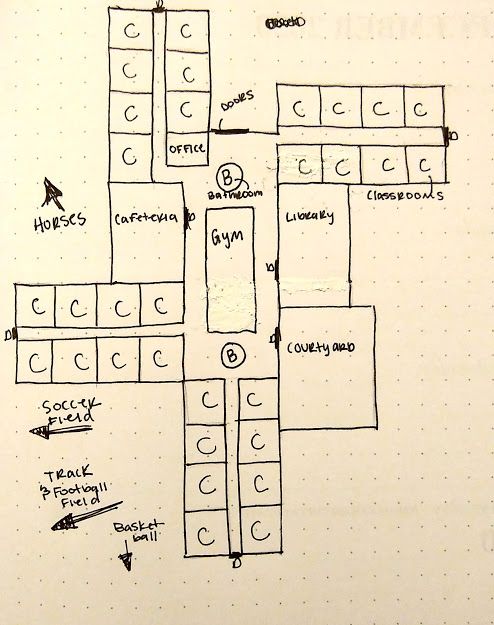
Tyrannosaurs Rex High School, located in South Dakota, is an exceptional public school that completes the required classes and credits, while having a unique approach to education. The school, a junior and senior high school, is meant to target teens and youths at risk of becoming juvenile delinquents. Through the unique schedule, the structure of the school, and the class sizes, bad behaviors will be deterred. Both safety precautions and discipline policies will be put in place to keep everyone safe and out of trouble.

1. Where is your ideal school?  How are students going to get there?
   1. South Dakota: In 2019, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) recorded South Dakota as having a 92% reporting coverage rate, meaning that 92% of counties reported arrest or crime rates throughout the year. In the year 2019, all states were ranked and their case numbers recorded for set crimes, with the highest crime rates in spot number one. South Dakota ranked as follows: number 15 for aggravated assault with 100 cases that year, number 43 with 15 cases for robbery, number 10 for larceny with 623 cases, number 2 for drug use with 860 cases, and number 2 for weapons with 122 cases. (OJJDP)
   2. Students will get there by parental, guardian, or carpooling; the school will not provide buses, as buses typically promote bad behavior, and they cost money for the buses and the drivers.
2. How long is your school day?  How long is each class period?  How many days a week do you want children in school?
   1. Monday and Wednesday, school is six hours and twenty minutes, with classes each 75 minutes long. Tuesday and Thursday, school is six hours long, with classes lasting 55 minutes. Friday, students do not attend school. With shorter days, ending school earlier in the day, and no school on Fridays, students will have time to work. As high school students, many will (and should) be looking for part-time jobs. (10/8 Notes)
   2. Monday/Wednesday: 7:10-1:30
      1. 13 credits in high school for core subjects (each year, 1 language arts, 1 math, 1 science, 1 social studies; + 3 credits for an extra math, science, social studies)
      2. 75 minutes for each class, with a ten minute “recess” in between – Shorter breaks throughout the day can help give kids’ brains a quick break from focusing, without giving up a whole chunk of time. This allows for more breaks between classes. There have also been connections made between activity and management of ADHD; this teaches proper coping mechanisms for kids who have mental health disabilities. This can be especially beneficial in a school like the one I have created where kids are more likely to have those types of mental health disorders. (10/8 Notes)
      3. 7:10-8:25 – Class 1 --- 8:25-8:35- Break/Recess
      4. 8:35-9:50 – Class 2
      5. 9:50-10:05 – Snack, longer break
      6. 10:05-11:20 – Class 3 --- 11:20-11:30- Break/Recess
      7. 11:30-12:45 – Class 4
      8. 12:45-1:30 – Lunch
   3. Tuesday/Thursday: 8:00-2:00
      1. 9 extra credits needed to graduate
      2. 55 minutes/class w/5 minutes between to switch classes and 60 minutes for lunch
      3. 1 physical (sports, PE, health, etc.); 1 art (visual arts, music, dance, theater, etc.); 1 community service (tutoring, self-decided program such as volunteering in a nursing home, etc.); 1 self-help (personal finance, therapy/counseling session, life skills, etc.); 1 CTE (career classes, 4 offered every year to get all 16 offered in one high school career)
      4. 8:00-8:55 – Class 1
      5. 9:00-9:55 – Class 2
      6. 10:00-10:55 – Class 3
      7. 11:00-11:55 – Class 4
      8. 12:00-1:00 – Lunch
      9. 1:00-1:55 – Class 5
3. How long is your school-year?  Why did you choose this?
   1. My school-year will be a balanced, year-round program. Being in school for a consistent time, rather than nine months in school and three months out of school, has a few benefits. As this school is targeting teens who are less than well-behaved, keeping them in school year-round will help keep them out of trouble. With a daily schedule like the one I planned, having consistent schooling would work better than trying to get everything done in nine months straight. (10/6 Notes)
4. What are the core subjects you plan on teaching in the school?  Why are you choosing these?
   1. The South Dakota high school requirements for graduation are as follows: 22 credits total, with 4 credits in language arts, 3 credits in math, 3 credits in science, and 3 credits in social studies. Students also have to take a variety of “specials,” including health, PE, art, and personal finance, and they must complete a “career and technical education training program.” (Study.com)
   2. The core subjects I plan on teaching are the following: various levels of language arts, math, sciences, and social studies.
