

# **Tuscarora Junior High School Course Descriptions**

## **Grading**

A serious attempt is made at all times to evaluate, in the best possible manner, the progress of students. The following grading system has been devised for that purpose:

- 90-100 - Excellent; on a letter grade basis, this would be an A
- 80-89 - Above average; on a letter grade basis, this would be a B
- 70-79 - Satisfactory; on a letter grade basis, this would be a C
- 60-69 - Barely meets requirements; on a letter grade basis, this would be a D
- Below 60 - Failure; on a letter grade basis, this would be an F
- Incomplete - Incomplete work; on report card, this would be recorded as an I. Students cannot

graduate with an incomplete in any subject. Students may not be promoted to the next grade level if they have an incomplete in any subject at the conclusion of the school year.

Required - Student has not achieved a percentage equal to or above 50%. Student must complete class work as assigned by the teacher to earn a minimum of 50%. Students must complete assigned work within ten days from end of the nine weeks' marking period; on report card, this would be recorded as an R.

\*All grading information can also be found in the student planner handbook.

## **Honor Roll and Distinguished Honor Roll**

An Honor Roll will be published at the end of each 9-week marking periods. The grade requirements are as follows:

*Distinguished Honor Roll-* To qualify for this honor roll, a pupil must have a 90% or above in all subjects with a cumulative average of 95%

*Regular Honor Roll-* To qualify for this honor roll, a pupil must have a combined average of at least 80% with no grade lower than 80% in any subject.

## **Child Study Team**

Child Study Team is a program orchestrated by a team comprised of a building administrator, the guidance counselor, subject area teachers, parents, and the student. The purpose of this team is to develop and implement strategies improve student outcomes. Parents will be informed when Child Study team meetings are scheduled and the student will also be invited to attend. A student will receive a referral to a Child Study Team meeting when:

### **Academic**

1. The student is receiving an F in 3 major subjects at the end of each marking period, or
2. The student is failing 2 or more subjects at mid-term or end-of-the-year

### **Behavioral**

If the student has three incidents that warrant school suspensions (in or out). The Child Study Team will also review grades, test, scores, and attendance of these students.

### **Absenteeism**

If the student has missed 10 days by the end of the first semester a letter is sent home

Or

If the student has missed 15 days during the second semester (cumulative)

\*Every student on doctor's excuse will have his/her grades initially checked by the guidance counselor. If a student meets any of the above criteria (academic, behavioral, or absenteeism), a referral to Child Study Team will be initiated.

Strategies will be developed and implemented for nine weeks and then the Child Study Team will reconvene at a team meeting to evaluate their effectiveness. Adaptations will be made as necessary. Strategies which may be considered but are not limited to are:

- Homework Club
- Meeting with teacher/counselor
- Modified day with co-op
- Resource room for individual help
- Assignment of a senior who is a good role model to high risk student 5 minutes per week for pep talk to encourage belonging for first month of high school
- Assignment of a teacher with a pod of students after the first month to promote belonging and support

## **Tuscarora Junior High School Bell Schedule**

8:15                      Students report to lockers and homerooms

8:30 - 8:37              Homeroom and announcements

8:40 - 9:23              Period 1

9:26 - 10:09            Period 2

10:12 - 10:55          Period 3

6th Grade	7th Grade	8th Grade
10:55-11:25 Lunch A	10:58-11:41 Period 4	10:58-11:41 Period 4
11:28-12:11 Period 4	11:41-12:11 Lunch B	11:44-12:27 Period 5
12:14-12:57	12:14-12:57 Period 5	12:27-12:57 Lunch C

1:00 - 1:43              Period 6

1:46 - 2:29              Period 7

2:32 - 3:15              Student dismissal to locker and busses

**\*Note: Lunches are divided by grade. Therefore, members of A lunch are all 6th grade students, B lunch represents only 7th grade lunch, and lastly 8th grade lunch period is lunch C.**

## **\*\*Mathematics**

*Courses: Math 6, Math 7, Pre-Algebra, Algebra 1*

### **Math 6:**

*Teachers (E-mail): Mr. Lupolt ([plupolt@jcsdk12.org](mailto:plupolt@jcsdk12.org)), Mr. McConnell ([smcconnell@jcsdk12.org](mailto:smcconnell@jcsdk12.org)),*

In Math 6 students will acquire computation and problem solving skills as they progress through the PA Core Domains of Numbers and Operations, Ratios and Proportions, Algebraic Concepts, Geometry, and Data Analysis. More detailed descriptions of the PA Core can be found at [PA Core Math](#).

