

CENTRAL HIGH SCHOOL

2021-2022

STUDENT/PARENT HANDBOOK

September – 2021

Dear Students and Parents:

This booklet has been created to codify many of the policies and procedures connected with Central High School. It is hoped that much of it is frankly unnecessary as common sense really dictates how we get along; however, the information is necessary for success at Central.

We believe that each student who attends Central is a responsible, mature young adult who understands, and is sensitive, to the need to function in a healthy, safe, academic environment. It is our fondest hope that everyone progresses well academically, and demonstrates constructive citizenship at all times.

In order to continue the reality of Central being the finest high school in the country, each of us (staff, student, alumnus, and parent) must do his/her best to reach that goal. For a staff member, it means helping students to learn to the highest potential possible; for a student it means coming to school every day on time prepared to work in a responsible manner; for an alumnus it means continuing to care and share with each new class the traditions which make Central unique; for a parent, it means taking the time to invest in your child's education. Central expects the absolute best from everybody at all times. It is crucial to understand this. The work is harder and the effort must be greater and constant.

High schools are service institutions. We are here to help children. Very simply put, that is our reason for existence.

In order to reach the quality of education to which we all aspire, everyone must make a personal commitment to obtain that goal. The process of responsible scholarship will translate into the product of sustained excellence in academics. Please remember whenever the weather becomes too hot or too cold, whenever there are transportation problems, and whenever the inevitable setback occurs, that it is necessary to rededicate oneself to success.

If there are any questions, please do not hesitate to call or come in to see me, an assistant principal, counselor or other staff. Don't allow a minor issue to become a major problem. Best wishes for a wonderful year.

Timothy J. McKenna, President
Central High School

The Mission of Central High School

As a college preparatory, public school, Central High challenges students with rigorous academic programs to prepare them for the demands of higher education. Building upon the diversity in our school, we aim to prepare students to contribute and thrive in a heterogeneous world. We will enable students to develop problem solving skills, a life-long passion for learning, and aspirations to be thoughtful leaders of their generation.

The Central community (including students, parents, faculty, staff, alumni, and community partners) believes the following:

- The diversity of our student body is a precious asset; the inclusion and engagement of all community members is essential to our collective success. --Our essential purpose is to foster the highest level of academic achievement for each student.
- Students thrive when provided with the necessary intellectual and emotional support needed to meet the challenges of a total learning community. --Students learn best when their curiosity is stimulated, and they are encouraged to take intellectual risks.
- The availability of robust and inclusive extra-curricular programs are essential to the positive overall experience of the school.
- Service is critical to the development of students' character and sense of civic responsibility.
- Central, as an institution, is committed to the same process of self-exploration that it cultivates in its students.
- Central strives to build a cohesive, mutually supportive, academic community to serve as a model for the community at large.

The school's Profile of Graduates is:

What do we expect CHS graduates to know?

As a result of their academic preparation, CHS graduates will ...

- Possess a broad and deep knowledge of the disciplines studied
- Have the ability to write or speak effectively
- Acquire a strong foundation in world language
- Understand technology and use it responsibly
- Know how to conduct/perform research and evaluate and credit resources
- Integrate and apply what they have learned across disciplines
- Understand that learning goes beyond the classroom

As individuals, CHS graduates will ...

- Celebrate their uniqueness and cherish their creativity

- Recognize personal strengths and limitations and know how to work with both
- Possess self-confidence and understand the importance of a balance between a healthy body and healthy mind
- Demonstrate the responsibility that comes with freedom

As members of society, CHS graduates will ...

- Value collaboration and know how to work with a group for a common goal
- Know how to resolve conflict through diplomacy
- Communicate effectively with others
- Appreciate the power and potential of a diverse population

What do we expect CHS graduates to be able to do with what they know?

- Pursue post-secondary education
- Use their education to improve their communities, country, and world
- Work to improve their own lives, the lives of others, and their community
- Be knowledgeable, flexible, and innovative enough to tackle the challenges of an ever-changing world
- Be passionate, life-long learners who will carry the traditions of Central well into the 21st century

GENERAL OPERATIONS

School Telephone 215-400-3590 Fax: 215-400-3591

Website-centralhs.philasd.org

Administration Mr. Timothy J. McKenna, President
 Ms. Theresa Harrington, Asst. Principal
 Dr. Tracy Scott, Asst. Principal
 Ms. Bianca Gillis, Asst. Principal

Office Staff Ms. Candeis Ramseur, Sr. Secretary
 Ms. Rochelle Flowers, Secretary
 Ms. Lynn Brown, Office Assistant
 Ms. Jackie Betof-Admissions

Counseling Staff Dr. Christine Soda - Lead Counselor
 Ms. Elana Chasan
 Ms. Karly Pulcinella
 Ms. Autumn Sharp
 Ms. Heather Wardlaw

Organization Committee

Mr. Benjamin Hover - English(SBTL)
Mrs. Rachel Rodriguez - World Language (SBTL)
Mr. Jon Zak – Math (SBTL)
Mr. Ben Blazer – The Arts (SBTL)
Mr. Richard Drayton - Physical Education (SBTL)
Ms. Galeet Cohen - Science (SBTL)
Dr. Elliott Drago - Social Studies (SBTL)
Mrs. Avi Snyder -Roster Chairperson
Ms. Karen Schromsky - Assistant Roster Chair

Health Services Mrs. Leigh Anne Coakley, R.N.
 Mr. Rodney Abary, R.N.
 Mrs. Alma Kokthi, R.N.

Cybrarian Mr. John Lobron

IB Coordinator Mrs. Avi Snyder

Sp. Ed. Liaison Mrs. Maria Barracca

Class Sponsors	281st Class Sponsor	Mr. Mike Horwits
	282 nd Class Sponsor	Mrs. Zesserman-Horwits
	283rd Class Sponsor	Ms. Michelle Thornton
	Freshmen Sponsor (284th)	Mr. Robert Burns

Major Activities Ms. Gail Cervantes - Student Government/SA
 Mr. Daniel Kannengieszer -Centralizer
 Ms. Pat Cameron - Yearbook
 Ms. Erica Catlin - Mirror

School Climate and Safety Mr. Alonzo Johnson - Climate Manager

Building Engineer Mr. Rick Weischedel

Cafeteria Manager Deana Gray-Williams

Alumni President – Neil Deegan,

Archivist Mr. David Kahn

SCHOOL CALENDAR 2021-2022

August 23, 2021 - First Day Back for Staff

August 23-30 - Staff Only – Professional Development

August 27 - New Students to Central-Half Day

August 30 - Reorganization – Staff Only

August 31 - First Day Back for Students (Day Starts at 8:00 AM -3:04 PM)

September 6 - Labor Day – Schools Closed

September 7 - Rosh Hashanah

September TBD - Back to School Night – 5:30-7:30 PM

September 16 - Yom Kippur - Schools Closed

September TBD - Financial Aid Night @Central

October 11, 2021 Indigenous People Day - Schools Closed

October 13-15 - Interim Reports

October TBD - SAT/PSAT

November 2 - Election Day - Schools Closed

November 11 - Veterans' Day - Schools Closed

November 16 - Term 1 Ends- Grades Due

November 22 - Career Day

November 23-24 - First Report Card Conferences Half Days 12:30-3:00 PM; Nov. 23 (Hours Eve. 5:30-7:30)

November 24-25 Homecoming Activities TBA

November 25-26 - Thanksgiving - Schools Closed

December 15-17 - Interim Reports

December 24 -January 2, 2022 - School Closed – Winter Break

January 3 - Full Day Professional Development- Schools Closed for Students

January 17 - Schools Closed - MLK's Birthday

January 25 - Term 2 Ends- Grades Due

February 1- Lunar New Year - Schools Closed

February 3-4 - Second Report Card, Parent/Teacher Conferences 12:30-3:00 PM; Early Dismissal 12:02

February 21 - Schools Closed - Presidents' Day

February 23-25 - Interim Reports

March (TBD) - Soph Hop - **283rd**

March 24 - Term 3 Ends- Grades Due

March 30- April 1 - Third Report Card Conferences- Half Day

April (TBD) Junior Prom **282nd**

April 11 - April 15 - Spring Recess - Schools Closed

April/May (TBD) - College Infor. Night for Juniors@ Central

April 27 - 29 - Interim Reports

April/May TBA - IB Testing

May 3 - Eid-al-Fitr Schools Closed
May 17 - Election Day (Tentative)- Schools Closed
May TBA- AP Testing
May (TBA) - Keystone Exams
May 30 - Memorial Day - Schools Closed
June(TBD) - Senior Prom – **281st** Class
June (TBD) **281st** Class Comm. Practice
June 10-14 -**281st** Class Commencement
June 14- Last Day for Students
June 15- Last Day for Staff
June 20 - Juneteenth Observance

*Activities not listed in calendar- Multicultural/International Day, African American Student Union/AASU Showcase, API showcase, TBD.

NOTIFICATION OF NON-DISCRIMINATION

All courses, interscholastic sports programs, and extracurricular activities at Central High School are available to all students required by Title IX, Section 504, and Title VI. If there are prerequisites, they are based on ability and aptitude, not on sex, race, color, national origin, or any handicapping conditions. If you have an IEP or Chapter 15 accommodation, you may qualify for special services and instruction, and equipment modifications, so you can successfully complete an activity.

ACADEMIC ACHIEVEMENT

Because of both the high academic standards of Central High School, and the selective nature of our student population, every pupil is expected to perform at his/her maximum potential. Therefore, according to the regulations of the School District of Philadelphia, a student in any and all grades who does not pass at least three academic major subjects at the end of the year may be recommended for transfer to his/her neighborhood school for the following September. Additionally, any student who fails two majors for a second year may be transferred to the neighborhood school. They need not be consecutive. Summer school achievement, although desirable, is not sufficient to abrogate this policy. Summer school for four weeks is not a substitute for forty weeks of instruction at Central.

Test Days

Central's policy is to have no more than two major tests on any given day. The following is a schedule for the school year 2021-2022.

DEPARTMENT DAYS

ART/MUSIC- Monday or Friday
ENGLISH- Monday & Thursday
WORLD LANGUAGE- Wednesday & Friday

MATH- Tuesday & Thursday
SCIENCE- Wednesday & Friday
SOCIAL STUDIES- Tuesday & Thursday
PHY/HEALTH ED During designated Health Days

*Tests/Quests may only be scheduled on the student's assigned class day.

Homework

Homework is an integral part of the student's educational program. While the amount of work assigned will vary among teachers and departments, it is essential that such assignments be completed and turned in on time. A regular check on the student's assignment will ensure continued success. Every student should assume they have homework in every subject each day. If a written assignment is not given, the student should be reading the text, or doing collateral work. **THIS ITEM IS BEYOND CRUCIAL.** Central is very difficult. Every subject should be studied every day. Students don't believe this statement. They equate homework with written work as per past experiences. This is not the case at Central. If you don't keep up to date with reading and reviewing, the work becomes progressively harder. The hole you dig becomes only as deep as you make it. Please - do work every day in all subjects!

Student Assessment

Evaluation of Student Progress/Achievement

Teachers use multiple assessment procedures to determine grades based on the student's performance. These include; classwork, homework, notebooks, quizzes, tests, laboratory work, projects, reports and research papers, portfolios, and midterm and final examinations.

Teachers will inform students of their grading policy at the beginning of the school year. Work missed because of absence or lateness can lower academic marks. It is the responsibility of the student to make arrangements with teachers to make-up missed work.

