2013-2014

Freshman Parent Success Folder

Davis Baker, Principal

Corinne Hayes, Asst. Principal

Wm. Henry Harrison High School

2013-2014

WILLIAM HENRY HARRISON HIGH SCHOOL

FRESHMAN HOUSE

Our House, Our Team, Our Students!

General Information and Ideas for Discussion and Planning

- Freshmen are more like eighth graders than tenth graders
  - From a BIG FISH in a little pond to a small fish in a BIG POND, change can be difficult
  - Maturity, organizational and/or planning skills are sometimes lacking
  - Issues of discipline are more prevalent for freshmen, especially boys
  - Greatest number of America's dropouts are classified as freshmen, fresh-mores (sometimes 2nd , 3rd or sometimes 4th year freshman)

(Academically speaking, there is a critical time between the end of a student's eighth grade year to the beginning of eleventh grade year. 89% of America's students who enter their junior year without being credit or high stakes test deficient graduate from high school.)

What is a Freshman House

Relationship Based – Success Oriented, No One Slips Through the Cracks!
Focusing on Creating a Sound Academic Base AND Work Ethic combined with Goal Setting!
Standards or Mastery Based and Not Time Based!
Rigor is built in along with the promise of success.
Differentiation – Not every student learns the same way in the same amount of time…

1. Smaller Learning Communities Concept, Grants Sponsored by the United States Department of Education
2. Teams of four or five teachers aligned with a specific group of students teams (freshman)
3. Teacher teams with a common team plan period (can meet with freshmen administrator, guidance counselor, a parent, guest presenter, etc.)
4. Common block of time for freshmen schedule – team flexibility in scheduling freshmen assemblies or meetings, etc. (Quarterly Freshman Academic Awards Assembly)
5. Common building space and general location for the freshmen teachers and students
6. Freshmen only lunch period
7. Upper class students serve as mentors for freshmen
   a. Meets as part of a routine year long schedule
   b. Mentors participate in monthly training/or preparation
   c. Summer Leadership Retreat at a selected college for upper class mentors and freshmen student council members and class officers
8. Teacher team flexibility to reassign or reschedule any students in freshmen classes to best serve the learning needs of all students
9. Fresh-mores who did not pass a freshmen class in their first year of high school are not permitted to repeat a class in the Freshmen Center
10. Academically advanced freshman can participate in Cohort activity and can enter high school as sophomores

Freshmen House Extras

1. Rising Freshmen Visit to the High School Day - full day in spring
2. High School administrators work closely Jr. School monthly during second semester to plan the transition between buildings
3. Summer weekly informational Podcasting for all freshmen and their parents
4. 21st Century Technology (Designate one freshman teacher team member as the Tech Specialist) Mimio in all Freshmen Academy teacher classrooms
5. August 22nd – *Freshmen House Camp Wildcat* – on a day before school starts for all other students
6. Fall Parent Open-House mini-schedule concept – parents walk through their son or daughter's class abbreviated schedule (hear all teachers and receive a course syllabus from all teachers).
7. Regularly Scheduled Parent Teacher Conference Nights
8. Three Freshmen Parent Coffee Hours Dates by Principal to encourage parent feedback
9. Student Agenda
    a. School Without Failures Contract
    b. Goal Setting
10. List of Harrison High School clubs and organizations – the importance of involvement (Everyone has something they enjoy and can do well!)
11. List of Academic, Attendance, Character and Extra Curricular Awards and criteria
12. Wildcat Games, a weekly homeroom competition for freshmen, sophomores, junior and seniors

Note: When students begin their four years at Harrison High School, they will be assigned to a homeroom teacher for all four years of high school. The homeroom teacher will be involved with basically the same group of homeroom students as freshmen until graduation night. The homerooms will be involved on a regular basis in a number of events, activities and competitions for all four years of high school. Prior to arriving at school the homeroom teacher will send a letter to each of his/her homeroom students sharing their professional and personal background information. On Graduation Night, the homeroom teachers, who spent four years with the same homeroom students, will proudly read the names of his/her students as the students are awarded their high school diploma!

Assessment, Data - Procedures and Practices

1. *Ohio Achievement Tests*– grades 3 – 8 as per the ODE and ORC
2. *National Norm Testing – MAP*
3. *Pre-Test/ Post Test* concept including the use of the *Learning Wall*
4. *Basic Testing or Progress Monitoring Plans*, monthly snapshot of self created assessments
5. Semester Exam combination with Project, Performance or Portfolio Based process – written exams might take place before winter break and second week in May.

Freshman Academics

(Teams of teachers will have a daily common planning period)

1. Thematic team instructional units, field trips, guest speakers etc. and planning are available
2. Common freshman homework plan – first semester and second semester
3. Teacher will have an opportunity to spread out freshmen major projects or tests to enable student to perform at their academic best
4. Phone conference options during planning period (with all teachers present)
5. The *Ring Leader* program, serving the needs of students by knowing our students, Special Education, IAT students, 504 Students, WEP Students, etc.
6. Classroom Notebooks – kept in the classroom, all assignments, tests and handouts in notebook
7. Use of Rubrics – Writing (one paragraph and full page), PowerPoint, Charts and Graphs, etc.
8. *Bloom – Gardner Differentiation Grid*, higher order thinking skills and multiple intelligences

9. *Petition to Upgrade*, a safety net for students who are reluctant about taking a challenging course or for a student who wants to take a more challenging course contrary to the teacher recommendation.
10. *Gaining Academic Persistence* – GAPping (GAPping, Stack GAP, Individual GAP, and Saturday GAP)
11. *Extended Day Instructional* – In accordance with the procedure of the Intervention Assistance Team (IAT) procedures
12. *Social Probation* – academics first (rights to a free and appropriate education) and pleasure second (privileges)
13. *School Without Failures* – The expectation is for all students must do all classwork in every class every day.
14. *Intercession* vs. summer school (Digital Age or 21st Century Learning – APEX On-line classes)
15. Disallowing students from repeating a class in favor of small group instructional assistance before school, after school, during study hall, during Saturday school or end of the semester intercession.