### **Math 7:**

*Teacher (E-mail): Mr. Bell ([dbell@jcsdk12.org](mailto:dbell@jcsdk12.org)), Mr. McConnell([smcconnell@jcsdk12.org](mailto:smcconnell@jcsdk12.org))*

In Math 7 students will acquire computation and problem solving skills as they progress through the PA Core Domains of Numbers and Operations, Ratios and Proportions, Algebraic Concepts, Geometry, and Data Analysis. More detailed descriptions of the PA Core can be found at [PA Core Math](#).

### **Pre-Algebra:**

*Teachers (E-mail): Mrs. Zendt ([bzendt@jcsdk12.org](mailto:bzendt@jcsdk12.org)), Mr. McConnell ([smcconnell@jcsdk12.org](mailto:smcconnell@jcsdk12.org))*

This course reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables.

### **Algebra 1:**

*Teacher (E-mail): Mrs. Zendt ([bzendt@jcsdk12.org](mailto:bzendt@jcsdk12.org))*

This course, incorporating the consistent use of real numbers and a problem solving approach, emphasizes the principles of algebra, including algebraic symbolism, simplifying complex expressions, solutions to linear and quadratic equations, and graphic representations associated with variables. Students will apply algebraic representations to word problems and analyze the nature of changes in linear and non-linear relationships.

## **\*\*English/Language Arts**

*Courses: English/Language Arts 6, English/Language Arts 7, English/Language Art 8, ESL, ESL-II, ESL-III, Accelerated Reader 7, Accelerated Reader 8,*

### **ELA 6:**

*Teachers (E-mail): Mrs. Becker ([kbecker@jcsdk12.org](mailto:kbecker@jcsdk12.org)), Mrs. Hart ([jmhart@jcsdk12.org](mailto:jmhart@jcsdk12.org)), Mrs. Williams ([twilliams@jcsdk12.org](mailto:twilliams@jcsdk12.org))*

ELA (English/Language Arts) class focuses on building students' reading abilities, including comprehension, accuracy, fluency, vocabulary, and critical thinking. Students will learn and apply various reading strategies throughout the year. The heart of the program is the students' independent reading and writing, which allows them to select and read books of their choice as well as write pieces in their own style. Students will apply skills they learned in earlier grades to make sense of longer, more challenging books and articles. Students will develop a rich vocabulary of complex and sophisticated words and use them to speak and write more precisely and coherently.

### **ELA 7:**

*Teachers (E-mail): Mrs. Lilley ([jlilley@jcsdk12.org](mailto:jlilley@jcsdk12.org)), Mrs. Shertzer ([rshertzer@jcsdk12.org](mailto:rshertzer@jcsdk12.org))*

Seventh grade English Language Arts offers an integrated approach to reading, writing, speaking, and listening. Students will interact with peers to analyze various types of literature and practice narrative, expository, and persuasive writing techniques. Grammar and vocabulary are addressed on a daily basis, giving students the tools they need for effective communication. This course is designed to strengthen students' reading strategies, allowing them to become independent thinkers and learners.

### **ELA 8:**

*Teacher (E-mail): Ms. Abram ([babram@jcsdk12.org](mailto:babram@jcsdk12.org)), Mrs. Fitzgerald ([jfitzgerald@jcsdk12.org](mailto:jfitzgerald@jcsdk12.org))*

Eighth grade ELA is a yearlong course designed to develop students toward becoming lifelong readers and writers. The course is designed to prepare students for serious literary studies and writing in the secondary setting and beyond. Students will read a variety of literary genres while improving their reading skills. Students will also receive instruction in narrative, expository, informational, poetic, and procedural writing across their school experience. This instruction enables students to work in each of these fundamental modes with increasing sophistication and decreasing reliance on scaffolds.

## Advanced ELA 8:

*Teacher (E-mail): Mrs. Fitzgerald ([jfitzgerald@jcsdk12.org](mailto:jfitzgerald@jcsdk12.org))*

Advanced eighth grade English/Language Arts is a yearlong, double period block designed to further develop lifelong reading and writing skills. Eligibility for this class is determined by various test scores and teacher input. This rigorous course is designed to prepare students for serious literary studies and writing. Students will read a variety of challenging literary genres. Students will also refine their narrative, expository, informational, and poetic writing. Students will work in each of these fundamental modes with increasing sophistication.

