



STUDENT HANDBOOK

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TABLE OF CONTENTS

Absence Notification.....	6	Immunizations	7
ALC/Suspension Procedures	10	Internet Use.....	11
Anti-Harassment.....	14	Lockers.....	12
A-Tech 2023 - 2024 School Calendar.....	4	Long-Term Absences.....	7
Attendance Credit Policy	6	Lost Articles	11
Attendance Policy.....	6	Make-Up Work.....	8
Attendance Problems	7	National Honor Society.....	12
Bell Schedule.....	9	National Origin Harassment	15
Board of Education.....	3	Notice of Procedural Safeguards.....	22
Bullying and Other Forms of Aggressive Behavior	16	Ohio End of Course Exams	8
Bus Transportation	5	Other Violations of the Anti-Harassment Policy.....	14
Cafeteria	10	Partner High Schools.....	3
Career-Technical Certification	5	Partner School Information.....	5
Career-Technical Student Organizations.....	11	Payment of Fees	13
Certification for Having Read The Ashtabula County Technical & Career Campus Student/Parent Handbook 2023-2024	23	Procedures for School Absence	7
Closing in Bad Weather.....	5	Race/Color Harassment	15
College Visitation Procedures	8	Religious (Creed) Harassment	15
Community Service Student Obligation.....	12	Reports and Complaints of Harassing Conduct	16
Counseling Service.....	10	Resource Center	11
Disability Harassment.....	16	Schedule Changes	9
Dress Code.....	13	Searches	12
Early Dismissals	9	Sexual Harassment	15
Early Placement	10	Statement of Non-Discrimination Policy	22
Eighteen-Year-Old Policy.....	10	Student Conduct Code	17
Emergency Lockdown, Fire, and Tornado Drills	11	Student Fees	13
Field Trips.....	8	Student Photo ID	13
Food and Beverages	11	Student Telephone Calls.....	11
Gangs.....	14	Student Vehicles.....	12
General Policy Statement.....	14	Students Under Suspension/Expulsion	10
Grade Calculation.....	9	Students with Missing Work	8
Grades and Credits	8	Surveillance Cameras	12
Graduation Requirements	9	Tardy to Class.....	9
Health Clinic	11	Tardy to School.....	9
History of District	5	Vacation Guidelines.....	7
		Visitors to A-Tech.....	21

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PARTNER HIGH SCHOOLS

Conneaut High School
Edgewood High School
Geneva High School
Grand Valley High School
Jefferson Area High School
Lakeside High School
Pymatuning Valley High School
St. John High School



A-TECH 2023 - 2024 SCHOOL CALENDAR

Monday, August 21	-School Begins
Monday, September 4	-Labor Day: No School
Thursday, September 21	-Parent/Teacher Conferences 3:30 p.m.- 8:30 p.m.
Friday, September 22	-No School
Friday, October 13	-NEOEA Day: No School for Students
Friday, October 20	-1st Nine Weeks Ends
Wednesday, November 22	-Thanksgiving Vacation
Thursday, November 23	-Thanksgiving Vacation
Friday, November 24	-Thanksgiving Vacation
Monday, November 27	-No School
Thursday, December 21	-Winter Break Begins
Wednesday, January 3	-Classes Resume
Monday, January 15	-Martin Luther King Day No School
Friday, January 19	-End of the 1 st Semester
Thursday, February 15	-Parent/Teacher Conferences 3:30 p.m.- 8:30 p.m.
Friday, February 16	-No School
Monday, February 19	-Presidents' Day - No School
Friday, March 22	-3rd Nine Weeks Ends
Monday, March 25	-Spring Break Begins
Friday, March 29	-Good Friday – No School
Tuesday, April 2	-Classes Resume
Friday, May 24	-Last Day for Seniors
Friday, May 24	-Senior Awards
Monday, May 27	-Memorial Day - No School
Thursday, May 30	-Last Day of School

NOTE: Students will follow the A-Tech school calendar, not the partner school calendar.

HISTORY OF DISTRICT

The necessity for expanded programs of vocational education for high school students in Ashtabula County was long recognized. Progress in meeting area needs was slow until the Congress of the United States passed the Vocational Education Act of 1963, authorizing funds in support of such programs.

In 1965, Dr. Woodrow Gephart wrote the plan for a joint vocational school district consisting of the nine secondary schools in the county that was submitted to the Ohio Department of Education. The plan provided for construction of vocational areas of Agriculture, Business Education, Distributive Education, Home Economics, and Trade and Industrial Education. Students in all participating schools would have access to vocational training of the highest quality that no single school could provide. The plan and application to form a district was approved by the Ohio State Board of Education May 10, 1965.

All schools in Ashtabula County submitted resolutions to join the JVS district in June 1965 and the Ashtabula County Joint Vocational School Board's organizational meeting was held July 6, 1965. Bill Springer was elected President and Charles Meister, Vice President. Additional members were Franklin Clark, Ray Marvin, Lyle Clark, Butler Wright, and David Lusk.

Dr. Woodrow Gephart was hired as the vocational school's first superintendent and Mrs. Ruby Blanche was named the school's first treasurer in 1965.

The voters of Ashtabula County passed a building and operating levy in May 1966, thus qualifying the JVS district to receive matching federal funds through the State. Construction of the physical facilities began in the spring of 1968. Ashtabula County Joint Vocational School opened for operation in September 1969.

In June of 2011, the Board of Education formally changed the name of the district to Ashtabula County Technical & Career Center and the school's name was changed to Ashtabula County Technical & Career Campus (A-Tech).

PARTNER SCHOOL INFORMATION -

A-Tech serves as an extension of the partner high schools. Students will graduate and receive their diplomas from their partner high schools.

Career-Technical students are encouraged to participate in partner school activities. The notices announcing these activities will be displayed on the bulletin boards and in the daily announcements.

Each month a partner school representative will be at A-Tech to hold informational meetings. A 10-minute period will be provided for this activity.

BUS TRANSPORTATION -

Transportation to A-Tech will be provided by the high schools. Students will be notified as to the time buses depart from the partner schools through the partner high schools. The buses do not belong to A-Tech. They belong to the partner schools. Therefore, should a student wish to ride home with a friend from another school, authorization is to come from the partner school principal. All students (bus riders and drivers) arriving before 8:10 a.m. are to report to the cafeteria.

CLOSING IN BAD WEATHER -

If your partner school is open and the Ashtabula County Technical & Career Campus is closed, you should remain at home. If A-Tech is operating and your partner school is closed, and you feel you can travel safely, you should attend classes by providing your own transportation. School closing announcements are normally made on local radio and TV stations. A-Tech will employ the use of automated phone/phone/SMS messaging for such notifications as well. Only school closings will be announced, not re-openings.

CAREER-TECHNICAL CERTIFICATION -

The Ashtabula County Technical & Career Center Board of Education issues a Certificate to each student who qualifies according to the following criteria:

Certificate of Completion: Passing the Career-Technical program and maintaining an attendance rate of 85% or better.

Certificate of Achievement: Achieving at least a "C" year-end average in the Career- Technical program and maintaining an attendance rate of 90% or better.

Certificate of Distinction: Achieving at least a "B" average in the Career-Technical program and maintaining an attendance rate of 95% or better.

Each year of all two-year programs will be evaluated separately according to the above criteria. All financial obligations must be met prior to receiving a Career- Technical Certificate. Any day a student is not in attendance will be counted as a day absent with the following exceptions only:

*College visitation (pre-approved - three school days notice required).

*Approved field trips.

*Partner school functions/activities.

*Days for which home school is not running shuttle buses to the A-Tech.

ATTENDANCE POLICY

Philosophy - The philosophy of A-Tech's attendance policy is to instill in the student that attendance at school, and eventually at work, is a critical aspect in education and employment. A poor attendance record affects a student's ability to succeed in school or employment. Because one of the goals of the school is to make a student employable, attendance standards are an important aspect of our mission.

A-Tech is committed to a policy of intervention when attendance problems arise. The policy will be one designed to change the behavior of students with attendance problems so that they can become completers of their programs. The program is designed with steps that provide intervention at various points of student absence.

A. When a student is absent the parent/guardian or adult student should call the school.

B. Students who exhibit problem attendance may be placed on attendance probation with the school. Once a student is placed on "attendance" probation, **formal documentation** (doctor's excuses, court documentation, etc.) will be required for all subsequent absences.

ATTENDANCE CREDIT POLICY

Any student enrolled in a year-long course and whose absences exceed 18 days absence in a class for that year may also be denied credit, regardless of the grades received. Students may be kept in the course and recognized as having audited the course. The following absences are not counted in the total allowed for each class.

- Any documented absence which requires a physician's care, confinement to the home or placement in a hospital
- Any absence due to an approved school activity such as a field trip, home school activities, counselor appointments, disciplinary consultation
- Any pre-approved documented absence as a result of appearing in court
- Out of School Suspension

Any student who exceeds the number of absences and is denied credit for year-long course has the right to appeal to the Attendance Review Committee. This committee is comprised of the Principal, the student's Guidance Counselor, and one other staff member. In the event of unusual or extenuating circumstances, such as but not limited to personal illness, which does not require an attending physician, or family vacation, the Attendance Review Committee will review and render their decision based upon a majority vote of the committee for each appeal.

Upon the rendering of the decision by the Attendance Review Committee, the student has the right to appeal that decision to the Superintendent of the district or his/her designee.

ABSENCE NOTIFICATION

Parents/Guardians shall be notified of student's attendance in the following manner: Notice sent to parents via US Mail before a student is Habitually Truant or has Excessive Absences.

Students are Habitually Truant when they have been absent without a legitimate excuse for:

- 30 or more consecutive hours (5 days), or
- 42 or more hours in one month (7 days), or
- 72 or more hours in a year (12 days).

Students have Excessive Absences when they are absent from school for any reasons for:

- 38 or more hours in a month (6 days), or
- 65 or more hours in a year (11 days).

The following are conditions under which an absence may be considered as excused:

- Personal illness (*a written physician's statement verifying the illness may be required)
- Illness in the family necessitating the presence of the child
- Quarantine of the home
- Death in the family
- Observance or celebration of a bona fide religious holiday
- Such good cause as may be acceptable to the Superintendent

VACATION GUIDELINES -

Excused vacations require:

- Being taken with parents, and
- Pre-arranged with a note from parents signed by the student's instructors, and
- Student agrees to make-up work as directed by instructor before, during or after vacation, and
- Approved note turned in to the Attendance Office prior to vacation.
- Notes
 - If a student does not have enough points to qualify for a high school diploma, vacations will not be excused during the weeks of End of Course testing.
 - If a student has been classified as Habitually Truant or has Excessive Absences vacations will not be excused.

ATTENDANCE PROBLEMS -

All students will be referred to the Attendance Review Committee when attendance problems are noted.

Frequently Absent – Students who are excusably absent for a significant number of days in a grading period, regardless of the reason, will be considered "frequently absent." If there is a pattern of frequent absence for "illness," the parents will be required to provide a statement from a physician describing the health condition that is causing the frequent illness and the treatment that is being provided to rectify the condition.

Students that are Habitually Truant or have Excessive Absences may be referred to an Absence Intervention Team. The Absence Intervention Team will consist of a representative of A-Tech, a teacher or guidance counselor, and the student's legal guardian. The team may also include other representatives, as appropriate. The team will develop an attendance improvement plan. If the student does not adhere to the plan, the school may file a complaint with juvenile court. If the student's legal guardian fails to respond to meet with the Absence Intervention Team, they may be referred to Children Services.

PROCEDURES FOR SCHOOL ABSENCE -

Students who have been absent are to report to the attendance window before attending any class on the day of their return to obtain an admit slip. Students must have a written excuse. Students may be excused from school for one or more of the following reasons as stated in the Ohio Administrative Code and/or A-Tech policies:

1. Personal illness (a written physician's statement verifying the illness, may be required)
2. Illness in family
3. Quarantine of home
4. Death of a relative
5. Work at home due to absence of parents or guardian
6. A celebration or observance of a bona fide religious holiday
7. Emergency or set of circumstances that the Superintendent approves.

Notes from home should be complete with the date, student's full name, dates of absence, exact reason for absence and a full signature of the parents or guardians. Students who do not bring a note on the day of return following an absence will be automatically scheduled for a lunch detention. Students will also receive an absence verification form to take home to their parents/guardians to be completed and returned. If neither the form nor a note is returned the next day, students will be considered truant.

IMMUNIZATIONS –

Students must be current with all immunizations required by law or have an authorized waiver from State immunization requirements. For the safety of all students, the school principal may remove a student from school or establish a deadline for meeting State requirements if a student does not have the necessary immunization or authorized waiver. Any questions about immunizations or waivers should be directed to the building principal.

LONG-TERM ABSENCES -

Long-term medical leaves must be verified by a report from a physician that explains the reason for the absence. Students must contact the Guidance Office to arrange assignments within the first 5 days of absence. Any students who are absent for five days in a row for any reason without appropriate verification and contact with the school citing a legitimate excuse, may be considered truant and, if so, will cause loss of credit for assignments missed.

Students who miss five days of school in a row must call the Attendance Office by the fifth day (440-576-6015 ext. 1148) or have their parent/guardian call, between 7:30 – 3:30 p.m. to say why they have been absent and state when they expect to return to school. If the student misses a fifth day without contacting the school, that student may forfeit the right to make up work and/or could be considered truant. Exceptions may be made due to extenuating circumstances.

FIELD TRIPS -

School rules and policies apply to all approved field trips. Parental permission must be obtained before students can leave school property for any reason. No unauthorized persons will be taken on a school field trip activity. Field trips are considered a privilege. Administration may take away either individual or group field trip privileges. If a student will miss an academic class during the field trip, that student must be earning a passing grade in that missed academic class in order to attend the field trip.

COLLEGE VISITATION PROCEDURES -

Junior students will be permitted two (2) excused days and senior students permitted three (3) excused days for visitation to colleges, and/or job interviews related to their training, state boards and the military. Students must have a "C" average in all courses and 90% attendance at the time of the visitation. Visitation forms must be obtained from the guidance counselor at least three school days prior to the visitation date and approved by the guidance counselor and attendance officer. These will not count as days absent if the procedure is followed. Not following this procedure will result in the day(s) counting as absent.

The Attendance Office will keep an accurate record of the time a student is absent from school for Career-Technical Certificate purposes. If a student is absent from school for any portion of a class period, he/she will be considered absent for that entire period. Partial days will appear on grade cards as half days, although the actual absence (number of periods) may be more or less than one-half day.

MAKE-UP WORK -

There is no adequate way to make-up a class that is missed. When a student has been absent, it is the student's responsibility to contact his/her teachers on the day he/she returns to school and make arrangements to make-up his/her assignments and tests. **Homework assigned prior to an absence is due the first day of return from absence.** Students cannot earn a **daily lab grade** if they are not present in lab. However, if the absence is excused, lab tests, projects and assignments may be made up when the student returns to school. An alternative assignment shall be given when lab assignments/activities are missed because of an excused absence, ALC, and/or suspension unless the original assignment/activity can be replicated. **Any other make-up work is to be completed in as many days as the length of the absence.** In cases where the absence overlaps a grading period, a grade of incomplete **may** be given.

STUDENTS WITH MISSING WORK -

Students who have missing assignments or assignments not acceptable by their instructor may be required to complete the assignment during their lunch period in a designated location. Students that do not attend these required lunch pullout sessions will be subject to the following disciplinary consequences:

- First Offense – Verbal Warning
- Second Offense – Lunch Detention
- Third Offense – 1 Day in the Alternative Learning Center

Students who have more than three offenses will receive discipline according to the school-wide disciplinary system.

OHIO END OF COURSE EXAMS -

To be eligible for a high school diploma, students are required to achieve a composite point total of 18 points on academic End of Course Exams. Those students who have taken, but earned less than 3 points on one or more Ohio End of Course Exam will be scheduled for remediation in the appropriate course(s) and will be required to attend these sessions. Any student failing to attend scheduled remediation will be considered truant from class.

GRADES AND CREDITS -

Students with perfect attendance in a class for a full nine weeks grading period will be awarded a three (3)-percentage point increase in their grade for that class. For example, a student with perfect attendance and a 90% average would receive a 93% or an A. Exceptions to this attendance provision are those listed previously under the Career-Technical Certificate Requirements.

Students with absences due to a prolonged illness or serious accident shall be given an "Incomplete" in classes until all work/assignments have been completed. **It is the individual student's responsibility to make arrangements with the instructor for obtaining and completing the assignments.**

The final grade for any class will be determined by averaging the percentages of all four of the grading periods. A student must 1) receive a passing grade for at least one grading period in each semester; or 2) pass both grading periods in the second semester to receive credit.

GRADE CALCULATION

<u>Grading Scale:</u>		<u>End of Year</u>
<u>Letter Grade</u>	<u>Percentage</u>	<u>Cumulative Percentages</u>
A	92 - 100	366 - Above
B	83 - 91	330 - 365
C	74 - 82	294 - 329
D	65 - 73	258 - 293
F	64 - Below	257 - Below
I	Incomplete	Incomplete

GRADUATION REQUIREMENTS -

Students enrolled in A-Tech retain membership in their respective partner schools. They will consequently be required to fulfill the graduation requirements of their partner schools. In addition, they will receive a Career-Technical Certificate (if requirements are met) issued by the Ashtabula County Technical & Career Center. **Since the partner school maintains all records, all transcript requests must be forwarded to the partner high school.**

SCHEDULE CHANGES -

Scheduling is completed prior to the start of each school year. A student-initiated request for a schedule change needs to be submitted in writing (including parent signature) to the student's guidance counselor and needs to meet at least one of the following criteria to be accepted and considered:

- to provide IEP accommodations;
- to accommodate a change of career-technical program during the first two weeks of the school year; or
- to accommodate dropping/adding a course during the first grading period.

Once the request is submitted, it must be reviewed and approved by the student's guidance counselor and/or supervisor, before the change may be implemented.

BELL SCHEDULE -

All students (bus riders and drivers) arriving before 8:10 a.m. are to report to the cafeteria.

1st Period	8:14 – 8:56	6th Period	11:38 – 12:08
2nd Period	9:00 – 9:42	7th Period	12:12 – 12:54
3rd Period	9:46 – 10:28	8th Period	12:58 – 1:40
4th Period	10:32 – 11:02	9th Period	1:44 – 2:26
5th Period	11:05 – 11:35		

TARDY TO SCHOOL -

Students arriving between 8:14 a.m. - 8:30 a.m., must report to the attendance window in "B" building. Their names will be recorded, and they will be issued a tardy slip to class. All late bus students must report directly to the attendance window for a late bus pass.

TARDY TO CLASS -

When a student is late to any scheduled class without an authorized pass, the student will be considered tardy and will receive a tardy slip. When a student receives four (4) tardies (tardy to school or to class), Alternative Learning Center time will be assigned.

EARLY DISMISSALS -

When a student enters the school grounds, that student is under the jurisdiction of A-Tech. Under no circumstances shall any student leave the campus without obtaining permission from the Principal's Office. Students must follow these guidelines for an early dismissal:

- (a) provide prior notification, in written form, to the Attendance Window before school the morning of the needed early dismissal.
- (b) sign-out in the Principal's Office at the time the student leaves school.

An early dismissal shall be granted for one (1) of the six (6) reasons listed below:

1. Personal illness/medical appointment (a signed slip from doctor/dentist and/or school nurse)
2. Illness in family
3. Emergency or circumstances approved in the office
4. Death in the family
5. Required attendance in court
6. Verified partner school activities

EIGHTEEN-YEAR-OLD POLICY -

All students regardless of age will be required to follow and abide by all school rules, procedures and policies. Students who turn 18 years old are considered adult students. Adult students may request to be considered as educationally independent (responsible for all of their actions). Forms are available in the Principal's Office.

ALC/SUSPENSION PROCEDURES -

Suspensions/Alternative Learning Center will be a full day for ALL students. Early Placement students are responsible for making arrangements with their employers. Students who are assigned to ALC or an out of school suspension must collect assignments in advance of the first assigned day in order to receive credit for class work missed. When assignments cannot be collected before a suspension due to an emergency removal, arrangements may be made by the Principal's Office that would allow a student to complete work missed when the student returns to class. Any lab tests, quizzes, projects, and assignments that could not be obtained in advance shall be made up upon the students return. However, an alternative assignment shall be given for lab assignments/activities that are missed due to ALC and/or out of school suspensions unless the original assignment/activities can be replicated. The ALC monitor may assign additional class work, as well as assign additional days of ALC to students who refuse to comply with the ALC guidelines. In some cases, poor behavior in the ALC may result in immediate removal from school premises. In such cases, the ALC day will be rescheduled and additional disciplinary action may be taken.

STUDENTS UNDER SUSPENSION/EXPULSION -

Students who have been either out-of-school suspended or expelled from school may not attend or participate in A-Tech or partner school functions during the time of suspension or expulsion.

COUNSELING SERVICE -

Guidance and counseling services are available to all students. The purpose of the Counseling Service is to help students in any way possible to profit from instruction, achieve personal and educational goals, make decisions about goals, and to make decisions about plans for now and in the future. The Counseling Service is open before and after school, and during lab periods. Students may also schedule appointments with the counselors through their instructors. The Counseling Department is located in the Student Services Office in "B" Building.

EARLY PLACEMENT -

The Early Placement Program is intended for senior students enrolled in the second year of a program. Participation in Early Placement is contingent upon the availability of appropriate training stations and must be approved by the Career- Technical instructor and the early placement administrator.

The following will be considered:

- *Meet identified academic, Career-Technical, and attendance standards.
- *Have the approval of the Dean of Students with regard to discipline.
- *Be free of deficiencies or be in the process of making them up.
- *Have fee charges fully paid or they must be current on a payment plan with the school.
- *Have no outstanding debts from class fundraisers.
- *Member of Drug Free Club.
- *Have a job that is directly related to their training program.
- *Have the recommendation of their Career-Technical instructor.
- *Have their own transportation.
- *Have a fully approved "Early Placement" packet.

CAFETERIA -

The cafeteria is a multi-purpose area, used not only at lunchtime, but also for group meetings during regular school hours and after school. Since it is used for a variety of purposes, it is important that we all make every effort to keep it clean. Students are required to remain in school during their lunch periods. Lunch may be purchased in the cafeteria or may be brought from home and eaten in the cafeteria. Students will be expected to:

1. Pay for their lunch.
2. Stand in line and wait their turn.
3. Eat in cafeteria.
4. Keep the table areas clean.
5. Return trays and dispose of refuse in the proper containers.
6. Use good table and eating manners.
7. Put chairs back in place.

Students and parents who have prepaid their lunch account will have their account balance reimbursed at the end of the school year. Accounts that have less than \$10.00 will not be refunded.

FOOD AND BEVERAGES -

FOOD AND BEVERAGES CANNOT BE CONSUMED AND MUST BE SEALED IN ANY CLASSROOM, HALLWAY OR LAB AREA.

Since some Career-Technical classes are in session during lunch periods, **students are not permitted in any hallways, buildings or areas of "B" building other than the cafeteria.** An area directly outside the front doors of the cafeteria bordered by the sidewalks leading to "A" and "C" is an authorized area during lunch. Students are **not** permitted to sit in automobiles during the lunch periods or any other time while school is in session. Since we have closed lunch periods, students are **not permitted to leave campus for lunch** except early placement students who are leaving for the day.

HEALTH CLINIC -

The clinic is provided for emergency treatment of illness or injury, which may occur during the school day. Should you need such services, report to the clinic with permission from your instructor. The nurse will give emergency treatment and, if necessary, inform parents and enlist a doctor's aid or call an emergency ambulance.