Each student should have at least one other student in each class to contact for assignments missed due to absence.

Midterm and Final Examinations

Midterm and Final examinations will be administered to all Central students in all major subject areas via a special schedule. The dates will be announced as they are developed. Separate communication will occur pertaining to both examination periods.

It will be Central's policy to make finals as late in the year as possible; however, if there is school scheduled after finals, **students must attend.** Education will continue. All students including seniors will have finals.

No student should have more than two examinations on a particular day. Failure to turn in student textbooks/school belongings will delay the final grade until requirements have been satisfied. If the student has lost his/her book he/she

may pay for it before or pay on the day of the final. Students must attend all classes during the examination period, not just the ones which are eligible for testing.

No absences are permitted during the examination period. If a student has lunch on a given finals/midterms day, he/she need not attend that period but **MUST** attend Advisory and must clear the absence in advance with the Advisor. If a totally unavoidable situation occurs, the student must bring a note signed by the parent, and if it is a medical excuse, by the doctor on letterhead stationery. The student must see an Assistant Principal for approval to take a make-up examination.

If school is canceled due to inclement weather during an examination period everything remains the same. On the day that students return, the exams previously scheduled for the day(s) missed will be given. Cancelled day(s) will simply move back the schedule.

Lunch

Each student will receive one lunch period each day. Due to the size of our school it may be anytime from 1st through 7th period. Students with an early or a late lunch period can find an opportunity to snack during the day. Food is provided **FREE OF CHARGE FOR BOTH BREAKFAST AND LUNCH FOR ALL STUDENTS** in the cafeteria. After finishing lunch, and cleaning up, students are free to go to tutoring with another student or teacher, study in the library or remain in the lunchroom. We will begin the 2021-22 school year with a **closed** campus, i.e. no one will be allowed outside the building. This will change **only** if a desired and demonstrated level of **responsibility** is shown by **all** students.

Any student that has 7th period lunch must fill out a permission slip signed by their parent that will allow the student to leave before 3:04. This permission slip will be distributed in advisory and must be returned to the main office.

Academic Ineligibility

Academic eligibility is a prerequisite for participation in any extracurricular activity. Any student who has two failures or three grades of “D” or below will be considered as ineligible. This is calculated each report period. Eligibility to begin the school year is based on June’s cumulative report card grades. **However, this school year (2021-2022) all students will begin the school year with a clean slate. No student will begin the 2021-2022 school year on the academic ineligibility list.** Probation may be requested at a point halfway through the report period. This means that any student who is NOT academically eligible at the appropriate evaluation time will NOT be able to attend a significant social event such as a prom or participate in extracurricular activities, e.g., sports and clubs. If probation is granted the student will be eligible for the remainder of the report period.

Since the primary mission of the school is academic achievement, it may be necessary for the student to concentrate solely on academics for the remainder of a report or/and the next report period. The entire intent of this policy is to maximize the time spent in the classroom so as to receive the greatest possible quantity and

quality of instruction. Performance is the key ingredient in a student's progress, and the student cannot perform if he/she is not present. Again, it is not our intention to punish; rather it is our hope that clear consequences will help to motivate every student and family into positive behaviors.

Graduation Requirements

All Central High School students must complete 5 required major subjects and 1 elective subject for a total of 6 credits each year. Physical and Health Education total 5 periods a week, except in unusual circumstances, therefore, every student will be rostered to thirty (30) periods of classes, plus 5 periods of lunch weekly. We have no study periods. The School District of Philadelphia has mandated that the number of credits needed to graduate is 23.5. All classes (281-284) now require an interdisciplinary/service learning project to be successfully completed prior to graduation. Students in 281 are also required to pass Keystone Exams.

Mandated sequential courses include:

9th Grade	10th Grade	11th Grade	12th Grade
English 1	English 2	English 3	English 4
World History	African American	American Hist.	Social Sci.
Algebra I	Geometry	Algebra 2	4 th M/Sci
Biology	Physics	Chemistry	Elective
Language I	Language 2	PE/Health	Elective
Music/Art/PE	Elective	Elective	Elective
Com. Service	Com. Service	Com. Service	Com. Service

Course Selection

The Process of Choosing Courses:

Department leader teachers will explain the courses that will be offered the following year during assembly programs each January (of the preceding year) to all 9th, 10th and 11th grade students. A copy of the Subject Selection Guide will be available on-line at Centralhigh.net which describes all courses and prerequisites. Parents and students should discuss the subjects offered, courses previously taken, grades earned, goals of the student, and graduation requirements. Please feel free to discuss course selections with the department leadership. Students must obtain permission and take qualifying directions to take all Honors, IB and Advanced Placement Courses. The prerequisites for all courses are listed in "The Subject Selection Guide" which is available on-line through our website. The process for admission to Honors, A.P. and IB courses makes use of competitive examinations and teacher recommendations and is coordinated by the SBTL Leaders in the subject area. Successful achievement in other courses may also be considered. Excellent attendance and punctuality are also necessary for inclusion. All qualifying requirements dates will be posted, and we encourage all interested students to take them. Be aware, however, that the work expectations for AP/IB courses are so high that students at risk will not be considered.

Rosters will be run late in the summer and be available on-line a few days before school begins and are distributed to students on the first day of school.

Work Rosters

Central does not have work rosters. Central is a college preparatory school known throughout the city and country for maintaining rigorous and high academic standards. In addition to our academic program we encourage students to participate in extracurricular activities and sports programs to help develop their leadership and social skills. All scholarship and college applications ask students to list involvement in extracurricular activities.

Roster Changes/Corrections

During the second week of school, students will be given an opportunity to request a roster correction if a roster error was made. The roster office will review all applications and changes will be made, if feasible and appropriate. Changes will not occur for lunch periods, teacher selection, or totally new course selection.

If a roster change is requested, the following is required;

- A letter from a parent explaining why the change is requested,
- Approval from the SBTL Leader,
- Space availability.

All inquiries for the roster office should be emailed to Mrs. Snyder at ahockfield@philasd.org

Tutoring

Tutoring is available from teachers, fellow students, various clubs, or provided by individual academic departments. Your teacher is the first point of contact when there is difficulty. Don't allow a minor problem to grow and become significant. When in doubt, ask! Your counselor can guide you as well.

Summer School/Summer Programs

When a student fails a course during the academic year, credit can be obtained for that course by passing it in an **approved** summer school. Both the failing grade and the summer school mark are recorded on the student transcript. For ranking purposes a grade of 60 is utilized.

Students who wish to have permission to attend either a private summer school or/and take an advanced course must receive such permission from an assistant principal and roster office.

Achievement in summer school/summer programs does not alter the decision pertaining to retention at Central if a student has failed three courses during one academic year or two courses for a second year. Successful achievement in summer school keeps the student on grade level at his/her new school.

International Baccalaureate Program

Our IB Diploma Program began in September 2005. It is a two-year program designed for highly motivated students in the junior and senior years. The program has earned a reputation, worldwide, for student-centered curriculum and rigorous assessment. Diploma holders often have access to the world's leading universities. International Baccalaureate students are required to take courses in 5-6 disciplines: Literature, Mathematics, Foreign Language, Individuals and Society, Science and/or the Arts. Central High School offers the largest IB course catalog in the state of Pennsylvania (22 courses) and exceeds the International testing Average.

Interested students will apply to the IB Program in the winter of sophomore year. Acceptances are determined holistically by examining course grades, attendance, teacher references and a personal statement.

IB courses will receive advanced credit in the year in which the exam is taken. In other years IB courses receive honors credit. Questions may be addressed to Mrs. A. Snyder, Program Coordinator (email: ahockfield@philasd.org).

Advanced Placement (AP) Program

Advanced Placement is the curriculum administered under the auspices of the College Board. These courses prepare a student to take the Advanced Placement Examination in a particular subject area in May. Success in this examination process may generate college course credit. Students in AP courses who do not take the May examination receive Honors credit.

For the past few years the School District of Philadelphia has subsidized the cost of AP/IB examinations. If this is the case this year, it is a tremendous benefit to students; however, regardless, all students taking an AP course must take the examination in that course. If the School District does not absorb the cost of the examination, the cost is approximately \$90.00 and IB is much more. As of the printing of this booklet, a final determination for payment has not been made.

Students who take Advanced Placement/IB examinations in April and May are excused from classes **only** on these day(s). The student is expected in class on all other days.

BARNWELL HONORS

There are three Barnwell Honor Pins - Enamel, Silver and Gold. Students who earn Barnwell Honors after the 9th grade first earn an Enamel Pin. If they earn it a second time they receive a Silver Pin, and if a third time merits, (10th, 11th and 12th grades), a Gold Pin is awarded at graduation. To earn Barnwell Honors students must have all A's and B's in major subjects. Behavior, punctuality, attendance and character must also be exemplary. Barnwell Honors is the highest achievement a student can earn at Central.

BARNWELL CHAPTER of the NATIONAL HONOR SOCIETY of CENTRAL HIGH SCHOOL

The Barnwell Chapter of the National Honor Society of Central High

School is a duly chartered and affiliated chapter of this prestigious national organization. Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, service, leadership, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a five-member Faculty Council, appointed by the President. It may bestow this honor upon qualified students on behalf of the faculty of our school each year.

Students in the 11th and 12th grades are eligible for membership. For the scholarship criterion, a student must have a weighted, cumulative average of at least 100, with all A's and B's. A history of leadership experiences and participation in school or community service is required. Posted criteria for attendance and punctuality must also be met.

COMMUNITY SERVICE/SERVICE LEARNING

Central is now in its twenty-fourth year of a mandatory community service program. There are two major reasons for this initiative. First and foremost, it is the right thing to do. Our students have the greatest gift in the world, a good mind. With this gift comes the responsibility to make the world a better place. Central has always had the obligation to present the best possible educational program. Part of that mandate should be to prepare students to assume leadership roles in the community. It is our position that by going beyond the classroom in our expectations for students, they will be able to develop necessary skills and exhibit positive behaviors as well as gain academic credit and a post-high school advantage.

Guidelines

1. All 30 hours must be done at ONE location of service. (ONLY freshman can perform service in up to 2 locations; i.e. Central Shadowing and Jeanes Hospital).
2. You **MUST** print and have the authorization form filled out by you and signed by your supervisor at the place of service and given to your class sponsor. Your sponsor will provide you with the date this form is due.
3. If you are able to get all 30 hours in school or for school clubs/activities, there is a separate form to fill out.
 - a. Walks done with the school can only earn you up to 4 hours.
 - b. You can only earn up to 6 hours through shadowing (if you are a freshman).
4. Community Service is now worth a half credit. Therefore, in addition to completing the required number of hours at a qualified place of service, students must also write an essay.
 - a. Must be at least 3 paragraphs.
 - b. Must include summary of service, how it benefited the community and what they learned from the service
5. All letters of service must be emailed **directly** from the organization to class sponsors. (If the organization will only give you a paper copy, you

must scan and upload that letter, which MUST be on the letterhead of the organization, to your Google Classroom account.)

6. All essays must be submitted via Google Classroom (code and instructions will be given at your fall assembly and in a follow-up email).

What qualifies as a community service activity?