## **\*\*Reading**

### Accelerated Reader

*Teachers (E-mail): Mrs. Hart ([jmhart@jcsdk12.org](mailto:jmhart@jcsdk12.org)), Mrs. Williams ([twilliams@jcsdk12.org](mailto:twilliams@jcsdk12.org)), Mr. Cook ([jcook@jcsdk12.org](mailto:jcook@jcsdk12.org)), Mrs. Shertzer ([rshertzer@jcsdk12.org](mailto:rshertzer@jcsdk12.org)), Ms. Abram ([babram@jcsdk12.org](mailto:babram@jcsdk12.org)), Mrs. Fitzgerald ([jfitzgerald@jcsdk12.org](mailto:jfitzgerald@jcsdk12.org)), Mrs. Becker ([kbecker@jcsdk12.org](mailto:kbecker@jcsdk12.org)), Mrs. Shaffer ([dshaffer@jcsdk12.org](mailto:dshaffer@jcsdk12.org)), Mrs. Lilley ([jlilley@jcsdk12.org](mailto:jlilley@jcsdk12.org))*

### COURSE DESCRIPTION

Students take a STAR reading test to check for understanding and reading level. Students then select a book in their reading level. Students read the book and then quiz on the content.

## **ESL**

### ESL, ESL II, ESL III:

*Teacher (E-mail): Mrs. Boutiller ([aboutiller@jcsdk12.org](mailto:aboutiller@jcsdk12.org))*

The primary goal of this course is to help improve skills in listening, reading, speaking, and writing English. Students should expect an increase in knowledge of grammar and vocabulary structures of the English language.

# **Science**

*Courses: General Science 6, Life Science 7, Earth Science 8*

## **Science 6:**

*Teacher (E-mail): Mr. Willow ([bwillow@jcsdk12.org](mailto:bwillow@jcsdk12.org))*

When the school year begins in 6th grade, students first learn what Science looks, feels and sounds like in real life. Students participate in a variety of inquiry-based labs that allow them to acquire all aspects of the scientific method. Students work in pairs or small groups to solve problems, many times from a school appropriate crime scene. After five weeks, students should start to showcase the mindset portrayed by scientists. For the rest of the school year, students will continue to hone the skills of a scientist while learning about the three major sciences: Physical Science, Earth and Space Science and Life Science. The course is unique in that students will have the opportunity to participate in projects and activities from a myriad of Science themes. For example, during the physical science unit, students will work with a partner to build molecules using toothpicks and spice drops. Not long thereafter, students will research an alternative energy source and develop a presentation in the form of a powerpoint or a tri-fold poster board. During the Earth and Space Science unit, students will research a natural disaster of their choice and develop a presentation from a variety of choices. Near the end of school year, students participate in a variety of Life Science activities including owl pellet dissection. This course, through differentiated instruction and inquiry-based learning, provides the tools for students to use during their next Science courses.

## **Science 7: Life Science (Biology)**

*Teacher (E-mail): Mr. Heidenreich ([cheidenreich@jcsdk12.org](mailto:cheidenreich@jcsdk12.org))*

Life Science in 7th Grade is preparation for High School Biology (10th grade) and the eventual Keystone Biology Exam that students will need to pass in order to graduate. We start with an overview of how to pursue science, basic measuring and the math associated with data. We then enter our Classification unit which culminates in research on Local Wildlife. Next in Ecology we learn about the larger interactions between living things and their world. We then cover Cells and DNA which leads to Heredity, Domestication and Evolution\*. Afterwards we focus on Microbes and their role in causing Diseases (often with disease research). If time permits we learn in more depth about the Plant and/or Animal Kingdoms.

The Textbook is heavily used, but is often supplemented with new discoveries from internet articles. Documentaries and Movies are used to illustrate some key concepts while Labs work better for others. Research projects are used to have students focus on specific topics.

*\*Evolution, while controversial for some, is a key concept in all of Biology and therefore a major part of the PA Common Core standards. While I am quite willing to speak with parents and students on the matter, I am not willing to excuse students from the content.*

## **Science 8:**

*Teacher (E-mail): Mrs. Cooley ([lcooley@jcsdk12.org](mailto:lcooley@jcsdk12.org))*

Earth Science 8 is an overview and study of astronomy, meteorology, geology, and oceanography. Students will be introduced to different aspects of all these fields such as understanding a day to day weather forecast to the various types of rocks and minerals in the Earth. Students will also explore the depths of our ocean and the different forms of life within. The study of all these different fields will be accomplished through use of different maps, charts, and visual aids that further demonstrate and show our world as it has never been seen before.