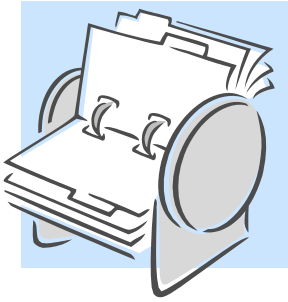
Important Website Information

Southwest Local Schools maintains and updates a website regularly. You can access the district website by going to: http://www.southwestschools.org. On this page, you will find useful information for all district-wide news and events.

Wm. Henry Harrison High School also has a page on the district website. You can access the High School page by going to: http://hhs.southwestschools.org. This page is also regularly updated and contains information specific to the High School, only. You will also find links to Progress Book and EZ Pay on the webpage for easy access to your child's grades and lunch or fee balances. The Student Handbook can be found on this page as well as other useful information about our academic and athletic opportunities, Guidance Department news and information, and parent groups like Music, Drama or Athletic Boosters and PTA. You can contact any teacher or staff member through this page as all email accounts are tied to the webpage for ease of communication.

Important Contact Information

- NEW for reporting STUDENT ATTENDANCE, parents may report attendance information by emailing the Harrison High School attendance office at hsattendance@southwestschools.org If you need to report a ***student absence*** by phone you may do so by calling **513-367- 4169**.
- For ***general information or questions***, please call the main school line at **(513)367-4169**. You may reach Mr. Davis Baker, Principal, at extension 8427 or Mrs. Corinne Hayes, Asst. Principal at extension 8429.
- For the **Guidance Department**, please contact Mrs. Sharon Merkel, Guidance secretary, at extension 8426. The guidance counselors are:
    - Mrs. Jenny Barker – students with last names beginning with letters A-G, ext. 8433
    - Mr. Steve Barnes – students with last names beginning with letters H-O, ext. 8430
    - Ms. Lisa Suttman – students with last names beginning with letters P-Z, ext. 8432
    - Mrs. Melissa Glindmeyer, School Psychologist, ext. 8445.
- For the **Athletic Director**, Mr. Mike Schiering, please dial extension 8434.
- For questions about **student fees or fines**, please call Mrs. Lynn Ungru, secretary, at extension 8425.
- For questions about **library fees or fines**, please call Mrs. Pam Hopkins at extension 8439.



Progress Book

The Southwest Local School District has in place an online reporting program that allows parents access to a student's grades, progress and daily attendance. This program will also allow the parent and student the opportunity to send messages to teachers. A letter with the parent and student access codes will be sent home at the beginning of the school year. As part of the District's commitment to parental communication, all teachers are expected to enter grades and assignments into the Progress Book Program a minimum of five times per quarter, excluding mid-term grades.

Progress Book can be accessed online at:
https://pbaccess.hccanet.org/General/LoginPage.aspx?DistrictID=29

Gaining Academic Persistence (GAP)

An Article by Principal Davis Baker

Addressing learner effort in the first days and weeks of the school year help to establish a strong classroom work ethic expectation for all students.
Teachers Collaborating to Make Certain That No Child Fails!

When students begin each new school year, the study habits established at the beginning of the year are critical to their long term success - especially during middle and high school years. A student's beginning-of-the-year classroom work ethic can make or break the success that the student experiences every year of school. Completing school work both in class, and especially homework, is generally one of the most important indicators of how well a student will do academically. All too often, when a student fails to complete homework, an essential part of learning reinforcement and practice is lost. Once a learner falls behind in completing homework or classwork, regardless of the reason, it is very likely that the student's test scores and overall grades will reflect poorly. To avoid potential class failure and the multitude of problems that follow this trend, the problem of falling behind must be addressed as early in the school year as possible.

Failure to complete any school work, either homework and/or in-class school work, is the first step that often leads to a negative downward spiral in academic success. The results can be long lasting and even devastating. ***It is very important for all students to experience classroom success early in the year and it must begin with the development of good learning habits and high expectations.*** Students who lack a good experience early can quickly become very negative, unmotivated and develop unhealthy attitudes toward course content, teachers and administrators. First, the student's attention or interest in the class is lost and grades continue to suffer, followed by attendance problems and/or discipline issues including tardiness, lack of respect, and unexplained anger toward classmates and adults. In high school, failure to secure necessary credits to be moved to the next grade level deepens the downward trend and, unless something significant happens in a timely manner, the student quickly finds him/herself on the road to becoming a high school drop-out. Prevention is the best answer.

There are three important points that need to be made that support the "School Without Failures" approach in our schools. **First** is the value of **Hard Work!** As a veteran educator I often struggle with that fact that we have students who simply do not appreciate the value of hard work or classroom persistence. They have so much and such tremendous opportunities for a FREE EDUCATION, the great equalizer! They fail to appreciate it. If the work looks challenging, all too often I observe students making minimal or no effort, or if they are unsuccessful during the first attempt, they simply give up. All too often students devote very little time to figuring out their assignments, making an effort to ask a fellow student or teacher for help, or learning to use the internet to find the information necessary to "work through it". It often appears that the student wants someone else to give them all of the answers or do their work for them as opposed to developing critical and creative thinking skills to solve it themselves. Good work ethic skills and the ability to be a problem solver are truly necessary for anyone with a desire to be Career and College Ready (CCR).