ALL PRESCRIPTION MEDICATION MUST BE STORED WITH THE NURSE. ANY STUDENT WHO IS ILL MUST BE CHECKED OUT THROUGH THE SCHOOL NURSE TO BE DISMISSED. Every student **MUST** have a health and emergency form on file with the school nurse. Students are not permitted to bring or consume over-the-counter medication while at school without a signed **non-prescription medication form** signed by the student's parent/guardian on file in the clinic. Students **must** leave medication with school nurse, who will dispense the medication as required.

The Board has established a policy that every student must have an Emergency Medical Authorization Form completed and signed by his/her parent in order to participate in any activity off school grounds. This includes field trips, spectator trips, athletic and other extra-curricular activities, and co-curricular activities.

The School has made the form available to every parent at the time of enrollment. Failure to return the completed form to the school will jeopardize a student's educational program.

RESOURCE CENTER -

Students are welcome to read current magazines and check out books during free time or class time with their instructor's permission. The Resource Center (Library) has the same access to materials as the other high school libraries in Ashtabula County. You have the capability to borrow books from other libraries in the county and in the state and have them delivered to A-Tech. Computers are available for students' use.

INTERNET USE -

Students shall not make any unauthorized connection to the school equipment or server. This prohibition would include, but not limited to, any device – installed, used as a plug-in, or any wireless connection. Students shall not broadcast a wireless network. Students must have a completed "Network Usage Agreement" form on file in order to access the Internet using computers on the A-Tech campus. Use of school technology will be monitored.

EMERGENCY LOCKDOWN, FIRE, AND TORNADO DRILLS -

Emergency lockdown, fire, and tornado drills will be held periodically throughout the school year. Procedures for evacuating the building will be posted in each room, and students will be given verbal instructions. Please walk to the designated areas in an orderly manner. Instructions will also be given to students to follow in the event of other emergencies.

STUDENT TELEPHONE CALLS -

Instructor phones in labs, classrooms and teacher offices are **not to be used by students.**

LOST ARTICLES -

A student lost and found service is maintained in the Principal's Office in "B" Building. We hope that everyone will do his/her part to see that all items are returned to their rightful owners. You have a better chance of getting something back if you put your name on your possessions. **All tools are to be engraved.**

CAREER-TECHNICAL STUDENT ORGANIZATIONS -

Youth clubs are an integral part of every program. All students are automatically members of their respective youth clubs.

The following is a list of those clubs:

1. Future Farmers of America (FFA)
2. Family, Career & Community Leaders of America (FCCLA)
3. SkillsUSA

NATIONAL HONOR SOCIETY -

Membership in the National Honor Society at A-Tech is based upon scholarship, leadership, character, and service. Members of the A-Tech staff elect students to the honor society. (1) To qualify for consideration a student must have a 3.35 cumulative GPA for high school. (2) Once a student meets this qualification, the student will be asked to complete an information packet. (3) A committee consisting of members of the school staff will make final selections from the information packets received, based upon the qualities of leadership, service, and character.

COMMUNITY SERVICE STUDENT OBLIGATION -

Each program is expected to complete an average of ten (10) hours of community service per student to earn credit for payment of CTSO (Career Technical Service Organization) annual dues.

Each individual student is expected to perform ten (10) hours of community service each year he/she attends the Ashtabula County Technical & Career Campus. Sample descriptions of qualifying community service options are available in the Student Activities Office.

SURVEILLANCE CAMERAS -

Surveillance cameras are in use throughout the A-Tech campus including parking lots, common areas (cafeteria, labs and classrooms). Information and activities recorded are used to maintain a safe and secure environment, and may be shared with law enforcement agencies.

LOCKERS -

Students will be assigned lockers. Lockers should always be locked when not in use. Students are not to share locker combinations with others. Students are not to leave money or valuables in lockers. Individual lockers **may** be searched by school officials, without warning, when there is reasonable suspicion to believe that potentially dangerous objects, stolen tools or contraband are present. All combination locks will have the combination number on file with the career-technical instructor.

SEARCHES -

School authorities are charged with the responsibilities of safeguarding the safety and well being of the students in their care. In the discharge of that responsibility, school authorities may search the person or property (including, but not limited to, vehicles, purses, book bags, gym bags, toolboxes, electronic devices) of a student, with or without the student's consent, whenever they reasonably suspect that the search is required to discover evidence of a violation of law or of school rules. The extent of the search will be governed by the seriousness of the alleged infraction. General housekeeping inspection of school property may be conducted with reasonable notice. Student lockers are property of the district, and random searches of the lockers and their contents may be conducted. Unannounced and random canine searches may also be conducted.

Anything that is found in the course of a search that may be used as evidence of a violation of school rules or the law may be taken and held or turned over to police. The school reserves the right not to return items that have been confiscated.

STUDENT VEHICLES -

It is the policy of the school to provide limited parking areas for motor vehicles. However, any student who chooses to utilize the parking areas will be required to permit the interior of the vehicle he/she owns, operates, or has control over to be inspected upon request of the Principal or Dean of Students.

Students who fail to comply with the Principal's or Dean's request will be subject to discipline in accordance with this handbook. **NOTE: Students drive and park vehicles at the school at their own risk. The school does not assume responsibility for damage incurred while on school grounds.**

Students, registering in a timely manner, are permitted to provide their own transportation to and from school. Only early placement or early dismissal students will be permitted to remove their cars from the parking lot before 2:26 p.m.

Standard safe driving will be expected and enforced. Revocation of driving privileges will be exercised whenever necessary. **Drivers are fully responsible for passengers and their actions or any use of the vehicles that violates the Student Conduct Code. Students are to exit vehicles immediately upon arrival to school. If arrival is prior to 8:10 a.m. students are to report to the cafeteria.** Students are not permitted to return to their cars until dismissal from school.

All students who drive **MUST** display a student parking permit from the rear view mirror. These parking permits are issued by the Principal's Office at a cost of **\$ 20.00**.

To obtain a permanent parking permit, students must complete the Application for Driving Permit and show proof of (1) a valid driver's license, (2) authorization of the parent or guardian, (3) proof of automobile insurance, and (4) proof of ownership (registration).

Student drivers will need a parking permit by September 25, 2023. Parking spaces are limited. Students who provide their Student Information Form, Handbook Form, Senior Meningitis Vaccination Form and join Drug Free Clubs of Ohio can obtain a FAST PASS parking permit starting at the beginning of 2023 school year. Students without a FAST PASS parking permit may begin applying for a parking permit on September 18, 2023.

If a student drives a car that is not registered, he/she must obtain a temporary parking permit and park in the student parking lot. This permit is good only for one day and must be displayed on the dashboard of the vehicle. Students who obtain a second temporary parking permit must show proof of insurance. Students who fail to show proof of insurance will not be permitted to drive to school until proof is provided. A \$2.00 cost per temporary tag will be assessed.

No student will be permitted to park his/her vehicle in the visitor parking areas or school staff parking areas. Visitor parking areas are painted with **BLUE** parking lines. School staff's parking areas are painted with **RED** parking lines. Student parking areas are painted with **YELLOW** parking lines. Handicapped parking is marked with **WHITE** lines. **Students violating these rules are subject to disciplinary action and/or having their cars towed at owner's expense.**

Students counted unexcused/tardy four or more times in a nine-week period may have their driving privileges revoked for that nine weeks.

Please note, any unregistered vehicles parked on A-Tech property, vehicles parked in a restricted area or improperly parked, or vehicles that have been involved in violations of the above rules may be towed at the owner's expense or wheel-locked. At 7:30 a.m. all driveway gates will be lowered and all traffic will enter and exit through the main entrance.

STUDENT FEES -

Student fees are amounts that cover the costs of supplemental materials within each of the Career-Technical/academic programs.

PAYMENT OF FEES -

Student fees must be paid in full or a payment plan arranged no later than September 10, 2021. Failure to pay or to have made arrangements to pay fees may result in the withholding of grades and credits. Some students may be eligible for assistance through the Youth Opportunities Program located at the Ashtabula County Department of Job and Family Services, Office of Workforce Development. All students received a pre-registration form in their August letter. **No student will be denied the opportunity to attend the Ashtabula County Technical & Career Campus due to inability to pay fees.**

STUDENT PHOTO ID -

All students will be issued photo ID's. Students must possess and display upon request their photo ID's at all times during the school day. Students will be required to replace lost or stolen photo ID's at their own expense (**\$3.00**).

DRESS CODE -

Since we are a Career-Technical school concerned with public image, employability, and safety, the Ashtabula County Technical & Career Campus has adopted the following student dress code. **Individual programs dictate the appropriate dress and appearance and expect attire appropriate for program occupations.** Individual Career Technical programs have more structured dress requirements as set by the instructor (i.e. uniforms).

The Ashtabula County Technical & Career Campus believes that a well-groomed student body creates an atmosphere conducive to achievement and good order. It is requested that parents/students be discreet in selecting school attire. Attire or appearance which attracts undue attention to the individual is not acceptable. Above all else, common sense must be interwoven with decency, neatness and cleanliness. Your school appearance reflects an attitude of pride in yourself, your family, your program, your school and your community. To assist in meeting these standards, the following guidelines are being listed.

All students will wear their career-technical program uniform during the entire school day. Long sleeved clothing may be worn underneath the career-technical uniform shirt, with instructor approval. It may not be worn over the top of the career-technical uniform shirt.

All A-Tech students for the 2023-2024 school year will be dressed in a style of clothing we are referring to as "Trade Wear." "Trade Wear" will be required by all students beginning on October 2. This will allow individual programs time to order trade wear uniforms.

1. Hairstyles must be neat and clean and meet safety standards.
2. Any display of clothing, jewelry, patches or accessories that diminish the dignity of others, such as, but not limited to, traditionally known hate symbols (i.e. Confederate flags and swastikas), derogatory racial, ethnic or gender references are prohibited. Additionally, any of the above that are in suggestive places or that advertise in writing, with pictures, or that otherwise depict, suggest or promote violence, weapons, death, obscenities, alcoholic beverages, illegal drugs, satanic cults, or gang activities are prohibited.
3. Bare midriff tops are prohibited. The bottom of the shirt must meet or overlap the top of the skirt or slacks at all times during the course of normal daily activity. Tops must have sleeves that extend over the shoulder.
4. Underwear or underwear style garments are inappropriate when worn as outerwear.
5. Students must wear footwear designed to be worn on the street. Also, health and safety standards must be met.
6. Shorts, short dresses/skirts, cut-off T-shirts, mesh shirts, athletic style pants, pajama style clothing are not permitted. Yoga pants, and/or spandex style, tight form fitting pants are not permitted. Pants are to be worn at the waistline and are to be full length. Capri pants are permitted.
7. Hats or caps, hoods and jackets must be removed during assemblies or other organized indoor activities. Hats may be worn in classrooms and labs unless otherwise directed by the individual classroom teacher.
8. Sunglasses must be removed upon entering the buildings. Chains, such as wallet chains, are not permitted to be worn.
9. All types of slacks, shirts and blue jeans should be clean.
10. Short dresses/skirts must be no shorter than 2" above the top of the knee cap.
11. Any clothing that excessively exposes the body or is in poor taste in a school environment is inappropriate.

This student dress code represents what is believed to be reasonable rules and regulations and applies to all students any time they represent the school in academic, Career-Technical, youth organization or field trip activities. Authority for enforcement rests with the faculty and administration.

GANGS -

It is the purpose of the Ashtabula County Technical & Career Campus to maintain an environment that is safe for students and staff and conducive to learning. Any presence of gangs on campus disrupts that environment by threatening the safety of individuals, and causing a disruption of the academic process. In accordance with this, gangs and gang related activities are prohibited at A-Tech.

Gang related activities - such as initiations, hazing, intimidation, recruitment, fighting, establishing "turf" or placing graffiti on school property - at school functions or school related activities will not be tolerated.

Students at A-Tech shall not:

1. participate in gang related activities.
2. wear or display recognized gang attire, colors, or tattoos.
3. designate boundaries or "turf" (including defacing property with graffiti).
4. imply gang membership or affiliation by written communications, marks, drawings, designs, gestures, etc.

If a student is found to be in violation of any of these provisions, disciplinary action will be taken. Possible consequences include suspension, expulsion, and legal prosecution. All students involved in such activities will be counseled and encouraged to cease gang affiliations. A-Tech will maintain a record of known gangs and gang members, and share this information, when appropriate, with Partner schools, local law enforcement agencies and court personnel.

ANTI-HARASSMENT -

A summary of this policy follows. The full policy (5517) is posted in the Principal's Office, in the Workforce Development Office and at www.atech.edu.

GENERAL POLICY STATEMENT -

It is the policy of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board. Civil liabilities and damages may be pursued if appropriate.

The Board will vigorously enforce its prohibition against harassment based on sex, race, color, national origin, religion, disability, or any other unlawful basis, and encourages those within the School District Community as well as third parties, who feel aggrieved to seek assistance to rectify the problems. The Board will investigate all allegations of harassment and in those cases where unlawful harassment is substantiated; the Board will take immediate steps to end the harassment. Individuals who are found to have engaged in unlawful harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District Community" means students, administrators, teachers, staff, and all other school personnel, including Board members, agents, volunteers, contractors, or other persons, subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District Community at school-related events/activities (whether on or off School District property).

If you believe you have been or are the victim of harassment you should report the situation to the Principal, Dean of Students, or Superintendent, a teacher or counselor. Teachers and counselors are responsible for notifying the appropriate administrator. Complaints against the Principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President. Contact information can be found on the district web site, www.atech.edu.

OTHER VIOLATIONS OF THE ANTI-HARASSMENT POLICY -

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of harassment.
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties.

SEXUAL HARASSMENT -

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, or status in a class, educational program, or activity;
- B. Submission or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
- C. Such conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender. Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. Unwelcome sexual propositions, invitations, solicitations, and flirtations.
- B. Physical assault.
- C. Threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances.
- D. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls.
- E. Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed in the work or educational environment, which may embarrass or offend individuals.
- F. Unwelcome and inappropriate touching, patting, or pinching; obscene gestures.
- G. A pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another.
- H. Remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history.
- I. Consensual sexual relationships where such relationship leads to favoritism of a student or subordinate employee with whom the teacher or superior is sexually involved and where such favoritism adversely affects other students and/or employees.

Not all behavior with sexual connotations constitutes unlawful sexual harassment. Conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects an individual's employment or education, or such that it creates a hostile or abusive employment or educational environment.

RACE/COLOR HARASSMENT -

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working, and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

RELIGIOUS (CREED) HARASSMENT -

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

NATIONAL ORIGIN HARASSMENT -

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

DISABILITY HARASSMENT -

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

REPORTS AND COMPLAINTS OF HARASSING CONDUCT -

Members of the School District Community and third parties are obligated to promptly report incidents of harassing conduct to an administrator, supervisor or other School District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent.

Members of the School District Community or third parties who believe they have been unlawfully harassed by another member of the School District Community or a third party are entitled to utilize the Board's informal and/or formal investigation and complaint processes. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints of harassment under this policy, individuals should make every effort to file an informal or a formal complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

Safer Schools Ohio is a multi-agency effort created to assist schools in continuously improving the safety of our students. By calling or texting the statewide hotline – 844-SAFEROH (844-723-3764) – you can report anything that is suspicious or endangering you, your friends or your school.

BULLYING AND OTHER FORMS OF AGGRESSIVE BEHAVIOR -

(Summary of Board of Education Policy 5517.01)

See a posting of the complete policy in the Cafeteria or by visiting www.atech.edu.

The Board of Education is committed to providing a safe, positive, productive and nurturing educational environment for all of its students. Aggressive behavior toward a student, whether by other students, staff or third parties is strictly prohibited and will not be tolerated.

Aggressive behavior is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. This type of behavior is a form of intimidation and harassment, including, but not limited to, such behaviors as stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. All complaints about behavior that violates this policy will be promptly investigated.

If you believe you have been or are the victim of aggressive behavior you should report the situation to the Principal, Dean of Students, or Superintendent, a teacher or counselor. Teachers and counselors are responsible for notifying the appropriate administrator. Complaints against the Principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President. Contact information can be found on the district web site, www.atech.edu.

Those found in violation of this policy will receive appropriate remedial and/or disciplinary action. The complaining party shall be notified of the results of the investigation, and as appropriate, that action has been taken.

This policy is not meant to infringe upon First Amendment rights of students.

Retaliation against anyone who reports aggressive behavior or who participates in an investigation will not be tolerated. Any such behavior should be reported in the same way as aggressive behavior. False statements given during an investigation may also result in disciplinary action.

The **definitions** are guidelines only. Behavior that a complaining party considers aggressive, but that does not fit one of the definitions should be reported.

"Bullying" is defined as a person willfully and repeatedly exercising power or control over another with hostile or malicious intent. Bullying can be physical, verbal (oral and written), electronically transmitted, and psychological, through attacks on the property of another or a combination of any of these. Examples of bullying are:

- A. Physical: hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal: taunting, malicious teasing, insulting, name calling, making threats
- C. Psychological: spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyber bullying": the use of information and communication technologies such as e-mail, cell phone, social media and text messages, instant messaging, defamatory online person polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others and the effect of which occurs on school grounds. (See posted Board Policy for examples)

Harassment includes, but is not limited to; any act which subjects an individual or group to unwanted, abusive behavior or a nonverbal, verbal, written or physical nature on the basis of age, race, religion, color, national origin, marital status, socioeconomic status, geographic location.

Intimidation includes, but is not limited to, any threat or act intended to substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of race, color, religion, national origin or sexual orientation.

Harassment, intimidation, or bullying means any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

- A. Physically harming a student or damaging a student's property;
- B. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property or;
- C. Creating a hostile educational environment

Staff includes all school employees and Board members.

Third parties include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district competitions or other school events.

STUDENT CONDUCT CODE

Part I: Rights and Responsibilities - Effective discipline is an important and necessary prerequisite for effective learning. Students attend the Ashtabula County Technical & Career Campus under the direction of state law and with the full benefits of constitutional protection for their rights as citizens. Students have a right to reasonable treatment from the school and its employees. The school, in turn, has the right to make rules and regulations. The intent of these rules and regulations is to create a positive educational environment which holds students accountable for their behavior and teaches them to live with the consequences of their decisions. Freedom carries with it responsibilities for all concerned. This Code of Conduct is the established rules and regulations of the Ashtabula County Technical & Career Campus. A violation of any section or rule of this code may result in disciplinary action including suspension or expulsion. Students are also required to be in full compliance of partner school rules when at the partner school, at a partner school function, or on the school bus.

The absence of a behavior or any specific action from the following conduct code does not mean that such conduct does not violate the discipline code or cannot be punished.

Part II: Dean of Students - The Dean of Students is charged with the proper enforcement of discipline in the total school setting. The Dean has the discretionary authority to use or authorize other certificated personnel to use the following disciplinary measures to correct student behavior:

1. Assess disciplinary points for conduct code violation.
2. Arrange for Alternative Learning Center time (ALC).
3. Recommend to the Principal for out of school suspension.
4. Recommend to the Principal for expulsion.
5. Cite into juvenile court.
6. Call juvenile authorities and/or notify police.
7. Suspend driving privileges.
8. Ask parents to remove their son/daughter from school for the protection of students involved, pending investigation of a situation which may be disruptive to the school program.
9. Prescribe other disciplinary measures.
10. Recommend IEP meetings.

Part III: Conduct Code - School Rules - Conduct Code violations will result in any or all of the following: 1-12 points in disciplinary record, lunch detention, ALC time, out of school suspension, citations to court, expulsion and/or notification of police. Disciplinary points will accumulate per school year.

The first accumulation of 12 points will usually result in a minimum of one (1) to three (3) days(s) Alternative Learning Center time. A second accumulation of 12 points will usually result in a minimum of three (3) to five (5) days Alternative Learning Center time. Further accumulation of points may result in out-of-school suspension or expulsion. If a student's presence poses a continuing danger to persons or property or a threat of disrupting the academic process in the classroom or elsewhere on school premises, the student may be removed by emergency action. Any action judged by school officials to involve misconduct and not specifically mentioned in other sections may be dealt with as insubordination. **The Administration reserves the right to deviate from the disciplinary actions listed.**

Rule 1: Narcotics, Drugs, and Alcoholic Beverages - The School has a "Drug Free" zone that extends 1000 feet beyond the school boundaries as well as to any school activity and transportation. This means that any activity - sale, being under the influence of, distribution, or use of drugs, alcohol, fake drugs, steroids, inhalants, or look-alike drugs is prohibited. If caught, the student could be suspended or expelled and law enforcement officials may be contacted.

Use of Breath-Test Instruments - The Principal or Dean of Students may arrange for a breath test for blood-alcohol to be conducted on a student whenever she/he has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage. The student will be taken to a private administrative or instructional area on school property with at least one other member of the teaching or administrative staff present as a witness to the test.

The purpose of the test is to determine whether the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.

If the result indicates a violation of school rules as described in this handbook, the student will be disciplined in accordance with disciplinary procedures described in this handbook.

A student also shall not possess, use, transmit, sell, or conceal paraphernalia used to administer narcotics or drugs while under the jurisdiction of the school.

Possible disciplinary action: Minimum of 12 points; parents called; police notified; assessment/referral to agency; random drug screening; loss of driving privileges; expulsion.

When a student is suspended or expelled from school for the possession of alcohol or drugs, the Superintendent may notify the registrar of motor vehicles and the juvenile judge of the county of the suspension or expulsion. After receiving such notification, the registrar of motor vehicles is required to suspend the temporary instruction permit or driver's license of the student who is the subject of the notice. If a temporary permit or license has not been issued for that student, the registrar is prohibited from issuing a temporary permit or license. Driving privileges may be restored once the Superintendent notifies the registrar that the student has satisfied any conditions established by the Superintendent.

Rule 2: Fighting, Hitting, Touching, Threats - A student shall not use or threaten to use any form of violence directed toward any other person and/or building or premises while under the jurisdiction of the school. Injury or threat of harm to a staff member may result in charges being filed, and subject the student to expulsion. Students shall not engage in physical or verbal activity which is likely to provoke a violent response in another individual. Throwing snowballs would be included as an offense.

No person shall initiate any threatening circumstance or circulate any threatening communication which "induces panic," such as but not limited to, bomb threats, impending fire, explosion, crime or other catastrophe, whether the circumstance or communication is true or knowingly false.

Possible disciplinary action: Minimum of 12 points; parents called, conflict resolution, police notified, expulsion.

Rule 3: Theft - A student shall not cause or attempt to take into possession, the public property or equipment of the school district or the personal property of another student, teacher, employee of the district or any other person while under the jurisdiction of the school. Locker and/or vehicle searches may be required, and students may be subject to scan by a metal detector. The district is not responsible for any loss or destruction of personal property.

Possible disciplinary action: Minimum of 12 points; restitution.

Rule 4: Extortion - While under the jurisdiction of the school, no student shall borrow or attempt to borrow any money or thing of value from any person unless both parties enter into the agreement freely and without the presence of either an implied or expressed threat.

Possible disciplinary action: Minimum of 12 points; restitution.

Rule 5: Weapons - A weapon includes conventional objects like guns, pellet guns, knives, or club type implements. It may also include any look-alike weapon that is presented as a real weapon or reacted to as a real weapon or an object converted from its original use to an object used to threaten or injure another. This includes, but is not limited to, padlocks, pens, pencils, fireworks, chairs, jewelry, and so on. Criminal charges may be filed for this violation. Possession of a weapon will subject a student to expulsion and possible permanent exclusion.

Under Federal law, a firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device includes, but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or other similar device.

Possession of any such weapon requires the Superintendent to expel a student for a calendar year unless she/he modifies the expulsion based on consideration of one or more of the following specific circumstances:

1. The student is enrolled under an IEP or 504 plan and the IEP or 504 Team recommends removal in accordance with the law.
2. The student was unaware that she/he possessed a firearm.
3. The student did not understand that the item she/he possessed was considered a firearm.
4. The student brought item to school as part of an educational activity and did not realize it would be considered a firearm.