## **Social Studies**

*Courses: Social Studies 6, Social Studies 7, Social Studies 8*

### **Social Studies 6: Geography**

*Teacher (E-mail): Mr. Cook ([jcook@jcsdk12.org](mailto:jcook@jcsdk12.org))*

In this class students will learn about the geographical makeup of our planet Earth and how that geography affects people. The goal of this course is to guide the students understanding of what it means to be an active, responsible, and knowledgeable citizen of the world.

### **Social Studies 7: Pre-Civil War American History**

*Teacher (E-mail): Mr. Imes ([jrimes@jcsdk12.org](mailto:jrimes@jcsdk12.org))*

Seventh grade social studies will be a year-long study of the critical events, issues, and individuals in United States History up until the pre-Civil War era. Students will continue to learn fundamental concepts in civics, economics, and geography as they study United States history in chronological sequence and learn about change and continuity in our nation's history. Students will use historical and geographical analysis (in the form of primary and secondary sources) to explore the early history of the United States and understand ideas and events that strengthened the union. In addition, students will learn current events, critical thinking skills, skill building, and problem solving skills, peer building skills, and mapping skills to enhance each individual student's global perspective.

## Social Studies 8: American History: *The Modern Era Since 1865*

*Teacher (E-mail): Mrs. Boyd (lboyd@jcsdk12.org)*

Students will learn and understand the history of the United States from 1865 to the modern era. The goal for student learning will be an appreciation of the events and people throughout history that have impacted the United State and the world. Students will use primary source documents, the internet, and other supporting materials to take a step back in time to see how conflicts, political corruption, westward expansion, and advances in technology affected the American experience.

## Art

*Courses: Art 6, Art 7, Art 8*

### Art 6:

*Teacher (E-mail): Mr. Haines (jhaines@jcsdk12.org)*

6<sup>th</sup> grade art is a hands on course in which students explore a wide variety of art media. Students begin the year with a review of the Elements of Art and an introduction of the Principles of Art and build an understanding of how they are used to create works of art. Students will develop and build upon previous skills in the areas of various 2D and 3D art forms, including drawing, painting, and sculpture. While working on their art projects, students will be introduced to various artists and or artistic styles that go along with their art work.

### Art 7:

*Teacher (E-mail): Mr. Haines (jhaines@jcsdk12.org)*

7<sup>th</sup> grade art is a hands on course in which students explore a wide variety of art media. Students begin the year with a review of the Elements and Principles of Art and continue to build an understanding of how they are used to create works of art. Students will develop and build upon previous skills in the areas of various 2D and 3D art forms, including drawing, painting, and clay sculpture. While working on their art projects, students will be introduced to various artists and or artistic styles that go along with their art work. Students will also take part is project self-assessments to begin to think about artistic choices that they made within their individual works of art.

## Art 8:

*Teacher (E-mail): Mr. Haines (jhaines@jcsdk12.org)*

8<sup>th</sup> grade art is a hands on course in which students explore a wide variety of art media. Students begin the year with a review of the Elements of Art and an introduction of the Principles of Art and continue to build an understanding of how they are used to create works of art. Students will develop and build upon previous skills in the areas of various 2D and 3D art forms, including drawing, painting, and printmaking. While working on their art projects, students will be introduced to various artists and or artistic styles that go along with their art work. Students will also take part in project self-assessments to continue develop an understanding of art criticism while thinking about artistic choices that they made within their individual works of art.

## Music

*Courses: Music 6, Music 7, Music 8*

### Music 6:

*Teacher (E-mail): Mr. Himes (ahimes@jcsdk12.org)*

This class begins with a review of music reading skills in the treble and bass clef, note values, and rhythmic reading. Students then complete a detailed study of all the instrument families. This is an opportunity for many 'hands on' experiences. Notable composers are also studied with an emphasis on their musical compositions.

### Music 7:

*Teacher (E-mail): Mrs. Trego (rtrego@jcsdk12.org)*

Grade 7 general music is a nine week course beginning with review of the elements of music, and the proper vocabulary that is related to the elements. Students will also learn about composers and their music, and have listening tests based on the music that they hear in class. In the unit on history of ways to hear music, students will do a group project of designing their own "old fashioned" record album covers. Students will watch and listen to many examples of music and performances in this class.