The **second point** deals with **On-line Instruction**. On-line instruction, home schooling and charter schools are the three fastest growing educational entities in our country today. The largest university in the United States is Phoenix On-Line, which today enjoys an enrollment of over 600,000 students, and it did not exist twenty-three years ago. On-line programs for students in grades K-12 are flourishing nationally. Without exception, when a student is tested through their on-line school **and are unsuccessful, they retake a different test (same materials just a different test) and they continue to retest until successful mastery/required standard level of performance is reached**. Faster is not smarter, and documented success in learning is clearly the most important part of learning.

The **third point** is an area that is of paramount future concern for all teachers and administrators as it becomes included in teacher and principal evaluations in the OTES and OPES. **Educator evaluations will soon be 50% tied to multiple levels of student assessments**. In Ohio, the only way a teacher or an administrator can be "Accomplished" is when their students show "In excess of one full year's worth of growth in a respective content area in a year's time" (Adequate Yearly Progress). Every effort must be made to be certain we can document every single student's learning progress! We cannot allow students to fail and we certainly cannot allow the content and skills to be watered down. If a student does not learn the way we teach in the time period in which we teach, we must teach the way they learn and allow or/and create the time necessary for them to learn!

By GAPping (Gaining Academic Persistence) teachers can attempt to address any student who has fallen behind on 3-5 assignments and immediately begin the procedures to require the student to catch up/keep up. Teachers who work on a team (Middle School Grade Level Teams, Freshman House, etc.) and have common planning and collaboration time are able to very quickly identify needy students - often in the first ten to twenty days of school. Waiting until after the student fails the first quarter is much too late and the damage done may be irreversible!

When a learner is GAPped, the student is informed by his/her teacher, guidance counselor or administrator, who explains the GAPing process. A GAP explanation letter is given to the student, and parents are informed by email, phone call, US mail or letter sent home with the student to the parent. If the student is behind in several subjects, the team of teachers may choose to place a conference call to a parent/guardian during a common planning period. The guidance counselor (and intervention specialist/caseworker where appropriate) are informed about the student being" GAPped" and the date(s) in which the GAPing has been scheduled. Communication is an important aspect of GAPping students, to keep all pertinent parties in the loop.

It is also important to remember that *this is not a punishment… it is an opportunity* and a positive or up-beat approach in supporting student's success. Students need to know that teachers and administrators do not want to see any student fall behind and fail. Students are given full credit for their work with the understanding that all students do not learn the same way, with the same timeline, and that differentiated learning is critically important in every classroom. Teachers must stress that they want to see every student **learn and experience success** and enjoy their class and school! ***Students don't have to, they get to!*** In order for GAPping to be most effective, it must be made into a positive experience for the students.

GAPping can take place through one of several different venues. The teacher(s) can arrange for the student to do the work after school **with** the teacher present and in the teacher's classroom, during lunch with the teacher, or in a room designated as "Extra Time - Extra Help" with a trained volunteer, paraprofessional, or under the supervision of an administrator. Unfortunately, often students who need Extra Time and Extra Help are students who have no study halls, no free time during the school day, and will not come early or stay late at school and will not attend Saturdays. That creates a situation where school officials must find a way to provide additional intensive instruction during the traditional school day. GAPping can provide this for our students!

Perhaps the most effective process of GAPping is for the student to be placed with the academic teacher (in the class(es) in which the student is not successful) at the beginning of the school day, at a desk in the back or front of the teacher's classroom. The student is given the privilege of remaining in that room until all past-due assignments are caught up. Often times missed assignments can be completed in a couple of hours or less and the student can then return to his/her normal schedule. It is important to emphasize to the student that:

1. They are capable of doing the classwork and they need to develop a regular routine or time to do all homework in study halls or in the evening.

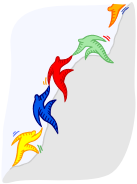
2. When they return to their class, they will be all caught up and should be able to do well on upcoming assessments.

3. Teachers can use a GAP experience to build a supportive relationship, hopefully a long term relationship, with a student (and sometimes a parent or guardian) who may need such a relationship with an adult (perhaps one of the most important aspects for long term academic success).

The process may need to be repeated with the same student in the same class or several times in several classes. In today's educational world, it is clear we must do whatever it takes to see that all students reach the Standard(s) and complete schoolwork with the Mastery Based Approach that is necessary to reach the ultimate goal of seeing all our students become high school graduates.

It is also important to remember that ***learning*** is much more important than timeliness. When students take any high stakes test, they are evaluated on what they have LEARNED. Preventing students from falling behind at the beginning of the year is paramount, helping students to adjust to the rigors of high school, and *developing relationships* which can be long term in nature, are all addressed in the GAPping process. Giving students full credit for completed GAPped work and mastery learning of the standards or class objectives on which they will be tested is absolutely essential in working up to the promises of great teaching and "Refusing to Allow Any Students to Fail"!

Intervention Assistance Team



Wm. Henry Harrison High School has an Intervention Assistance Team (IAT) in place for struggling students. The team convenes at the request of a parent or by recommendation from a student's teacher or guidance counselor. The school team is comprised of Mrs. Glindmeyer, school psychologist, the student's guidance counselor, an administrator, and 2 or more of the student's teachers. A coach or activity sponsor (band, choir, etc.) may also be invited to the team meeting, when applicable. The student and his/her parents are also integral parts of the Intervention Assistance Team.