If a student is found possessing a knife, which is defined as any cutting instrument consisting of at least one sharp blade, the Superintendent may expel the student for up to one (1) year.

Any object that is used to threaten or harm another may be considered a weapon. Intentional injury to another can be a felony and/or a cause for civil action. This violation may subject a student to expulsion and possible permanent exclusion. Students shall not possess, handle or conceal potentially dangerous items including but not limited to mace, explosive devices, some hunting, fishing and sport equipment, and cigarette lighters.

Items or instruments that are required for a career-technical program will be used only when under the supervision of the career-technical instructor and must remain in the career-technical (trade) area. Lockers and/or vehicles may be subject to searches, and students may be subject to scan with a metal detector.

Possible disciplinary action: Minimum of 12 points; suspension; expulsion.

Rule 6: Damage to School Property - A student shall not cause or attempt to cause damage to property including buildings, grounds, buses, equipment, tools, or materials. Anything, such as fire, that endangers school property and its occupants will not be tolerated. Arson is a felony and will subject the student to expulsion.

Possible disciplinary action: Minimum of 12 points; restitution.

Rule 7: Damage to Private Property - A student shall not cause or attempt to cause damage to private property while under the jurisdiction of the school.

Possible disciplinary action: Minimum of 12 points; restitution.

Rule 8: Harassment/Bullying - A student shall not use or threaten to use any form of harassment or bullying directed toward any other person while under the jurisdiction of the school. Any physical, spoken or written act of abuse, violence, harassment, sexual harassment, intimidation, the use of vulgarity, cursing, making remarks of a personally destructive nature toward any other person; and/or any restriction or prevention of free movement of an individual is prohibited. This prohibition applies whether the act is deliberate, intentional or unintentional or is directed toward an individual or group regarding race, color, creed, national origin, gender, physical or mental disability, political or religious ideology.

Possible disciplinary action: 8 - 12 points; parents called, suspension, expulsion, police notified.

Rule 9: Safety Equipment/Personal Safety - Students shall not make unauthorized use of any school safety equipment, including but not limited to, fire extinguishers, eye rinses, fire and burglar alarms, etc. Students must wear safety glasses and safety shoes when in areas that require them, when performing tasks that require them, or any such times an instructor or staff member asks a student or group of students to comply with safety regulations. Students are not to engage in conduct that violates established safety practices.

Possible disciplinary action: 8 - 12 points.

Rule 10: Driving/Passenger - A student shall not operate his/her vehicle in a reckless manner, speed, or make excessive noise with his/her vehicle while under the jurisdiction of the school. A few examples are speeding, tailgating, peeling tires, driving with other students on fenders, etc. Students are not to ride in the back of pick-up trucks while on school property. The passengers riding in school buses, cars, and other vehicles have the responsibility of conducting themselves in a safe and appropriate manner.

Once on school property, students are under the jurisdiction of the school. Student drivers are expected to park their vehicle in their assigned parking lot immediately upon arrival. Students shall not sit in nor drive cars anytime during the day.

Students are not to enter parking areas during the school day without permission from the Principal's Office.

Possible disciplinary action: 8 - 12 points; suspend driving privileges.

Rule 11: Parking Registration and Tags - All students that drive a vehicle to school must purchase a parking tag. One tag will be issued per student. ALL vehicles must be registered.

Any student vehicle parked on school property without a legitimate parking tag will be in violation of this rule. A student allowing his/her tag to be used in any vehicle besides his/her own is in violation.

Possible disciplinary action: 4 - 12 points; suspend driving privileges; vehicle towed at owner's expense.

Rule 12: Falsification/Cheating - A student shall not, verbally or in writing, use the name of another person or falsify times, dates, grades, addresses, signatures, or other data of school forms, computers, or correspondences directed to the school. A student shall not mislead any school personnel as to his/her identity nor misrepresent facts when questioned. A student shall not cheat or plagiarize. Each instructor is responsible for determining the consequences with regards to the student's grade. Student also may be subject to disciplinary action.

Possible disciplinary action: 6 - 12 points.

Rule 13: Unauthorized Use of School Equipment - Students shall not make unauthorized use of school telephones, equipment, copy machines, computers, materials or supplies. Any software brought to the school must be cleared through the IT Department before being used on school equipment.

Possible disciplinary action: 6 - 12 points.

Rule 14: Truancy - Truancy is declared when a student is absent from school or class or any portion thereof without school authorization or lawful parental consent. This includes absences for which notes from parents are not received within 24 hours of the student's return to school.

Possible disciplinary action: 6 - 12 points.

Rule 15: Being in an Unauthorized Area - Students shall not be in any area that they are not assigned or authorized or have permission to be in such area. This includes, but is not limited to, buildings, classrooms, shops, vehicles (upon arriving on school property). Vending machines are available before school, during lunch, and after school. Students moving outside of their assigned classroom/lab area must have a hall pass. Students arriving early must remain in the cafeteria/flag pole area until it is time to report to their first period class. During lunch periods students must remain in cafeteria/flag pole areas only. Likewise, students must vacate the premises after the last period class, unless authorized to remain on school property.

Possible disciplinary action: 4 - 12 points.

Rule 16: Tardies - All students have the responsibility of being in their scheduled class on time daily during the school year. This also includes students who are in an approved school-work program. They must be at their place of work on time. Four tardies shall be considered a violation of this rule. Tardies will be accumulated by **each** instructor.

Possible disciplinary action: Four tardies = one (1) day ALC.

After eight (8) tardies (or second accumulation of four), a two-day Alternative Learning Center assignment will be imposed.

Rule 17: Gambling - Students shall not gamble or wager for money or other stakes while under the jurisdiction of the school. A few examples are flipping coins, pitching coins, wagering on football pools, etc.

Possible disciplinary action: 4 - 12 points.

Rule 18: Tobacco - The use of tobacco products is a danger to a student's health and to the health of others. The school prohibits the possession, consumption, attempt to purchase, and/or use of tobacco products in school, on school grounds, on school buses, at any interscholastic competition, extra-curricular event, or other school-sponsored event.

Tobacco products include, but are not limited to cigarettes, cigars, pipe tobacco, chewing tobacco, snuff or any other matter or substance that contains tobacco. Smoking clove cigarettes is also prohibited. Vapor and electronic cigarettes or any look alike are prohibited.

Possible disciplinary action: 6 - 12 points; juveniles cited to court, tobacco prevention counseling.

Rule 19: Insubordinate/Disruptive Behavior - Insubordination - Students shall not fail to comply with directions from instructors or any authorized school personnel during any period of time students are under the jurisdiction of the school. Examples are refusal to leave class, report to the office when directed or assisting other students in violating school rules. **Repeated violations of any infraction may be treated as insubordination.**

Disruption - Students shall not cause any type of school or class disruption. This may include fighting, intimidation, or any disruption not listed elsewhere in the Student Conduct Code.

Offensive Language - Students shall not use any offensive coarse utterance, display or writing in communicating with any student or instructor while under the jurisdiction of the school. This could include statements, gestures, tattoos, signs, pictures, or publications involving insults, sexual harassment, intimidation, threats, taunts, racial or ethnic slurs, insults regarding sexual orientation, religious or political ideology, physical or mental disability, or challenging others with conduct which is likely to provoke a violent response.

Inappropriate Dress and Appearance - Students are to comply with the Board of Education adopted dress code on pages 16-17. Students dressed inappropriately may be sent to the ALC and/or assigned to other disciplinary consequences.

Public Display of Affection - Students shall refrain from any form of unseemly, inappropriate or otherwise excessive public display of affection while under the jurisdiction of the school.

Possible disciplinary action: 2 – 12 points (per incident); suspension.

Rule 20: Personal Electronic Devices - What is a Personally Owned Device? A personally owned device shall include, but not be limited to the following: iPad, Nook, Kindle, or other type of tablet PC, laptop, netbook, or Smart phone. If a student is unsure if the device is acceptable, they should ask their teacher or administrator before using the device.

Expectations: A-Tech has expectations of students using their personally owned devices. Each of these expectations shall apply to students when they are on district-owned property or at any A-Tech sponsored event.

1. Students will only use appropriate technology at the administration and/or teachers' permission.
2. Students will only use their device for educational purposes only.
3. Students will only use appropriate educational applications and/or programs on their device.
4. Students may not call, text, message, email, or electronically communicate with others from their device, including other students, parents, guardians, friends, and family during the school day. Exceptions for this are while students are in the cafeteria prior to 8:14 am, during scheduled class changes in the hallways, and in the cafeteria during the students assigned lunch period.
5. Similar to other personally owned items, the district is not liable for loss, damage, misuse, or theft of personally owned devices brought to school.
6. Students will observe all district internet filters.
7. Students will not bring desktops or towers to school.

8. Students will not connect their mobile device to the local area network via an Ethernet cable. Students can only access the network using the provided wireless network.
9. Students will not use any device as a cyber-bullying tool.
10. Students must use headphones when listening to audio files such as music on their device. The volume must be kept at a level that doesn't disrupt others. Students must obtain permission from the classroom instructor prior to listening to audio files.
11. Students must follow copyright laws concerning illegal copying of music, games, movies and other protected works.
12. Students are not allowed to use gaming consoles or gaming devices to connect to the network.
13. Students are prohibited from using their personally owned devices in locker rooms, changing rooms, restrooms, and office areas.
14. Students are prohibited from taking pictures or any type of digital recording without obtaining prior written permission from the classroom instructor. The distribution of such media may result in suspension, criminal charges and expulsion.
15. Students should never share username and passwords with other students or staff.
16. Students must have the device volume level silenced during the school day.

Educational Purposes: Students will use their electronic device for educational purposes only. This may be in a classroom activity, such as researching a topic, using a calculator for math problems, creating maps, note taking, planner/calendar, document creation or connecting to electronic resources provided by the school district. Students are responsible for their personal device and bear the burden to check with administration or staff before engaging in particular uses of technology.

Inappropriate Communications: Students shall refrain from using their device for inappropriate communications. These include but are not limited to the following: bullying, threatening, obscene, profane, vulgar language and/or images that may cause damage or disruption to an individual or school. Students can't use their devices for personal attacks. Students are not allowed to harass or stalk others. If a student is instructed to turn off or turn in their device, they must do so immediately.

Security: The district provides content filtering for student's access to the internet. However, at times inappropriate material may get past the filters and be viewed by the students. Students are to report the occurrence to their teacher or administration. Students will be held accountable for any deliberate attempt to bypass the district filters and security.

Network Connections: Students who cannot access the wireless network or may have technical issues with their technology device need to resolve the issue by working with the user's manual that came with the device outside of the school day. These are not district owned devices and the district is not allocating resources to troubleshoot personally owned devices.

Charging: It is the student's responsibility to bring their device to school charged.

Printing: Currently there is no printing option from a personally owned device. Students have the option of accessing their documents from a school owned computer to print.

Consequences for Violations: Students not following the expectations for use of personal devices will face school disciplinary action and lose the privilege to use personal devices in the school.

Possible disciplinary action: Warning - 12 points.

VISITORS TO A-TECH -

Our students are not to have visitors on campus. Any items to be delivered to students are to be delivered through the Welcome Center, located off State Route 167 at the Visitors Entrance.



SECTION 504 – NOTICE OF PROCEDURAL SAFEGUARDS

Section 504 of the Rehabilitation Act of 1973 is a nondiscrimination statute prohibiting discrimination against persons solely on the basis of handicap, including students, staff members, or other participants in the educational programs, employment, or other activities of school districts receiving Federal financial assistance. Individual or parent (guardian) rights under Section 504 include the following:

- Right to have your child participate in public education programs without discrimination because of his/her disability;
- Right to be informed of your rights under federal law;
- Right to receive notice with respect to identification and evaluation to determine the eligibility of the individual (student) for necessary to provide access to educational programs;
- Right to have your child educated in facilities and to receive services comparable to those provided to non-disabled students;
- Right to be informed of any proposed action related to determination of eligibility, development of a plan for services, and educational placement of your child;
- Right to examine all relevant educational records;
- Right to receive all information in the parent's or guardian's native language and primary mode of communication;
- Right to periodic reevaluations and an evaluation before any significant change in program or service modification; and
- Right to request a hearing before an impartial hearing officer if there is disagreement with the decisions reached by school personnel regarding your child's identification, evaluation, educational program (i.e., accommodations necessary for access to educational programming and/or facilities), or placement.

You may contact the District's Section 504 Coordinator with additional questions: Harleigh Hodge, Secondary Supervisor 440-576-6015, harleigh.hodge@atech.edu.

The Ashtabula County Technical and Career Center will seek to acquire all pertinent records from a student's sending district related to any disability upon enrollment; and will reconvene the student's IEP or 504 team if modifications to the IEP or Section 504 plan are necessary to tailor the plan to the student's placement at A-Tech. All relevant A-Tech staff will receive information concerning the required disability-related services and how the IEP or Section 504 plan is to be implemented.

STATEMENT OF NON-DISCRIMINATION POLICY -

The Ashtabula County Technical & Career Center does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The regulations of Title IX, Title VI, Equal Pay Act of 1963, Title II, Section 504, and Titles I & II of the Americans with Disabilities Act are followed. Any complaint regarding this non-discrimination policy should be referred to Harleigh Hodge, Secondary Supervisor, 440-576-6015, harleigh.hodge@atech.edu or Lindsey Elly, Treasurer, 440-576-6015, lindsey.elly@atech.edu.



**CERTIFICATION FOR HAVING READ THE
ASHTABULA COUNTY TECHNICAL & CAREER CAMPUS
STUDENT/PARENT HANDBOOK
2023-2024**

I do hereby certify that I have read, understand, and agree to abide by the Ashtabula County Technical & Career Campus Student/Parent Handbook and the Student Conduct Code in its entirety.

Career-Technical Program _____

Student Name (Please print) _____ Date _____

Student Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Please sign, tear out and return to the Principal's Office



MONDAY

7

TUESDAY

8

WEDNESDAY

9

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

corp- (body) – corpulent, corporation, corporeal, corporal, corpse, corpuscle

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

THURSDAY

10

FRIDAY

11

AUGUST

JULY 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

WEEKLY QUOTE:

"Truth is the only safe ground to stand upon." - Elizabeth Cady Stanton

SATURDAY

12

SUNDAY

13

HALL PASS

Date	Time	To	Initials

histrionic adj. - *overly dramatic. The actor's histrionic performance made his character seem foolish.*

THURSDAY

17

8:14 - 8:56
9:00 - 9:42
9:46 - 10:28
10:32 - 11:02
11:05 - 11:35
11:38 - 12:08
12:12 - 12:54
12:58 - 1:40
1:44 - 2:26
DAILY EVENTS | PARENT/TEACHER COMMENT

Teacher In-Service

FRIDAY

18

culmination n. – end or final result. His inauguration as president marked the culmination of his campaign days.

Teacher In-Service

AUGUST

JULY 2023	AUGUST 2023	SEPTEMBER 2023
S M T W T F S	S M T W T F S	S M T W T F S
1	1 2 3 4 5	1 2
2 3 4 5 6 7 8	6 7 8 9 10 11 12	3 4 5 6 7 8 9
9 10 11 12 13 14 15	13 14 15 16 17 18 19	10 11 12 13 14 15 16
16 17 18 19 20 21 22	20 21 22 23 24 25 26	17 18 19 20 21 22 23
23 24 25 26 27 28 29	27 28 29 30 31	24 25 26 27 28 29 30
30 31		

WEEKLY QUOTE:

"There is no shortage of good days. It is good lives that are hard to come by." – Annie Dillard

SATURDAY

19

SUNDAY

20

HALL PASS

Date	Time	To	Initials

MONDAY

21

TUESDAY

22

WEDNESDAY

23

8:14 - 8:56
 9:00 - 9:42
 9:46 - 10:28
 10:32 - 11:02
 11:05 - 11:35
 11:38 - 12:08
 12:12 - 12:54
 1:44 - 2:26
 12:58 - 1:40
 PARENT/TEACHER COMMENT
 DAILY EVENTS

Students 1st Day

-pater- (father) – paternalistic, patronize,
 paternity, patriarch, expatriate, paterfamilias

THURSDAY

24

FRIDAY

25

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

Vertical writing area for Thursday, August 24.

Vertical writing area for Friday, August 25.

hedonism n. – belief that pleasure is the sole aim in life. Hedonism and asceticism are opposite philosophies of human behavior.

AUGUST

Calendar grid for July 2023.

Calendar grid for August 2023.

Calendar grid for September 2023.

WEEKLY QUOTE:

"Nothing is so embarrassing as watching someone do something that you said couldn't be done." – Sam Ewing

SATURDAY

26

Writing area for Saturday, August 26.

SUNDAY

27

Writing area for Sunday, August 27.

HALL PASS

Hall pass table with columns: Date, Time, To, Initials.

MONDAY

28

TUESDAY

29

WEDNESDAY

30

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

-nov- (new) – novel, nova, novice, novitiate,
Nova Scotia, innovation, renovate

THURSDAY

31

FRIDAY

1

AUGUST

JULY 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

WEEKLY QUOTE:

"I like pressure. If I am not on the edge of failure, I'm not being sufficiently challenged." – Jewel

SATURDAY

2

SUNDAY

3

HALL PASS

Date	Time	To	Initials

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

opulence n. – wealth. Visitors from other countries are often amazed at the opulence in this country.

MONDAY

4

TUESDAY

5

WEDNESDAY

6

8:14 - 8:56
 9:00 - 9:42
 9:46 - 10:28
 10:32 - 11:02
 11:05 - 11:35
 11:38 - 12:08
 12:12 - 12:54
 12:58 - 1:40
 1:44 - 2:26
 PARENT/TEACHER COMMENT
 DAILY EVENTS

No School/Labor Day

-punct- (point) – punctuate, punctilious, puncture, punctual, acupuncture, contrapuntal

THURSDAY**7****FRIDAY****8****SEPTEMBER**

AUGUST 2023							SEPTEMBER 2023							OCTOBER 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5		3	4	5	6	7	8	9	1	2	3	4	5	6	7
6	7	8	9	10	11	12	10	11	12	13	14	15	16	8	9	10	11	12	13	14
13	14	15	16	17	18	19	17	18	19	20	21	22	23	15	16	17	18	19	20	21
20	21	22	23	24	25	26	24	25	26	27	28	29	30	22	23	24	25	26	27	28
27	28	29	30	31										29	30	31				

WEEKLY QUOTE:

"I can accept failure. Everyone fails at something. But I can't accept not trying." – Michael Jordan

SATURDAY**9****SUNDAY****10****HALL PASS**

Date	Time	To	Initials

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

traverse v. – go through or across. When you traverse this field, be careful not to step on the wildflowers.

Associate School Meetings

MONDAY

11

TUESDAY

12

WEDNESDAY

13

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

Blank lined area for Monday, 11th.

Blank lined area for Tuesday, 12th.

Blank lined area for Wednesday, 13th.

-ject (throw) – eject, reject, conjecture, dejected, inject, subject, projection, interject

THURSDAY**14**

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

FRIDAY**15**

***betroth v.** – become engaged to marry. The announcement that they were betrothed surprised everyone.*

SEPTEMBER

AUGUST 2023							SEPTEMBER 2023							OCTOBER 2023											
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S					
			1	2	3	4	5					1	2												
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14					
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21					
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28					
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31									

WEEKLY QUOTE:

"It's lack of faith that makes people afraid of meeting challenges, and I believe in myself." – Muhammad Ali

SATURDAY**16****SUNDAY****17****HALL PASS**

Date	Time	To	Initials

MONDAY

18

TUESDAY

19

WEDNESDAY

20

DAILY EVENTS

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

-tion (act or state) – completion, reaction, devastation, production, creation, transition

Interim Reports

MONDAY

25

TUESDAY

26

WEDNESDAY

27

DAILY EVENTS

PARENT/TEACHER COMMENT

1:44 - 2:26

12:58 - 1:40

12:12 - 12:54

11:38 - 12:08

11:05 - 11:35

10:32 - 11:02

9:46 - 10:28

9:00 - 9:42

8:14 - 8:56

-loc- (place) – locomotive, location, local, locus, relocate, dislocate, localize

THURSDAY

28

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

FRIDAY

29

SEPTEMBER

AUGUST	2023					
S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER	2023					
S	M	T	W	T	F	S
		1	2			
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER	2023					
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

WEEKLY QUOTE:

"If you want to make peace with your enemy, you have to work with your enemy. Then he becomes your partner." – Nelson Mandela

SATURDAY

30

SUNDAY

1

HALL PASS

Date	Time	To	Initials

denouement n. – outcome; final development in a play. The denouement was obvious as early as the middle of the first act.

MONDAY**2****TUESDAY****3****WEDNESDAY****4**

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

-dox- (opinion) – orthodox, heterodox, doxology, indoctrinate, paradox

THURSDAY

12

FRIDAY

13

8:14 - 8:56
9:00 - 9:42
9:46 - 10:28
10:32 - 11:02
11:05 - 11:35
11:38 - 12:08
11:38 - 12:08
12:12 - 12:54
12:12 - 12:54
1:44 - 2:26
12:58 - 1:40
1:44 - 2:26
DAILY EVENTS
PARENT/TEACHER COMMENT

8th Grade Visits

penchant n. – strong inclination; liking. She had a penchant for fine jewelry.

NEOEA Day/No School

OCTOBER

SEPTEMBER 2023							OCTOBER 2023							NOVEMBER 2023						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

WEEKLY QUOTE:

"Some of the world's greatest feats were accomplished by people not smart enough to know they were impossible." – Doug Larson

SATURDAY

14

SUNDAY

15

HALL PASS

Date	Time	To	Initials

	MONDAY	16	TUESDAY	17	WEDNESDAY	18
8:14 - 8:56						
9:00 - 9:42						
9:46 - 10:28						
10:32 - 11:02						
11:05 - 11:35						
11:38 - 12:08						
12:12 - 12:54						
1:40 - 1:56						
2:26 - 2:44						
PARENT/TEACHER COMMENT						
DAILY EVENTS			8th Grade Visits			

magn- (great) – *Magna Carta, magnanimous, magnate, magnificent, magnum opus*

THURSDAY**19**

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT**DAILY EVENTS**

8th Grade Visits

FRIDAY**20***trilogy n. - group of three works. We read the first book of the Star Wars trilogy.***End of 1st Nine Weeks****OCTOBER**

SEPTEMBER 2023						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

WEEKLY QUOTE:

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." - Margaret Mead

SATURDAY**21****SUNDAY****22****HALL PASS**

Date	Time	To	Initials

MONDAY

23

TUESDAY

24

WEDNESDAY

25

8:14 - 8:56
 9:00 - 9:42
 9:46 - 10:28
 10:32 - 11:02
 11:05 - 11:35
 11:38 - 12:08
 12:12 - 12:54
 12:58 - 1:40
 1:44 - 2:26
 PARENT/TEACHER COMMENT
 DAILY EVENTS

eu- (good) – Eucharist, euphony, eulogy,
 euphemism, Europe, eugenics

	MONDAY 30	TUESDAY 31	WEDNESDAY 1
8:14 - 8:56			
9:00 - 9:42			
9:46 - 10:28			
10:32 - 11:02			
11:05 - 11:35			
11:38 - 12:08			
12:12 - 12:54			
1:40 - 1:58			
2:26 - 2:44			
PARENT/TEACHER COMMENT			
DAILY EVENTS			

endo- (*within*) – *endoplasm, endocrine, endogamous, endoskeleton, endothermic*

THURSDAY

2

FRIDAY

3

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

Handwriting practice lines for Thursday.

Handwriting practice lines for Friday.

increment n. – increase. The job offers a 10% annual increment in salary.

NOVEMBER

Small calendar grids for October, November, and December 2023.

WEEKLY QUOTE:

"If there is to be any peace it will come through being, not having." – Henry Miller

SATURDAY

4

SUNDAY

5

Daylight Savings Time

HALL PASS

Table with columns: Date, Time, To, Initials.