- Students cannot get paid for the work.
- Service MAY NOT be performed for family members or for profit-making organizations.
- Community Service must be completed at a NON-PROFIT organization; therefore, students should ask the organization or business if it is non-profit prior to performing activities. The term “non-profit” does not relate to whether or not the student is paid for the activities performed. As a general rule, activities performed at libraries, schools, Meals on Wheels, hospices, Habitat for Humanity and faith-based organizations are acceptable. Please keep in mind that hair salons, doctors’ offices, physical therapy facilities and most daycare centers are FOR PROFIT businesses and therefore unacceptable, even if you volunteer.
- Membership in a service club at school or organization does not constitute Service; however, if the club performs service activities in the community or school beyond club meeting times, this can be counted as service.
- Service may NOT be performed during the school day.
- Service performed at faith-based organizations such as churches, synagogues or mosques will be counted towards the community service requirement as long as the activities are NOT religious in nature. For example, activities performed at an after school program housed in a church will count, but assisting in a worship service or Bible Study does not count.
- Campaigning for a particular political party does NOT count towards CS hours. Non-partisan organizations like The Committee for Seventy counts.

Popular Sites/Locations for service:

- Local Hospitals/Nursing Homes (verified volunteer programs – these are the only non-profit institutions allowed to give service) The Central website lists community service suggestions for local hospitals addresses/contact info.
- Local Libraries
- Local Schools (tutoring programs, etc) – not daycares unless daycare is a NON-PROFIT
- Animal Shelters
- Thrift Stores run by Nonprofits
- Chartered Community Organizations (certain rec leagues, community programs, athletic leagues are actual non-profit recognized organizations and can be used for service)
- Recycling Club
- Orientation Leaders

- Teacher Aides (this type of service must be approved by sponsor)
- Tutoring at Central must be organized through National Honor Society, Writing Center or via the SBTL Leader
- <http://volunteer.phila.gov/>
- <http://www.volunteermatch.org/>
- <http://www.dosomething.org/>
- Local and National museums in the area (Constitution Center specifically)

GRADING: The Community Service grade is Pass/Fail. Pass is a 90 (Infinite Campus number grades just reflect completion of requirements and do not reflect the number on the report card.) A failing grade is a 60.

ACADEMIC INTEGRITY FOR COMMUNITY SERVICE HOURS: Disciplinary action will occur for any student who has submitted forged or false documentation for community service. The student will not receive academic credit for the service and the matter will be handled in a manner consistent with School District of Philadelphia guidelines and Central High School's Academic Integrity Policy. HOURS WILL BE VERIFIED. IF YOU HAVE ANY QUESTIONS, PLEASE SEE YOUR SPONSOR.

BARNWELL LIBRARY

Library hours will be determined and pending staffing availability. The library is a place for reading, quiet study, accessing the Internet and doing research. It is not a place for socialization and is not a lunchroom. Therefore, loud talking and eating are forbidden. Books can be borrowed for two weeks. A monetary fine is assessed for late returns. The library is the academic hub of the school. Research, reading, and reflection are encouraged. The rules of the library must be followed. Any student not following the rules may lose library privileges.

SCHOOL COUNSELING

There are five counselors who support students in the following domains: academic, career, and social-emotional development. Each of the five counselors are responsible for a particular group of students in grades 9 through 12 based on the students' last names.

Students' Last Name:

School Counselor Information:

A to Di

Ms. Sharp asharp@philasd.org

Do to Ke

Ms. Chasan erchasan@philasd.org

Kh to Mc **AND** all IB Students

Dr. Soda csoda@philasd.org

Me to Si

Ms. Pulcinella

Sk to Z

Mrs. Wardlaw hwardlaw@philasd.org

Students can email their assigned school counselor to schedule an appointment or come to our office (Room 134) during their lunch or advisory. In an emergency situation, students may obtain a pass from a teacher to see their school counselor.

School counselors are available for assistance in the following areas:

- Academic, Emotional, and Social Support
- Post Secondary Exploration and Planning
- Referrals to behavioral health resources
- Referrals to community supports
- Consultation and collaboration with all school stakeholders

Planning for College

Scholarship Qualifying Test (PSAT/ NMSQT)

October 2021 (TBD)

10th and 11th Grade students at
Central High School
Special Schedule

Cost -TBD per student (subject to change)

PSAT 8/9

October 2021 (TBD)

9th Grade students

The PSAT and SAT have been developed to test verbal skills and mathematical ability. The best preparation for the verbal and writing sections of the PSAT and SAT is a good literature background as well as writing as extensively as possible. Purchase books as gifts and encourage your child to use the library.

The mathematics in the PSAT is covered in the Algebra and Geometry courses which are required at Central.

We require all 9th, 10th and 11th grade students to take the PSAT. It is given at Central. This is the qualifying examination for National Merit Scholarship, National Achievement Scholarship and National Hispanic Scholarship competitions.

Scholarship and Financial Aid Search

Students and parents seeking financial aid are urged to start their search as early as possible and to use the sources that are available to them at no cost. Information concerning state and federal programs of student financial aid are available through the school counselors at Central, financial aid officers at the post secondary school of the student's choice, and the Pennsylvania Higher Education Assistance Agency (PHEAA). This information is free. In addition, toll free telephone lines enable students and parents to call PHEAA to learn more about the application procedures for PHEAA-administered programs. Information is also available through links on Central's website and the school counselors' Google Classroom. Questions regarding scholarship and financial aid information should be directed to your school counselor.

Graduation

Graduation for Class 281 will be held in June 2022. The graduation window is June 10-14, 2022. Information about graduation and the number of tickets each student will receive will be provided to you by your sponsor during the school year. Additional tickets may be earned as a result of excellent attendance and punctuality.

Honors, Prizes and Awards

Sources of Information

Please review the Barnwell Handbook for a list of prizes, awards and scholarships presented at graduation. A number of other opportunities are available and are included in the school website.

The degree given by Central High School is recommended for those graduates who have not failed a major subject above the 9th Grade and who have maintained a total average of at least 90. To be eligible for a degree the student must attend Central for a minimum of three years. Students who opt to attend college after 11th grade forfeit the right to a degree and to graduation awards. The diploma given by Central High School is recommended for those graduates who have not fulfilled the requirements for the degree but have completed all other requirements for graduation.

INCLEMENT WEATHER

Again this winter, there will be radio and television announcements of school closings or late arrivals due to inclement weather. Schools throughout the Philadelphia area will be announced as "ALL PHILADELPHIA PUBLIC SCHOOLS ARE "OPEN", "CLOSED" or "TWO HOUR DELAY (10:00 AM)". No specific Philadelphia public school names or numbers will be announced. If all Philadelphia Public Schools are open, Central is open. Please don't call the school. If days are missed for inclement weather, the School District will decide if and when the days are to be made up.

METAL DETECTORS

The School District has a policy of placing metal detectors in all high schools for student safety. Two entrances (Olney Ave. & Ogontz Ave.) are available to scan in at the start of the day. All students must then go through the detector. Glass bottles and metal utensils (forks, spoons) are not permitted in school. Possession of weapons, i.e. guns, knives, mace, is an arrestable offense and the student will be recommended for expulsion.

TRANSIT SAFETY

There are always concerns about traveling to/from School. Students and parents must report any unacceptable incidents which occur in transit immediately to the discipline office and to the Philadelphia Police. Any Central student who commits an offense is subject to disciplinary intervention including dismissal from Central.

HOMEROOM POLICY

Homeroom occurs from 8:00 AM to 8:53 AM each morning. The new homeroom schedule will be disseminated during the first month of school.

From August 30 until September 30, Homeroom will be “closed” the entire period. Students may not leave their homeroom for any reason. Homeroom is the best time for important information/activities to be disseminated to all students. With that in mind, all students must attend homeroom. The schedule for homeroom and/or “open advisory” beginning on September 30 will be shared with students at that time. Please remember, homeroom teachers will take official, class period attendance. Not attending homeroom during the “closed” times may result in class-cut being recorded. Class cuts may result in detentions being assigned by your homeroom teacher and/or our Climate Manager, Mr. Johnson.

The purpose of “open” advisory is to give students some flexibility to achieve their academic goals. Students may use this time to receive tutoring or work collaboratively on projects. Open advisory is NOT a time to walk around the school or sit in a hallway/stairwell. Students must be in a classroom, the library (if there is capacity), the cafeteria, or the 3rd floor main hallway. All classroom hallways, on all floors, must be clear as well as any hallway, alcove, etc. on the 1st or 2nd floor.

ATTENDANCE POLICY

Given the degree of difficulty of the curricular expectations that we have at Central High School, it is crucial that each student maximize the time spent in the classroom. Time missed due to absence or lateness is a loss of valuable instruction. The continuity of the instructional program is disrupted for both the student and for the remainder of the class if attendance is sporadic. The benefit of consistent, regular, sequential instruction is lost and cannot be made up - even with extensive tutoring. Our experience has shown that the students who experience the greatest degree of difficulty are those with the poorest attendance and punctuality records. Very simply, students need to be in school and parents must monitor that attendance. To that end, we also strongly recommend that all regular medical and

dental appointments be made during non-school hours. It is also important to realize that college visits should be made during summer or vacation time and should not take away from school time. However, students in 12th grade will be granted day(s) to visit colleges. This can only be done through your class sponsor, Mr. Horwitz, 281 Class Sponsor. A college visit form must be filled out **PRIOR** to a visit.

In an effort to ensure that you are informed, a telephone robot system calls the homes of students who were absent or tardy. These calls are placed between the hours of 5 p.m. and 9 p.m. This system is used to inform parents of important meetings and programs being held at school. **Please register at signup.philasd.org**. We must have accurate student phone numbers for you to receive this valuable information. Proper attendance is a prerequisite for all academic recognition as well as eligibility for extracurricular activities.

When a student arrives at school late from a medical appointment he/she must have a note from a physician/dentist on letterhead. The student must arrive prior to 11:30 to be marked present. Upon arrival they must report to the main office and alert a secretary.

1. The first time a student has more than 10 latenesses or absences in a marking period he/she will receive a warning from the Climate and Culture Office.
2. If a student has more than 10 latenesses or absences for a second time, they will be added to the attendance list and will be ineligible to participate in social activities.
3. Students who have more than 40 combined latenesses or absences in the school year will lose the privilege of participating in all social events such as the prom and/or various academic honor awards including Barnwell.
4. The parent **must** provide an absence note on the day of the student's return to school to **both** the advisor **and** subject teachers. The note should be signed by a parent or guardian listing the student's name, book number, date(s) of absence(s) and reason for the absence. This note should be handed into the office upon return of the student to school. If your child is out an extended period of time (more than 5 days) please notify Ms. Flowers in the main office.
5. In the past students, sometimes even with the approval of parents, have taken unauthorized "vacations" and/or have organized "private trips." These absences are unexcused and the latter will be subject to disciplinary action.
6. Students who are on the attendance list may come to the Discipline Office halfway through the quarter and apply to be removed from the list. Students who do not have more than (4) absences/latenesses halfway through the quarter will be removed from the list after they apply and have paid their scan fees.

CUTTING POLICY

It is crucial to understand the following: **Students must be in class on time every day to maximize instruction.** Being present in each and every class is of paramount importance to the integrity of the academic program and the successful achievement of students. **Any unexcused absence from class is considered cutting.** Any student that cuts class will serve detention with their teacher or be assigned a

detention through the discipline office. Students who repeatedly cut class will be put on a daily report for a minimum of 1 month. Failure to comply with a daily report will result in additional disciplinary action.

