

# Woodinville High School

“Home of the Falcons”

19819 – 136th Avenue NE  
Woodinville, WA 98072-8798

425.408.7400

[www.nsd.org/woodinville](http://www.nsd.org/woodinville)

2022 – 2023



Property of: \_\_\_\_\_

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The information in this book was the best available at press time. Watch for additional information and changes.

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*Please check the school website for more information.*

# **WOODINVILLE HIGH SCHOOL**

## **MISSION STATEMENT**

The mission of Woodinville High School is to become a community of learners, providing a safe and encouraging environment for developing the mind, body, and spirit.

## **MOTTO**

“Care, Respect, Leadership”

## **THEME**

“One Falcon, One Family”

## **PHILOSOPHY AND OBJECTIVES**

A school is a community of learners, a safe, and encouraging environment for developing the mind, body, and spirit. It remains sensitive to the larger community as a vehicle for its values and as a proving ground for extending its vision. The staff and faculty of Woodinville High School foster a positive, friendly attitude in the school community by modeling an open-minded appreciation of human differences, by demonstrating pride in self and school by encouraging self-discipline, and by experimentation which recognizes learning as a life-long process. Furthermore, the school nurtures an environment warm with humor, rich in challenge.

To manifest this philosophy, we specify the following objectives:

1. To provide a safe and healthy environment for learning, an environment that promotes a positive self-image, sensitive cooperation, and mutual respect.
2. To provide for students a core curriculum that offers equal access to continued educational opportunities.
3. To provide elective choices for students so they may select from diverse vocational, avocational, and academically enriched programs.
4. To challenge intellectually all students at their appropriate level, recognizing the diverse ways by which students learn.
5. To identify and challenge exceptional students, gifted as well as handicapped.
6. To help students develop and demonstrate creative expression in the fine arts.
7. To accommodate physical differences so all students can participate in sports and challenge themselves in recognized athletic competition.
8. To promote an awareness of social, political, and ethical responsibility.
9. To encourage cultural sensitivity by acknowledging and teaching cultural differences and encouraging exchange programs.
10. To nurture civic awareness and responsibility through mutual cooperation with the Woodinville community.
11. To acknowledge our responsibility for environmental stewardship.
12. To provide the opportunity to enhance physical and emotional health and to develop healthy habits.
13. To offer a variety of curricular and extracurricular activities through which students may develop talents, values, and social skills.

## **NORTHSHORE SCHOOL DISTRICT**

3330 Monte Villa Pkwy, Bothell, WA 98021  
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Superintendent: TBD

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**Office of the Superintendent 425.408.7701**  
**Director of Communications 425.408.7671**

## **SCHOOL BOARD MEMBERS**

Amy Cast Sandy Hayes  
Dr. Jacqueline McGourty David Cogan Bob Swain

## **WOODINVILLE HIGH SCHOOL PTSA INFORMATION**

Visit the PTSA Website at [www.woodinvillehighptsa.org](http://www.woodinvillehighptsa.org) for  
Board Contact Information, Volunteering,  
Joining the PTSA and more!

## **ASB OFFICERS**

### **Executive Council**

President: Mya Harii  
Vice President: Saanvi Shetty  
Secretary: Mariam Kazmi  
Treasurer: Amy Pender  
Activities Promoter: Katie Barker  
ASB Activities Director: TBD

## **FALCON FACTS**

### **School Colors**

*Kelly Green and White with Navy Blue Accent*

### **School Mascot**

*Falcon*

### **Fight Song**

*Falcons so fierce in flight, we hail to your strength and mig  
Our spirit will never die so fly, Falcons, fly.  
Cheers to our glorious teams and here's to our victories.  
The Falcon's cry will not be still O mighty Woodinville.*



## FACULTY AND STAFF

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**Trainer/Athletics**

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\* EDUCATION SUPPORT PROFESSIONALS (ESP)

## COMMUNITY RESOURCES

Northshore School District has a comprehensive Community Resources Directory available on their website. You can access the directory by navigating to [www.nsd.org](http://www.nsd.org), select "Community" from the drop down in the upper right-hand corner. If you have questions about possible community resources that are available for your family, please contact your student's counselor for more information.

## CALENDAR OF ACTIVITIES/EVENTS

Activities, events and daily bell schedules for Woodinville High School can always be found on the Woodinville Calendar. Sport schedules can always be found under Athletics on the WHS website. We hope this will help you in your planning.