MONDAY**6****TUESDAY****7****WEDNESDAY****8**

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

-**phobia** (*fear*) – *claustrophobia, acrophobia, xenophobia, agoraphobia, hydrophobia*

MONDAY

13

TUESDAY

14

WEDNESDAY

15

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

ortho- (straight) – orthopedics, orthodontist, orthodox, orthography, orthogonal

	MONDAY	20	TUESDAY	21	WEDNESDAY	22
8:14 - 8:56						
9:00 - 9:42						
9:46 - 10:28						
10:32 - 11:02						
11:05 - 11:35						
11:38 - 12:08						
12:12 - 12:54						
1:40 - 1:58						
2:26 - 2:44						
PARENT/TEACHER COMMENT						-put- (think) – reputation, putative, impute, dispute, computer, disreputable
DAILY EVENTS	Sophomore Showcase		Sophomore Showcase		No School	

MONDAY

27

TUESDAY

28

WEDNESDAY

29

8:14 - 8:56
 9:00 - 9:42
 9:46 - 10:28
 10:32 - 11:02
 11:05 - 11:35
 11:38 - 12:08
 12:12 - 12:54
 12:58 - 1:40
 1:44 - 2:26
 PARENT/TEACHER COMMENT
 DAILY EVENTS

No School

Classes Resume

-ver- (true) – verify, veracity, veritable, verdict, verisimilitude, aver, cinema verity

MONDAY

4

TUESDAY

5

WEDNESDAY

6

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

matri- (mother) – *matricide, matron, matriarch, matrimony, matrilineal*

MONDAY**11****TUESDAY****12****WEDNESDAY****13**

8:14 - 8:56
 9:00 - 9:42
 9:46 - 10:28
 10:32 - 11:02
 11:05 - 11:35
 11:38 - 12:08
 12:12 - 12:54
 12:58 - 1:40
 1:44 - 2:26
 PARENT/TEACHER COMMENT
 DAILY EVENTS

mega- (large) – megalith, megaphone,
 megalomania, megalopolis, megahertz

MONDAY

18

TUESDAY

19

WEDNESDAY

20

DAILY EVENTS

PARENT/TEACHER COMMENT

1:44 - 2:26

12:58 - 1:40

12:12 - 12:54

11:38 - 12:08

11:05 - 11:35

10:32 - 11:02

9:46 - 10:28

9:00 - 9:42

8:14 - 8:56

pop- (people) – popular, populist, populate, population, popularize, populous

THURSDAY**21**

8:14 - 8:56 | 9:00 - 9:42 | 9:46 - 10:28 | 10:32 - 11:02 | 11:05 - 11:35 | 11:38 - 12:08 | 12:12 - 12:54 | 12:58 - 1:40 | 1:44 - 2:26 | DAILY EVENTS | PARENT/TEACHER COMMENT

Christmas Break Begins/No School

FRIDAY**22**

tureen n. – deep table dish for holding soup.
Her great grandmother served soup in the tureen she received as a wedding gift.

No School

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

WEEKLY QUOTE:

"It's kind of fun to do the impossible." – Walt Disney

SATURDAY**23****SUNDAY****24****HALL PASS**

Date	Time	To	Initials

MONDAY

25

TUESDAY

26

WEDNESDAY

27

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

Christmas Day/No School

No School

-sangui- (blood) – sanguinary, sanguine, consanguinity, sangria

No School

THURSDAY

28

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

No School

FRIDAY

29

ornithology n. – study of birds. *John James Audubon was a famous scholar of ornithology.*

No School

DECEMBER

NOVEMBER 2023

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER 2023

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

WEEKLY QUOTE:

“Truth is the only safe ground to stand upon.” – Elizabeth Cady Stanton

SATURDAY

30

SUNDAY

31

HALL PASS

Date	Time	To	Initials

MONDAY

1

TUESDAY

2

WEDNESDAY

3

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

New Years Day/No School

No School

vita- (life) – vitamin, vitality, vital, revitalize, viable, vitalize

Classes Resume

MONDAY

8

TUESDAY

9

WEDNESDAY

10

DAILY EVENTS

PARENT/TEACHER COMMENT

1:44 - 2:26

12:58 - 1:40

12:12 - 12:54

11:38 - 12:08

11:05 - 11:35

10:32 - 11:02

9:46 - 10:28

9:00 - 9:42

8:14 - 8:56

demo- (people) – democracy, demography, undemocratic, democratize

THURSDAY

11

FRIDAY

12

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

Vertical writing lines for Thursday, January 11.

Vertical writing lines for Friday, January 12.

itinerary n. – plan of a trip. She left her itinerary with us in case we need to contact her.

Associate School Meetings

JANUARY

Three small calendar grids for December 2023, January 2024, and February 2024.

WEEKLY QUOTE:

"The formula for success is simple: practice and concentration then more practice and more concentration." – Babe Didrikson Zaharias

SATURDAY

13

Writing lines for Saturday, January 13.

SUNDAY

14

Writing lines for Sunday, January 14.

HALL PASS

Hall pass table with columns: Date, Time, To, Initials.

MONDAY

15

TUESDAY

16

WEDNESDAY

17

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

M.L. King Day/No School

stereo- (*solid*) – stereoscope, stereophonic, stereotype, stereopticon, stereotropism

THURSDAY

18

FRIDAY

19

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

Blank writing area for Thursday, 18.

Blank writing area for Friday, 19.

coerce v. – force. Don't try to coerce me into doing this.

End of 1st Semester

JANUARY

DECEMBER 2023							JANUARY 2024							FEBRUARY 2024									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
						1	1	2	3	4	5	6				1	2	3					
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
24	25	26	27	28	29	30	28	29	30	31	25	26	27	28	29								
31																							

WEEKLY QUOTE:

"For how can 'the consent of the governed' be given, if the right to vote be denied?" – Susan B. Anthony

SATURDAY

20

SUNDAY

21

HALL PASS

Date	Time	To	Initials

MONDAY

22

TUESDAY

23

WEDNESDAY

24

8:14 - 8:56
 9:00 - 9:42
 9:46 - 10:28
 10:32 - 11:02
 11:05 - 11:35
 11:38 - 12:08
 12:12 - 12:54
 12:58 - 1:40
 1:44 - 2:26
 PARENT/TEACHER COMMENT
 DAILY EVENTS

Blank lined area for Monday, 22nd.

Blank lined area for Tuesday, 23rd.

Blank lined area for Wednesday, 24th.

-ism (doctrine) – Marxism, capitalism, Imagism, Cubism, nihilism, pluralism

	MONDAY	29	TUESDAY	30	WEDNESDAY	31
8:14 - 8:56						
9:00 - 9:42						
9:46 - 10:28						
10:32 - 11:02						
11:05 - 11:35						
11:38 - 12:08						
12:12 - 12:54						
1:40 - 1:58						
2:26 - 2:44						
PARENT/TEACHER COMMENT						
DAILY EVENTS						

cognosc-, -cognit- (to learn) – agnostic,
incognito, cognition

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

THURSDAY 1

Lined writing area for Thursday.

FRIDAY 2

Lined writing area for Friday.

amble v. - move at an easy pace. He ambled around the town.

JANUARY

DECEMBER 2023							JANUARY 2024							FEBRUARY 2024								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2	1	2	3	4	5	6			1	2	3					
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10		
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17		
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24		
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29				
31																						

WEEKLY QUOTE:
"Laziness may appear attractive, but work gives satisfaction." - Anne Frank

SATURDAY 3

Lined writing area for Saturday.

SUNDAY 4

Lined writing area for Sunday.

HALL PASS

Date	Time	To	Initials

MONDAY

5

TUESDAY

6

WEDNESDAY

7

DAILY EVENTS

PARENT/TEACHER COMMENT

1:44 - 2:26

12:58 - 1:40

12:12 - 12:54

11:38 - 12:08

11:05 - 11:35

10:32 - 11:02

9:46 - 10:28

9:00 - 9:42

8:14 - 8:56

-graph-, -gram (*writing*) – epigram, telegram, stenography

THURSDAY

8

FRIDAY

9

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

Handwriting practice lines for Thursday, including a large blank area at the bottom for parent/teacher comments.

Handwriting practice lines for Friday, including a large blank area at the bottom for parent/teacher comments.

epitome n. – a representative or example of a type. He is the epitome of a male chauvinist.

Associate School Meetings

FEBRUARY

Small calendar grid for January, February, and March 2024.

WEEKLY QUOTE:

"The world is round, and the place which may seem like the end may also be only the beginning." – Ivy Baker Priest

SATURDAY

10

SUNDAY

11

HALL PASS

Hall pass table with columns for Date, Time, To, and Initials.

MONDAY

12

TUESDAY

13

WEDNESDAY

14

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

-ile (pertaining to, capable of) – civil, ductile, puerile

THURSDAY

15

FRIDAY

16

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

Parent Teacher Conferences
3:30pm-8:30pm. Spaghetti Dinner
4:30pm-7:00pm.

adhere v. – stick fast. I will adhere to my opinion until I'm proven wrong.

No School

FEBRUARY

JANUARY 2024							FEBRUARY 2024							MARCH 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6		1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13		8	9	10	11	12	13	14	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28	22	23	24	25	26	27	28
28	29	30	31				28	29	30	31				29	30	31				

WEEKLY QUOTE:

"Without discipline, there is no life at all." – Katharine Hepburn

SATURDAY

17

SUNDAY

18

HALL PASS

Date	Time	To	Initials

MONDAY

19

TUESDAY

20

WEDNESDAY

21

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

Presidents Day/No School

-dict- (to say) – abdicate, diction, verdict

THURSDAY

22

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

Lined writing area for Thursday, February 22nd.

FRIDAY

23

Lined writing area for Friday, February 23rd.

ogle v. – look at with strong interest; stare. It is impolite to ogle at people walking by.

FEBRUARY

JANUARY 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2024						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

WEEKLY QUOTE:

"Attempt the impossible in order to improve your work." – Bette Davis

SATURDAY

24

Lined writing area for Saturday, February 24th.

SUNDAY

25

Lined writing area for Sunday, February 25th.

HALL PASS

Date	Time	To	Initials

MONDAY

26

TUESDAY

27

WEDNESDAY

28

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

ab-, abs- (from, away from) – abduct, abdicate, absent

MONDAY

4

TUESDAY

5

WEDNESDAY

6

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

-jur-, -jurat- (to swear) – abjure, perjure, jury

THURSDAY**7**

PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

FRIDAY**8****MARCH**

FEBRUARY 2024						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

MARCH 2024						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

WEEKLY QUOTE:

"Once you realize how good you really are, you never settle for playing less than your best." – Reggie Jackson

SATURDAY**9****SUNDAY****10****HALL PASS**

Date	Time	To	Initials

verdigris n. – a green coating on copper due to weathering. The statue became coated with verdigris.

Associate School Meetings

MONDAY

11

TUESDAY

12

WEDNESDAY

13

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

-solv-, -solut- (to loosen, explain) – absolve, dissolve, absolute

Blood Mobile

Blood Mobile

MONDAY

18

TUESDAY

19

WEDNESDAY

20

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

-cord- (heart) – accord, cordial, discord

	MONDAY	25	TUESDAY	26	WEDNESDAY	27
8:14 - 8:56						
9:00 - 9:42						
9:46 - 10:28						
10:32 - 11:02						
11:05 - 11:35						
11:38 - 12:08						
12:12 - 12:54						
1:40 - 1:58						
2:26 - 2:44						
PARENT/TEACHER COMMENT						
DAILY EVENTS	Spring Break/No School	Spring Break/No School	Spring Break/No School	Spring Break/No School	Spring Break/No School	Spring Break/No School
					acr- (sharp) – acrimonious, acerbity, acidulate	

THURSDAY

28

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

Spring Break/No School

FRIDAY

29

ruddy adj. — having a healthy red color. The baby's ruddy skin was a sign of good health.

Good Friday/No School

MARCH

FEBRUARY 2024							MARCH 2024							APRIL 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4	3	4	5	6	7	8	9	1	2	3	4	5	6	7
4	5	6	7	8	9	10	10	11	12	13	14	15	16	8	9	10	11	12	13	14
11	12	13	14	15	16	17	17	18	19	20	21	22	23	15	16	17	18	19	20	21
18	19	20	21	22	23	24	24	25	26	27	28	29	30	22	23	24	25	26	27	28
25	26	27	28	29			31							28	29	30				

WEEKLY QUOTE:

"I have found that among its other benefits, giving liberates the soul of the giver." — Maya Angelou

SATURDAY

30

SUNDAY

31

HALL PASS

Date	Time	To	Initials

	MONDAY 1	TUESDAY 2	WEDNESDAY 3
8:14 - 8:56			
9:00 - 9:42			
9:46 - 10:28			
10:32 - 11:02			
11:05 - 11:35			
11:38 - 12:08			
12:12 - 12:54			
1:40 - 1:58			
2:26 - 2:44			
PARENT/TEACHER COMMENT			-ag-, -act- (to do) – act, agent, retroactive
DAILY EVENTS	Spring Break/No School	Classes Resume	

THURSDAY

4

FRIDAY

5

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

maudlin adj. – tearfully sentimental. I am annoyed when a movie turns needlessly maudlin.

APRIL

MARCH 2024							APRIL 2024							MAY 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1 2	1	2	3	4	5	6	1	2	3	4				
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				

WEEKLY QUOTE:

"The harder you work, the harder it is to surrender." – Vince Lombardi

SATURDAY

6

SUNDAY

7

HALL PASS

Date	Time	To	Initials

MONDAY

8

TUESDAY

9

WEDNESDAY

10

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

ad- (to, forward) – admit, adhere, advance

THURSDAY

11

- 8:14 - 8:56
- 9:00 - 9:42
- 9:46 - 10:28
- 10:32 - 11:02
- 11:05 - 11:35
- 11:38 - 12:08
- 12:12 - 12:54
- 12:58 - 1:40
- 1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

Signing Night

FRIDAY

12

vilify v. – make abusive and slanderous statements toward someone. The Nazi propaganda vilified the Jews.

Associate School Meetings

APRIL

MARCH	2024	APRIL	2024	MAY	2024																		
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
							1	2	3	4	5	6	1	2	3	4							
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11			
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25			
24	25	26	27	28	29	30	28	29	30	26	27	28	29	30	31	26	27	28	29	30	31		
						31																	

WEEKLY QUOTE:

“The quality of an individual is reflected in the standards they set for themselves.” – Ray Kroc

SATURDAY

13

SUNDAY

14

HALL PASS

Date	Time	To	Initials

MONDAY**15****TUESDAY****16****WEDNESDAY****17**

8:14 - 8:56
 9:00 - 9:42
 9:46 - 10:28
 10:32 - 11:02
 11:05 - 11:35
 11:38 - 12:08
 12:12 - 12:54
 12:58 - 1:40
 1:44 - 2:26
 PARENT/TEACHER COMMENT
 DAILY EVENTS

-mon-, -monit- (to warn) – admonish, premonition, monitor

MONDAY

22

TUESDAY

23

WEDNESDAY

24

DAILY EVENTS

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

agri-, agrari- (*field*) – agrarian, agriculture

MONDAY

29

TUESDAY

30

WEDNESDAY

1

DAILY EVENTS

PARENT/TEACHER COMMENT

1:44 - 2:26

12:58 - 1:40

12:12 - 12:54

11:38 - 12:08

11:05 - 11:35

10:32 - 11:02

9:46 - 10:28

9:00 - 9:42

8:14 - 8:56

-ali- (another) – alias, alienate, inalienable

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

MONDAY

6

TUESDAY

7

WEDNESDAY

8

alter- (other) – *alternator, alteration, alter ego, alternative, altruism, altercation*

THURSDAY 9

FRIDAY 10

DAILY EVENTS | PARENT/TEACHER COMMENT | 1:44 - 2:26 | 12:58 - 1:40 | 12:12 - 12:54 | 11:38 - 12:08 | 11:05 - 11:35 | 10:32 - 11:02 | 9:46 - 10:28 | 9:00 - 9:42 | 8:14 - 8:56

Handwriting practice lines for Thursday, May 9th.

Handwriting practice lines for Friday, May 10th.

incite v. – stir up; provoke. The movie incited a riot.

MAY

APRIL 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

WEEKLY QUOTE:
 "There are no gains without pains." – Benjamin Franklin

SATURDAY 11

SUNDAY 12

HALL PASS

Date	Time	To	Initials

MONDAY

13

TUESDAY

14

WEDNESDAY

15

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

amat- (love) – amatory, amateur, amorous,
amiable, amigo, amour

THURSDAY

16

FRIDAY

17

8:14 - 8:56
9:00 - 9:42
9:46 - 10:28
10:32 - 11:02
11:05 - 11:35
11:38 - 12:08
11:38 - 12:54
12:12 - 12:54
1:44 - 2:26
DAILY EVENTS

PARENT/TEACHER COMMENT

Ruled writing area for Thursday, May 16.

Ruled writing area for Friday, May 17.

awry *adj., adv. – crooked; amiss; wrong. The surprise party went awry when he learned of their plans.*

MAY

APRIL 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2024						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2024						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

WEEKLY QUOTE:

"Do the best you can in every task, no matter how unimportant it may seem at the time. No one learns more about a problem than the person at the bottom." – Sandra Day O'Connor

SATURDAY

18

SUNDAY

19

HALL PASS

Date	Time	To	Initials

	MONDAY	20	TUESDAY	21	WEDNESDAY	22
8:14 - 8:56						
9:00 - 9:42						
9:46 - 10:28						
10:32 - 11:02						
11:05 - 11:35						
11:38 - 12:08						
12:12 - 12:54						
1:44 - 2:26						
12:58 - 1:40						
PARENT/TEACHER COMMENT						
DAILY EVENTS						

ambi- (both) – ambidextrous, ambiguous, ambivalent

THURSDAY

23

FRIDAY

24

MAY

8:14 - 8:56
 9:00 - 9:42
 9:46 - 10:28
 10:32 - 11:02
 11:05 - 11:35
 11:38 - 12:08
 12:12 - 12:54
 12:58 - 1:40
 1:44 - 2:26

DAILY EVENTS | PARENT/TEACHER COMMENT

Blank lined writing area for Thursday, May 23.

Blank lined writing area for Friday, May 24.

APRIL 2024							MAY 2024							JUNE 2024						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6			1	2	3	4	1	2	3	4	5	6	7	8
7	8	9	10	11	12	13	5	6	7	8	9	10	11	9	10	11	12	13	14	15
14	15	16	17	18	19	20	12	13	14	15	16	17	18	16	17	18	19	20	21	22
21	22	23	24	25	26	27	19	20	21	22	23	24	25	23	24	25	26	27	28	29
28	29	30					26	27	28	29	30	31	30							

WEEKLY QUOTE:
 "Make the most of yourself, for that is all there is of you." – Ralph Waldo Emerson

SATURDAY

25

Blank lined writing area for Saturday, May 25.

SUNDAY

26

Blank lined writing area for Sunday, May 26.

HALL PASS

Date	Time	To	Initials

taciturn adj. – quiet; not speaking much.
Because of his taciturn demeanor, it was easy for Harry to be a mime.

Seniors Last Day/Senior Awards 7:00pm

MONDAY

27

TUESDAY

28

WEDNESDAY

29

8:14 - 8:56

9:00 - 9:42

9:46 - 10:28

10:32 - 11:02

11:05 - 11:35

11:38 - 12:08

12:12 - 12:54

12:58 - 1:40

1:44 - 2:26

PARENT/TEACHER COMMENT

DAILY EVENTS

Memorial Day/No School

an- (without) – anarchy, anemia, anesthesia

MONDAY

3

TUESDAY

4

WEDNESDAY

5

DAILY EVENTS

PARENT/TEACHER COMMENT

1:44 - 2:26

12:58 - 1:40

12:12 - 12:54

11:38 - 12:08

11:05 - 11:35

10:32 - 11:02

9:46 - 10:28

9:00 - 9:42

8:14 - 8:56

-arch- (ruler, first) – anarchy, archeology, archbishop

JUNE 2024

★ GOALS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
27	28	29	30
3	4	5	6
10	11	12	13
17	18	19	20
24	25	26	27

FRIDAY	SATURDAY	SUNDAY	NOTES
31	1	2	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
7	8	9	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
14	15	16	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
21	22	23	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
28	29	30	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

JULY 2024

★ GOALS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
1	2	3	4
8	9	10	11
15	16	17	18
22	23	24	25
29	30	31	1

FRIDAY	SATURDAY	SUNDAY	NOTES
5	6	7	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
12	13	14	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
19	20	21	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
26	27	28	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2	3	4	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

AUGUST 2024

★ GOALS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
29	30	31	1
5	6	7	8
12	13	14	15
19	20	21	22
26	27	28	29

FRIDAY	SATURDAY	SUNDAY	NOTES
2	3	4	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
9	10	11	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
16	17	18	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
23	24	25	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
30	31	1	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

LANGUAGE ARTS *parts of speech*

NOUN	A WORD THAT NAMES A PERSON, PLACE, THING, QUALITY, ACT, OR FEELING.
-------------	---

Common nouns are general and do not refer to a specific person, location, or object.

→ *Examples:* man, city, tonight, honesty, happiness

Proper nouns are capitalized and refer to a particular person, place, or thing.

→ *Examples:* Reggie, Market Square Arena, Saturday

PRONOUN	A WORD THAT TAKES THE PLACE OF A NOUN.
----------------	--

Nominative Case Pronouns replace the subject of a sentence or clause.

→ *Examples:* *She* took the bus to visit Aunt Jane.

We are looking forward to visiting Oregon.

Objective Case Pronouns receive a verb's action or follow a preposition.

→ *Examples:* Please give *me* the papers.

Timothy's outstanding service earned *him* the award.

Possessive Case Pronouns show ownership or possession.

→ *Examples:* The cougar escaped from *its* cage.

Their car slid off the icy road.

VERB	A WORD THAT EXPRESSES ACTION OR A STATE OF BEING. IT ALSO INDICATES THE TIME OF ACTION OR STATE OF BEING. A VERB HAS DIFFERENT FORMS DEPENDING ON ITS NUMBER, PERSON, VOICE, TENSE, AND MOOD.
-------------	---

Number indicates whether a verb is singular or plural. The verb and its subject must agree in number.

→ *Examples:* One dog barks. Two dogs bark.

Person indicates whether the subject of the verb is 1st, 2nd, or 3rd person and whether the subject is singular or plural. Verbs usually have a different form only in *third person singular of the present tense*.

→ <i>Examples:</i>	<i>Singular</i>	<i>Plural</i>
1 st Person:	I stop.	We stop.
2 nd Person:	You stop.	You stop.
3 rd Person:	He/She/It stops.	They stop.

Voice indicates whether the subject is the doer or the receiver of the action verb.

→ *Examples:* Cathy wrote the letter. (active voice)

The letter was written by Cathy. (passive voice)

Tense indicates when the action or state of being is taking place.

→ *Examples:* *We need* the information now. (present)

Reggie *shot* the ball. (past)

You *will enjoy* the school play. (future)

ADVERB	A WORD THAT DESCRIBES OR MODIFIES A VERB, AN ADJECTIVE, OR ANOTHER ADVERB. AN ADVERB TELLS HOW, WHEN, WHERE, WHY, HOW OFTEN, AND HOW MUCH.
---------------	--

→ *Examples:* The ball rolled *slowly* around the rim.

Soccer scores are reported *daily* in the newspaper.

ADJECTIVE	A WORD THAT DESCRIBES OR MODIFIES NOUNS AND PRONOUNS. ADJECTIVES SPECIFY COLOR, SIZE, NUMBER, AND THE LIKE.
------------------	---

→ *Examples:* red, large, three, gigantic, miniature

Adjectives have three forms: **positive**, **comparative**, and **superlative**.