SCANNING IN/LATENESS POLICY

The school day at Central High School begins at 8:00 A.M. 281 students must enter the building via the main entrance. 282, 283 and 284 enter using the first set of patio doors between the gym and the auditorium and scan their ID card. It is mandatory that every student in the building scan their own IDs or manually enter their own codes into the computer system. Students who do not adhere to this policy and/or have others scan in for them, will have disciplinary action against both students. Students will be marked late if they do not follow these directions. Situations involving inclement weather, emergencies or special schedules, will adjust the time of lateness. If a student has any long term extenuating circumstances that would prevent them from arriving to school on time a parent conference with an Assistant Principal and the Dean of Students is required. Specific documented evidence to support their reason for an agreement must be provided by the family. Any agreement will not be applied retroactively for previous lateness/absence, only those after an agreement is made.

EARLY DISMISSALS

At the high school level early dismissals should be for EMERGENCY medical/dental reasons only. If this need should arise your child MUST have the Early Dismissal Form filled out.

This form must be written by the parent/guardian requesting the exact time of the early dismissal, have a phone number where we can confirm this information, and be signed by you. Your child brings this form to the main office before the advisory ends. We will not honor requests for an early dismissal after the advisory period ends. The office will call you to confirm the early dismissal. Please note a student must remain in the building until the end of third period to be marked "present" (dismissed no earlier than 11:20). **If a student submits a forged early dismissal form there will be disciplinary consequences.**

No early dismissals will be honored by phone calls or faxes – NO EXCEPTION! No early dismissals will be honored prior to any major events such as proms, class trips, or prior to a holiday unless the request is made by a medical professional on letterhead stationery.

Students may not have more than **3** early dismissals in a quarter. The first time a student has more than 3 early dismissals in a quarter he/she will receive a warning from the discipline office. If a student has more than 3 early dismissals in another quarter he/she will be added to the revoked privileges list. If a student has an extenuating circumstance that requires them to have more than 3 early dismissals per quarter they must speak to an administrator and provide documentation.

Students are to be in school every day for the entire day. An emergency situation can only be dealt with by an administrator. This is without debate and all

inclusive. College fairs always have alternative late afternoon or evening hours to accommodate our students. Job interviews are to be scheduled after school. Your responsibility for four years is school and that is always primary.

STUDENT DISCIPLINE

Discipline procedures are included in the School District's Code of Conduct found at <https://www.philasd.org/studentrights/>. Basic common sense prevails. If you think something is not acceptable in a cooperative community, it probably is not. As a basic rule, violation of school policies are addressed through school based remediation strategies. Violations of the law are addressed through the police and the legal system of Philadelphia. Disciplinary consequences such as detention, in school suspension, out of school suspension, parental conference, and revoking of privileges can be used depending on the severity of the infraction. Students who skip a detention will face more disciplinary action including, but not limited to, school suspension and revoking of privileges. Keep in mind that a student may have their privileges revoked for one major infraction or for repeated infractions. Privileges may be revoked for **30 school days**, or **indefinitely**.

There is a zero tolerance policy for any student who endangers others, or who possesses or distributes controlled substances such as alcohol or drugs. Act 26 is also applicable regarding expulsion from school for carrying weapons. Consumption or possession of any controlled substance, alcohol or narcotic, either in school or at any school event, is **NOT PERMITTED**. Any violation of this will result in school discipline as per the district's code of conduct and Philadelphia Police intervention. Additionally, any possession of a weapon for any reason is a crime and will be dealt with accordingly. **SCHOOL DISTRICT POLICY CONCERNING ACT 26 WILL BE FOLLOWED, I.E., ARREST AND RECOMMENDATION FOR EXPULSION AS PER STUDENT CODE OF CONDUCT.** Additionally, any student that returns to Central following an expulsion hearing will lose their privileges for one calendar year from the date of the infraction. This applies to **ALL** school events including graduation.

Students are also to understand that Central is a totally heterogeneous multicultural environment. There is zero tolerance for any words or actions that are degrading to anyone else's age, race, gender, culture, religion, or sexual orientation. The healthy interchange of thoughts and opinions leads to learning. We expect tolerance and understanding at all times. Students who cannot function without the sensitivity and civility necessary to prosper at Central will be subject to immediate and significant disciplinary intervention.

ACADEMIC INTEGRITY

Students at Central are expected to exhibit honesty and integrity in all of their actions. Learning requires that students be responsible for their own work at all times. Cheating, plagiarism, inappropriate use of any technology (cell phones, internet, etc.), and other violations of the Academic Integrity Policy may result in serious disciplinary consequences. "Central's" complete academic integrity policy

can be found under the Academic Integrity tab at centralhs.philasd.org.

Morally, it assumes that all people at Central will treat each other with civility and courtesy in every interaction inside the school or at an out of school activity. Discriminatory or prejudicial behavior is not part of the expected actions of a Central High School student. Foul/obscene language is not to be used in any place or in any interaction. Simply, always treat yourselves and others with dignity and respect.

SOCIAL EVENTS/PROM

The students and class sponsors work very hard every year to plan a series of social events, including the Soph Hop and the Junior and Senior Proms. The students arrive looking elegant to have an evening filled with fun and pleasant memories. We encourage you to speak to your child about proper behavior and safety. Know the types, times, and locations of all events your child will be attending. Please help us keep the students of Central High School, your children, safe and healthy. Students and dates must be **ELIGIBLE** to attend all social events. This means that students cannot be on any of the following three lists: Academic, Attendance or Revoked Privileges. Students who do attend social events are expected to comply with all school regulations as well as obey the law. Students must be in attendance the day of a social event such as a prom or dance. Students found under the influence of a controlled substance are subject to arrest, subsequent denial of all privileges, and dismissal from Central. Additionally, any student that attends an event without permission will face serious disciplinary action and pay any fee associated with the event.

DRESS CODE

In an effort to maintain an atmosphere that is most conducive to learning, student attire is expected to be appropriate for school. The purpose of the dress code is to assure that the school population will dress in a way that is supportive of, and not disruptive to, the educational process. Students are required to adhere to the following:

1. Students are not permitted to wear apparel that demeans or degrades another, suggests sexual activity, or refers to violence, alcohol, drugs, or tobacco.
2. All undergarments must be covered at all times.
3. Pants may not be worn below the waistline.
4. Students must wear apparel that completely covers the midriff, sides and back. Tube tops, open back/side tops, crop tops, and plunging necklines (front and back) are prohibited. Tanks tops and spaghetti tops may be worn.
5. Shorts, skirts, and dresses must be mid-thigh length. Clothing may not have

plunging backs, be made from transparent material, or have side or front cut outs. Excessively ripped pants should have leggings under them.

6. In an effort to keep students safe, hats and hoodies should not be worn in school. In a school as large as Central, it is important that student faces are not obscured. Non religious scarves should be tied up to avoid hazardous situations that could cause an injury to the student or their classmates. For clarity of this rule, please see Dr. Scott or Mr. Johnson in the Climate and Culture office.

7. Sunglasses may not be worn, unless medically necessary and approved by the Central Nursing department.

8. Students must wear footwear at all times. Because of safety and sanitation such as chemistry labs, teachers may require more substantial footwear. Special dress requirements exist in physical education classes, in the arts, and science laboratory classes.

Central is one of a few schools in the School District of Philadelphia to not require a uniform. Please appreciate the fact that you have a lot of freedom, and with that freedom comes responsibility to adhere to our dress code. Students not in compliance with the dress code will be referred to Mr. Johnson, the Climate Manager or an assistant principal. Appropriate action will take place by the Culture and Climate office based on the School District Code of Conduct.

Students driving to school

Students are permitted to drive to school. While students may park adjacent to school property (along Ogontz and Olney Avenues), Juniors and Seniors have the privilege to park in the parking lot during school hours. To do so students must see Mr. Johnson for a parking permit. This permit must be prominently displayed at all times. Note, however, that there is no permission given to utilize that car during the school day. Central High School and/or The School District of Philadelphia are **not** liable for any damage/theft involving an automobile on our property.

AUDITORIUM PROCEDURES

All students must sit in their homeroom section upon arrival. Those who arrive late must sit in the back of the auditorium until invited by the assembly leader to join their homeroom.

Important information is presented to classes during assemblies. Therefore, it is critical that all students listen carefully to whomever is speaking. To that end, it is prohibited to do homework, use a cellphone, or eat/drink during assemblies. Keep in mind that assemblies are announced in the daily bulletin and are posted on the school calendar at centralhigh.net; you are responsible to know ahead of time and make any adjustments for the auditorium time since you are not

allowed to do work during assemblies.

INTERNET ACCESS

Central High School has made a substantial investment of time and resources to provide students and staff access to the technology that will be a fundamental component of the workplace in the 21st century. Alumni and friends of Central High School have contributed time, resources and finances toward that end. As well, the school district has made all schools a one to one school district by providing all students with a computer.

We provide access for faculty and students to the internet and the global exchange of information that connection allows. Each student/family will be asked to provide a home computer address so that contact may be maintained. Our added capabilities include:

- A Central High School Home Page (Address: **centralhs.philasd.org**) with updated information about the school.
- Access to the internet by means of fully networked computer labs.
- Connection of the Barnwell Library and its resources to the computer labs, as well as other designated sites within the building.
- Student and staff access via computers in the Barnwell Library and in all classrooms. When designated rooms are used for classes or other regular activity, they may be utilized for student research.

Although the potential of this new technology as a resource of information and communication is exciting, we, in the larger Central community, need to understand the dangers of unacceptable use that similarly exist. Use of technology at Central is a privilege, not a right. Unacceptable use will result in restriction or cancellation of all access privileges and may even result in serious disciplinary or legal action.

Use and application of technology must be consistent with present and future policies, rules and guidelines of the School District of Philadelphia.

Unacceptable use may include:

Illegal activity: It is unacceptable to use, promote, or engage in any activities which are deemed criminal under federal, state, or local laws. This includes, but is not limited to copyright laws.

Vandalism: It is unacceptable to alter, harm or destroy the hardware, software, or data of another user or belonging to Central High School, the School District, or its staff, whether at Central or connected to the school or school district's technology from a remote site. This includes, but is not limited to the creation of or spreading of computer viruses.

Unauthorized access: It is unacceptable to use or attempt to access another's account, including the System's Administrators, without authorization.

Offensive or obscene materials: It is unacceptable to send or receive any data which is offensive and/or obscene as defined by Central High School, or the

School District of Philadelphia.

Immoral or Unethical Activity – It is improper and unacceptable to engage in any immoral or unethical behavior whether it be defamatory/plagiarism/or harmful to others.

Private gain: It is unacceptable to use any facility or data belonging to Central High School or the School District for private or financial gain.

It is important for all Parents to understand that, while Central staff will make their best efforts to supervise use of this technology, it is impossible to guarantee that abuses will not occur. Using the school's facilities and capabilities requires parents and students to be responsible for acceptable use and accountable for violations.

ACCEPTABLE USE OF ELECTRONIC DEVICES POLICY

Purpose: The purpose of the acceptable use policy is to ensure that student use of all electronic devices 1) supports Central High School's research and educational goals, 2) does not interfere with the learning process or create a dangerous situation for students or staff, and 3) protects student and staff privacy. This acceptable use policy clearly defines examples of acceptable use as well as the privileges and responsibilities of students to ensure that Central's network and technology is used appropriately. Students will be granted the privilege to use their electronic devices in certain areas of the building detailed below.

Examples of acceptable use: Students may use their electronic devices in the **main hallway** and the **cafeteria** during their lunch period, and during the passing of classes. **The use of electronic devices must not interfere with the learning process or create a dangerous situation.** Cell Phones must be away during fire drills, shelter in place, and lockdowns.