The purpose of the team meeting is to generate a success plan for the student to improve his/her academic progress. The team may be requested to convene when there is a noticeable change or cause for concern due to a decline in a student's grades, attendance, or effort at school. If there is a significant change in behavior or a cause for concern due to a student's repeated misbehavior at school, a Behavior Plan may be instituted and monitored by the team.

Extended Day Assistance

Students requiring additional study time outside of the traditional school day (8am-3pm) can take advantage of Extended Day opportunities. There is a teacher available in the Freshmen House during 0 Bell every school day, 7:00am-7:51am and also after school from 3:05pm-4:00pm. Students can also make arrangements with Mr. Baker or Mrs. Hayes to use the computers in the Media Center before or after school. In addition, there are tutoring services provided by Harrison High School's National Honor Society. Students interested in receiving these tutoring services would need to see Mr. Eric Karn, National Honor Society sponsor, to set up a tutoring schedule.

SMART GOALS

S	**Strategic and Specific** A SMART goal is designed to improve both the short- and long-term effectiveness of your teaching team and your students' learning experience. It clearly states, in simple language, exactly what you want to accomplish.
M	**Measurable** A SMART goal is measurable in a readily-available and specified way with both interim and summative measures considered.
A	**Attainable** A SMART goal is challenging, but ultimately achievable. It is a goal for which you and your team are willing to be held accountable.
R	**Relevant and Rigorous** A SMART goal is tied directly to the specific strengths and challenges associated with your teaching team and with the results you are currently producing with your students. Achieving this goal demands a higher level of effectiveness from everyone.
T	**Time Bound** A SMART goal can be accomplished in the span of a school year.

A SMART goal is a goal that meets particular requirements for specificity as captured in the acronym SMART.

Name: _____

William Henry Harrison High School

Yearly Progress Record

Student Agenda or Handbook

Yearly Academic – Grade Point Average

6th	7th	8th	Freshman	Sophomore	Junior	Senior
Grade Point Average	Grade Point Average	Grade Point Average	Grade Point Average	Grade Point Average	Grade Point Average	Grade Point Average
Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease

Quarterly Academics – Grade Point Average

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease

Yearly Attendance

6th	7th	8th	Freshman	Sophomore	Junior	Senior
Days Absent	Days Absent	Days Absent	Days Absent	Days Absent	Days Absent	Days Absent
Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease

Quarterly Attendance

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	Net + or – increase/decrease	Net + or – increase/decrease	Net + or – increase/decrease

Denotes – student's yearly or quarterly goals appear in the shaded areas. Freshmen Goal Setting Sessions incorporated into the Big Brother/Big Sister Program in the Freshmen House

Student Resume Builder – Career Passport

Junior School:

Clubs, plays or musicals, church related, 4-H, etc.
Sports:
Volunteering:
Honors, offices or recognition:

High School:

9th Grade – Freshmen Academy	Yearly Grade Point Average =	Attendance (days missed) =
Clubs, plays or musicals, church related, 4-H, etc.		
Sports:		
Volunteering:		
Honors, offices or recognition:		

10th Grade	Yearly Grade Point Average =	Attendance (days missed) =
Clubs, plays or musicals, church related, 4-H, etc.		
Sports:		
Volunteering:		
Honors, offices or recognition:		
11th Grade	Yearly Grade Point Average =	Attendance (days missed) =
Clubs, plays or musicals, church related, 4-H, etc.		
Sports:		
Volunteering:		
Honors, offices or recognition:		
12th Grade	Yearly Grade Point Average =	Attendance (days missed) =
Clubs, plays or musicals, church related, 4-H, etc.		
Sports:		
Volunteering:		
Honors, offices or recognition:		

Student Involvement Opportunities

Athletics

Fall

Boys/Girls Soccer

Boys/Girls Golf

Football

Boys/Girls Cross Country

Girls Tennis

Cheerleading

Winter

Boys/Girls Basketball

Wrestling

Boys/Girls Swimming

Boys/Girls Bowling

Cheerleading

Spring

Boys/Girls Track & Field

Baseball

Softball

Boys Tennis

Special Olympics
(all year):

Basketball

Soccer

Skiing

Fishing

Roller-Skating

Track & Field

Bowling

Performance Opportunities

Band

Concert

Pep

Rock

Marching

Choir

Concert

Treble Cats

Harrison Harmonics

Show Choir

Dance Team

Drama Productions

Fall Drama

Spring Musical

Clubs/Extra-Curricular Activities

Art

Ecology

French

Spanish

JETS Engineering

Ohio Energy Project

Physics is Phun

Yearbook

Student Council

Academic Team

Mock Trial

Model United Nations

FIRST Robotics

Science Olympiad

Key Club

TV Productions

Great Oaks

High School of Business/DECA

Junior ROTC

Project Lead the Way Biomedical Science

Project Lead the Way Engineering

Parent Volunteer Opportunities

If you are interested in volunteering, there are several organizations that could use your help!
Please consider joining one or more of the following groups:

PTA – Parent-Teachers Association

Athletic Boosters

Drama Boosters

Music Boosters

Student Discipline

We believe that by the time a young person reaches high school age, very little imposed discipline should be necessary. If students want to be successful in their high school career and stay out of disciplinary situations, there is one simple rule to follow: Be where you are supposed to be, when you are supposed to be there, doing what you are supposed to be doing.

Under no circumstances is it the desire of the school to deprive a student of his/her right to an education; however, the school administration and faculty expect that all students have an equal and unobstructed right to an education at Wm. Henry Harrison High School. It is for these reasons that the few policies on student responsibilities and conduct will be firmly enforced.