The **positive** form describes a noun or pronoun without comparing it to anything else.

→ *Example:* My apple pie is *good*.

The **comparative** form compares two things.

→ *Example:* Aunt Betty's apple pie is *better* than mine.

The **superlative** form compares three or more things.

Example: Mom's apple pie is the *best* of all!

PREPOSITION	A WORD (OR GROUP OF WORDS) THAT SHOWS HOW A NOUN OR PRONOUN RELATES TO ANOTHER WORD IN A SENTENCE.
--------------------	--

→ *Examples:* The man walked *into* the gym.

The horse leaped *over* the fence.

Their team won the meet *in spite of* several players being injured.

CONJUNCTION	A WORD THAT CONNECTS INDIVIDUAL WORDS OR GROUPS OF WORDS.
--------------------	---

Coordinating conjunctions connect a word to a word, a clause to a clause, or a phrase to a phrase. The sentence elements joined by a coordinating conjunction must be equal. Common coordinating conjunctions are: *and, but, or, nor, for, yet, so*.

Coordinating conjunctions used in pairs are called **correlative conjunctions**. Common correlative conjunctions are: *either, or; neither, nor; not only, but also; both, and; whether, or*.

→ *Examples:* *Both* raccoons *and* squirrels frequently invade our bird feeders.

Neither Mary Ann *nor* Julie will be able to go with you.

Subordinating conjunctions connect and show the relationship between two clauses that are not equally important. Common subordinate conjunctions are: *until, unless, since, where, before, as, if, when, although, after, because, while, as long as, as if, though, whereas*.

→ *Examples:* *Until* you decide to study, your grades won't improve.

If I hadn't already made plans, I would have enjoyed going to the mall with you.

INTERJECTION	A WORD THAT IS USED IN A SENTENCE TO COMMUNICATE STRONG EMOTION OR SURPRISE. PUNCTUATION IS USED TO SEPARATE AN INTERJECTION FROM THE REST OF THE SENTENCE.
---------------------	---

→ *Examples:* *Hooray!* We finally scored a touchdown.

Oh, no! I forgot the picnic basket.

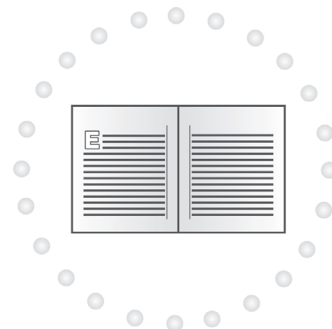
Yes! Her gymnastic routine was perfect.

Ah, we finally get to stop and rest.

LANGUAGE ARTS *capitalization & plurals*

CAPITALIZATION THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF CAPITALIZATION RULES.

All proper nouns → Shannon O'Connor, Orlando, Bill of Rights
All proper adjectives → Kraft cheese, Bounty paper towels, Phillips screwdriver
The first word in every sentence → Her dress is stunning.
Races, languages, nationalities → Asian, French, African-American
Nouns/Pronouns that refer to a supreme being → God, Allah, Yahweh
Days of the week → Sunday, Monday, Tuesday
Formal epithets → Ivan the Terrible
Bodies of water → Amazon River, Lake Huron, Wea Creek
Cities, towns → Houston, Lafayette, Dearborn
Counties → Tippecanoe, Cork
Countries → U.S.A, Mexico, Canada
Continents → Africa, North America
Landforms → Mojave Desert, the Appalachians
Holidays and holy days → Veterans Day, Christmas, Yom Kippur
Months → January, February
Official documents → Emancipation Proclamation
Official titles → President Obama, Mayor Bradley
Periods and events in history → Middle Ages, Renaissance
Planets, heavenly bodies → Mars, Jupiter, Milky Way
Public areas → Yellowstone National Park
Sections of a country or continent → the Northwest, the Middle East
Special events → Battle of Lexington
Streets, roads, highways → Rodeo Drive, Route 66, Interstate 65
Trade names → Honda Accord, Kellogg's Corn Flakes



PLURALS THE FOLLOWING CHART PROVIDES A QUICK OVERVIEW OF PLURALIZATION RULES.

The plurals of most nouns are formed by adding *s* to the singular.
→ *Examples:* pie = pies | desk = desks | machine = machines

The plural forms of nouns ending in *s*, *sh*, *x*, *z* and *ch* are made by adding *es* to the singular.
→ *Examples:* bus = buses | dish = dishes | fox = foxes | buzz = buzzes | church = churches

The plurals of common nouns that end in *y* preceded by a consonant are formed by changing the *y* to *i* and adding *es*.
→ *Examples:* fly = flies | copy = copies

The plurals of words that end in *y* preceded by a vowel are formed by adding only *s*.
→ *Examples:* holiday = holidays | monkey = monkeys

The plurals of words ending in *o* preceded by a vowel are formed by adding *s*.
→ *Examples:* studio = studios | rodeo = rodeos

The plurals of words ending in *o* preceded by a consonant are formed by adding *s* or *es*.
→ *Examples:* hero = heroes | banjo = banjos | tomato = tomatoes | piano = pianos

The plurals of nouns ending in *f* or *fe* are formed in one of two ways:
{1} If the *f* sound is still heard in the plural form, simply add *s*.
→ *Examples:* roof = roofs | chief = chiefs
{2} If the final sound in the plural is a *ve* sound, change the *f* to *ve* and add *s*.
→ *Examples:* wife = wives | knife = knives

Foreign words and some English words form the plural by taking on an irregular spelling.
→ *Examples:* crisis = crises | criterion = criteria | goose = geese | ox = oxen

The plurals of symbols, letters, and figures are formed by adding an *s*.
→ *Examples:* 5 = 5s

The plural of nouns that end in *ful* are formed by adding *s* at the end of the word.
→ *Examples:* handful = handfuls | pailful = pailfuls | tankful = tankfuls

LANGUAGE ARTS *sentence structure & spelling rules*

SENTENCE STRUCTURE

A **complete sentence** must express a complete thought and must have a subject and a verb.

→ *Example:* He lost the game.

A **sentence fragment** results from a *missing* subject, verb or complete thought.

→ *Example:* Because he was lost.



THERE ARE FOUR TYPES OF SENTENCES: SIMPLE, COMPOUND, COMPLEX, OR COMPOUND-COMPLEX

1

A **simple sentence** consists of one main clause. It expresses one main thought and has one subject and one verb. A simple sentence may contain a compound subject, a compound verb, or both.

→ *Examples:* We enjoyed the concert.

Amy and Scott were married yesterday. (compound subject: Amy and Scott)

Ben is leaving work and going home. (compound verb: leaving and going)

2

A **compound sentence** contains two or more main clauses (in italics) connected by a conjunction, a semicolon, or a comma with a conjunction.

→ *Examples:* *Collecting fossils is fun*, but *I think identifying fossils is difficult*. (conjunction)

Andy's suit looks new; *it just got back from the cleaners*. (semicolon)

Erin came home for Easter, and *Courtney went to Florida*. (comma/conjunction)

3

A **complex sentence** has one main clause (in italics) and one or more subordinate clauses (underlined).

→ *Examples:* *Dad says* that good grades are the result of diligent studying. (main clause, one independent clause)

Diligent studying is difficult, because I have to work several hours before I can start studying. (main clause, two dependent clauses)

4

A **compound-complex sentence** has two or more main clauses (in italics) and one or more subordinate clauses (underlined).

→ *Examples:* Because the school bus broke down, *the team rode in a van*, and *the cheerleaders rode in cars*.

Unless my eyes are deceiving me, *Kristi is on that runaway horse*, and *Dale is behind her*.

SPELLING RULES

Write *i* before *e* except after *c*, or when sounded like *a* as in *weigh* and *eight*.

→ *Exceptions:* seize, weird, either, leisure, neither

When the *ie/ei* combination is not pronounced *ee*, it is usually spelled *ei*.

→ *Examples:* reign, weigh, neighbor

→ *Exceptions:* friend, view, mischief, fiery

When a multi-syllable word ends in a consonant preceded by one vowel, the accent is on the last syllable and the suffix begins with a vowel — the same rule holds true when you double the final consonant.

→ *Examples:* prefer = preferred | allot = allotted | control = controlling

If a word ends with a silent *e*, drop the *e* before adding a suffix that begins with a vowel.

→ *Examples:* use = using | like = liking | state = stating | love = loving

When the suffix begins with a consonant, do not drop the *e*.

→ *Examples:* use = useful | state = statement | nine = ninety

→ *Exceptions:* argument, judgment, truly, ninth

When *y* is the last letter in a word and the *y* is preceded by a consonant, change the *y* to *i* before adding any suffix except those beginning with *i*.

→ *Examples:* lady = ladies | try = tries | happy = happiness | ply = pliable | fly = flying

LANGUAGE ARTS *the writing process*

WRITING VARIABLES

BEFORE BEGINNING ANY ASSIGNMENT, IT WILL HELP YOU TO FOCUS AND REMAIN CONSISTENT IN STYLE IF YOU CONSIDER THE FOLLOWING VARIABLES.

Audience

For whom am I writing? A letter written to your ten-year-old sister will be much different in vocabulary, subject, content, format, and sentence complexity than one written to your senator.

Topic

About what subject should I write? If possible, choose a subject that interests you. Research your subject well.

Purpose

Why am I writing? Have a clear purpose in mind before starting your paper. Are you writing to entertain, instruct, inform, or persuade? Keeping your purpose in mind as you write will result in a paper that is focused and consistent.

Voice

What point of view or “voice” will I use? Writers sometimes write from the point of view of another person rather than from their own point of view. This can add variety and help you see your subject in a new way. Make sure your “voice” remains consistent.

Format

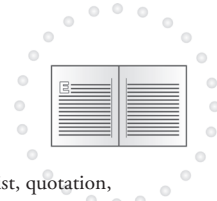
What form will my writing take? Different forms of writing, such as letters, diaries, reports, essays, research papers, etc., have specific requirements. Decide on the form your writing will take, and then make sure you know the requirements for that form of writing.

PLANNING AND WRITING AN ESSAY OR COMPOSITION

- {1} Select a general subject area that interests you.
- {2} Make a list of your thoughts and ideas about the subject.
- {3} Use your list to help focus on a specific topic within the subject area.
- {4} Decide what you want to say about the topic, and write an introductory statement that reflects this purpose.
- {5} Make a list of details to support your statement.
- {6} Arrange the list of details into an outline.
- {7} Do any reading and research necessary to provide additional support for specific areas of your outline. Keep a careful list of all of your sources for your bibliography.
- {8} Write a first draft.
- {9} Revise your first draft, making sure that:
 - {a} The introduction includes a clear statement of purpose.
 - {b} Each paragraph begins with some link to the preceding paragraph.
 - {c} Every statement is supported or illustrated.
 - {d} The concluding paragraph ties all of the important points together, leaving the reader with a clear understanding of the meaning of the essay or composition.
 - {e} Words are used and spelled correctly.
 - {f} Punctuation is correct.
- {10} Read your revised paper aloud to check how it sounds.
- {11} Proofread your revised paper two times: once for spelling, punctuation, and word usage, and again for meaning and effectiveness.



LANGUAGE ARTS *punctuation*



PERIOD ●

Use: to end a sentence that makes a statement or that gives a command not used as an exclamation.

→ *Example:* Go to your room, and do not come out until dinner.

Use: after an initial or an abbreviation.

→ *Examples:* Mary J. Jones, Mr., Mrs., Ms.

COMMA ,

Use: to separate words or groups of words in a series.

→ *Example:* I used *worms, minnows, larva, bread balls, and bacon* for bait.

Note: Some stylebooks and teachers require a comma before “and” in a series.

→ *Example:* He *ran, jumped, and yelled.*

Use: to separate an explanatory phrase from the rest of the sentence.

→ *Example:* Escargots, *or snails,* are a delicacy that I relish.

Use: to distinguish items in an address and in a date.

→ *Examples:* John Doe, 290 Main St. Midtown, IN 48105
September 20, 1960

Use: to separate a title or an initial that follows a name.

→ *Example:* Joseph Jones, Ph.D.

QUESTION MARK ?

Use: at the end of a direct or indirect question.

→ *Example:* Did your relatives invite you to visit them this summer?

Use: to punctuate a short question within parentheses.

→ *Example:* I am leaving tomorrow (is that possible?) to visit my cousins in France.

APOSTROPHE ’

Use: to show that one or more letters or numbers have been left out of a word to form a contraction.

→ *Examples:* do not = don’t | I have = I’ve

Use: followed by an *s* is the possessive form of singular nouns.

→ *Example:* I clearly saw this young *man’s* car run that stop sign.

Use: possessive form of plural nouns ending in *s* is usually made by adding just an apostrophe. An apostrophe and *s* must be added to nouns not ending in *s*.

→ *Example:* bosses = bosses’, children’s

COLON :

Use: after words introducing a list, quotation, question, or example.

→ *Example:* Sarah dropped her book bag and out spilled everything: books, pens, pencils, homework, and makeup.

SEMICOLON ;

Use: to join compound sentences that are not connected with a conjunction.

→ *Example:* It’s elementary, my dear Watson; the butler is clearly responsible.

Use: to separate groups of words.

→ *Example:* I packed a toothbrush, deodorant, and perfume; jeans, a raincoat, and sweatshirts; and boots and tennis shoes.

QUOTATION MARKS “ ”

Use: to frame direct quotations in a sentence. Only the exact words quoted are placed within the quotation marks.

→ *Example:* “I don’t know,” she said, “if I will be able to afford the vacation.”

Use: to distinguish a word that is being discussed.

→ *Example:* Mr. Jones suggested I replace the word “always” with “often” in my theme.

Use: to indicate that a word is slang.

→ *Example:* Julie only bought that outfit to show that she’s “with it.”

Use: to punctuate titles of poems, short stories, songs, lectures, course titles, chapters of books, and articles found in magazines, newspapers, and encyclopedias.

→ *Examples:* “You Are My Sunshine,” “Violence in Our Society,” “The Road Not Taken”

SINGLE QUOTATION MARK ’

Use: to punctuate a quotation within a quotation.

→ *Example:* “My favorite song is ‘I’ve Been Working on the Railroad,’” answered little Joey.

EXCLAMATION MARK !

Use: to express strong feeling.

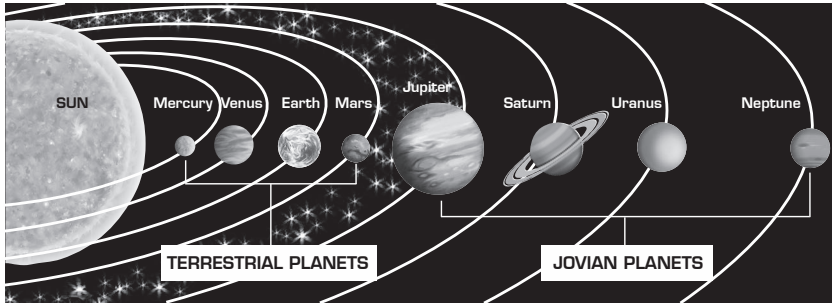
→ *Example:* Help! Help!

LANGUAGE ARTS *frequently misspelled words*

absence	cinnamon	enough	here	obedience	reference	therefore
absorb	climbed	entertain	history	occasion	referring	they
accept	climbing	envelope	hoping	occur	rein	they're
accidentally	clothes	equipment	hospital	occurred	reign	thief
accompany	colonel	equipped	humor	occurrence	relative	thoroughly
accuse	college	escape	humorous	occurring	relief	thought
ache	column	especially	hungry	often	religion	through
achieve	commercial	etc.	identify	opinion	remember	tobacco
acquaintance	committee	everybody	imagine	opportunity	repetition	together
acquire	completely	everywhere	immediate	opposite	repellent	tomorrow
affect	concentrate	exaggerate	immediately	original	reservoir	tragedy
afraid	conscientious	exceed	immensely	other	restaurant	tried
against	conscious	excellence	incident	pageant	rhyme	trouble
aggression	continue	excellent	independent	pamphlet	rhythm	truly
aggressive	continuous	except	Indian	parallel	ridiculous	two
all right	convenience	excitement	innocent	parents	running	unique
a lot	convenient	exciting	instead	parliament	safety	until
already	counterfeit	existence	intelligence	particular	Saturday	unusual
always	countries	expense	intelligent	passed	scent	usually
amateur	courage	experiment	interpret	peculiar	schedule	vaccinate
ambition	courageous	experience	interrupt	perform	scissors	vacuum
among	courteous	familiar	introduce	permanent	search	vegetable
apology	cried	families	its	persuade	secret	village
apparent	criticism	fascinate	it's	phenomenon	secretary	villain
appearance	criticize	fasten	jealous	piece	semester	weather
appreciate	curiosity	fatigue	knew	pilot	sense	Wednesday
arctic	debt	favorite	know	plain	separate	weight
argument	deceive	fiction	knowledge	plane	separation	weird
article	decide	fictional	laboratory	planned	sergeant	were
associate	definite	field	laid	pleasant	shepherd	we're
athlete	definitely	finally	leisure	poison	shining	where
attendance	descend	first	library	possess	sincerely	whether
attitude	describe	forecast	lightning	possession	soldier	which
author	description	foreign	literature	possible	sophomore	whole
awful	desert	foresee	lonely	practically	spaghetti	whose
beautiful	dessert	forest	loose	prairie	speak	witch
beauty	destroy	foretell	lying	precede	speech	woman
because	develop	formerly	magazine	preferred	sponsor	women
beginning	dictionary	forty	magnificent	prejudice	squirrel	wonderful
believe	didn't	fragile	many	preparation	stationery	wreck
benefit	difficult	freight	marriage	principal	stepping	writing
bicycle	dinner	friend	mathematics	principle	stopping	written
biscuit	dining	front	meant	privilege	stories	wrote
boundary	disappear	fulfill	medicine	probably	strengthen	yolk
Britain	disappoint	government	millionaire	profession	stretch	your
brilliance	discipline	governor	miniature	prophecy	studies	you're
brilliant	discussion	grabbed	minute	psychologist	studying	
bureau	disease	grammar	mischievous	psychology	succeed	
business	dissatisfy	grateful	model	pursue	successful	
captain	doctor	guarantee	mosquito	quantity	suggest	
career	does	guard	narrative	quiet	summarize	
carrying	doesn't	guess	necessary	quite	summary	
cemetery	dropping	guest	neighbor	raspberry	superintendent	
certain	during	handsome	nervous	realize	suspense	
challenge	easier	happen	niece	really	suspicion	
chief	easiest	happiest	nineteen	receive	swimming	
children	easily	happily	ninety	receiving	synagogue	
chocolate	effect	happiness	notice	recess	temperament	
chosen	either	hear	noticeable	recognize	themselves	
Christian	embarrass	heigh	nuisance	recommend	there	



SCIENCE *the solar system*



THE SOLAR SYSTEM

Observing the night sky with the naked eye, ancient astronomers noticed moving points of light they called “planets,” which means “wanderers.” Those first planets were named for Roman deities: Mercury, Venus, Mars, Jupiter, and Saturn.

With the invention of the large telescope, astronomers were able to see other planets. These included Uranus in 1781, Neptune in 1846, and Pluto in 1930, which was later redefined as a dwarf planet. Besides planets, thousands of asteroids and comets fill the universe. Most asteroids orbit between Mars and Jupiter. Comets exist beyond Pluto’s orbit.

There are two types of planets. Terrestrial planets, closest to the Sun, have rocky surfaces. These are Mercury, Venus, Earth, and Mars. Those beyond Mars’ orbit – Jupiter, Saturn, Uranus, and Neptune, are called Jovian planets, meaning “gas giants.”

THE SUN

A huge sphere of mostly ionized gas, the sun is the closest star to Earth.

diameter: almost 870,000 miles
temperature: 27 million°F

MERCURY

Named for the Roman messenger god, Mercury orbits the sun faster than any other planet.

diameter: 3,031 miles
temperature: -280°F to 800°F
mean distance from the sun: 35.98 million miles

VENUS

Named for the Roman goddess of love and beauty, it is the only planet that rotates in the opposite direction of its orbit around the sun.

diameter: 7,519 miles
temperature: 55°F to 864°F
mean distance from the sun: 67.24 million miles

EARTH

Earth is the only planet known to harbor life and the only planet with liquid water on its surface.

diameter: 7,926 miles
temperature: -126°F to 136°F
mean distance from the sun: 92.96 million miles

MARS

Named for the Roman god of war, Mars gets its red coloring from soil rich in iron oxides.

diameter: 4,221 miles
temperature: -225°F to 95°F
mean distance from the sun: 141.61 million miles

JUPITER

The largest planet in our solar system was named for the king of the Roman gods. Its bands of color can be seen with a large telescope.

diameter: 88,846 miles
temperature: -234°F average
mean distance from the sun: 483.80 million miles

SATURN

Named for the Roman god of agriculture, Saturn was the most distant planet known by the ancients. Its rings are comprised of ice particles.

diameter: 74,500 miles
temperature: -288°F
mean distance from the sun: 890.73 million miles

URANUS

Originally named Georgium Sidus in honor of King George III, Uranus was discovered in 1781. It is twice as far from the sun as Saturn.

diameter: 31,763 miles
temperature: -353°F uniform
mean distance from the sun: 1,784.89 million miles

NEPTUNE

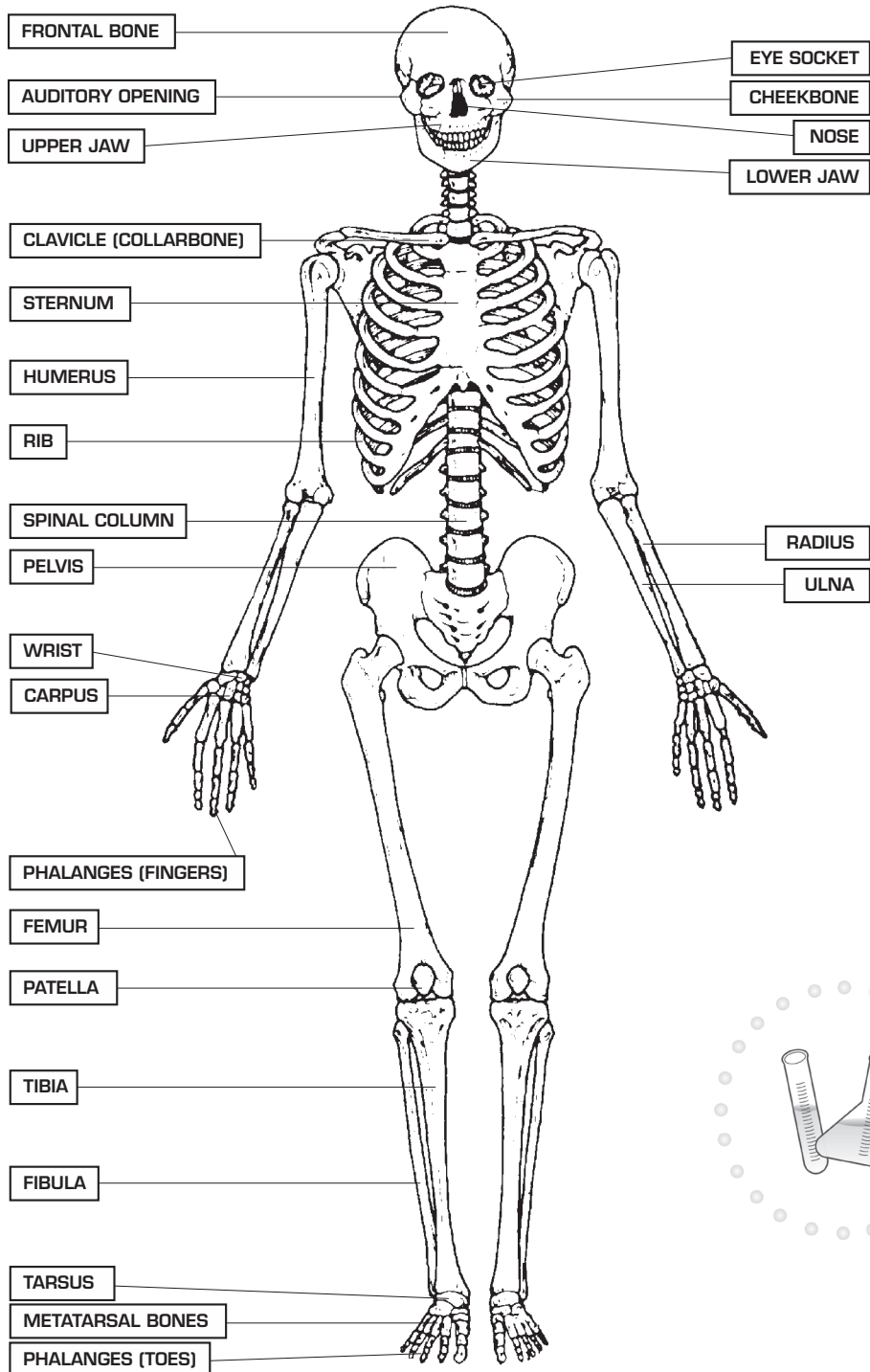
Named for the Roman god of the sea, Neptune’s layer of methane gives it a blue coloring. Winds tear through its clouds at more than 1,200 mph.