Students **may not** use their electronic devices to make phone calls in any hallway, or use them in classroom halls or stairwells. Cellphones may be used silently in the library for educational purposes only.

This policy does not override existing policies requiring all students 1) to go to an office (ie the main office) and ask for permission to use the phone, 2) to report to the nurse's office in case of sickness and allow the nurse to inform parents, and 3) to follow school protocol for emergency/early dismissal.

Privacy: In order to protect the privacy of all staff and students and maintain a safe learning environment, students may not take pictures, videos or audio recordings without the explicit consent of all parties involved. Students listening to music must use ear buds to ensure that those around them cannot hear it.

Enforcement: The primary use of electronic devices at CHS is intended for educational activities. They cannot be used for purposes that are illegal, unethical, immoral, or unsafe. Students identifying themselves as members of the CHS community must not tarnish the reputation of CHS, jeopardize the safety,

order and discipline, or social cohesion of the community, and must not serve as a negative influence on the school or on other students. Cyber-bullying will not be tolerated, either in or outside of school. Consequences for cyberbullying, harassment, or intimidation will be severe. In addition, students who use their devices in a way that violates this policy will be subject to disciplinary action including but not limited to device confiscation by any staff member, restriction from school network and other consequences at the discretion of the school. Any confiscated cell phone that is brought to the Discipline Office will NOT be returned until a parent comes in.

HARASSMENT POLICY

Central High School prohibits any harassment including but not limited to: race, religion, sex, gender, national origin, age, disability, sexual orientation, personal appearance and hygiene. This applies in any on-campus or off-campus situation involving any member of the school staff to a student or another staff member and/or when made by any student to another student or staff member. Central is a heterogeneous learning community that takes pride in its diversity. All reports of harassment will be taken seriously and will follow the School District of Philadelphia's code of conduct. After an investigation is completed by the discipline office, consequences will be determined by the dean and administration.

Every member of the school community is entitled to attend school free from a hostile or abusive environment. **Harassment will not be tolerated.** For the purpose of this policy, harassment shall be defined as the creation of a hostile or abusive environment through words, gestures, actions or electronic communication. As per the School District of Philadelphia's definition, **"harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of his race and sexual orientation".** (Policy 248)

Areas of concern include but are not limited to:

1. The use of racial epithets, slurs, or insensitive and/or derogatory language.
2. Sexual slurs, displays of sexually provocative pictures, sexual remarks.
3. Offensive sexual conduct.
4. Hostile, offensive, or derogatory speech or writing.
5. Physical interference with movement or work.
6. Offensive or abusive behavior that interferes with an individual's academic pursuits.
7. Technology used that may include social networks, messaging, email, etc.

Possible consequences of harassment, as outlined in the School District of Philadelphia's code of conduct may include: in-school suspension, out-of-school suspension, expulsion from Central, transfer to a disciplinary school, and/or expulsion from the School District of Philadelphia.

LOCKERS

Every student is issued a locker in which to deposit outer clothing, books and personal items. No decorations are permitted on the outside of the locker door. We recommend that you invest in a strong, high quality lock to keep personal items safe. The School District has the right to inspect lockers at any time to protect the health, safety and welfare of the school community. Neither the School District nor Central High School is responsible if items become missing from a student locker. Each student needs an additional lock to put on/take off the gym locker during the physical education period. Students should lock their lockers and not share the combination or the locker with anyone. Students are responsible for all contents within the locker.

TRIPS

It is the students' responsibility to make arrangements with the teachers to be excused from their classes. They are to notify proper staff the day prior to the trip. Students are also responsible for bringing in a signed note from a parent or a guardian granting permission for the trip. A student who is suspended from school may not participate in a school trip. Trips are not a right, but a privilege. No private trips are permissible. No student may utilize his/her own automobile to go on a trip which is school sponsored. Each may only attend via approved transportation.

VISITORS

This term includes all who are not employees, volunteers or students at Central High School. Relatives, etc., are not permitted to visit the school without special prior permission from one of the Assistant Principals. Permission should be obtained in advance. No visitor may remain without permission of an administrator. Each visitor is required to go through the scanning system, produce picture ID, and obtain a pass at the security desk and report directly to the main office.

TRANSPASSES

In order to be eligible to receive a transpass or keycard the School District's Department of Transportation determines criteria guidelines. During the 2021- 2022 school year students who live more than 1 ½ miles away from the school will receive a free transpass. The day for distribution is Friday. Tokens and transpasses are not available for sale.

DAILY BULLETIN

Students are urged to pay close attention to all daily bulletin announcements pertaining to competitive essays and contests. The daily bulletin is also "posted" each day on our website. Many Central students win highly competitive and financially generous awards as a result of paying attention and entering these competitions. Everything is announced or posted. Please pay attention.

Clubs and Organizations

All clubs at Central are open to all students. Meeting announcements are placed in the daily bulletin and on notices in the hallways. Interested students should attend the first meeting of a given club. Students can work through the Student Association to create new clubs if the interest is shared and to see the current list of established clubs. A complete vocal and instrumental music program is available through the Music Department.

Athletics

The Athletic Department at Central offers a full program including Varsity and Junior Varsity teams for male and female students. Complete interscholastic and intramural extra- curricular athletic programs are available for all students through the Physical Education Office. Announcements of organizational meetings and tryouts are in the daily bulletin and on signs in the hallways. Interested students should speak to the coaches and attend the first meeting.

Class Dues

Classes are organized with a commitment and expectation that each student pays class dues. Class dues begin in 10th grade. An annotated explanation of the dues structure is given to the student to bring home.

Lost Textbooks and Instructional Materials

The student is responsible for any school property that has been distributed throughout the school year. The student must reimburse the school for the cash value of the item if it is lost or damaged.

HEALTH ROOM POLICY

The school nurses are responsible for maintaining the health of the students at Central HS through developing accommodations for, and supporting students with chronic and acute health problems; conducting health screenings on each student, ensuring that each student is under the care of a primary care provider and dentist, and caring for students who develop an illness or sustain an injury during school hours.

Communication and coordination with parents of students with chronic or acute health problems is key to successfully caring for your child. Provision of Health forms are the first line of communication and keeps us well informed about your child's health. We are always available by phone or email. We look forward to working with you to keep your child healthy, happy and in school!

Pennsylvania law requires that students attending school in the state be immunized and receive periodic medical examinations. Payment for these is the responsibility of the parent/guardian. Immunizations are required for school attendance.

In order to accomplish all of our goals, the school nurses will adhere to the following schedule:

*The school nurse will respond to emergencies at any time as they occur.

- 8am-8:30am: Issuance of elevator passes and communicating accommodations to necessary teachers and staff for students who arrive at school with a recent orthopedic injury.
- 8:30am-11am: Health Screenings, Development of 504 Service agreements, Management of Homebound and Case Management
- 11am-12pm: Nursing care of students who become ill or sustain minor injuries during school hours.
- 12pm-1pm: Lunch and Documentation
- 1pm-2pm : Nursing care of students who become ill or sustain minor injuries during school hours.
- 2pm-3:04pm: Case management, Development of 504 Service Agreements, Management of Homebound, and Documentation

Students must have a hall pass signed by their teacher to see the school nurse.

Policies:

1. Do not send your child to school to be evaluated for acute illness or injury. If your child is sick or injured before school, keep them home until they feel better and consult their primary care provider.
2. Students must remain home for 24 hours after experiencing fever or vomiting.
3. Elevator passes and gym excuse notes are issued upon receipt of a physician note.
4. If your child has been ill or injured, to the extent that they require a physician's care, they will need clearance from that physician to return to school.
5. Students who are sick or injured at school, must be picked up by a parent, or parent designee as indicated on the emergency contact form (EH-4). Please add people to this form who are available and physically able to pick up your child during the school day. Any person picking up a student must show ID.

Homebound Instruction

The Homebound Instructional Program is planned to meet the needs of pupils who, because of temporary or permanent medical conditions, are unable to attend regular school. Application may be made for pupils who will be absent for four weeks or longer. Please call the school nurse to request the required forms. A Physician's Certification Form, including a complete diagnosis signed by the physician, must be returned to the nurse and approved by the School District physician before Homebound Instruction can begin.

CENTRAL HIGH SCHOOL HOME & SCHOOL ASSOCIATION

All parents and staff should join the Central High School Home & School Association. This organization works diligently and effectively for every student in the school. The benefits to be derived from membership are innumerable. Board/Slate as of June 2021 is as follows:

Heidi Siegel - President
Lynne Hopper - Vice President 1
Eleanor Ingersoll - Vice President 2
Leslie Medley - Secretary
Nina Liou - Treasurer
Robin Dominick - Fundraising chair
Ester Roche Curet - Communication chair
Alex Doty - Campus Environment chair
Maria Holahan - Hospitality chair

Meetings - Home & School Association

Wednesday October 13, 2021

Wednesday November 10, 2021

Wednesday December 8, 2021

Wednesday January 12, 2022

Wednesday February 9, 2022

Wednesday March 9, 2022

Wednesday April 20, 2022

Wednesday May 11, 2022

General membership meetings will begin at 6:30 P.M.

Back to School Night: September 2021 During Back to School Night parents are invited to come to school and follow their children's rosters. Periods will be fifteen minutes long for each teacher to discuss curricular expectations, marking system, homework policies, rules and regulations, etc. Back to School Night affords parents an opportunity to determine what will be taught, how it will be taught, and how they can assist in maximizing achievement. It also fulfills a portion of the NCLB/Title I School-Parent Compact requirements.

More information can be obtained on the Home and School link on Central's Website at **centralhs.philasd.org**.

COMMUNICATION

It is mandatory that all parents register at signup.philasd.org for District announcements and updates.

No phone messages will be given to any student regardless of the emergency. Please also be aware that the school has its own “Homepage” on the internet. The address is **“centralhs.philasd.org”** Please “access” it on a regular basis, as we will utilize it as our main means of communication with the home.

Parents are an integral part of the instructional process of the Philadelphia School District.

- Parents want the best for their children
- Parents are primary stakeholders in the education of their children
- Parents can contribute meaningfully to the learning process by:
 - encouraging daily attendance and punctuality
 - monitoring homework,
 - fostering positive attitudes about school,
 - creating and supporting proper study habits, time, and space for children,
 - understanding that school is the priority during a child’s four years at Central,
 - assisting in helping the student to understand the importance of the Keystone Assessment, PSAT, SAT, AP, IB, and other standardized assessments. questioning anything that is not clear and which raises concerns.
- Communicating with the school if questions exist.

The administration and faculty of Central High School encourage and welcome parental involvement in all aspects of the school.

- Parents should frequently check on the Infinite Campus’s Parent Portal, report cards and periodically “touch base” with the teacher in order to become involved in all aspects of the educational program.
- Parents should know what courses their child is taking, who the teachers are, and how well their child is doing.

Attending Back to School Night and all Parent/Teacher Conferences

- Communicating on a regular basis with all teachers
- Because your child is of high school age, you are not finished.

Maximizing any child’s positive accomplishments means that parents must care, be involved, and allow their children the time and space to learn. • We encourage your participation in The Home & School Association and other venues, which are integral parts of the decision-making process. Participation, involvement and knowledge are all keys to helping young people to do their best.

Pick-Up and Drop-off

Parents who drive their children to school **must** drop off and pick up at the base of the driveway on Olney Avenue and **NOT** enter the parking lot. Do **NOT** block the driveway. Parents with students who are in wheelchairs or are on

crutches can enter the parking lot to drop students off for easy access to our school.