### Music 8:

*Teacher (E-mail): Mrs. Trego (rtrego@jcsdk12.org)*

Grade 8 general music is a nine week course studying the growth and development of rock and pop music starting with the 1950's and progressing to the present time. Many performers and styles of rock through the various decades will be watched and studied. Instruments of the various time periods and the history of our country in those time periods will also be studied. Students will also complete a unit on film and television music, starting with the

silent era of movies and progressing to the present time. One student project will be writing television commercial jingles.

## **Physical Education and Health**

*Courses: Health 6, Physical Education 6, Physical Education 7, Physical Education 8,*

### **Health 6:**

*Teacher (E-mail): Mr. Alderfer ([calderfer@jcsdk12.org](mailto:calderfer@jcsdk12.org))*

Health is a class that the students will have on two days of the six day cycle. It alternates with Physical Education and Keyboarding. Sixth grade health covers numerous topics concerning the following: personal health topics, puberty and growth, exercise and fitness, and an introduction to drugs, alcohol, and tobacco, as well as the risks and health concerns associated with those substances.

### **Physical Education 6:**

*Teacher (E-mail): Mr. Beward ([nbeward@jcsdk12.org](mailto:nbeward@jcsdk12.org))*

Students in sixth grade will participate in eleven units of activities. All units are co-ed, which allows for more balanced class sizes. Students in sixth grade will be required to practice each skill before engaging in the actual gameplay. Sixth grade Physical Education classes will meet exactly sixty times throughout the school year.

### **Physical Education 7 & 8:**

*Teacher (E-mail): Mr. Beward ([nbeward@jcsdk12.org](mailto:nbeward@jcsdk12.org))*

Students in seventh and eighth grade will participate in eleven units of activities. All units are co-ed, which allows for more balanced class sizes. All units/activities will last for five class sessions with a brief quiz on the last day of each unit. The quizzes will test the student's knowledge of the rules and regulations of the game. Seventh and eighth grade Physical Education classes will meet exactly sixty times throughout the school year.

## **Family Consumer Science**

*Courses: Family Consumer Science 7, Family Consumer Science 8*

### **Family Consumer Science 7:**

*Teacher (E-mail): Ms. Tabb ([ttabb@jcsdk12.org](mailto:ttabb@jcsdk12.org))*

This is a six week course that is part of the Practical and Fine Arts rotation. This goal of this course is to introduce and strengthen skills that students will use to participate in and lead household responsibilities. Topics covered include relating to others in the household and community, food and nutrition, cooking skills, and consumer skills.

## Family Consumer Science 8:

*Teacher (E-mail): Ms. Tabb ([ttabb@jcsdk12.org](mailto:ttabb@jcsdk12.org))*

This is a six week course that is part of the Practical and Fine Arts rotation. This course continues with many of the same topics covered in Family and Consumer Science 7. The goal in 8th grade is to review, expand, and strengthen the concepts and skills introduced the previous year.

## **Industrial Arts**

*Courses: Industrial Arts 7, Industrial Arts 8*

### Industrial Arts 7:

*Teacher (E-mail): Mr. Swyers ([rswyers@jcsdk12.org](mailto:rswyers@jcsdk12.org))*

This course is designed to introduce students to basic woodworking hand tools and machines. Proper use, set up and safety are stressed throughout the time in the shop. All students have to demonstrate safe practices and pass a safety quiz with an 80% or better on the quiz. Students will construct a basic woodworking project.

### Industrial Arts 8:

*Teacher (E-mail): Mr. Swyers ([rswyers@jcsdk12.org](mailto:rswyers@jcsdk12.org))*

This course is designed to build on the skills learned in 7th grade. Proper use, set up and safety are stressed throughout the time in the shop. All students have to demonstrate safe practices and pass a safety quiz with an 80% or better on the quiz. Students will construct a basic woodworking project.

## **Computer**

*Courses: 6th Grade Keyboarding, Intro to Computers 1, Intro to Computers 2, Keyboarding 7, Computer Programs 8,*

### 6th Grade Keyboarding

*Teacher (E-mail): Mr. McConnell ([smcconnell@jcsdk12.org](mailto:smcconnell@jcsdk12.org)); Mrs. Williams ([twilliams@jcsdk12.org](mailto:twilliams@jcsdk12.org))*

This course is designed to teach 6th grade students proper keyboarding technique as well as to introduce them to the features of Microsoft Word. This class meets two days a cycle for the entire year.