diameter: 30,775 miles
temperature: -391°F
mean distance from the sun: 2,793.12 million miles

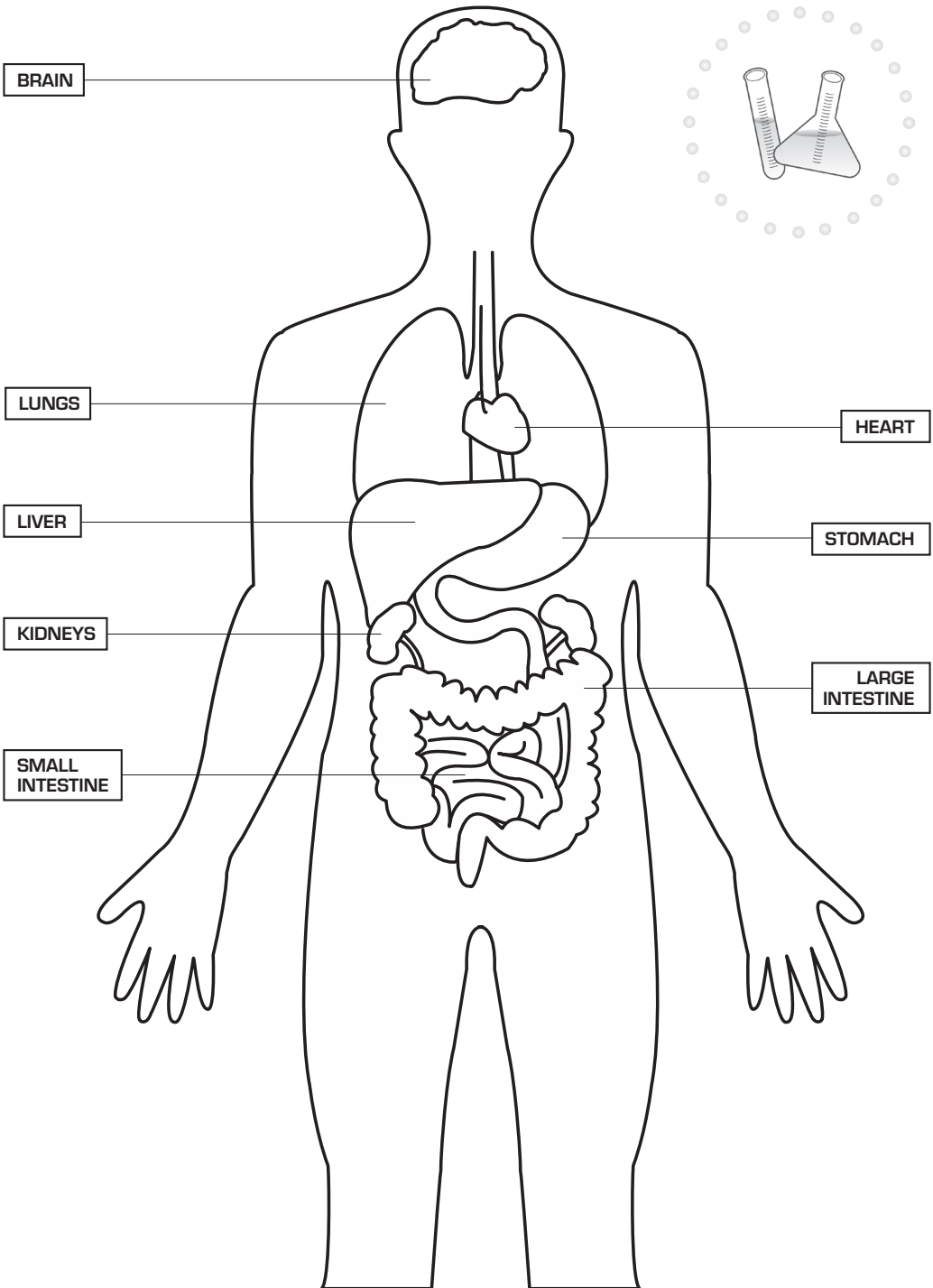
DWARF PLANETS

Named for the Roman god of the underworld, Pluto is the coldest, smallest, and outermost planet in our solar system. In 2006, Pluto was reclassified as a dwarf planet. Other dwarf planets are Ceres, Eris, Makemake, Haumea, and Sedna.

SCIENCE *the human skeleton*



SCIENCE *major organs of the human body*



SCIENCE *Periodic table of the elements*

GROUP	1		2		Transition Metals										10		11		12		Transition Metals										10		11		12											
	1*		2												10		11		12												10		11		12											
	IA**		IIA**		III B										VIII B		IB		IIB		III B										VIII B		IB		IIB											
	1		2		3										4		5		6		7		8		9		10		11		12															
	1		IIA		IIIB										IVB		VB		VIB		VIIB		VIII		IX		X		XI		XII															
1	H hydrogen 1.008		He helium 4.003												Li lithium 6.941(2)		Be beryllium 9.012												B boron 10.81		C carbon 12.01		N nitrogen 14.01		O oxygen 16.00		F fluorine 19.00		Ne neon 20.18							
2																																														
3	Na sodium 22.99		Mg magnesium 24.31												Al aluminium 26.98		Si silicon 28.09		P phosphorus 30.97		S sulfur 32.07		Cl chlorine 35.45		Ar argon 39.95																					
4	K potassium 39.10		Ca calcium 40.08		Sc scandium 44.96		Ti titanium 47.87		V vanadium 50.94		Cr chromium 52.00		Mn manganese 54.94		Fe iron 55.85		Co cobalt 58.93		Ni nickel 58.69		Cu copper 63.55		Zn zinc 65.38(2)		Ga gallium 69.72		Ge germanium 72.63		As arsenic 74.92		Se selenium 78.97		Br bromine 79.90		Kr krypton 83.80											
5	Rb rubidium 85.47		Sr strontium 87.62		Y yttrium 88.91		Zr zirconium 91.22		Nb niobium 92.91		Mo molybdenum 95.95		Tc technetium (97)		Ru ruthenium 101.1		Rh rhodium 102.9		Pd palladium 106.4		Ag silver 107.9		Cd cadmium 112.4		In indium 114.8		Sn tin 118.7		Sb antimony 121.8		Te tellurium 127.6		I iodine 126.9		Xe xenon 131.3											
6	Cs cesium 132.9		Ba barium 137.3		Lanthanoids		Hf hafnium 178.5		Ta tantalum 180.9		W tungsten 183.8		Re rhenium 186.2		Os osmium 190.2		Ir iridium 192.2		Pt platinum 195.1		Au gold 197.0		Hg mercury 200.6		Tl thallium 204.4		Pb lead 207.2		Bi bismuth 209.0		Po polonium (210)		Rn radon (222)													
7	Fr francium (223)		Ra radium (226)		Actinoids		Rf rutherfordium (261)		Db dubnium (268)		Sg seaborgium (266)		Bh bohrium (270)		Hs hassium (285)		Mt meitnerium (277)		Ds darmstadtium (281)		Rg roentgenium (282)		Cn copernicium (286)		Nh nihonium (286)		Fl flerovium (289)		Mc moscovium (289)		Lv livermorium (293)		Ts tennessine (294)		Og oganeson (294)											
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Group IA (excluding Hydrogen) comprises the alkali metals.
 Group IIA comprises the alkaline-earth metals.
 Group VIIA comprises the noble gases.

* IUPAC conventional atomic weights; standard atomic weights for elements are listed for an explanation and values. ** Numbering system adopted by IUPAC. *** Numbering system widely used from the mid-20th century. () indicates the mass number of the longest-lived isotope.

Source: The International Union of Pure and Applied Chemistry (IUPAC), Encyclopaedia Britannica, and others.

SCIENCE *physics laws & formulas*

Mass Density

$$\text{mass density} = \frac{\text{mass}}{\text{volume}}$$

Speed

$$\text{average speed} = \frac{\text{distance covered}}{\text{elapsed time}}$$

Acceleration

$$a = \frac{\Delta v}{\Delta t} \quad \text{or} \quad \frac{v_F - v_I}{t_F - t_I}$$

(a=average acceleration; v=velocity; t=time; v_F =final velocity; v_I =initial velocity; t_F =final time; t_I =initial time)

Law of Universal Gravitation

$$F = G \frac{m_1 m_2}{d^2}$$

(F=force of attraction; m_1 and m_2 =the masses of the two bodies; d=distance between the centers of m_1 and m_2 ; G=gravitational constant)

Work Done by a Force

$$\text{work} = (\text{force})(\text{distance})$$

Power

$$\text{power} = \frac{\text{work}}{\text{time}} \quad (\text{see above formula for work})$$

Kinetic Energy

$$KE = \frac{mv^2}{2}$$

(KE=kinetic energy; m=mass; v=velocity)

Specific Heat

$$Q = cm\Delta t$$

(Q=quantity of heat; c=specific heat; m=mass; Δt =change in temperature)

Electric Current - Strength

$$I = \frac{Q}{t}$$

(I=the current strength; Q=quantity of charge; t=time)

Momentum

$$\text{momentum} = (\text{mass})(\text{velocity})$$

Mass-Energy Equivalence

$$E = mc^2$$

(E=the energy [measured in ergs] equivalent to a mass m [measured in grams]; c=speed of light [measured in centimeters per second])

Power Expended in an Electric Appliance

$$P = IV$$

(P=power in watts; I=current; V=voltage)

Newton's Second Law of Motion

$$\text{force} = (\text{mass})(\text{acceleration})$$

Torque

$$T = FR$$

(T=torque; F=force; R=radius)

Boyle's Law when temperature constant:

$$p_1 V_1 = p_2 V_2$$

(p_1 =original pressure; p_2 =new pressure; V_1 =original volume; V_2 =new volume)

Wave Motion

$$V = \lambda f$$

(V=wave velocity; n=wave frequency; λ =wavelength)

Illumination on a Surface Perpendicular to the Luminous Flux

$$E = \frac{I}{r^2}$$

(E=illumination; I=intensity of the source; r=distance from source to surface perpendicular to the beam)

Focal Length of Mirrors and Lenses

$$\frac{1}{f} = \frac{1}{d_o} + \frac{1}{d_i}$$

(f=focal length; d_o =object distance; d_i =image distance)

Images in Mirrors and Lenses

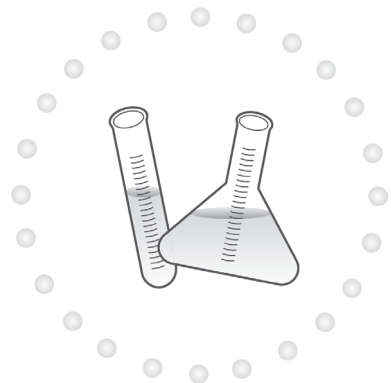
$$\frac{h_i}{h_o} = \frac{d_i}{d_o}$$

(h_i =image height; h_o =object height; d_i =image distance; d_o =object distance)

Ohm's Law

$$I = \frac{V}{R}$$

(I=strength of the current flowing in a conductor; V=the potential difference applied to its ends; R=its resistance)



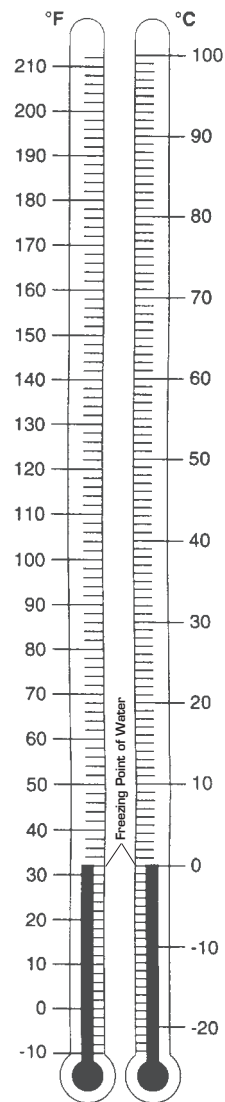
SCIENCE *unit conversions*

ENGLISH TO METRIC CONVERSIONS

<i>To Convert</i> →	<i>Multiply By</i> →	<i>To Find</i> →
AREA		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.59	square kilometers
acres	0.40	hectares
LENGTH		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
MASS AND WEIGHT		
ounces	28.5	grams
pounds	0.45	kilograms
pounds-force	4.45	newtons
short tons	0.91	metric tons
VOLUME		
cubic inches	16.39	cubic centimeters
cubic feet	0.03	cubic meters
quarts	0.95	liters
gallons	3.79	liters

METRIC TO ENGLISH CONVERSIONS

<i>To Convert</i> →	<i>Multiply By</i> →	<i>To Find</i> →
AREA		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
LENGTH		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	0.62	miles
MASS AND WEIGHT		
grams	0.04	ounces
kilograms	2.20	pounds
metric tons	1.10	short tons
newtons	0.23	pound force
VOLUME		
cubic centimeters	0.06	cubic inches
cubic meters	35.31	cubic feet
liters	1.06	quarts
liters	0.26	gallons

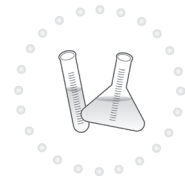


TEMPERATURE

Fahrenheit to Celsius:
 subtract 32,
 then multiply by 5
 and divide by 9.

Celsius to Fahrenheit:
 multiply by 9,
 divide by 5,
 then add 32.

SCIENCE *weights & measures & formulas*



WEIGHTS AND MEASURES

ENGLISH

Area

1 square foot (ft ²)	-----	144 square inches (in ²)
1 square yard (yd ²)	-----	9 square feet
1 acre	-----	43,560 square feet
1 square mile (mi ²)	-----	640 acres

Capacity

1 cup (c)	-----	8 fluid ounces (fl oz)
1 pint (pt)	-----	2 cups
1 quart (qt)	-----	2 pints
1 quart	-----	4 cups
1 gallon (gal)	-----	4 quarts

Length

1 foot (ft)	-----	12 inches (in)
1 yard (yd)	-----	36 inches
1 yard	-----	3 feet
1 mile (mi)	-----	5,280 feet
1 mile	-----	1,760 yards

Time

1 minute (min)	-----	60 seconds (s)
1 hour (h)	-----	60 minutes
1 day (d)	-----	24 hours
1 week (wk)	-----	7 days
1 year (yr)	-----	12 months (mo)
1 year	-----	52 weeks
1 year	-----	365 days
1 century (c)	-----	100 years

Weight

1 pound (lb)	-----	16 ounces (oz)
1 short ton (T)	-----	2,000 pounds

FORMULAS

Perimeter of a rectangle	-----	$P = 2(l+w)$
Perimeter of a square	-----	$P = 4s$
Perimeter of a regular polygon	-----	$P = ns$ (n = number of sides)
Area of a rectangle	-----	$A = lw$
Area of a square	-----	$A = s^2$
Area of a parallelogram	-----	$A = bh$
Area of a triangle	-----	$A = \frac{1}{2}bh$
Area of a trapezoid	-----	$A = \frac{1}{2}h(b_1 + b_2)$
Area of a circle	-----	$A = \pi r^2$
Circumference of a circle	-----	$C = \pi d$, or $2\pi r$
Volume of a rectangular prism	-----	$V = lwh$
Volume of any prism	-----	$V = Bh$
Volume of a cylinder	-----	$V = \pi r^2h$
Volume of a pyramid	-----	$V = \frac{1}{3}Bh$
Volume of a cone	-----	$V = \frac{1}{3}\pi r^2h$
Surface area of a cylinder	-----	$SA = 2\pi r^2 + 2\pi rh$
Pythagorean Theorem	-----	$a^2 + b^2 = c^2$ (sides of a right triangle)

Simple interest	-----	$I = prt$
Distance	-----	$d = rt$

METRIC

Area

1 sq centimeter (cm ²)	-----	100 sq millimeters (mm ²)
1 sq meter (m ²)	-----	10,000 sq centimeters
1 hectare (ha)	-----	10,000 square meters
1 sq kilometer (km ²)	-----	1,000,000 sq meters

Capacity

1 milliliter (ml)	-----	.001 liter (L)
1 centiliter (cl)	-----	.01 liter
1 deciliter (dl)	-----	.1 liter
1 dekaliter (dal)	-----	10 liters
1 hectoliter (hl)	-----	100 liters
1 kiloliter (kl)	-----	1,000 liters

Length

1 millimeter (mm)	-----	.001 meter (m)
1 centimeter (cm)	-----	.01 meter
1 decimeter (dm)	-----	.1 meter
1 dekameter (dam)	-----	10 meters
1 hectometer (hm)	-----	100 meters
1 kilometer (km)	-----	1,000 meters

Mass/Weight

1 milligram (mg)	-----	.001 gram (g)
1 centigram (cg)	-----	.01 gram
1 decigram (dg)	-----	.1 gram
1 dekagram (dag)	-----	10 grams
1 hectogram (hg)	-----	100 grams
1 kilogram (kg)	-----	1,000 grams
1 metric ton (t)	-----	1,000 kilograms

FORMULA KEY

A	=	area
b	=	base, length of any side of a plane figure
B	=	area of base
d	=	diameter
h	=	height, perpendicular distance from the furthest point of the figure to the extended base
l	=	length
P	=	perimeter
r	=	radius
s	=	side
sa	=	surface area
V	=	volume
w	=	width

I	=	interest, p = principal, r = rate, t = time
d	=	distance, r = rate, t = time

MATHEMATICS *fractions & percentages & multiplication table*

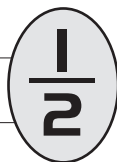
FRACTIONS AND PERCENTAGES

1	=	1.0	=	100%
3/4	=	0.75	=	75%
2/3	=	0.667	=	66.7%
1/2	=	0.5	=	50%
1/3	=	0.333	=	33.3%
1/4	=	0.25	=	25%
1/5	=	0.2	=	20%
1/6	=	0.167	=	16.7%
1/7	=	0.142	=	14.2%
1/8	=	0.125	=	12.5%
1/9	=	0.111	=	11.1%
1/10	=	0.1	=	10%
1/11	=	0.091	=	9.1%
1/12	=	0.083	=	8.3%

WORKING WITH FRACTIONS

The top number of a fraction is called the **numerator**.

The bottom number of a fraction is called the **denominator**.



To multiply:

$$\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$$

To divide, multiply the first fraction with the reciprocal of the other:

$$\frac{2}{3} \div \frac{1}{6} = \frac{2}{3} \times \frac{6}{1} = \frac{12}{3} = 4$$

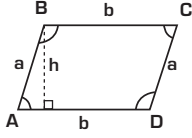
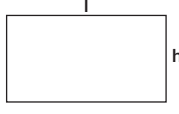
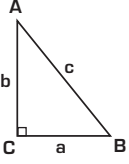
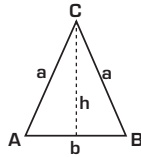
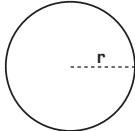
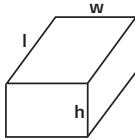
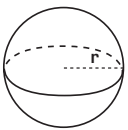
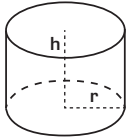
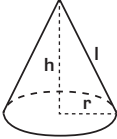

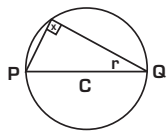
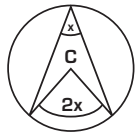
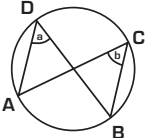
To add or subtract, first find the common denominator:

$$\frac{1}{3} + \frac{2}{5} = \frac{(1 \times 5)}{3 \times 5} + \frac{(2 \times 3)}{5 \times 3} = \frac{5}{15} + \frac{6}{15} = \frac{11}{15}$$

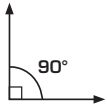
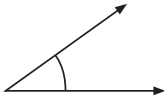


MULTIPLICATION TABLE

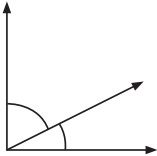
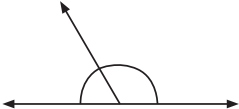
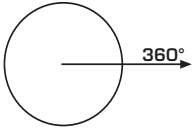
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2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400

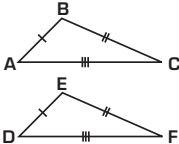
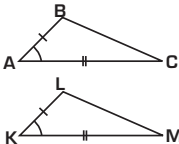
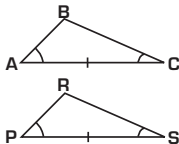
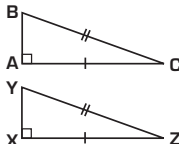
MATHEMATICS *area & volume*

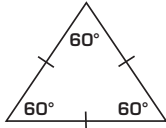
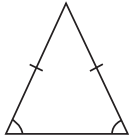
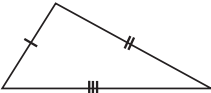
<p>PARALLELOGRAM</p>  <p>Area of ABCD = bh</p>	<p>RECTANGLE</p>  <p>Perimeter = $2(l + h)$ Area = $l \times h$</p>	<p>RIGHT TRIANGLE</p>  <p>Area = $ab/2$ $c^2 = a^2 + b^2$ (<i>Pythagorean Theorem</i>)</p>	
<p>ISOSCELES TRIANGLE</p>  <p>Area = $bh/2$</p>	<p>CIRCLE</p>  <p>Circumference of a circle = $2\pi r$ Area of a circle = πr^2</p>	<p>RECTANGULAR PRISM</p>  <p>Surface area of a prism = $2(wl + lh + wh)$ Volume of a prism = $l \times w \times h$</p>	
<p>SPHERE</p>  <p>Surface area of a sphere = $4\pi r^2$ Volume of a sphere = $4\pi r^3/3$</p>	<p>CYLINDER</p>  <p>Surface area of a cylinder = $2\pi rh + 2\pi r^2$ Volume of a cylinder = $\pi r^2 h$</p>	<p>CONE</p>  <p>Surface area of a cone = $\pi r l + \pi r^2$ (<i>l = slant height</i>) Volume of a cone = $\pi r^2 h/3$</p>	<p>PYRAMID</p>  <p>Surface area of a pyramid = $B + \text{Lateral Area}$ (<i>Lateral area = sum of triangular faces</i>) Volume of a pyramid = $Bh/3$ (<i>B = area of base</i>)</p>
<p>CIRCLE THEOREMS</p>  <p>$\angle x = 90^\circ$ (<i>PQ is the diameter</i>)</p>  <p>C is the center of the circle</p>			 <p>$\angle a = \angle b$ (<i>Both angles intercept arc AB</i>)</p>