Parent Visitation

You should plan to attend all parent-teacher conferences. It is important that you come to school to get to know the staff and Central's programs and opportunities. It is equally important to come when a student progresses well. Too often, parents limit contact to corrective action; positive comments passed on to you about your child can be valuable and welcome.

Student Adjustment/Academic Difficulty

If you see evidence of a change in behavior, mood, dress, and/or friends, your child might be having problems in school. Talk to your child to determine if there is a problem. You certainly may also request information from the teacher and/or the counselor.

The following are steps you should take in remediating academic difficulty: - Make arrangements to speak with the teacher via phone or email. - Send a note to the teacher requesting a conference. E-Mail addresses are posted on the school website. Parents and teachers are encouraged to communicate electronically. If a difficulty emerges, contact the SBTL Leader or/and an Assistant Principal.

- Include home and work numbers and hours when you can be reached. -

Establish a place and time for study.

- Encourage your child to obtain a telephone number from a student in each class. Contact can then be made when work is missed or when there is need for clarification.

- Follow up by calling the teacher or counselor in order to monitor progress. You may consult the counselor for assistance at any point in the process. - Call the Home & School Grade Representative at any point in the process. - Make sure you attend all report card conferences.

- Make sure that your child is in school every day, on time, ready to work.

Emergency Contact Information

It is important to fill in the "Emergency Contact" form each year. It is crucial that the school has accurate information from parents and guardians for both home and work as well as one additional person to contact if necessary.

We consider this handbook to be an ever-evolving source of information. We realize that it is not comprehensive. Call us with additional questions or missing items so that they may be added next year. We hope that you have found the Central Parent Handbook helpful. Good luck.

Mr. Timothy J. McKenna, President

Ms. Theresa Harrington, Assistant Principal

Dr. Tracy Scott, Assistant Principal

Ms. Bianca Gillis, Assistant Principal

2021-2022 PARENT POLICIES



***Central High School
School-Parent Compact
2021-2022 School Year
Revision Date: April 14, 2021***

Dear Parent/Guardian,

JOINTLY DEVELOPED

The parents, students, and staff of Central High School partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the Spring each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the School Family Engagement survey that is also used as a tool to collect parent feedback regarding the current Title I programs, policies and family engagement.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

THE SCHOOL DISTRICT OF PHILADELPHIA ANCHOR GOALS:

The Board of Education's updated Goals and Guardrails are available on the School District website at www.philasd.org.

CENTRAL HIGH SCHOOL'S GOALS:

1. Climate- At least 60% of students will attend school 95% of days or more.
2. Math - At least 27% of students will score Proficient or Advanced on the Algebra I Keystones exams
3. College & Career Readiness- At least 75% of 9th grade students will earn a minimum of 5 quality credits (four core plus one more) with As or Bs.
4. Science - At least 24% of students will score at Proficient or Advanced on the Biology Keystone exam.
5. College & Career Readiness- At least 95% of 12th grade students will be on track for graduation.

To help your child meet the district and school goals, the school, you, and your child will work together:

SCHOOL/TEACHER RESPONSIBILITIES:

Central High School will:

1. *Provide parents with frequent reports on their children's progress.*
2. *Parents can also contact teachers via note or letter if they are unable to attend report card conferences.*
3. *Provide parents reasonable access to staff. Parents will have access to staff via email, phone calls and personal appointment conferences and our school website.*
4. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:*
 - i. *Parents can volunteer, with proper clearances, for the numerous events that are held during the school day such as field trips, special programs and workshops and for evening events such as music programs, sports events and plays. Parents can contact the school to learn the clearances they need to have in order to volunteer.*
 - ii. *Parents are also encouraged to chaperone class outings at all times as long as they have the proper clearances.*

PARENT RESPONSIBILITIES:

We, as parents, will:

1. *Monitor attendance.*
2. *Make sure that homework is completed.*

3. *Monitor the screen time of my child, i.e. phone, computer, TV.*
4. *Monitor the mental and physical wellness of my child.*
5. *Volunteer in my child's school.*
6. *Stay engaged with my child's academic progress through the Parent Portal.*
7. *Participate, as appropriate, in decisions relating to my child's education.*
8. *Promote positive use of my child's extracurricular time.*
9. *Promote positive use of my child's computer and social media use.*
10. *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, by mail or email and responding, as appropriate.*
11. *Ensure my child and I are informed and follow the School District's code of Conduct and the Central Student Parent Handbook.*

STUDENT RESPONSIBILITIES:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

1. *Do my homework every day and ask for help when I need it.*
2. *Seek subject area tutoring from teachers and peers.*
3. *Check my grades periodically on Infinite Campus Student Portal and explain to my parents how to use Infinite Campus Parent Portal, and ask for support from my teachers.*
4. *Come to school every day on time so I don't miss valuable instructional time.*
5. *Monitor and limit my absences and lateness, as well as class cuts.*
6. *Reach out to my parents, a teacher or a counselor when I am feeling depressed or overwhelmed.*
7. *Monitor or manage distractions in my life such as social media, texting and phone calls.*
8. *Follow and familiarize myself with the District Student Code of Conduct and the Central Student Handbook.*
9. *Ensure my parents are informed and receive in a timely manner information about my classes grades, school notices and information received by me from my school.*
10. *Participate and complete the yearly 30 hours of community service.*

COMMUNICATION ABOUT STUDENT LEARNING:

Central High School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

1. *Phone Calls and Robocalls*

2. *Emails*
3. *Infinite Campus Parent Portal*
4. *Central website*
5. *Social Media*
6. *Google Classroom*
7. *Teacher websites*
8. *Google Meet or other virtual platform, if needed*

ACTIVITIES TO BUILD PARTNERSHIPS:

Central High School offers ongoing events and programs to build partnerships with families.

1. *Workshops and professional development sessions*
2. *Parent Conferences*
3. *Back to School Night*
4. *International Day*
5. *Career Day*
6. *Athletic and Extracurricular Activities*
7. *Music and Theatre programs and productions*
8. *Staff interviewing process (See CHS Administration for details)*
9. *9th Grade Parent Orientation*
10. *Incorporate virtual opportunities wherever possible*



Central High School
Parent and Family Engagement Policy
School Year 2021-2022
Revision Date: April 14, 2021

In support of strengthening student academic achievement, **Central High School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The **Central High School** agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon

request and, to the extent practicable, in a language parents understand. • If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT

REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

Section A: JOINTLY DEVELOPED

Central High School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

- **Involve parents throughout the year in the planning, review and improvement of the school's parental involvement policy. Our Annual Spring Meeting with Parents was scheduled to be held on April 14, 2021 via Zoom. Involve parents throughout the year in the development of any school wide program plan.**
- **Involve parents throughout the year in the development of any school wide program plan.**
- **Solicit input from parents in the development of parent workshops.**

- **Provide transition opportunities and orientations for Freshman and their parents.**

Section B: ANNUAL TITLE I MEETING

Central High School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- **Parents will be notified by website, Robocall, social media and/or email regarding when the Annual Title I meeting will take place, this year we anticipate holding our Annual Title I parent meeting in September of 2021. At meeting, the principal or their designee will make a presentation that includes information about the state's academic standards and assessments, school's Title I program, use of Title I funds including the 1% parent set aside, parent Rights to Know and other parent requirements, the school parent and family engagement policy and school parent compact, working with educators and information about the school's curriculum.**

Section C: COMMUNICATIONS

Central High School will take the following actions to provide parents of participating children with (1) Timely information about the Title I programs, (2) Flexible number of meetings, such as meetings in the morning or evening, (3) transportation, child care or home visits, as such services relate to parent and family engagement and may use Title I funds and (4) Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- 1) Monthly Home and School Meetings- President McKenna or a designee will attend all monthly Home and School meetings to provide updates on school activities and programs, school data, budget and expenditures and other vital information.**
- 2) Workshops may be accessible to parents at various times in the day. We will learn from parents the types of workshops they would like to have and deliver these workshops at a time**

convenient to most parents. Report card conferences are held both during daytime and evening hours (in the fall) to allow for maximum parent participation.

3) Communication will be via email, social media, robocall, and/or Central website. School updates will be sent out to parents in various forms for emergencies or need to know cases.

Communication will be sent out in various languages, when available, that is accessible to all parents.

4) We have access to BCAs (Bilingual Counseling Assistants) who support communication with parents in other languages when necessary. We can also utilize the District's Family and Community Engagement office to provide workshops and other valuable resources for parents.

This policy will be placed on the Central High School website under the Parent Section and in the Student Handbook by September 2021.

Section D: SCHOOL-PARENT COMPACT

Central High School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Our Annual Spring Meeting with Parents was scheduled on April 14, 2021. Parents were given the opportunity to make changes and give input into the Parent Compact and Parent Engagement Policy. We also, remind parents and staff during the school year about the Compact:

- Quarterly professional development opportunities in person or virtually, if needed.
- Open Forum Discussions with the principal during Home and School Meetings
- Parent Teacher Conferences: November 22-24, 2021 (evening conference on Nov. 23), February 2-4, 2022 and March 30-April 1, 2022.

Section E: RESERVATION OF FUNDS

Central High School will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

Parent participation at our annual Winter meeting, held this year on February 10, 2021 where we solicited feedback on the following:

- **suggestions from parents on spending Title I parent involvement funds**
- **suggestions from parents regarding programs and concerns that should be addressed and implemented during the 21-22 school year**
- **review suggestions given by parents at last year's annual Winter meeting and how we implemented those suggestions were addressed in last year's budget**

Section F: COORDINATION OF SERVICES

Central High School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- **CHS Home and School meetings 2nd Wednesday of each month**
- **Parent-Teacher conferences (November, February, April)**
- **CORA - Counselor referral needed**
- **Family Practice and Counseling Network – Health Resource Room Referral (Rm. 10)**
- **Associated Alumni of Central High School**

Section G: BUILDING CAPACITY OF PARENTS

Central High School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

1. Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
2. Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate,

to foster parent and family engagement

3. Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:

- a) The challenging State's academic standards
 - b) The State and local academic assessments including alternate assessments
 - c) The requirements of Title I, Part A
 - d) How to monitor their child's progress
 - e) How to work with educators to improve the achievement of their child
- **Parents will have access to teachers' syllabi on Infinite Campus.**
 - **Parent-Teacher meetings are held by appointment regarding student academic progress.**
 - **The school will host parent trainings throughout the school year on various subjects related to helping parents support student learning at home, ie Literacy, Math, Technology, FASFA, College Prep and SAT prep.**
 - **Topics a) through e) above are covered during our presentation to parents as part of our Annual Title I Parent Meeting held in the fall of each year at Back to School Night as well as during monthly Home and School meetings.**

Section H: BUILDING CAPACITY OF SCHOOL STAFF Central High

School will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- **Monthly parent-selected professional development opportunities and inclusion in school wide professional development with teachers and staff when able.**
- **On-going workshops are held for teachers and staff on the engagement of parents as partners. Additionally, staff will be trained in effective parent communication, engagement and cultural awareness during school district professional development throughout the year. At a district professional development day during the Fall or Winter, staff will be trained in working with parents as equal partners and will**

review results of school level parent survey data.

Central High School will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- **Email**
- **Phone call**
- **Conference** (in person or virtually, if needed)

Principal Signature

Timothy J. McKenna

Date 6/7/2021

THE SCHOOL SONG

“CENTRAL HIGH”

Let others sing of college days
Their Alma Mater true,
But when we raise our voices
Tis only, High, for you.
We'll ne'er forget those days gone by
Those glorious days of old,
When oft we sang the praises
Of the Crimson and the Gold.