Young adults are expected to understand the difference between right and wrong and to accept responsibility for their actions. Students who choose to break the rules or make poor choices should expect to be held accountable.

STUDENT CONDUCT CODE

This code of regulations is adopted by the Board of Education of the Southwest Local School District pursuant to 3313.66, Ohio Revised Code and Section 5116.1-6.1 of the Southwest Local School District Board Policy Manual.

CODE OF RULES FOR CONDUCT OF PUPILS

Any pupil engaging in the types of conduct either specifically or generally like the kinds of conduct listed below, on school premises, while in control or custody of the school district regardless of whether on or off school premises, or at a school related activity regardless of location, may be subject to disciplinary action including emergency removal, alternate school assignment, shadow suspension, community service suspension, reverse suspension, social probation, out of school suspension, reassignment to an on-line educational program, or expulsion. Students may also be subject to the loss of their Ohio Driver's License, truancy charges, and/or charged with violating Ohio School law, pursuant to 3313.66, Ohio Revised Code.

1. Emergency Removal – student is released to the custody of the parent for the remainder of the day
2. Alternate School Assignment – in-school suspension in the Junior School ASA room
3. Shadow Suspension – a parent or grandparent spends the day shadowing the student in all classes
4. Community Service Suspension – student agrees to afterschool or non-school hours of community service
5. Reverse Suspension – suspension dates are scheduled during student vacation dates
6. Social Probation – loss of all after school privileges including clubs, sports, dances, or spectators opportunities
7. Out of School Suspension – removal from school for up to ten days by an administrator
8. Loss of Ohio Driver's License – as per the OBMV guidelines
9. Truancy Charges – filed in juvenile court for poor or non-attendance
10. Violation of the Ohio Revised Code – Harrison Mayor Court or Hamilton County Juvenile Court
11. Reassignment to an Online Educational Program (inside or outside the district)
12. Expulsion – removal from the school by the superintendent

SUSPENSION/MAKE-UP WORK POLICY

Any time a student is suspended out of school, he/she is required to make up work for full credit. This includes assignments, tests, projects, speeches, etc. It is the **student's** responsibility to contact all of his/her teachers by email, or by requesting work from the guidance office secretary by email or phone, and to gather all assignments

and appropriate materials. All completed work is due within three days after the student returns from the suspension. An exception to this policy is made for students who are suspended for ten (10) days with a recommendation for expulsion. Because of the seriousness of the offense, students who are expelled may or may not be given the opportunity to receive credit for their work.

TYPES OF CONDUCT PROHIBITED BY REGULATIONS

A. Advertisement

1. Distribution of pamphlets, leaflets, buttons, insignia, etc., without permission of school administration. Permission for the distribution of such materials shall be granted unless:
   a. They are of the nature described under Obscenity, #3;
   b. The time, place or manner of distribution would substantially interfere with the work of the school operation or infringe upon the rights of other students.
2. Placing signs and slogans on school property without permission of the school administration.
3. Sales or soliciting on school property without permission of school authorities.

B. Attendance

1. Truancy
2. Tardiness (excessive or unexcused).
3. Leaving the school building during school hours without permission of the proper school authority.
4. Missing, skipping, or "cutting" of classes.

Rule C. Civil/Criminal

1. Commission of any crime on school premises or at a school activity in violation of the Ohio Criminal Code or the Ohio Juvenile Code or the Ohio Traffic Code.

Rule D. Documents

1. Forgery on or of school related documents.
2. Falsifying or providing misleading information given to school authorities.

Rule E. Dress

1. Failure to abide by reasonable dress and appearance codes set by the administration or the Board of Education.

Rule F. Educational Process

1. Any disruption or interference with school activities.
2. Chronic misbehavior which disrupts or interferes with any school activity.
3. Demonstrations by individuals or groups causing disruption to the school program.
4. Any other activity which a pupil knows or should know will disrupt the academic process of a curricular or extra-curricular activity.

Rule G. Health

1. Presence on school property with a communicable disease.

Rule H. Homework

1. Cheating or plagiarizing.

Rule I. Obscenity

1. Use of indecent, abusive, or obscene language in oral, written, or symbolic form.
2. Engaging in sexual acts, indecent exposure.

3. Publication, distribution, or possession of obscene, pornographic, or libelous materials.

Rule J. Physical

1. Assault, verbal abuse, or threat of physical harm to a school employee, student, other person.
2. Fighting.
3. Possession or use of dangerous weapons, instruments, fireworks, or firearms.

Rule K. Property

1. Arson, or attempted arson, or setting unauthorized fires.
2. Turning in false fire, tornado, bomb, or disaster alarms.
3. Damage or destruction (actual or attempted) of school property.
4. Damage or destruction (actual or attempted) of private property.
5. Theft or possession of stolen goods.
6. Use of nuisance items during the instructional day, while participating in school-sponsored activities or while utilizing school transportation. Radios, personal stereos, skates, skateboards, playing cards, video game devices, and laser lights, are considered nuisance items. Hats, headbands, and visors are considered items of unnecessary dress and are not permitted.
7. Possession of matches or lighters or other similar devices.
8. Cell phones and MP3 players are not to be used during the instructional day. Students will be permitted to use cell phones and MP3 players during bell changes and lunch periods. **Students, who choose to bring these items to school, bring them at their own risk. The staff and administration will NOT be responsible for investigating alleged theft of these items.**

Rule L. Pupil Personnel

1. Hazing/bullying and/or intimidation activities of any kind.
2. Extortion.
3. Gambling.
4. Aiding another person to violate school regulations.
5. Public displays of affection between pupils—Public displays of affection between pupils are discouraged and prohibited as being inappropriate for a school setting. Pupils may hold hands, but embracing and kissing are strictly forbidden.
6. Harassment, bullying, intimidation, vandalism, physical, or verbal abuse or other disruptive behavior toward other students.