MATHEMATICS *geometric angles & congruence cases*

GEOMETRIC ANGLES			
 <p>A right angle is exactly 90°</p>	 <p>An acute angle is less than 90°</p>	 <p>An obtuse angle is greater than 90°</p>	 <p>A straight angle is exactly 180°</p>

 <p>Complementary angles add up to 90°</p>	 <p>Supplementary angles add up to 180°</p>	 <p>One complete angle of rotation = 360°</p>
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GEOMETRIC CONGRUENCE CASES			
<p>S.S.S. POSTULATE</p>  <p>Side-Side-Side $\triangle ABC \cong \triangle DEF$</p>	<p>S.A.S. POSTULATE</p>  <p>Side-Angle-Side $\triangle ABC = \triangle KLM$</p>	<p>A.S.A. POSTULATE</p>  <p>Angle-Side-Angle $\triangle ABC = \triangle PRS$</p>	<p>H.S. POSTULATE (RIGHT \triangle'S ONLY)</p>  <p>Hypotenuse-side $\triangle ABC = \triangle XYZ$</p>

<p>EQUILATERAL TRIANGLE</p>  <p>3 Sides of Equal Length 3 Angles of 60° Each</p>	<p>ISOSCELES TRIANGLE</p>  <p>2 Sides of Equal Length 2 Base Angles are Equal</p>	<p>SCALENE TRIANGLE</p>  <p>3 Unequal Sides 3 Unequal Angles</p>
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MATHEMATICS *trigonometry*

TRIGONOMETRIC RATIOS

$$\begin{aligned}\sin(A+B) &= \sin A \cos B + \cos A \sin B \\ \sin(A-B) &= \sin A \cos B - \cos A \sin B \\ \cos(A+B) &= \cos A \cos B - \sin A \sin B \\ \cos(A-B) &= \cos A \cos B + \sin A \sin B\end{aligned}$$

$$\tan(A+B) = \frac{\tan A + \tan B}{1 - \tan A \tan B}$$

$$\tan(A-B) = \frac{\tan A - \tan B}{1 + \tan A \tan B}$$

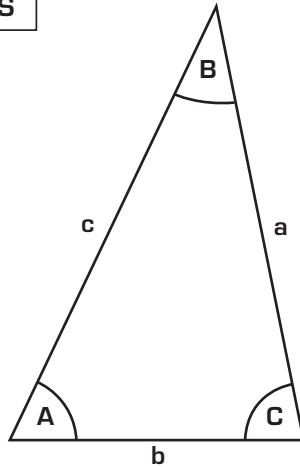
$$\tan \theta = \frac{\sin \theta}{\cos \theta}$$

$$\sin^2 \theta + \cos^2 \theta = 1$$

$$\cos^2 \theta - \sin^2 \theta = \cos 2\theta$$

$$\tan^2 \theta + 1 = \sec^2 \theta$$

$$\cot^2 \theta + 1 = \csc^2 \theta$$



TRIGONOMETRIC RATIOS

Law of Sines

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

Law of Cosines

$$a^2 = b^2 + c^2 - 2bc(\cos A)$$

$$b^2 = a^2 + c^2 - 2ac(\cos B)$$

$$c^2 = a^2 + b^2 - 2ab(\cos C)$$

Law of Tangents

$$\frac{a-b}{a+b} = \frac{\tan 1/2(A-B)}{\tan 1/2(A+B)}$$

$$\frac{b-c}{b+c} = \frac{\tan 1/2(B-C)}{\tan 1/2(B+C)}$$

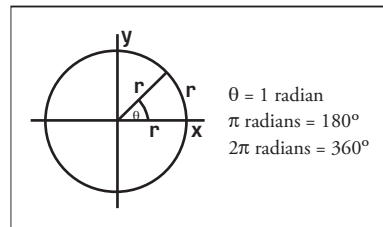
$$\frac{c-a}{c+a} = \frac{\tan 1/2(C-A)}{\tan 1/2(C+A)}$$

$\sin 45^\circ = \frac{1}{\sqrt{2}}$ $\cos 45^\circ = \frac{1}{\sqrt{2}}$ $\tan 45^\circ = 1$	$\sin 30^\circ = \frac{1}{2} \quad \sin 60^\circ = \frac{\sqrt{3}}{2}$ $\cos 30^\circ = \frac{\sqrt{3}}{2} \quad \cos 60^\circ = \frac{1}{2}$ $\tan 30^\circ = \frac{1}{\sqrt{3}} \quad \tan 60^\circ = \sqrt{3}$	$\sin \theta = \frac{o \text{ (opposite)}}{h \text{ (hypotenuse)}} = \frac{1}{\csc \theta}$ $\cos \theta = \frac{a \text{ (adjacent)}}{h \text{ (hypotenuse)}} = \frac{1}{\sec \theta}$ $\tan \theta = \frac{o \text{ (opposite)}}{a \text{ (adjacent)}} = \frac{1}{\cot \theta}$
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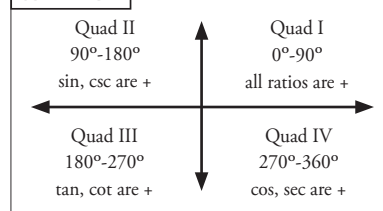
VALUES OF TRIGONOMETRIC RATIOS

θ	0	$\pi/2$	π	$3\pi/2$	2π
$\sin \theta$	0	1	0	-1	0
$\cos \theta$	1	0	-1	0	1
$\tan \theta$ <small>(\sin/\cos)</small>	0	∞	0	$-\infty$	0
$\sec \theta$ <small>($1/\cos$)</small>	1	∞	-1	∞	1
$\csc \theta$ <small>($1/\sin$)</small>	∞	1	∞	-1	∞
$\cot \theta$ <small>($1/\tan$)</small>	∞	0	$-\infty$	0	∞

note: ∞ denotes undefined or infinite



QUADRANTS



CIVICS *Bill of Rights*

AMENDMENT I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

AMENDMENT III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV

The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

AMENDMENT VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX

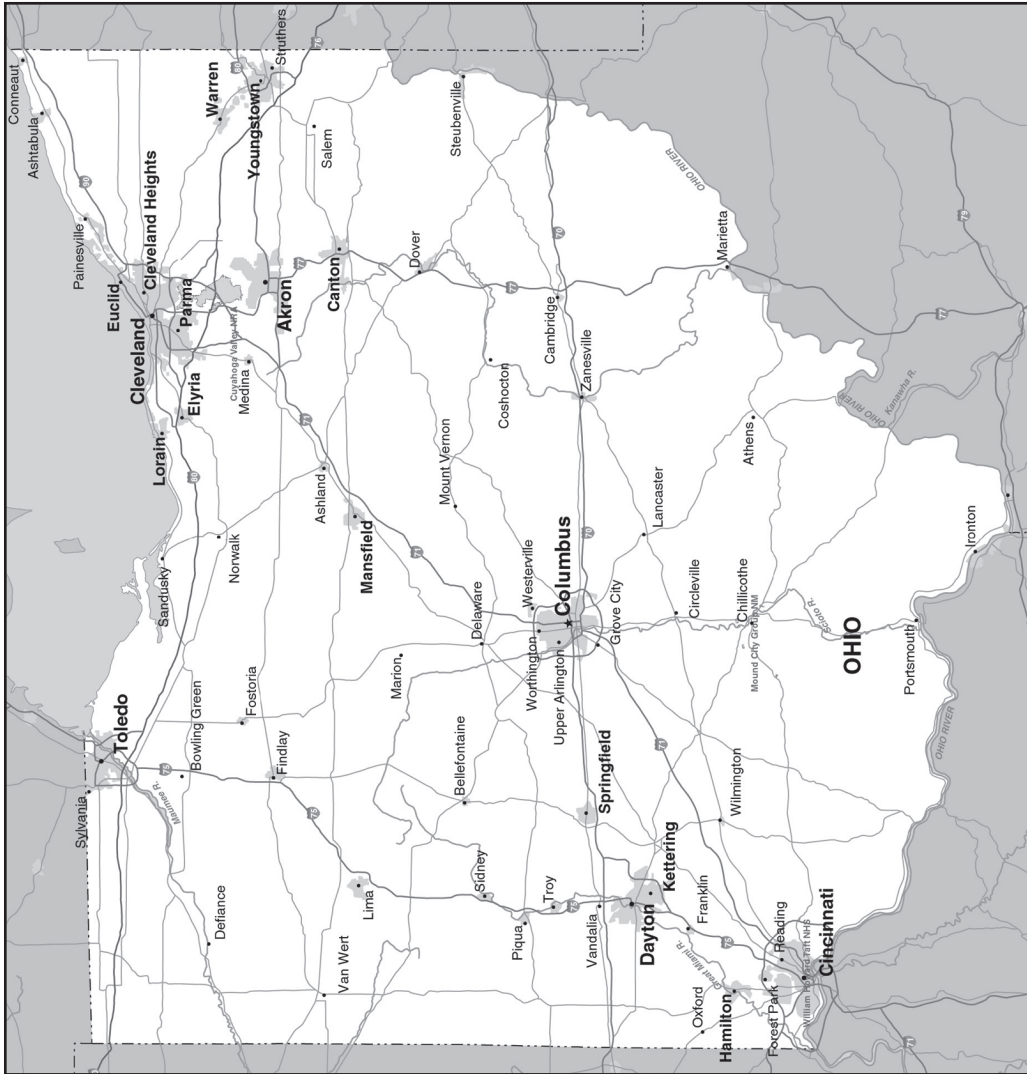
The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.



GEOGRAPHY *Ohio state map*



ENVIRONMENTAL AWARENESS *recycling*

FACTS

- The normal faucet flow is around 3-5 gallons of water per minute.
- Showers can account for up to 32% of home water use.
- 280 million tires are discarded every year in the United States.
- Polystyrene foam is not biodegradable. In simple terms, the foam cup you throw away today will still be sitting there 500 years from now.
- When motor oil is not disposed of properly, it can seep into the ground and contaminate our drinking water. Just one quart of motor oil can pollute 250,000 gallons of drinking water.
- An aluminum can that is not recycled will still litter the earth almost 500 years later.
- The average office worker throws away about 180 lbs. of recyclable paper every year.
- Hot dogs last up to 20-25 years in a landfill.
- 70% of the trash that people throw away can be recycled.
- Each person throws away an average of 1,460 pounds of garbage each year.
- Americans throw away enough aluminum every three months to rebuild our entire commercial air fleet.

WHAT CAN BE RECYCLED?

Items to Recycle	How to Prepare Them
Aluminum, Steel, and Tin Cans	<i>Lightly rinse and dry all cans.</i>
Newspapers	<i>Fold newspapers and place in brown paper bags or bundle with string into one-foot stacks.</i>
Glass	<i>Rinse and remove metal or plastic rims and lids. Sort by color: brown, green, and clear.</i>
Plastics	<i>Rinse and separate by number.</i>
Corrugated Cardboard	<i>Break down boxes.</i>
Office Paper	<i>Separate into white, colored, and glossy stacks. Remove sticky tabs and paper clips.</i>
Motor Oil	<i>Collect in containers no larger than 5 gallons.</i>
Tires	<i>Check with your local recycler. Some communities limit the number of tires accepted per year from individuals.</i>



HEALTHY LIVING *hotlines & helplines*

GENERAL CRISIS		
<i>7 Cups of Tea</i>	Online listeners	www.7cups.com
<i>Boys Town Hotline</i> (24 hrs.)	800-448-3000	www.boystown.org
<i>Crisis Call Center (National Suicide Prevention Lifeline)</i> (24 hrs.)	800-273-8255	www.crisiscenter.org
<i>Im Alive (Online Crisis Network)</i>	Online chat	www.imalive.org
<i>Lifeline Crisis Chat (National Suicide Prevention Lifeline)</i> (24 hrs.)	Online chat	suicidepreventionlifeline.org
<i>National Center for Missing and Exploited Children</i> (24 hrs.)	800-843-5678	www.missingkids.com
<i>National Runaway Safeline</i> (24 hrs.)	800-RUNAWAY	www.1800runaway.org
<i>Teen Line</i>	800-852-8336	www.teenlineonline.org
<i>Youth America Hotline Your Life Counts</i>	877-968-8454	www.yourlifecounts.org
ALCOHOL/SUBSTANCE ABUSE		
<i>Al-Anon/Alateen (For Families and Friends of Problem Drinkers)</i>	888-4AL-ANON	www.al-anon.alateen.org
<i>Alcoholics Anonymous</i>	212-870-3400	www.aa.org
<i>American Council on Alcoholism</i>	800-527-5344	www.recoverymonth.com
<i>Narcotics Anonymous</i>	818-773-9999	www.na.org
<i>National Institute on Alcohol Abuse and Alcoholism</i>	niaaaweb-ri@exchange.nih.gov	www.niaaa.nih.gov
ABUSE/HEALTH INFO		
<i>American Heart Association</i>	800-AHA-USA-1	www.heart.org
<i>CDC National HIV/AIDS Contact Center</i>	800-CDC-INFO	www.cdc.gov/hiv
<i>CDC National STD Contact Center</i>	800-CDC-INFO	www.cdc.gov/std
<i>National Cancer Institute</i>	800-4-CANCER	www.cancer.gov
<i>Childhelp National Child Abuse Hotline</i> (24 hrs.)	800-4-A-CHILD	www.childhelp.org
<i>National Organization for Rare Disorders</i>	800-999-6673	www.rarediseases.org
<i>Office on Women's Health</i>	800-994-9662	www.womenshealth.gov
<i>American Associations of Poison Control Centers</i> (24 hrs.)	800-222-1222	www.aapcc.org
<i>Rape, Abuse and Incest National Network (RAINN)</i> (24 hrs.)	800-656-HOPE	www.rainn.org
<i>Youth Violence Prevention</i>	800-CDC-INFO	www.cdc.gov/violenceprevention
MENTAL HEALTH		
<i>Depression and Bipolar Support Alliance Helpline</i>	800-826-3632	www.dbsalliance.org
<i>Mental Health America</i>	800-969-6642	www.mentalhealthamerica.net
<i>National Alliance on Mental Illness Information Helpline</i>	800-950-NAMI	www.nami.org
<i>National Mental Health Consumers' Self-Help Clearinghouse</i>	selfhelpclearinghouse@gmail.com	www.mhselfhelp.org
<i>National Eating Disorders Association Helpline</i>	800-931-2237	www.nationaleatingdisorders.org
<i>SAFE Alternatives (Self Abuse Finally Ends)</i>	800-DONT-CUT	www.selfinjury.com
SEXUAL ORIENTATION/GENDER IDENTITY		
<i>Lesbian, Gay, Bisexual and Transgender National Youth Talkline</i>	800-246-7743	www.glbthotline.org/talkline
<i>LYRIC (Center for LGBTQQ Youth)</i>	415-703-6150	www.lyric.org
<i>The Trevor Project Lifeline (LGBTQ Ages 13-24)</i> (24 hrs.)	866-488-7386	www.thetrevorproject.org

ASKING FOR HELP IS A SIGN OF STRENGTH, NOT WEAKNESS.



wellness

SLEEP

Getting Enough ZZZs?

Sleeping through first and fifth periods means you only need six hours more at night, right? If only.

When you doze off in class, you're missing the value of continuous sleep. Because your body goes through different cycles while you sleep, and these each take a certain amount of time, you need a single stretch of time to get the full benefit of sleep, doctors say.

Late Nights Natural for Teens

For teens, there's an added challenge when it comes to a good night's sleep. It's called the circadian factor.

During your teen years, your circadian rhythm, an internal clock, is reset. Its ticking keeps you awake later in the evening than it did when you were a young child, and that prompts you to want to sleep later in the day. The challenge for teens is that alarms ring earlier than your body naturally wants to get up for those early morning classes.

"Sleeping is no mean art: for its sake one must stay awake all day."

— Friedrich Nietzsche

Training for Sleep

That makes creating a habit of getting to bed 8.5 to 9 hours before you need to get up all the more important. Think of it as training, much like you would for sports.

Wind down earlier, eat only a light snack in the evening, and make sure your room is dark and cool. If you have trouble getting to sleep, read a while. Surely one of your textbooks will help you nod off!

Despite the temptation, try to go to bed and get up at the same time on the weekends. It makes the weekday early alarm all the easier to respond to. And bodies love the steady routine.

Too Little Sleep Takes Its Toll

If your night's sleep isn't as long as your body needs, you're shortchanging yourself. Not enough sleep could mean:

- Performing poorly in school
- Nodding off during class
- Giving a sluggish sports performance
- Feeling irritable and out of sorts
- Not being able to pay close attention when you're driving

wellness

SLEEP

True or False?

I'm a night person; no changing that.

True, you may be a night person, and in fact, most teens are. But you can establish a regular time to hit the pillow and develop a sleep routine that fits your early-morning school schedule. A tip for feeling tired when it's time to wind down: avoid caffeine – an ingredient in many colas, teas, coffee, and chocolate. It can keep you wide-eyed long after you should be snoozing.

I catch up on my sleep on the weekend.

You may sleep longer, but there's really no way to make up for lost sleep. It's far better to try to get a full night's sleep every night. For teens, that's 8.5 or 9 hours. Too much more or less could be detrimental.

As long as I get 8 hours sleep, I'm good.

That's not true if the eight hours is interrupted, in, say, a nap after school and then only a few hours over night. You need to sleep through every sequential cycle to get sleep's full benefits.

If I sleep as much adults say I should, I'll sleep my life away.

Well, you'll only sleep a third of it away, as all functioning humans do. And if you don't spend a third of your life sleeping, you won't enjoy the energy and health for the other two-thirds.

"Take rest; a field that has rested gives a bountiful crop."
— Publius Ovid Naso

Animals Need Sleep, Too

Sleep isn't something needed in equal portions by all living things. Animals vary in their sleep habits, with differing average number of hours per day for different species.

THE SHORT SNOOZERS:

- Giraffe ■ 1.9 hour
- Horse ■ 2.9 hours
- Elephant ■ 3.3 hours
- Sheep ■ 3.8 hours
- Cow ■ 3.9 hours

THE REAL SLEEPERS:

- Dog ■ 10.6 hours
- Cat ■ 12.1 hours
- Tiger ■ 15.8 hours
- Python ■ 18 hours

Asleep and Awake Records

Rip Van Winkle slept for 20 years and two days straight, but, of course, that's a fictitious tale.

On the awake side, Randy Gardner set a world record in 1964 for time without sleep. The 17-year-old high school student from San Diego stayed awake 264 hours – 11 days straight.

wellness

STRESS

Life Spinning Out of Control?

Some days you're on top of it all, and everything's in balance – homework, school activities, part-time job, friends and time for yourself. Other days, you're not sure whether you or stress is in charge of your life.

Juggling It All

Most parents will be the first to admit that today's teens have significant stress. There are so many demands on your time, your brain, and your life. Keeping all those balls in the air and achieving all you're after take a toll.

Stop, Breathe

First, you've got to recognize when you're feeling on edge, overloaded, or stressed out. Then you've got to have some immediate coping strategies – a quick break, some deep breaths, a healthy snack, and a few minutes to compose yourself.

For the long haul, you need ways to regularly reduce your stress, to relax. It might be playing your guitar, going for a run, or reading a fun book. Whatever takes your mind off the little and big challenges and allows you to simply be.

Accept That Life Happens

Sometimes you can't avoid stress, like family problems, a loss, a move, or a disappointment. These take energy to get through. That's where good rest, healthy foods, and learning to accept the things you can't change all help.

Avoid Stressful Situations

Sometimes you can separate from your stress. Stay away from gossip. Allow plenty of time when you need to be somewhere. Break big school projects into small daily tasks that will keep you on track for the deadline. Practice every day so your athletic, theatrical, musical, or other performance comes easier.

"A vigorous five-mile walk will do more for an unhappy but otherwise healthy adult than all the medicine and psychology in the world."

— Paul Dudley White

wellness

STRESS

Signs of Stress

- Feeling irritable
- Always rushing
- Forgetting things
- Grinding your teeth at night
- Feeling like you're being picked on
- Getting a sore neck or shoulder
- Losing stuff
- Feeling sad or anxious

Chill Out

- ✔ Take deep breaths
- ✔ Step away from the situation
- ✔ Go for a walk
- ✔ Take a break
- ✔ Get good rest
- ✔ Eat healthy foods
- ✔ Get some exercise
- ✔ Find someone to listen
- ✔ Give yourself positive messages
- ✔ Set priorities

"The greatest weapon against stress is our ability to choose one thought over another."

— William James

What Causes Your Stress?

What's stressful for some is nothing to others and vice versa. What sets you on edge?

How Will You De-stress?

When you're as taut as a rubber band, what's going to help you relax?

wellness

WATER

Water, Water Everywhere: Why It's Good to Drink

With all the great choices in soda pop, juices, and flavored sports drinks, why would you choose water to quench your thirst?

Maybe because you'd like to avoid the calories. The sugar. The expense. The aftertaste. Better yet, maybe you'd like to give your body a healthy boost, a dose of what it needs to function well, a measure of what you need to feel well.

Like an apple a day, healthy water consumption is a great way to keep the doctor away.

Next time you're thirsty, head for the water fountain. Better yet, don't wait until you're thirsty. That means you're already dehydrated. Drink water frequently throughout the day, and especially after strenuous physical activity.

"Water is the only drink for a wise man."
— Henry David Thoreau

"If there is magic on this planet, it is contained in water."
— Loren Eiseley

Tips for Drinking More Water

- ✓ Drink a glass when you brush your teeth
- ✓ Drink a glass at every meal
- ✓ Freeze a glass or mug and fill it with cold water for a cool treat
- ✓ Take a bottle of water with you on outings
- ✓ Drink water even if you aren't thirsty

How Much Water Do You Need?

Some say drink a liter of water a day. Others suggest eight 8-ounce glasses – almost double the one liter. Some even suggest 10 glasses a day. Many say it depends on how active you are, how hot it is, what the climate is like where you live, and how much you sweat.

You don't want to slosh around, but do turn to water frequently. Keep yourself hydrated.

ONLINE SAFETY

BE SMART! BE RESPECTFUL! BE SECURE!

The internet is a real-life place with real-life dangers. Be smart and take steps to keep yourself safe online.

Be Smart!

Everything you post online stays online forever! It can be copied, saved, and distributed by anyone. Think, before you post images or words you might regret!

Be Respectful!

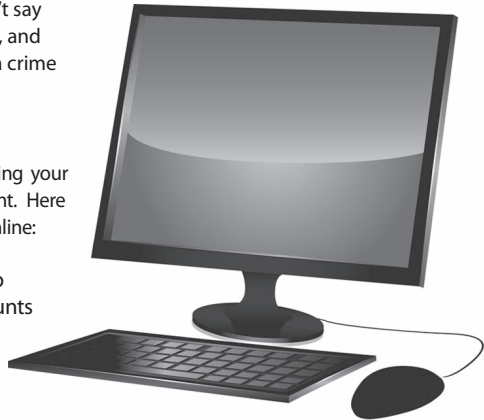
When online, people sometimes forget that they are communicating with other people and not with their computer screen. They might say or do things online they would never say or do in person. These people are called cyberbullies.

Remember to treat others online as you would want to be treated. Don't say or do anything that you wouldn't say or do to someone face-to-face. Be kind, courteous, and respectful to others. Cyberbullying is serious and a crime in many states.

Be Secure!

The online world is not a game. It is real life. Keeping your personal and financial information safe is important. Here are a few tips on how to keep your information safe online:

- ✗ If it isn't required, don't fill it in.
- ✗ Keep your passwords and login information to email, social networking sites, and other accounts secret from even your best friend. Change your password(s) periodically.
- ✗ Pick a password that has numbers and letters, varied capitalization, and has more than seven characters.
- ✗ Make sure your connection is secure before logging in.
- ✗ Check the URL (www. Address) of the website you are logging into. Don't trust the appearance of the site itself.
- ✗ If you get an email about something important, research the email and make sure it isn't a scam. Don't use the email's links or download information from your email.
- ✗ Use up-to-date Antivirus software, and do regular scans for viruses.