CHORUS

Dear High, dear Central High,
Thy mem'ries never die,
Thy honor we'll cherish
And laud it to the sky.
On ball-field or in life,
In peace or deadly strife,
For thee we all will labor,
For thee, oh! dear old High.

And when at last we leave behind
Thy shelt' ring portals wide,
Thy mem'ries still we'll cherish
What e'er may us betide.
And when we congregate again, With
tuneful voice and strong, With joyful
hearts once more we'll sing That same
old glorious song. --- Chorus

THE SCHOOL DISTRICT OF PHILADELPHIA

WILLIAM R. HITE, JR
Superintendent

Assistant Superintendent of Learning Network 1

TIMOTHY J. MCKENNA
President, Central High School

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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, 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*.

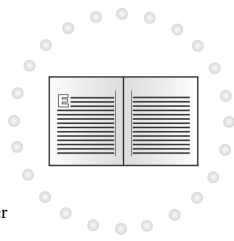
→ *Examples:* use = useful | state = statement | nine = ninety

→ *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 *frequently confused words*



accept | to agree to something or receive something willingly

except | not including

→ *Examples:* Jonathon will *accept* the job at the restaurant.

Everyone was able to attend the ceremony *except* Phyllis.

capital | chief, important, excellent. Also the city or town that is the official seat of government of a state or nation

capitol | the building where a state legislature meets

the Capitol | the building in Washington, D.C., in which the United States Congress meets

→ *Examples:* The *capital* of France is Paris.

The *capitol* of Indiana is a building in Indianapolis. The vice president arrived at the *Capitol* to greet the arriving senators.

hear | to listen to

here | in this place

→ *Examples:* Do you *hear* that strange sound?

The juice is right *here* in the refrigerator.

it's | the contraction for *it is* or *it has*

its | shows ownership or possession

→ *Examples:* *It's* nearly time to leave for the football game.

The wagon lost *its* wheel in the mud.

lead | a heavy, gray metal

lead | to go first, guide

led | the past tense of *lead*

→ *Examples:* Water pipes in many older homes are made of *lead*.

This path will *lead* us to the waterfall.

Bloodhounds *led* the police to the hideout.

loose | free or not tight

lose | to misplace or suffer the loss of something

→ *Examples:* Since she lost weight, many of her clothes are *loose*.

If you *lose* your money, you will not be able to get into the park.

principal | the first or most important. It also refers to the head of a school.

principle | a rule, truth, or belief

→ *Examples:* Pineapple is one of the *principal* crops of Hawaii.

One *principle* of science is that all matter occupies space.

quiet | free from noise

quite | truly or almost completely

→ *Examples:* Our teacher insists that all students are *quiet* during a test.

This enchilada is *quite* spicy.

their | belonging to them

there | at that place

they're | the contraction for *they are*

→ *Examples:* *Their* new puppy is frisky.

Please place all of the newspapers over *there*. *They're* coming over tonight.

to | in the direction of

too | also or very

two | the whole number between one and three

→ *Examples:* The paramedics rushed *to* the scene of the accident.

This meal is delicious, and it is low in fat, *too*.

Only *two* of the 10 runners were able to complete the race.

weather | the state of the atmosphere referring to wind, moisture, temperature, etc.

whether | a choice or alternative

→ *Examples:* We are hoping for warm, sunny *weather* for our family reunion.

We cannot decide *whether* we will drive or fly to the reunion.

Who's | the contraction for *who is* or *who has*

Whose | the possessive form of *who*

→ *Examples:* *Who's* in charge of the lighting for the stage?

Whose bicycle is out in the rain?

you're | the contraction for *you are*

your | the possessive form of *you*

→ *Examples:* She called to ask if *you're* planning to attend the party.

Your term paper will be due four weeks from today.

your you're it's
accept except
weather whether
too two loose los

principle
quite quiet
here their the
had led here
hear your

LANGUAGE ARTS *frequently misspelled words*

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



LANGUAGE ARTS *root words & their derivatives*

acer, acid, acri | bitter, sour, sharp
→ *acerbic, acidity, acrid, acrimony*

ag, agi, ig, act | do, move, go
→ *agent, agenda, agitate, navigate, ambiguous, action*

anni, annu, enni | year
→ *anniversary, annually, centennial*

arch | chief, first, rule
→ *archangel, architect, archaic, monarchy, patriarchy*

aud | hear, listen
→ *audiology, auditorium, audition*

belli | war
→ *rebellion, belligerent, bellicose*

capit, capt | head
→ *decapitate, capital, captain*

clud, clus, claus | shut
→ *include, conclude, recluse, occlusion, claustrophobia*

cord, cor, cardi | heart
→ *cordial, concord, discord, courage*

corp | body
→ *corpse, corps, corporation, corpulent, corporal punishment*

crea | create
→ *creature, recreation, creation*

cresc, cret, crease | rise, grow
→ *crescendo, concrete, increase*

cycl, cyclo | wheel, circular
→ *bicycle, cyclic, cyclone, Cyclops*

dem | people
→ *democracy, demography, epidemic*

dict | say, speak
→ *dictation, dictionary, benediction, dictator, edict, predict, verdict*

dorm | sleep
→ *dormant, dormitory*

dura | hard, lasting
→ *durable, duration, endure*

equi | equal
→ *equinox, equilibrium, equipoise*

fall, fals | deceive
→ *fallacy, fallacious, falsify*

fid, fide, feder | faith, trust
→ *confidante, fidelity, confident, infidel, federal, confederacy*

fin | end, ended, finished
→ *final, finite, finish, confine, fine, refine, define, finale*

fort, forc | strong
→ *fortress, fortify, forte, fortitude*

geo | earth
→ *geography, geocentric, geology*

grad, gress | step, go
→ *grade, gradual, graduate, progress*

here, hes | stick, cling
→ *adhere, cohere, inherent, cohesion*

hydr, hydra, hydro | water
→ *dehydrate, hydrant, hydraulic, hydrogen, hydrophobia*

ignis | fire
→ *ignite, igneous, ignition*

ject | throw
→ *deject, project, eject, interject*

lau, lav, lot, lut | wash
→ *launder, lavatory, lotion, ablution*

liter | letters
→ *literary, literal, alliteration*

magn | great
→ *magnify, magnificent, magnitude, magnanimous, magnum*

man | hand
→ *manual, manage, manufacture, manure, manifest, manewer*

mem, memor | remember
→ *memo, commemoration, memento, memoir, memorable*

migra | wander
→ *migrate, emigrant, immigrate*

mit, miss | send, let go
→ *emit, remit, submit, commit, transmit, mission, missile*

nat, nasc | to be from, spring forth
→ *innate, natal, native, renaissance*

nov | new
→ *novel, novice, innovate, renovate*

omni | all, every
→ *omnipotent, omniscient, omnipresent, omnivorous*

path, pathy | feeling, suffering
→ *pathos, sympathy, apathy, telepathy*

ped, pod | foot
→ *pedal, impede, pedestrian, centipede, tripod, podiatry*

pel, puls | drive, urge
→ *compel, dispel, expel, repel, propel, pulse, impulse, pulsate, repulsive*

poli | city
→ *metropolis, police, politics, acropolis*

port | carry
→ *portable, transport, export, support*

punct | point, dot
→ *punctual, punctuation, puncture*

ri, ridi, risi | laughter
→ *deride, ridicule, ridiculous, risible*

salv, salu | safe, healthy
→ *salvation, salvage, salutation*

scope | see, watch, examine
→ *telescope, periscope, kaleidoscope*

scrib, script | write
→ *scribble, inscribe, describe, prescribe, manuscript*

sent, sens | feel
→ *sentiment, consent, dissent, sense, sensation, sensitive, sensory*

sign, signi | sign, mark seal
→ *signal, signature, design, insignia*

sist, sta, stit | stand
→ *assist, persist, stamina, status, state, stable, stationary*

solv, solu | loosen
→ *solvent, absolve, soluble, solution*

spir | breath
→ *spirit, expire, inspire, respiration*

tact, tang, tag, tig | touch
→ *tactile, contact, intact, tangible, contagious, contiguous*

tempo | time
→ *temporary, contemporary, temporal*

ten, tin, tain | hold
→ *tenant, tenure, detention, pertinent, contain, pertain*

terra | earth
→ *terrain, terrarium, territory*

tract, tra | draw, pull
→ *tractor, attract, tractable, abstract*

trib | pay, bestow
→ *tribute, contribute, attribute*

uni | one
→ *unicorn, unify, universal*

vac | empty
→ *vacate, vacuum, vacant, evacuate*

ven, vent | come
→ *convene, venue, venture, advent*

ver, veri | true
→ *verdict, verify, verisimilitude*

vict, vinc | conquer
→ *victor, convict, convince, invincible*

viv, vita, vivi | alive, life
→ *revive, survive, vivid, vitality*

voc | call, voice
→ *vocation, convocation, evoke, vocal*

zo | animal
→ *zoo, zoology, zoomorphic, zodiac*

LANGUAGE ARTS *common prefixes & suffixes*

COMMON PREFIXES

A PREFIX IS A SYLLABLE ADDED TO THE BEGINNING OF A WORD TO CHANGE ITS MEANING.

Prefix	Meaning	Examples
auto-	self	automobile, autopilot
bi-	two or twice	bicycle, biannual, biweekly
com-	with	compare, communicate, company
con-	with	conference, concert, confide
dis-	do the opposite of	disappear, dislike, distrust
en-	to make	ensure, enlarge, enable
extra-	beyond	extraordinary, extrasensory
il-	not	illegal, illogical, illiterate
im-	not or within	impossible, immature, impatient
in-	not or within	insecure, incomplete, indoors, ingrown
inter-	between	international, interact, intersection
ir-	not	irresponsible, irregular
mid-	middle	midnight, midstream, midway
mis-	wrong	mistake, misguide, misunderstood
non-	not or without	nonsense, nonfat, nonfiction
post-	after	postgraduate, postwar
pre-	before	prehistoric, precaution, preschool
re-	back or again	return, rewrite, recycle, react
sub-	below	submarine, subzero, subtitle
super-	above, outside	supernatural, supermarket, superpower
trans-	across, over	transplant, transcontinental, transport
un-	not	unsafe, unusual, unsure



COMMON SUFFIXES

A SUFFIX IS A SYLLABLE ADDED TO THE END OF A WORD TO CHANGE ITS MEANING. IN MOST CASES, WHEN ADDING A SUFFIX THAT STARTS WITH A VOWEL, DROP THE FINAL *E* OF THE ROOT WORD. FOR EXAMPLE, NERVE BECOMES NERVOUS. ALSO, CHANGE A FINAL *Y* IN THE ROOT WORD TO AN *I* BEFORE ADDING A SUFFIX, EXCEPT *-ING*.