## Introduction to Computers 1 (for 7th graders)

*Teacher (E-mail): Mr. St. Clair (rstclair@jcsdk12.org)*

This course is designed to review proper keyboarding techniques and to advance students' knowledge of various **Microsoft** programs such as Word, Excel, Publisher, and Power Point. This class meets two days a cycle for the entire year.

## Introduction to Computers 2 (for 8th graders)

*Teacher (E-mail): Mr. St. Clair (rstclair@jcsdk12.org)*

This course is designed to review proper keyboarding techniques and to advance students knowledge of various **Microsoft** programs such as Word, Excel, Publisher, and Power Point. In addition a career project will be done during the last marking period using the **Career Cruising** website resources. This will help students to identify their strengths and interests, and start them on the process of thinking about their future career choices. This class meets two days a cycle for the entire year.

## Keyboarding 7:

*Teacher (E-mail): Mr. St. Clair (rstclair@jcsdk12.org)*

This course is designed to review and reinforce proper keyboarding techniques learned in 6th grade. Students will meet for 30 consecutive days and focus solely on keyboarding.

## Computer Programs 8:

*Teacher (E-mail): Mr. St. Clair (rstclair@jcsdk12.org)*

Students will be given the opportunity to create a fictional business and be taught to use the Microsoft office software to create realistic documents that you would need for a real business. Examples include business cards, brochures, invoices, and flyers. This class meets for 30 consecutive days.

# Band and Chorus

## Band:

*Teacher (E-mail): Mr. Himes (ahimes@jcsdk12.org)*

Two instrumental opportunities are offered to students at TJHS - Sixth Grade Band and Seventh and Eighth Grade Band. Both groups offer an opportunity for students to improve their musical skills through the use of method materials, scales and arpeggios, warm-up exercises and the

rehearsal of band arrangements. Public concerts are performed in January and May in the Juniata High School Auditorium.

### Chorus:

*Teacher (E-mail): Mr. Himes (ahimes@jcsdk12.org)*

The 7th and 8th Grade chorus is a group that seeks to improve vocal performance and skills. Various warm-ups, note reading skills, solfeggio, rhythmic reading, and performance of a variety of choral literature are offered to the members. Performances include Nursing Home programs at Christmas time and a public concert in May.

## **Life Skills**

*Courses: Life Skills Mathematics, Life Skills English, Life Skills Reading, Resource Room, Social Skills*

### Description

**\* Instructors of virtual classes**

**\*\* Courses in these subject areas may be co-taught**

## **The Co-Teaching Experience**

### What is Co-Teaching?

Co-Teaching instruction consists of a classroom in which two teachers work collaboratively to meet the needs of all students. These types of classrooms are implemented in English Language Arts and Math classes. The primary teacher is the instructor who typically teaches the content of the course (i.e. the math or English teacher). The secondary teacher provides additional support in the classroom for both the students and the primary teacher. The goal of Co-Taught instruction is to provide an educational experience that is inclusive and valuable to each member of the learning environment.

### Why use Co-Teaching?

The value of Co-Teaching is easily explained. Having two instructors in a classroom extends the resources available to all students in the room. Students learn in a multitude of different ways. A Co-Teaching environment benefits the student because it provides a comprehensive knowledge of the course from multiple insights and methods of instruction. By doing so, Co-Teaching fosters mastery of content rather than basic understanding from one perspective. In addition, these classrooms provide the least restrictive environment for educating students who may need extra support in the classroom than one teacher can provide.

### Who are the Co-Teachers?

The reassuring thing about the Co-Teachers here at Tuscarora Junior High School is that they are all certified teachers. The Co-Teachers are listed below and can be contacted if there are concerns regarding a student in their class:

6th Grade ELA: Mrs. Williams ([twilliams@jcsdk12.org](mailto:twilliams@jcsdk12.org)) and Mrs. Reed ([jreed@jcsdk12.org](mailto:jreed@jcsdk12.org))

6th Math: Mr. McConnell ([smcconnell@jcsdk12.org](mailto:smcconnell@jcsdk12.org)) & Mrs. Reed ([jreed@jcsdk12.org](mailto:jreed@jcsdk12.org))