HAVE YOU OR SOMEONE YOU KNOW ...

... ever had money stolen from them online? **Discuss**

... ever posted something or had something posted they would rather not have online? **Discuss**

... ever accidentally or purposefully sent an email or text to someone and hurt their feelings? **Discuss**

Why is it important to be smart, safe, and respectful online? **Answer on a separate piece of paper.**

IDENTIFYING UNHEALTHY RELATIONSHIPS: HOW TO PREVENT EXPLOITATION AND TRAFFICKING

Throughout high school, you have an awesome opportunity to engage with your peers and form friendships and dating relationships. But it's important to know the difference between what healthy relationship behavior is and what it is not.

Red Flags for Unhealthy Relationships:

- **CONTROLLING:** demands all your time and attention, demands to know where you are at all times, isolates you from others
- **DISHONEST:** lies about who they're with and where they are, denies their actions are abusive, lies about their age or identity
- **DISRESPECTFUL:** calls you names, belittles you, accuses you of things you didn't do
- **PRESSURING:** pressures you to send sexual images or videos of yourself, asks you forcefully to do sexual acts you aren't ready to do, asks you to do sexual acts for others as a favor or to pay a debt

Spotting these red flags early on in your relationship, or your friend's relationship, could lead to preventing a potential serious crime – Human Trafficking. Human Trafficking is the recruitment of people by means of force, fraud, or coercion for the purpose of exploitation. The signs of human trafficking can be subtle and sometimes the victim isn't even aware they are involved in human trafficking.

Here are some important definitions and tips:

RECRUITMENT is the way in which a trafficker finds their victim. A trafficker can pose as someone online who wants to get to know you in a romantic way or they could be an older individual at a party who asks to see you again. Whether it's online or in-person, traffickers are often master manipulators making it easy to believe their intentions are pure.

- **TIP #1:** NEVER respond to someone you don't know online, even if they claim to know you or say they have mutual friends.
- **TIP #2:** Think before you send nude images. Even in the heat of the moment, try to remember that what you send online, STAYS online and can easily spread beyond the person it was intended for.
- **TIP #3:** It is NEVER too late to ask for help. Find a trusted adult to help you navigate a threatening or potentially dangerous situation if you believe you are going to be exploited online or in person.

You should tell a trusted adult if you or someone you know is involved in an unhealthy relationship. You can also access the resources below if you need immediate help or advice:

CYBER TIPLINE: www.cybertipline.org

- If an adult or older teen sends you sexual images or videos of a minor, report it online here.

HUMAN TRAFFICKING HOTLINE: 1-888-373-7888

- Call the number above or text "HELP" to 233733 to report suspected cases of human trafficking.

LOVE IS RESPECT HOTLINE: 1-866-331-9474

- Call the number above or text "LOVEIS" to 22522 to talk with someone about dating violence and healthy relationships.

SUCCESS SKILLS *tips for improving your memory & taking standardized tests*

TIPS FOR IMPROVING YOUR MEMORY

- {1} Keep notes, lists, and journals to jog your memory.
- {2} Decide what is most important to remember by looking for main ideas.
- {3} Classify information into categories. Some categories may be:
 - a. Time – summer, sun, swimming, hot
 - b. Place – shopping center, stores, restaurants
 - c. Similarities – shoes, sandals, boots
 - d. Differences – mountain, lake
 - e. Wholes to parts – bedroom, bed, pillow
 - f. Scientific groups – Flowers, carnation, rose
- {4} Look for patterns. Try to make a word out of the first letters of a list of things you are trying to remember. You also could make a sentence out of the first letters of the words you need to remember.
- {5} Associate new things you learn with what you already know.
- {6} Use rhythm or make up a rhyme.
- {7} Visualize the information in your mind.
 - a. See the picture clearly and vividly.
 - b. Exaggerate and enlarge things.
 - c. See it in three dimensions.
 - d. Put yourself into the picture.
 - e. Imagine an action taking place.
- {8} Link the information together to give it meaning.
- {9} Use the information whenever you can. Repetition is the key to memory.



TIPS FOR TAKING STANDARDIZED TESTS

- {1} *Concentrate.* Do not talk or distract others.
- {2} *Listen carefully to the directions.* Ask questions if they are not clear.
- {3} *Pace yourself.* Keep your eye on the time, but do not worry too much about not finishing.
- {4} *Work through all of the questions in order.* If you do not think you know an answer to a problem, skip it and come back to it when you have finished the test.
- {5} *Read all of the possible answers* for each question before choosing an answer.
- {6} *Eliminate any answers that are clearly wrong,* and choose from the others. Words like always and never often signal that an answer is false.
- {7} *If questions are based on a reading passage,* read the questions first and then the passage. Then go back and try to answer the questions. Scan through the passage one last time to make sure the answers are correct.
- {8} *When you finish the test, go back through and check your answers for careless mistakes.* Change answers only if you are sure they are wrong or you have a very strong feeling they are wrong.
- {9} *Do not be afraid to guess at a question.* If you have a hunch you know the answer, you probably do!
- {10} *Use all of the time allotted* to check and recheck your test.

SUCCESS SKILLS *successful notetaking*

SUCCESSFUL NOTETAKING

- Taking notes reinforces what we hear in the classroom and requires active listening. Having accurate information makes your outside study and review time that much easier. Good notetaking requires practice.
- Be aware of each teacher's lecture style; learning how to adapt to each style takes patience. Take notes as you (attentively) listen to the lecture. Keep notes in an individual notebook for each class or in a loose-leaf binder that has a section for each class. Your teacher may have certain requirements.
- Date each day's notes, and keep them in chronological order. Some teachers provide outlines that tell you how a series of lectures will be organized; other teachers will deliver their lectures and expect you to write the information in your notes. Most teachers will emphasize important points by stressing them or repeating them a few times. Make a note in the margin or highlight any information the teacher specifically identifies as important.
- Write notes in short phrases, leaving out unnecessary words. Use abbreviations. Write clearly so you will be able to understand your notes when you review them.
- If you make a mistake, a single line through the material is less time consuming than trying to erase the whole thing. This will save time and you won't miss any of the lecture. Don't copy your notes over to make them neat; write them neatly in the first place. Don't create opportunities to waste your time.
- Write notes on the right two-thirds of the notebook page. Keep the left one-third free for your follow-up questions or to highlight the really important points in the discussion.
- Listen for key ideas. Write them down in your own words. Don't try to write down every word that your teachers say. Some teachers will use the chalkboard, an overhead projector, or a PowerPoint presentation to outline these key ideas. Others will simply stress them in their discussion.
- Soon after class, while the information is still fresh in your mind, create questions directly related to your notes in the left column of the paper. Place these questions across from the information to which it pertains. Highlight or underline any key points, terms, events or people. Quiz yourself by covering the 2/3 side of your notes and try to answer the questions you developed without referring to your notes. If you need to refresh your memory, simply uncover the note section to find the answers to your questions. Short, quick reviews will help you remember and understand the information as well as prepare for tests.
- Review your notes daily. This reinforces the information and helps you make sure that you understand the material.
- Make sure your notes summarize, not duplicate, the material.
- Devise your own use of shorthand.
- Vary the size of titles and headings.
- Use a creative approach, not the standard outline form.
- Keep class lecture notes and study notes together.



SUCCESS SKILLS *basic résumé writing*

BASIC RÉSUMÉ WRITING

The Functional Résumé Format	
<p><i>The functional format is useful for graduating high school or college students who do not have extensive job experience.</i></p> <p><i>This type of résumé emphasizes skills and accomplishments achieved in school, activities, internships, and in life.</i></p> <p><i>These are the 5 basic parts →</i></p>	<ul style="list-style-type: none"> {1} Header: your name, address, phone number, email address. {2} Job objective: a short statement describing how you can be of help to the employer and what you intend to do (e.g., sell, design, operate, manage). {3} Qualifications: a brief list or statement highlighting your background, your strengths and what you want your employer to know about you. This can be optional. {4} Skills/Achievements: a description of your abilities, accomplishments, and areas of competence. These can also be grouped under headings, such as <i>Office Skills</i>, <i>Technical Experience</i>, or <i>Planning/Organization</i>. {5} Education: a list of all formal education, workshops, seminars, internships, school-related activities, and on-the-job training (if any). The most recent should come first.

Remember:

- Use only one or two typefaces in the design of your résumé.
- Use short phrases instead of long sentences and paragraphs.
- Line up all headings to keep your résumé looking clean and professional.
- Use good quality paper; A neutral color, such as white or ivory, is recommended.
- Do not include salary requirements.
- Do not include personal information such as date of birth, height, weight, marital status, health, religion, or hobbies.
- Do not use the word *résumé* at the top of the page.
- Keep your résumé to one page.
- Have a list of references (names, company names, phone numbers) ready to give if requested.

Use Action Words to Describe Skills			
accomplished	charted	evaluated	issued
activated	classified	executed	launched
administered	coordinated	formulated	lectured
advanced	communicated	gathered	managed
advised	completed	generated	organized
analyzed	computed	guided	outlined
applied	critiqued	implemented	refined
arranged	delegated	improved	reorganized
assembled	designed	initiated	streamlined
attained	determined	instituted	trained
automated	developed	instructed	updated
budgeted	devised	introduced	utilized
calculated	established	invented	wrote

SAMPLE RÉSUMÉ

Joe Anybody

1234 Oak Street
Anytown, IN 49503
555-555-1212
j.anybody@e-mail.com

OBJECTIVE A position using my computer graphic and illustration skills to design websites.

QUALIFICATIONS

- Very strong interest in web design and computers
- Well-organized and very reliable
- Natural creative abilities
- Self-starter

TECHNICAL SKILLS

- Self-taught in computer graphics and illustration programs
- Illustrated school newspaper with my own clip art
- Assisted in design of school website for 1.5 years
- Experience with Microsoft Office
- Knowledgeable in both Windows and Mac computer systems

EDUCATION - West Central High School (Graduating in May 2019)

MEMBERSHIPS

- Computer Club
- Students Against Destructive Decisions (SADD)
- Honor Roll

REFERENCES - *Available upon request*

SUCCESS SKILLS *preparing for college*

PREPARING FOR COLLEGE



The College Application Process

- {1}** *The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.*
- {2}** *Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do not let a class slip because it does not interest you. Colleges look for a consistent performance in all subjects.*
- {3}** *Take the SAT or ACT in time to include scores on your college applications.*
- {4}** *Look at as many potential colleges as possible. Do not limit your options.*
- {5}** *Visit as many campuses as possible and talk to students, staff, and the office of admissions while at the college.*
- {6}** *Send applications to prospective colleges beginning in early fall of your senior year. You can obtain applications and information in the guidance office or online at university and college websites.*
- {7}** *Fill out any potential scholarship forms and send them to the appropriate personnel.*
- {8}** *Allow at least two weeks for your counselor to process your applications.*
- {9}** *Many schools will respond to your application within four to six weeks.*

Steps for Juniors

- {1}** *Talk to your counselor about filling your junior-year class schedule with coursework in English, foreign language, social studies, science, and mathematics. It is recommended that students take as many mathematics courses as possible.*
- {2}** *Colleges are looking for well-rounded students in the arts, business, drama, and speech.*
- {3}** *Find out when potential universities are visiting your school or when your school is going on visits to potential colleges.*
- {4}** *It is best to visit campuses when classes are in session. (Not spring break, Christmas or any major holiday.)*
- {5}** *Take a course that prepares you for the SAT or ACT.*
- {6}** *At the beginning of your junior year, take the PSAT exam to practice for the SAT.*
- {7}** *Take the SAT or ACT in the spring of your junior year. If you feel the score does not reflect your ability, retake the exam during your senior year.*
- {8}** *Start applying for any scholarships you feel you are qualified.*
- {9}** *If you know your intended field of study in college, schedule your senior year with an emphasis in that area.*
- {10}** *Plan to visit as many colleges during the summer as possible.*

Steps for Seniors

- {1}** *Attend as many college fairs as possible in your local area.*
- {2}** *Visit as many institutions and universities as possible. It is best to visit campuses when classes are in session. (Not spring break, Christmas, or any major holiday.)*
- {3}** *When visiting colleges, meet with the admissions office, and financial aid office, as well as speak with professors in your intended field of study.*
- {4}** *Talk to older friends and students about that particular college or university.*
- {5}** *Ensure that your SAT or ACT scores meet the requirements of the colleges and universities that interest you. If necessary, retake the entrance exams.*
- {6}** *Make a list of admission deadlines at the colleges you are interested in attending.*
- {7}** *Submit completed college applications to your guidance counselor, and be sure to include any application fees.*
- {8}** *File a financial aid form.*
- {9}** *Inquire about any available scholarships, and be sure to meet the appropriate requirements and deadlines.*
- {10}** *Keep a file of any correspondence from potential colleges for future reference.*

Tap Your Leadership Experience

You've got more experience building consensus than you might think. Create a list of times when you:

- ▶ Negotiated with your family on what to do on vacation:

- ▶ Helped friends agree on a movie:

- ▶ Got everyone to agree on a pizza topping:

- ▶ Got a study team to decide on a project:

- ▶ Decided what music a car full of people would listen to:

- ▶ How did you participate in the discussion? Treat others? Feel about the results?

- ▶ What lessons are there in these everyday situations you could use to improve your consensus-building skills?

SOME GOALS

- ▶ I'd like the world to build consensus on:

- ▶ At school, we might work to build consensus on:

"THE BEST POLICY IS MADE WHEN YOU ARE LISTENING TO PEOPLE WHO ARE GOING TO BE IMPACTED. THEN, ONCE POLICY IS DETERMINED, YOU CALL ON THEM TO HELP YOU SELL IT."

— Elizabeth Dole

Make a Commitment

Leaders have a particular responsibility to bring diversity to a group and to see that it's nurtured and valued. It's not only the right thing to do, but your group will also be better for it.

Some ways you can bring new, diverse people to your group:

- ▶ Hold a callout; in your announcements, say you're seeking diverse membership
- ▶ Personally invite individuals whose ethnicities may be underrepresented in your group
- ▶ Create an advisory group of diverse adults in your community and ask them for suggestions.



Once you've broadened your group's membership, be sure to:

- ▶ Create a welcoming, respectful, and inclusive environment
- ▶ When you appoint committee leaders, be sure to include a mix of races, backgrounds, and females and males to these posts
- ▶ Make sure everyone is heard and their opinions valued at your events
- ▶ Consider speakers or workshops that will help your group value diversity

"YOU DON'T GET HARMONY WHEN EVERYONE SINGS THE SAME NOTE."

— Doug Floyd

"WE ARE OF COURSE A NATION OF DIFFERENCES. THOSE DIFFERENCES DON'T MAKE US WEAK. THEY'RE THE SOURCE OF OUR STRENGTH."

— Jimmy Carter



Everyone Benefits

WHEN YOUR GROUP IS DIVERSE, IT HELPS MAKE SCHOOLS AND COMMUNITIES BETTER BY:

- ▶ Increasing understanding of others
- ▶ Enhancing respect for others
- ▶ Reducing conflicts at school and in your community
- ▶ Improving listening and communication skills
- ▶ Expanding understanding among people
- ▶ Curbing discrimination and bias
- ▶ Creating opportunities for new learning and experiences

Follow Through

Swing Through for Success

Like an athlete swinging a golf club, tennis racket, or baseball bat, good follow through is a skill every leader should master.

► TRACK THE DETAILS

Follow through means touching base throughout the project, doing what you say you will do, making sure that what was supposed to happen did, and checking in on every detail. And when a project is complete, good follow through includes wrapping it up with one final checklist and thank-you to everyone involved.

Instead of that mythical “Someday Isle,” leaders who follow through make it “Today I Will.” Their punch list includes a look at details large and small.

► Head for ‘Someday Isle’ Today

- Ever told your little brother, “Someday I’ll teach you to skateboard”? Your parents, “I’m going to empty the dishwasher soon”? A teacher, “Yeah, I’d like to look at that book sometime”? Or a group you’re in, “One day I’m going to gather all that stuff up and turn it in”?

Doing those things, keeping those promises is following through. Making that a habit makes you a person of your word, someone who can be counted on and a good leader.

► REAP THE REWARDS

Like good sports swings, follow through has its rewards.

When you follow through, you’ll feel good about yourself and more confident in your abilities. You’ll earn respect for paying attention to the details. Your project will likely be a great success! And you’ll master a skill that will serve you well throughout your life.

“BE TRUE TO YOUR WORK, YOUR WORD, AND YOUR FRIEND.”

— Henry David Thoreau

“YOU HAVE TO HAVE CONFIDENCE IN YOUR ABILITY, AND THEN BE TOUGH ENOUGH TO FOLLOW THROUGH.”

— Rosalynn Carter

Leadership Qualities

Load Up on What Leaders Need

Heard the phrase, “born leader?” Don’t believe it. Good leaders learn and then practice their skills, just like everyone else.

True, there’s a boatload of skills that go into spelling “Leadership.”

They Include:

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LISTENING ▶ Everyone deserves their say. Good leaders share the floor and carefully consider what others suggest.

EXAMPLE ▶ Showing is always more powerful than telling, so your actions speak louder than words. Pitch in and model what you want others to do.

ATTITUDE ▶ Believing you and your group can accomplish something is the biggest part of the equation. Be positive, encouraging, and optimistic. It’s contagious!

DIALOGUE ▶ Anyone can talk at someone. It’s a special skill to make it a true give-and-take dialogue, a discussion that includes everyone and all points of view. Good leaders know the value of dialogue.

ENERGY ▶ Effective leaders are often described as tireless. Although you can get some rest, the energy you bring to your group will be a motivator and component in your success.

RESPONSIBILITY ▶ The buck stops here, good leaders know, meaning they’ve got to do what’s expected, keep their word, and follow through every step of the way.

STANDARDS ▶ This one’s especially tough. You’ve got to raise the bar, rise to the occasion, and go beyond the norm. Good leaders set and achieve high standards.

HUMILITY ▶ With all your success as a leader, shouldn’t you get to brag a bit? No. Good leaders give credit to the workers, volunteers, the whole team. Humble pie, you’ll find, is pretty tasty!

INTEGRITY ▶ With so many looking up to leaders, expectations are high. That’s where integrity comes in. Be true to yourself, your group, your cause. The highest ethics and truthfulness will serve you well.

PASSION ▶ Good leaders do more than care. They passionately care. They go the extra mile. And passion inspires other to act and stay committed.

Teamwork

Collaborate to Win

Is your club stuck in a rut, doing the same thing at meetings, feeling a little bored and tired? Infuse new energy and interest by teaming up with another group for an action, event, or social service project.

It might be interesting to meet with another school's club like your own, to involve middle school students, or even adults. New ideas, information, and opportunities can emerge.

If you're working on a project, like cleaning up a community park or raising funds for a basketball goal at the park, two groups can get the work done quicker and easier – and both will get lots of kudos and credit.

Good leaders understand the value of partnerships and teams. They look for them. Build them. Nurture them.



It's All About Everyone

- ▶ You know the type who thinks, “It’s all about me.” They rarely make good leaders, because the “me” is too focused on power, control, and attention. Leaders who are focused on group goals know it takes everyone to reach them, sometimes even partnerships outside the group.

- ▶ **ONE EXAMPLE:** Some marches on Washington, D.C. are cosponsored by more than 100 groups! They know every group will bring a contingency and all that much more support for the cause.

In your class, school, community, and beyond, think about winning through teamwork and partnerships. It makes for good leadership and achieving goals.

“NONE OF US IS AS SMART AS ALL OF US.”

– Ken Blanchard

“TALENT WINS GAMES, BUT TEAMWORK AND INTELLIGENCE WIN CHAMPIONSHIPS.”

– Michael Jordan

Finding Places to Lead

Looking for an organization to team up with for an event or activity? Find one with similar goals, whose mission complements yours. Or think about a group that could add another dimension to yours.

- ▶ **CLUBS** Are you in a government or civics club? Ask the local Republican and Democratic parties to include you in one of their events. It'll broaden your agenda, give you an interesting speaker, and help you connect with people in the community who are interested in what you're doing.
- ▶ **SCHOOL TEAMS** Organizing a school spirit day? Ask off-season teams to join you with a short exhibition or even a comedy act. The more you involve, the more fun and successful it will be.
- ▶ **CHARITABLE PROJECTS** Need to raise funds for a charitable project? If you invite other groups to help, you have to share the profits, but you reach a wider group of prospects, too.

If your group's project funds summer camps for kids and the other group wants to raise money for family literacy, you've got a great tie and commonality. And donors will likely appreciate your ingenuity.

Any group that shares a similar interest with yours is a prospect for a one-time joint meeting or a school or public event. There's power in numbers, so increase yours!

"ONLY WHEN MEN ARE CONNECTED TO LARGE, UNIVERSAL GOALS ARE THEY REALLY HAPPY - AND ONE RESULT OF THEIR HAPPINESS IS A RUSH OF CREATIVE ACTIVITY."

— Joyce Carol Oates

Your Groups, Possible Partners

- ▶ List your activities and clubs:

- ▶ What other school groups might be a good match for an activity?

- ▶ What community groups might join you in a project?

- Association of Women Business Owners
- Chamber of Commerce
- Friends of the Zoo
- Kiwanis
- Lions Club
- Optimists
- Other:

CHARACTER *people of character*

C H A R A C T E R

The qualities of a great man are "vision, integrity, courage, understanding, the power of articulation, and profundity of character."

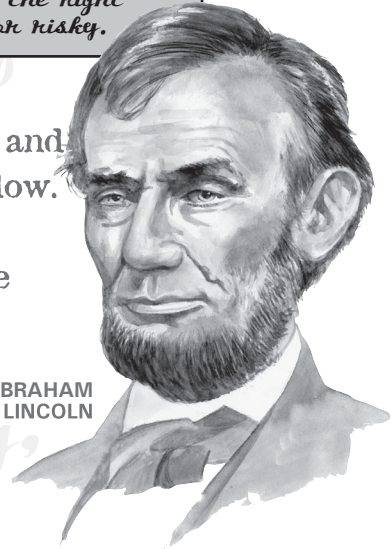
~ PRESIDENT DWIGHT D. EISENHOWER

Good character requires doing the right thing even when it's costly or risky.

"Character is like a tree and reputation like its shadow.

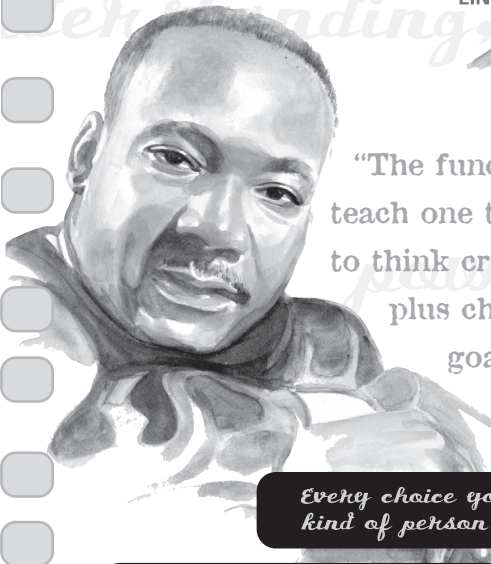
The shadow is what we think of it; the tree is the real thing."

~ PRESIDENT ABRAHAM LINCOLN



"The function of education is to teach one to think intensively and to think critically ... intelligence plus character – that is the goal of a true education."

~ MARTIN LUTHER KING, JR.



Every choice you make helps define the kind of person you are choosing to be.

"We learned about honesty and integrity – that the truth matters ... that you don't take shortcuts or play by your own set of rules ... and success doesn't count unless you earn it fair and square."

~ MICHELLE OBAMA

