have something to offer! Think about your hobbies and skills. Invite friends, family and co-workers to share with our students too. If you are unable to spend time during the school day, ask us about ways you can help on weekends, after school or at home. You can serve on the Governance Council, PTA/PTSA, committees, volunteer your time, teach students a skill or hobby, donate items, get together with other parents for activities or support, help out on fieldtrips or in classrooms, do projects at home, etc. Please contact us if you are willing to donate your time. Even if you are only available for a short time, we will have something for you to do! Call Delia with your contact information and availability.

Work Permits

Work permits are available in our building. They can be purchased in the Carmen office. If one is needed, see Jason Brazil.

SUPAR Student/Parent/Advisor Compact

As a SUPAR student, I will show respect for myself, others and property. I will strive to do my best to achieve the **high academic standards** expected of me. I will be on time and **responsible** at all times. I will represent SUPAR proudly. I will work to be the best person I can be. I will show a **positive**, cooperative attitude. I will think of others and attempt to be a positive influence whenever I can. I will be a peace-maker in my community. I will attempt to solve problems in an **exemplary** manner. I will work to control my temper. I will make a positive difference in someone's life. I will exhibit **leadership** and responsibility on the bus, at school, during internships and while engaged in any other school-related activities. I will remember that I am **in charge of my own destiny and will work to obtain my goals**; reaching-out to my advisors, parents, and the school's community whenever necessary.

As a SUPAR parent, I am my child's first and most important teacher. In order for my child to be successful, we must work together. I will be sure my child(ren) get to school every day ready to learn. I will be sure my child(ren) **get to school every day ready to learn**. I will see to it that my child(ren) will put forth the best possible effort to achieve the academic standards that are expected of SUPAR students. They will have the necessary supplies for school. I will share my suggestions, concerns, ideas, and interests. I will **encourage my child(ren) to reach for the stars!** I will teach them to treat frustration as a learning experience. I will remind my child that **making mistakes is part of learning**. I will fill out an Emergency Contact card with current information (phone, address, who is allowed to pick up my child, allergies, etc.). I will update this form any time there is a change in information. I will keep in mind that there are a number of ways in which I can contribute to our school at any time that is convenient for me.. I will teach my child(ren) the value of education and community service by **committing at least 10 hours of my time to SUPAR**, through learning plan meetings, serving on the governance board or other committees, having students volunteer or shadow at my business, teach students a skill or hobby, and other activities. I am aware that the school will work to cover costs as outlined in District Title I policy.

As a SUPAR advisor, I promise to be available/accessible for students and parents. . I will set high academic standards for all students; and **work with** students and their parents toward the successful achievement of our school's high expectations. I will make sure that parents are fully aware of the Student Individual Learning Plan meetings, in addition to maintaining **open lines of communication** at all times. I will listen to and appreciate suggestions and concerns. I will keep parents and students informed about student progress in regards to academics, behavior, and attendance. I will do my best to model the types of behaviors we expect our young people to exhibit. I will ensure that our school is a **safe environment** for all students. I will do the very best I can to help create **academically and emotionally strong and successful individuals!**