Rule M. Staff

1. Disregard of directions or commands by school authorities, including school administration, teachers, non-certified staff.
2. Disrespect to school personnel.
3. Refusing to comply with minor punishment such as detention, writing assignments, etc., or repeated offenses of school regulations.
4. Harassment, vandalism, physical or verbal abuse, or other disruptive behavior toward school personnel during school or non-school time.

Rule N. Substances

1. Possession, distribution, or use of narcotics, alcoholic beverages, dangerous drugs, illegal drugs, inhalants, mind-altering substances, non-controlled drugs or drug paraphernalia or any other like-substances. This includes look-alike substitutes, and/or placebos carrying an implied or explicit representation as a drug.
2. Smoking, use or possession of any substance containing tobacco, including, but not limited to cigarettes, cigars, “dip”, snuff, and chewing tobacco, or use in any other form.
3. Being under the influence of any alcoholic beverage or intoxicant of any kind.

Rule O. Transportation

1. Failure to obey school driving and parking regulations.
2. Any type of prohibited activity listed herein taking place on a school bus shall be reason for removal, suspension, or expulsion.

Rule P. Trespass

1. Presence in areas during school hours or outside school hours, where a student has no legitimate business.

Rule Q. Gangs

1. Engaging in any act or acts by individuals or groups which may threaten the safety or well-being of persons, affect the attendance of another student or disrupt the school environment.

Board Policy 5115.5 Revised: 11/19/92; 9/15/94; 11/17/94; 8/19/99

In the event a student is suspended from school during the end of the quarter, the administration will have the final decision on make-up work and taking exams.

Note: The Ohio Revised Code defines driving to school as a privilege and not a right for students. Students who abuse driving privileges or who accumulate excessive absences or tardies to school may lose their driving privileges and may have their driver's license revoked by the Ohio Bureau of Motor Vehicles.

TARDINESS AND ABSENCES POLICY

Early is On Time
On Time is Late
Late is Disrespectful
to your classmates and your teachers…
When you fail to arrive early you are taking valuable teaching and learning time away from classmates and from your teachers. If school starts at 8:00AM, please plan on arriving prior to 7:45AM!
Your classmates and your teachers thank you for being responsible and respectful of the education process for all!

Tardy to School, Skipping Classes or Leaving School Early (unexcused)
(Any combination or incidents)
Each Quarter is a new start

1st, 2nd and 3rd Incident(s) in a quarter	Parent notification by attendance or principal's office
4th and 5th Incident(s) in a quarter	Lunch Detention
6th Incident in a quarter	One Hour Detention Before or After School
7th Incident in a quarter	Tuesday After School Detention (3:05 – 5:05)
8th Incident in a quarter	Intervention Assistance Meeting with Parents and Administration – Behavior Plan
9th Incident in a quarter	First Time, 9th Tardy – 4 weeks of Social Probation Second Time, 9th Tardy – 9 weeks of Social Probation

Note: If you are tardy to school, skip one class, and leave fifteen minutes early (unexcused) in the same day, you have three incidents. Students need to be in class on time, be in class every day and remain in class for the full period.

Unexcused Absences Per Quarter
Parent Notes are Acceptable for the First Five Absences
Doctor or Court Notes Required after First Five Absences Each Quarter

1st, 2nd and 3rd Unexcused Absence in a quarter	Parent notification by attendance or principal's office
4th Unexcused Absence In a Quarter	Tuesday After School Detention (3:05 – 5:05)
5th Unexcused Absence In a Quarter	First 9th Tardy – 4 weeks of Social Probation Second 9th Tardy – 9 weeks of Social Probation

The **Ohio Department of Education State Report Card** sets the required attendance expectation for Ohio students at 93%. Students who miss four or more days in a quarter (45 days in a quarter, generally speaking) have exceeded the ODE's attendance requirement. Students who miss six or more days in a quarter may be placed on Social Probation for excessive and/or unexcused absences.

Research supports a strong correlation between excellent attendance and high academic achievement as well as poor attendance and low academic success. Good attendance is an important first step for all students.

HIGH SCHOOL DRUG AND ALCOHOL DISCIPLINE POLICY

The Southwest Local School District Board of Education recognizes that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

At the beginning of each school year, each student and his/her parent/guardian will be given a copy of the code of conduct and a statement of disciplinary sanctions that are required. The information that appears in the Student Handbook/Agenda will also be posted on the district webpage. These standards notify parents, guardians, and students that compliance with these standards of conduct is mandatory.

Any student found in possession of or under the influence of drugs and/or alcohol at school, at a school sponsored event, or on a Board operated transportation vehicle will be immediately suspended from school for 5 days and recommended for expulsion. The student will placed on social probation for a period of forty-five (45) days.

Students who are first time offenders and who appeal their expulsion recommendation must bring the results of an assessment from a Southwest Local School District approved drug and alcohol specialist/agency/facility. This documentation and the student's and parent's plan to prevent future problems will be reviewed by the Superintendent or his designee and a determination will be made as to whether the student should be allowed back to school after completion of his/her suspension. Any student who does not completely comply with the recommendations of the drug and alcohol assessment will be expelled from school for the duration of his/her expulsion recommendation.