7th Grade Math: Mr. McConnell ([smcconnell@jcsdk12.org](mailto:smcconnell@jcsdk12.org)) and Mrs. Sheppard ([asheppard@jcsdk12.org](mailto:asheppard@jcsdk12.org))

7th grade ELA Rebecca Shertzer ([rshertzer@jcsdk12.org](mailto:rshertzer@jcsdk12.org)) and Zach Smith ([zsmith@jcsdk12.org](mailto:zsmith@jcsdk12.org))

8th grade ELA: Zach Smith ([zsmith@jcsdk12.org](mailto:zsmith@jcsdk12.org)) and Bev Abram ([babram@jcsdk12.org](mailto:babram@jcsdk12.org))

Pre-Algebra: Mrs. Zendt ([bzendt@jcsdk12.org](mailto:bzendt@jcsdk12.org)) and Mrs. Sheppard ([asheppard@jcsdk12.org](mailto:asheppard@jcsdk12.org))

## **Resources for Parents**

As the school year begins and continues to progress, you may have some questions regarding your student and their experience here at Tuscarora Junior High School. Some of the following questions may be common for all parents:

### Who can I contact regarding my student's academic and/or behavioral concerns?

If you have serious concerns regarding your students' academic and/or behavioral standing in the school there are various people to contact. The first person you may want to speak with is our principal Mr. Aaron Bennett. In addition, Mrs. Valerie Ricedorf our assistant principal is a good resource to address your concerns. The guidance department is facilitated by Ms. Caren Mann

and she too is available throughout the day for you and your student to explore any issues regarding the student. Lastly, if there is a specific course that is troubling your student, contacting their instructor directly may be an effective channel of communication.

Can I track my student's progress throughout a marking period? If so, where and how do I do this?

Tuscarora Junior High School has online software through a program called Sapphire that allows teachers, administration, school counselors, and even parents and their students to track student progress in all courses. All parents are given an opportunity to register for this program through the online Sapphire portal. For more information, feel free to contact one of the school administrators.

I do not believe my student is in the correct section or courses and is not being challenged/is being overwhelmed. What can I do to ensure that my child is being adequately challenged in the classroom?

In order for a student to be moved to a higher or lower section there are certain requirements that must be met. If you feel as though your student should be placed differently than he/she has been, contact Mr. Bennett and he will be able to ensure that your student is receiving the appropriate education. Furthermore, if there are concerns about class scheduling for upcoming school years, Ms. Mann the school counselor is a valuable resource.

My student is enrolled in virtual school. Who do I contact for support regarding these courses?

Mrs. Ricedorf is the facilitator of the virtual courses at Tuscarora Junior High School. Any questions regarding these courses should be directed to him.

My student is struggling academically. How do I begin the process of seeking tutor services and/or study skills development for my child? Who do I contact?

The Child Study Team (CST) seeks to guide those who are struggling in school with a variety of different intervention strategies. A more in-depth look at what CST does can be found on the Child Study Team page in this booklet. In addition, Ms. Caren Mann the school counselor conducts meetings with individuals in order to foster strong study habits with students. If you have any concerns about your child's academic performance do not hesitate to contact the administration or counselors to seek further assistance.

If my student is struggling with homework or one specific assignment in a class, who should I contact?

As previously mentioned, CST and the school counselor are very useful resources when looking to improve a student's achievement in the school environment. However, if there are specific issues regarding a class that seem to be overwhelming your student, it may be best to contact their teacher directly. The email addresses for all of our faculty members are listed by the course that they instruct.

I feel like my student may need extra assistance or special education services.

Who can I contact in regards to these types of service?

The school psychologist, Dr. Bowersox is trained in the evaluation of students to determine their need for special accommodations or services. Dr. Bowersox is available for consultation for academic and/or behavioral concerns.

How do I contact the administration/school counselor/school psychologist?

Mr. Aaron Bennett- Principal

E-Mail- [abennett@jcsdk12.org](mailto:abennett@jcsdk12.org)

Phone- (717) 436-2165 Ext. 5039

Mrs. Valerie Ricedorf- Assistant Principal

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Phone- (717) 436-2165 Ext. 5040

Ms. Mann- School Counselor

E-Mail- [cmann@jcsdk12.org](mailto:cmann@jcsdk12.org)

Phone- (717) 436-2165 Ext. 5048

Dr. Bowersox- School Psychologist

E-Mail- [cbowersox@jcsdk12.org](mailto:cbowersox@jcsdk12.org)

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