Suffix	Meaning	Examples
-able	able to be	payable, movable, portable
-al	of, like, or suitable for	logical, natural, comical
-an	relating to, belonging to, or living in	American, European, librarian
-ance	the condition or state of being	performance, allowance
-ant	a person or thing that does something	contestant, peasant, servant
-ative	having the nature of or relating to	imaginative, talkative, decorative
-ent	characterized by	different, reverent, independent
-ful	full of	thoughtful, beautiful
-ian	relating to, belonging to, or living in	musician, magician
-ity	quality or degree	activity, fatality, popularity
-ive	have or tend to be	active, attractive, impressive
-less	without or lacking	homeless, thoughtless
-ment	act of	payment, employment, achievement
-ness	state of	happiness, thoughtfulness
-or	person or thing that does something	actor, accelerator
-ous	characterized by	nervous, courageous, famous
-ship	quality of or having the office of	friendship, leadership, companionship
-ward	in the direction of	backward, homeward, westward

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

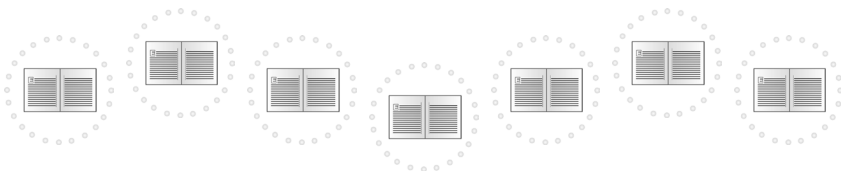
What point of view or “voice” will I use? Writers sometimes write from the point of view of another person rather than from their own point of view. This can add variety and help you see your subject in a new way. Make sure your “voice” remains consistent.

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 *MLA style of documentation*

YOUR WORKS-CITED LIST

Your works-cited list should appear at the end of your essay. It provides the information necessary for a reader to locate and retrieve any source you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in the text.

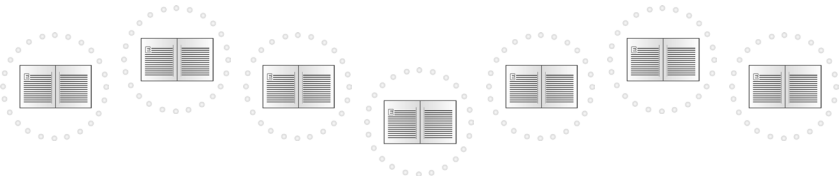
According to the *Modern Language Association Handbook for Writers of Research Papers, 8th edition*:

- {1} Double-space all entries.
- {2} Begin the first line of an entry flush with the left margin, and indent lines that follow by one-half inch.
- {3} List entries in alphabetical order by the author's last name. If you are listing more than one work by the same author, alphabetize the works according to title. Instead of repeating the author's name, type three hyphens followed by a period, and then give the title.
- {4} Italicize the titles of works published independently. Books, plays, long poems, pamphlets, periodicals, and films are all published independently.
- {5} If the title of a book you are citing includes the title of another book, italicize the main title but not the other title.
- {6} Use quotation marks to indicate titles of short works included in larger works, song titles, and titles of unpublished works.
- {7} Separate the author, title, and publication information with a period followed by one space.
- {8} Use lowercase abbreviations to identify parts of a work (for example, vol. for volume), a named translator (trans.), and a named editor (ed.). However, when these designations follow a period, the first letter should be capitalized.
- {9} Use the shortened forms for the publisher's name. When the publisher's name includes the name of a person, cite the last name alone. When the publisher's name includes the name of more than one person, cite only the first of these names.
- {10} Use the phrase, "Accessed 5 Jan. 2019" instead of listing the date or the abbreviation, "n.d."

ANY CITATION (GENERAL GUIDELINES)	Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs, URL, or DOI). 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Date of Access (if applicable).
PAGE ON A WEBSITE	"How to Change Your Car's Oil." <i>eHow</i> , 25 Sept. 2018, www.ehow.com/how_2018_how-oil.html . Accessed 5 Jan. 2019.
ARTICLE IN A JOURNAL FROM A WEBSITE (ALSO IN PRINT)	Doe, Jim. "Laws of the Open Sea." <i>Maritime Law</i> , vol. 3, no. 6, 2018, pp. 595-600, www.maritimelaw.org/article . Accessed 8 Feb. 2017.
ARTICLE IN A PERIODICAL (GENERAL GUIDELINES)	Author's last name, first name. "Article title." <i>Periodical title</i> , Day Month Year, pages.
BYLINED ARTICLE FROM A DAILY NEWSPAPER	Barringer, Felicity. "Where Many Elderly Live, Signs of the Future." <i>New York Times</i> , 7 Mar. 2018, p. A12.
UNBYLINED ARTICLE FROM A DAILY NEWSPAPER	"Infant Mortality Down; Race Disparity Widens." <i>Washington Post</i> , 12 Mar. 2018, p. A12.
ARTICLE FROM A MONTHLY OR BIMONTHLY MAGAZINE	Willis, Garry. "The Words that Remade America: Lincoln at Gettysburg." <i>Atlantic</i> , June 2019, pp. 57-79.
ARTICLE FROM A WEEKLY OR BIWEEKLY MAGAZINE	Hughes, Robert. "Futurism's Farthest Frontier." <i>Time</i> , 9 July 2019, pp. 58-59.
EDITORIAL	"A Question of Medical Sight." Editorial. <i>Plain Dealer</i> , 11 Mar. 2019, p. 6B.

LANGUAGE ARTS *MLA style of documentation*

BOOK (GENERAL GUIDELINES)	Author's last name, first name. <i>Book title</i> . Publisher, publication date.
BOOK BY ONE AUTHOR	Wheelen, Richard. <i>Sherman's March</i> . Crowell, 1978.
TWO OR MORE BOOKS BY THE SAME AUTHOR	Garreau, Joel. <i>Edge City: Life on the New Frontier</i> . Doubleday, 1991. ---. <i>The Nine Nations of North America</i> . Houghton, 1981.
BOOK BY TWO OR THREE AUTHORS	Purves, Alan C., and Victoria Rippere. <i>Elements of Writing About a Literary Work</i> . NCTE, 1968.
BOOK BY FOUR OR MORE AUTHORS	Pratt, Robert A., et al. <i>Masters of British Literature</i> . Houghton, 1956.
BOOK BY A CORPORATE AUTHOR	The Rockefeller Panel Reports. <i>Prospect for America</i> . Doubleday, 1961.
BOOK BY AN ANONYMOUS AUTHOR	<i>Literary Market Place: The Directory of the Book Publishing Industry</i> . 2003 ed., Bowker, 2002.
BOOK WITH AN AUTHOR AND AN EDITOR	Toomer, Jean. <i>Cane</i> . Edited by Darwin T. Turner, Norton, 1988.
A WORK IN AN ANTHOLOGY	Morris, William. "The Haystack in the Floods." <i>Nineteenth Century British Minor Poets</i> , edited by Richard Wilbur and W. H. Auden, Dell, Laurel Edition, 1965, pp. 35-52.
AN EDITION OTHER THAN THE FIRST	Chaucer, Geoffrey. <i>The Riverside Chaucer</i> . Edited by Larry D. Benson. 3rd ed., Houghton, 1987.
SIGNED ARTICLE IN A REFERENCE BOOK	Wallace, Wilson D. "Superstition." <i>World Book Encyclopedia</i> . 1970 ed., vol. 2, Macmillan, 2019.



SUCCESS SKILLS *listening & homework skills*

LISTENING SKILLS

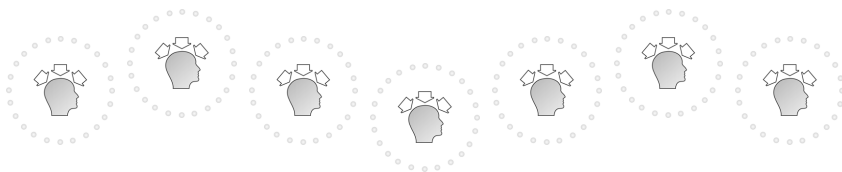
Listening (unlike hearing, which is a physical process that does not require thinking) gives meaning to the sounds you hear. It helps you understand. Listening is an active process that requires concentration and practice. In learning, the teacher's responsibility is to present information; the student's responsibility is to be "available" for learning. Not listening means you will be unable to learn the material.

To help develop listening skills:

- *Approach the classroom ready to learn*; leave personal problems outside the classroom. Try to avoid distractions.
- *Even if you do not sit close to the teacher*, focus your attention directly on him/her.
- *Pay attention to the teacher's style* and how the lecture is organized.
- *Participate*; ask for clarification when you do not understand.
- *Take notes*.
- *Listen* for key words, names, events, and dates.
- *Don't make hasty judgments*; separate fact from opinion.
- *Connect what you hear* with what you already know.

HOMEWORK SKILLS

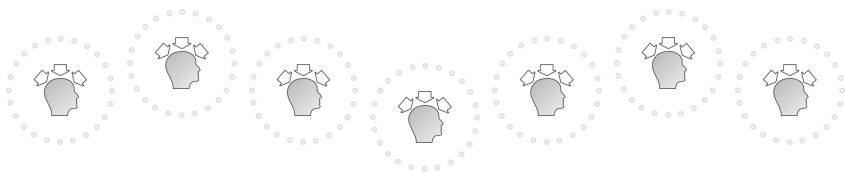
- *Keep track of your daily assignments* in this datebook so you will always know what you have to do.
- *Homework is an essential part of learning*. Even though you may not have written work to do, you can always review or reread assignments. The more you review information, the easier it is to remember and the longer you are able to retain it. Not doing your homework because you do not believe in homework is self-defeating behavior.
- *It is your responsibility to find out what you have missed when you are absent*. Take the initiative to ask a classmate or teacher what you need to make up. You need to also know when it needs to be turned in. If you are absent for several days, make arrangements to receive assignments while you are out.
- *Have a place to study that works for you* – one that is free from distractions. Be honest with yourself about using the TV or listening to music during study time. Make sure you have everything you need before you begin to work.
- *Develop a schedule that you can follow*. Be rested when you study. It is okay to study in short blocks of time. Marathon study sessions may be self-defeating.
- *Prioritize your homework* so that you begin with the most important assignment first: study for a test, then do the daily assignment, etc.
- *Study for 30-40 minutes at a time*, then take a 5-10 minute break. Estimate the amount of time it will take to do an assignment and plan your break time accordingly.



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 *preparing for college*

PREPARING FOR COLLEGE

The College Application Process

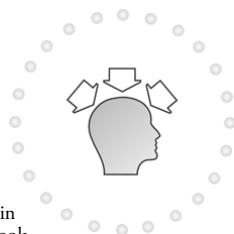
- (1) The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.
- (2) Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do 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 for which 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.



SUCCESS SKILLS *keeping a monthly budget*

Learning how to manage your money is an important step in becoming financially independent. It's never too early to start keeping a budget. Use this budget worksheet to determine your income and expenses. If you need to cut back on spending, little bits add up.

→ When dining out with friends, don't order a soda; drink water instead.

- Skip costly coffeehouses and brew your own at home.
- Save money on gas and parking by walking to class or carpooling with pals.
- Many communities offer paying recycling programs, so cash in those cans.
- Consider trimming "extras" that add up, such as streaming services or eating out.

Category	Monthly Budget	Monthly Actual	Semester Budget	Semester Actual	School Yr. Budget	School Yr. Actual
INCOME						
From Jobs						
From Parents						
From Student Loans						
From Scholarships						
From Financial Aid						
Miscellaneous Income						
INCOME TOTAL						
EXPENSES						
Rent or Room and Board						
Utilities (Gas, Electric, Water)						
Cell phone						
Cable TV or Streaming Services						
Groceries						
Car Payment/Transportation						
Insurance						
Gasoline/Oil						
Entertainment						
Eating Out/Vending						
Tuition						
Books						
School Fees						
Computer Expense						
Miscellaneous Expense						
EXPENSES TOTAL						
NET INCOME (Income minus expenses)						