All "sellers/distributors" and drug or alcohol "repeat-offenders" will be recommended for expulsion. The assessment option will not be available to "sellers/distributors" or "repeat offenders."

All drug "seller/distributors" and/or students who are in possession of illegal drugs will be reported to a local law enforcement agency. The Southwest Local Schools recognize the importance of guidance activities which provide support to students who are experiencing problems either directly or indirectly due to alcohol and other drug use. Therefore, programs such as "peer counselor," individual guidance support groups, and mentorship programs will be utilized as means of providing support and guidance to students within the school environment.

STUDENT DRESS AND APPEARANCE

Students are expected to use good judgment concerning dress and grooming. Students are required to wear clothes appropriate in the school setting. Dress and grooming standards require neatness and cleanliness; sloppiness and immodesty will not be permitted.

In a society of many diverse students, there is a need for guidelines for student dress. These guidelines will provide the student body with the parameters of acceptable dress in our schools. Students and staff alike support consistency in the enforcement of the dress code beginning daily during first period. Listed below are the guidelines for the Southwest Local School District:

1. The building administration will determine the appropriateness of any and all dress. The decision of the administration is final.
2. Shorts are permitted, however, they may be no higher than mid-thigh. The same length applies to skirts. Cut-offs including jeans or sweatpants are not considered acceptable for the instructional day.
3. Clothing with reference (including dual meanings) to alcohol, drugs, tobacco, profanity and/or sex or violence is not permitted.
4. Tank tops are not permitted, full shoulders must be covered at all times. Boys are not allowed to wear undershirts, see-through shirts, or bare midriffs. Girls are not permitted to wear bare midriffs, halters, backless blouses, see-through shirts, or off-the-shoulder tops.

5. Dress and grooming which present a safety hazard or create a health problem to the student or to other students is not permitted.
6. Dress and grooming which are revealing and/or indecent are not permitted. Undergarments are not to be visible at any time. Pants/jeans/shorts must be worn with the beltline at the top of the hips.
7. Shoes or acceptable footwear must be worn at all times. Flip-flops are not considered acceptable footwear for safety reasons.
8. Clothing associated with sleepwear (pajamas, slippers, robes, etc.) is not permitted to be worn during instructional time.
9. Hats, hoods, headbands, visors, bandanas, and scarves are not permitted to be worn during school hours. Scarves may be worn around the neck, but not on top of the head.
10. Facial piercings are limited to one piercing located in the nose, tongue, or lower lip in addition to piercing in the ears. All facial piercings are limited to small studs or retainers and not rings.
11. Torn or ripped clothing is not appropriate dress during the instructional day.
12. Students are not permitted to wear jackets when entering the food service area of the kitchen. Sweatshirts or sweaters are permitted as long as the sleeves are rolled up past the mid-arm between the wrist and the elbows.

In judgmental situations it should be emphasized that the building administrator will have the final determination of the appropriateness of dress.

Conference Dates 2013-2014 School Year

November 7th and 12th, 4pm-9pm

*http://pickatime.com will be available on October 17 for scheduling

February 6th, 4pm-9pm

*http://pickatime.com will be available on January 16 for scheduling

Freshmen Parent Coffee Dates
Wildcat Room of the Activity Center

Friday, September 28th, 10:30am – 11:30am
Friday, December 13th, 10:30am – 11:30am
Friday, April 25th, 10:30 – 11:30am

Southwest Local School District

Inter-District Open Enrollment Policy

The Board of Education shall permit the enrollment of students from any Ohio district in a school provided the enrollment is in accordance with laws and regulations of the State concerning Inter-District Open Enrollment, the provisions of this policy, and the administrative guidelines established to implement this policy. All open enrollment guidelines must be met before approval is granted.

Applicants interested in the open enrollment program must enter at the beginning of the school year.

Restrictions

No student shall be accepted into the open enrollment program if they have been suspended from any school in the current semester or the immediately preceding semester.

No student will be taken who has been expelled from another district or charter school.

No student shall be accepted into the open enrollment program who has been convicted and/or ruled a delinquent for committing any of the crimes listed below:

A. Conveying deadly weapons or dangerous ordnance
B. Possessing deadly weapons or dangerous ordnance
C. Carrying a concealed weapon on school property or at a school function.
D. Trafficking drugs
E. Murder or aggravated murder
F. Assault or aggravated assault
G. Voluntary, or involuntary manslaughter.
H. Rape, gross sexual imposition or felonious sexual penetration
I. Complicity in any of the above offenses.

High School students who are credit deficient will be denied enrollment.

Revocation

Enrollment of an open enrollment student may be revoked as a result of poor attendance and/or repeated or serious violations of the student code of conduct. Poor attendance is defined as 10 unexcused tardies to school and/or absences in a school year.

Capacity

Consideration for open enrollment is subject to building capacity and class or program size and limitations. The number of openings in a particular program for students from other Ohio districts will be determined by optimum size for a particular program, classroom/school building or grade level which is the number of students that can be accommodated without increasing District expenditures for staff, space and equipment.

No open enrollments students will be allowed to enter a class in a school where an intra-district transfer has been denied.

Approved open enrollments may be subject to displacement due to excessive enrollment. In the event that the Superintendent or designee declares a program, grade level or building overcrowded, and if the District decides not to add staff, open enrollment students will be returned to their home districts to make space for students who officially reside in Southwest Local School District. These students are termed "resident native." The order of return will be in reverse order of enrollment – last in, first out.