5. Is your school public or private?
   1. My school will be a public school.
6. How big are the class sizes?  Why this size?
   1. With 500 students and 6 grades, there will be approximately 83 students per grade. In my school, the core classes (Monday/Wednesday) will have an average of 20 students, and the specials classes (Tuesday/Thursday) will have an average of 13 students per class.
   2. Smaller class sizes have been proved to be beneficial for students. They get higher scores in math and reading. Those in high school are more likely to take college-entrance exams. Other sources have also pointed to an increase in science and history scores with a decrease in class sizes. Furthermore, in a school with troublesome teens, a smaller class size would make it easier for the teachers to monitor their students and help them when they see issues arising. The specials classes have smaller class sizes, because there is a greater variety of class options. (Reading Response 2: The Class Size Debate: What the Evidence Means for Education Policy)
7. What are the administrative roles you plan to have in your school?  Is it more centralized or decentralized?
   1. My school will have a school board, a superintendent, a principal, a vice principal, and a dean of students.
   2. My school will be more decentralized. Each employee will be expected to complete their roles without hovering from a supervisor. The Logic of Confidence essentially says that educators are expected to complete their tasks without close supervision. (Reading Response 2: The Structure of Educational Organizations), (9/1 Notes)
8. How are children assessed?  Are they?  How do they advance in their education?  Why did you choose this method?
   1. For the core subjects, students will be assessed through tests and/or papers. Testing is a good skill to have. Even after graduating from high school, there are still many more tests that people take. Practicing taking tests while in school is beneficial. End of grade testing is also one cause for testing. Furthermore, in core subjects, assessing through a test is an easy way to determine how students are learning.
   2. For the elective classes, students will be assessed through either progressive quizzing or progressive assessing throughout the class. These courses are typically either abstract or pass/fail. Taking a test in these classes would not make as much sense as taking a test in a core subject class.
9. How do you know if teachers are doing their jobs?
   1. At the end of each course, the students will fill out an assessment of their teachers, similar to how we do in college. They will have set questions to answer, such as what was your favorite thing about the course? What was the most interesting thing you learned? How much would you say you learned in the course? What is your least favorite thing about your teacher?
10. How will you go about preventing burnout or demoralization?
    1. To prevent burnout or demoralization, I will have a mandatory program for teachers on Fridays. As the students will not go to school on Fridays, the teachers and staff will be made to come to the school to participate in a team-building and collaborative program. There will be fun team-building games, small groups focused on subjects, and bigger groups to focus on interdisciplinary instruction. This will keep the teachers in high spirits, while helping them feel like they have a trustworthy and reliable staff working beside them. They will also be able to collaborate with each other, not “going it alone.”
11. What is the discipline policy?  What are children disciplined for and how are they disciplined?
    1. Level 1 Infractions:
       1. Running in the halls
       2. Yelling/excessive noise
       3. Disruptiveness in classroom
       4. Horseplay
       5. Teasing/poking/pinching/name calling
       6. Inappropriate use of cell phone, 1st time
    2. Level 1 Consequences:
       1. Documentation of infraction
       2. Handled by classroom instructor or adult in charge
       3. Warning
       4. Teacher determines consequence (ex: moving a tag in kindergarten)
    3. Level 2 Infractions:
       1. Stealing/lying/cheating/plagiarism/skipping class/leaving building without permission
       2. Repeated verbal abuse to other students/teachers
       3. Damaging personal or school property
       4. Pushing/shoving/slapping
       5. Inappropriate use of cell phone, additional offenses
    4. Level 2 Consequences:
       1. Documentation of infraction
       2. Silent lunch/detention
       3. Call a parent/picked up from school
       4. Community service hours
    5. Level 3 Infractions:
       1. Use or possession of drugs/alcohol
       2. Vicious fighting/bullying/harassment/assault/sexual misconduct
       3. Possession of weapon
       4. Criminal offenses
    6. Level 3 Consequences:
       1. Documentation of infraction
       2. Multiple days of detention
       3. In-school suspension
       4. Parent/administrator/student meeting
       5. Possible expulsion
       6. Community service hours
12. What is your attendance policy?
    1. Attendance is extremely important for students. If a student must miss any class, a parent or guardian must call the office before 9am on the day of the absence unless an emergency presents itself. An excused absence would be any of the following: illness of student, serious illness of family member, family emergency, death in the immediate family, medical appointments that cannot be scheduled at any other time, religious observances, college visits, or those previously approved by the principal. All excused absences must be clearly communicated to the office by a parent or guardian with a written note if possible. Any student not in the classroom when the bell rings is considered tardy. Three or more tardies will result in detention.