Transportation

Parents/guardians of students attending the District through open enrollment are responsible for transportation to and from school and to and from activities outside of the regular school day. After students are approved for open enrollment, arrangements to meet a bus at a predetermined stop may be arranged through the Director of Transportation if space is available.

Special Education

The District shall not discriminate against any disabled students (IDEA or 504). The District shall not be required to provide any services or adapt any facilities not already provided to disable resident native students. If an open enrollment student becomes disabled and requires special education or a reasonable accommodation after enrolling in the district, he/she may be transferred back to their home district, if the school he/she is attending in Southwest Local Schools is not currently providing the services for resident disabled students or cannot make the reasonable accommodation.

Great Oaks Institute of Technology and Career Development Program

Open enrollment applicants who wish to participate in any Great Oaks Program will be screened through Great Oaks. These programs are only available for students grades 11 and 12 or students 16 years of age or older. Acceptance into any program is based upon criteria established by Great Oaks.

High School Athletic Eligibility

In accordance with Bylaw 4-7-3 of the Ohio High School Athletic Association (OHSAA), a student who transfers to William Henry Harrison High School through open enrollment after their 9th grade year will be ineligible for one calendar year from the date of enrollment.

Racial Balance

It is the intent of the Board to avoid racially isolated buildings or programs as result of this policy. The Board intends to maintain an appropriate racial balance as required by law.

A racially isolated building or program refers to a District building or program in which the racial composition of the students varies significantly from overall composition of the School District.

Should a concern arise regarding the racial balance in one or more of the District's schools or programs, the Superintendent shall consult with legal counsel to determine the appropriate steps that should be taken and then make the appropriate recommendations to the Board.

Non-discrimination

The Southwest Local Schools Board of Education does not unlawfully discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, gender, marital status or disability in employment or its educational program and activities.

ENROLLMENT PROCESS

The following shall be the process for selection to the open enrollment program

Enrollment Priority

Enrollment priority shall be given to resident native students.

Children of non-resident classified employees will be given the next order of priority. Starting in August 2012, only employees who reside in the State of Ohio will be permitted to have their children attend Southwest Local Schools.

In general, all other applicants will be enrolled on a first come, first serve basis contingent all criteria in the open enrollment policy. Applicants and their families will be interviewed by the Superintendent or designee prior to July 1.

Special consideration will be given to students who move during the year and wish to remain in the district.
Students who have been approved for open enrollment must apply each year.

Open Enrollment Time Lines

May 1 – Begin accepting applications at 8 am (Applications will not be accepted prior to this date)
June 3 – Open enrollment deadline at 4:00pm (Applications must be submitted to District Office)
June 4 - July 1 – General applicants and their families will be interviewed by the Superintendent or designee.
On or prior to July 19 - Notice of approval will be sent to the students' parents/guardians.
On or prior to July 26 – Parents/guardians are required to submit a letter of acceptance

District open enrollment will not be an ongoing process throughout the school year.

Open enrollment students enrolled in the District who move into the District must be admitted to Southwest Local Schools as a resident native student upon proof of address within the district regardless of space.

Application Process

All approved applications require parents/guardians to complete and submit regular school enrollment information in addition to the completed Open Enrollment Application.

Along with the application and enrollment information, the following items are required:

1) Copy of Current Report Card or Transcript
2) Attendance record
3) Discipline Record
4) Current IEP or 504 Plan

Annual Review

This policy shall be reviewed annually by the Board to determine whether to adopt a resolution to continue the policy or to rescind Open Enrollment.

Open Enrollment Policy Application

Date_____ Grade Level for the 2013-2014 School Year ___ Social Security # _____

Name of Student _____ Birth date _____

Parent/Guardian's Name _____ Home Phone Number _____
Cell Phone Number _____

Address _____ City, Zip _____

School District Student Currently Attends _____ Building _____
School District of Residence _____

Special Education Classes/Services Required YES NO Type of Program _____
(IEP or 504 MUST BE ATTACHED TO THIS APPLICATION)

School Requested _____

Please respond to the following questions: (please use back of the form)
Student Applicant: Why do you want to attend Southwest Local Schools?

Parent of Applicant: Why do you want your child to attend Southwest Local Schools?

I certify that all information contained in this application is true and complete and I understand that the falsification of any of the information will void this application and/or enrollment of my child in Southwest Local Schools.

Signature of parent/guardian _____ Date _____

****

FOR OFFICE USE ONLY

Received by: _____ Date and Time Received: _____

Meeting date between parent/student and superintendent or designee: _____

Approved _____ Rejected _____ Reason(s) _____

Superintendent's Signature _____

Freshmen Class Supply List

For Algebra: Paper Pencils 2" binder Calculator - basic algebraic operation 1 box Kleenex **For Geometry:** Paper Pencils Binder Calculator Compass Ruler Colored pencils Protractor **For Science:** Spiral notebook Folder with pockets and eyelets in the middle 1 12-pack of colored pencils 1 pack of highlighters Pens/pencils 1 box of Kleenex **For Social Studies:** 2-pocket folder with eyelets in the middle and paper Pens and pencils 1 box of Kleenex 1 pack of highlighters	*1 flash drive per student (2GB minimum) **For English:** 4 notebooks - 70-page, college-ruled 2 pocket folders Post-it notes (any size) Pencils Blue, black and red ink pens Pack of highlighters 1 composition book **For Health:** 2-pocket folder with eyelets Pen/pencil **For Financial Management:** 1 Folder Highlighters Pen/pencil **For Art (Foundations):** 9x12” plain white paper sketch book **For Spanish (Lammers):** 1/2 inch 3-ring binder and tabbed dividers