13. You have a budget of 10 million dollars to support 500 students.
    1. How many teachers and what are you going to pay them?
       1. 25 core subject teachers: payed $50,000 = $1,250,000
       2. 40 special’s teachers: payed $45,000 = $1,800,000
    2. What are your classroom sizes?
       1. Classes will have an average of 20 students/class.
    3. What other roles do you need to support and how much will you pay them?
       1. 5 therapists/counselors: paid $40,000 = $200,000
       2. 5 janitors: paid $30,000 = $150,000
       3. 1 office worker: paid $30,000
       4. 1 nurse: paid $40,000
       5. 1 librarian: paid $40,000
       6. 5 special education aides: paid $35,000 = $175,000
       7. 5 head sports coaches: paid $40,000 = $200,000
       8. 1 superintendent: paid $65,000
       9. 1 principal: paid $80,000
       10. 1 vice principal: paid $75,000
       11. 1 dean of students: paid $65,000
       12. \*\*\*Cost of paying teachers and other roles: $4,170,000\*\*\*
    4. Your school can support 10 extra-curricular activities.  1 sport is 1 activity.  What 10 will you support and why?
       1. All extra-curricular activities are beneficial for the following reasons: they develop communication skills, teach teamwork and leadership, encourage time management, boost confidence, give students responsibilities, force students to face failure and overcome adversity, create a sense of community, get students into colleges, and cut down on risky behaviors. (Education Corner)
       2. Drill Team: (A drill team is a team of 4-20 horses and riders, where they must work together to perform a pattern.) Among other things, horses promote communication, empathy, responsibility, and patience. A drill team adds onto that by promoting teamwork and leadership qualities.
       3. Football: Football is often a way for high school students to acquire scholarships for colleges.
       4. Soccer: Soccer is often a way for high school students to acquire scholarships for colleges.
       5. Basketball: Basketball is often a way for high school students to acquire scholarships for colleges.
       6. Track and Field: Track and field is often a way for high school students to acquire scholarships for colleges. Running is also a therapeutic activity, one that could help those youths who are at-risk.
       7. NAHS (National Art Honor Society): Extra-curricular activities like art are so often overlooked; sports are made more important than other activities.
       8. National Honor Society: Being a part of an honor’s society looks good on college applications. Some students are able to do the harder work and are able to use higher-level thinking skills. This is a great way to push those students to do their best.
       9. Student government: Being a part of a student government can really set students up for the real world. Voting age is typically at the end of high school or just out of high school. The student government can better prepare students to be educated voters.
       10. Science Olympiad: Not only does this look good on college applications, but it also awards college scholarships.
       11. 4H: 4H programs, especially in rural areas, can be very beneficial. It helps build life skills with hands-on learning, it provides students with a fun and welcoming experience, and it creates future leaders.
14. What does the physical structure of your school look like?  Feel free to draw this.
15. How are you ensuring that every child has an equal opportunity to a quality education?  Focus on creating opportunity for two under-privileged groups.
    1. Mental Illnesses: In a school size that might typically only have one therapist/counselor, my school will have five therapists/counselors. The schedules are also structured with multiple short breaks throughout the day to help diffuse any classroom tensions or lack of focus.
    2. Disabilities: The entire school will be one floor and all the doors will have buttons to open them in order to provide the ability for those with mobility issues to enter the school and classrooms. There will also be five special education aides employed.
16. What are you going to do to help students with mental health issues or who are suicidal?  Why this program?
    1. First, the school will have five full-time counselors/therapists. Second, every year, students must take at least one self-help class, which includes counseling sessions as an option. Third, teachers and other faculty members will be educated on how to recognize the symptoms of mental illness issues so they can send those students to someone who can help them. Fourth, I will implement the mental health program I previously created for this class, seen below. (11/10 Notes)
    2. For my program, I would put together a group of trained personnel to bring in miniature horses into the school twice a month. There would be professionals to handle the horses, and there would also be trained therapists and psychologists to facilitate discussions about mental health. I firmly believe in the healing power of horses. This program would bring both the joy of the miniature horses to the students, but also the medical professionals to help talk through any mental health issues. Both the horses and the personnel would be highly trained to prevent any incorrect counseling or any accidents with the horses. Even in groups of students or classrooms that may not have anyone with mental health issues, this program would still bring some happiness to the students and faculty in the school. This will create a climate in the school that will deter fear and anxiety, create a sense of community in the school, strengthen the bonds of the students and teachers, and create a collaborative environment. This will also ensure that the people responsible for helping these students are trained professionally.
17. What are you going to do to help prevent high-level violence such as school shootings?
    1. I will have some safety precautions in place for the school. The doors will be locked from the outside at all times other than at the start and end of school. Once the doors have locked for the day, entrance to the building must be from the main doors. There will be a buzzer that rings to the office, where the secretary will then be able to unlock the doors. All visitors must sign in at the office. There will be security cameras at all the doors and in the hallways. There will also be therapists to help anyone who might be struggling with any issues that could lead to a high-level violence crime. The smaller classes with the lower student/teacher ratios will also help the students feel more like they belong. (11/19 Notes)
18. What is the name of your school?
    1. Tyrannosaurus Rex High School (T-Rex as mascot)

*Earning your South Dakota high school diploma!* (2020, June 2). Study. <https://study.com/articles/Earning_Your_South_Dakota_High_School_Diploma.html>

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