## DAILY BELL SCHEDULES & DAILY BULLETIN

The Daily Bell Schedules can always be found on the WHS website, under Our School > Schedules. \*A typical bell schedule week consists of: Monday 7-Period Schedule, Tuesday 7-Period Schedule, Wednesday Early Release Block Schedule 2/4/6/Advisory, Thursday Block Schedule 1/3/5/7/Advisory, and Friday 7-Period Schedule. The Daily Bell Schedules for each week will always be posted in the WHS online calendar, as well as in the Daily Bulletin. The Daily Bulletin can be found on the WHS website, under Our School > Daily Bulletin and is a great resource for students, as it includes important information about daily activities, events, schedules and much more!

\*Subject to Change.

## CAMPUS EXPECTATIONS

Northshore School District's *Student Rights and Responsibilities Handbook: Student Responsibilities and Rules of Pupil Conduct (Policy 3200)* is on the Woodinville High School website. All students who attend the district's schools shall comply with the written policies, rules and regulations of the schools. **The expectation of all students is that they will read, become familiar and comply with the *Student Rights and Responsibilities Handbook: Student Responsibilities and Rules of Pupil Conduct*.** Contact the WHS Main Office for a paper copy, if desired.

### At Woodinville High School...

- We **CARE** for our campus by respecting school property. We help keep the campus free of litter and lunch garbage, and we refrain from writing on walls, tearing down or writing on posters, defacing property, or spitting.
- We **RESPECT** others by behaving in an appropriate manner, using language that is acceptable to all, treating other students and staff with kindness and courtesy, identifying ourselves to any adult authority upon request, and by following school rules.
- We demonstrate **LEADERSHIP** by taking a role in the Woodinville High School community, by participating in or supporting others in campus activities. By doing this, we can make our high school experience a memorable and positive one.

**GO Falcons!**



# GENERAL INFORMATION

## 1. APPROPRIATE BEHAVIOR

Please refer to the NSD Student Rights and Responsibilities for full explanation.

Students should show respect for themselves and others.

- Respect the rights, feelings and property of fellow students, parents, school staff, visitors and guests and school neighbors.
- Students shall refrain from overt and inappropriate displays of affection on campus and at school functions.

## 2. ASB

All students participating in an ASB sponsored club activity or on an athletic team must purchase an ASB card.

## 3. ASSEMBLIES

See General Information, Section 9, B.

## 4. BUS PASSES

Bus passes are obtained from the Main Office and are only issued with a signed, written note, email or fax from a parent or guardian. Bus pass requests should be prearranged before school or during options or lunch. Bus passes are provided depending on each situation, it is not guaranteed.

## 5. BUS RIDERSHIP

Riding the school bus is a privilege. All students must comply with school bus rules of conduct. Pupil conduct rules shall apply at all bus stops. Any infraction of the rules may result in discontinuation of riding privileges.

## 6. CHANGE OF ADDRESS/STATUS

Please notify the WHS Counseling Office promptly of any address, phone number or email changes. This is critically important should we need to contact parents/guardians in the event of an emergency. You may go to the WHS website under the Counseling tab at <https://woodinville.nsd.org/counseling/address-change> to download the NSD Change of Address form and submit proof of new residency as required.

## 7. CHEERS AND CHANTS

Students will not conduct demeaning chants or cheers that are directed towards others. Students that participate in chanting or cheering put-downs, derogatory remarks, racial slurs, profanity, gestures, profanity, or any other language/action that is harassing in nature will be removed from the event and/or future events. Such behavior may result in suspension and/or other school discipline.

## 8. CO-CURRICULAR/EXTRA-CURRICULAR PARTICIPATION

WHS recognizes that co-curricular and extra-curricular programs and activities are an integral part of the educational structure. Participation in these programs is voluntary and the individual has freedom of choice in selecting activities within the limitations of program offerings. Students who participate in our activities and athletics are representatives of our school. As representatives, students are held to high expectations and standards. We expect ALL students to demonstrate excellent sportsmanship and to be positive role models at ALL times. To be eligible for the co-curricular and extra-curricular programs, students must be a resident of Northshore School District, be enrolled in and passing six subjects during the current semester of competition, have passed six subjects in the semester prior to participation, purchase an ASB card, and have no outstanding fines/fees. Students participating in athletics must also meet all athletic eligibility requirements. Students are expected to be in attendance all seven periods on the day of a practice or event to participate in co/extra-curricular activities that afternoon or evening. This expectation applies to all co/extra-curricular activities and events. Participation may be denied for failure to comply.

## 9. COMMUNICATIONS

### A. Public Communications Expectations

1. Everyone who is given the privilege of communicating publicly at WHS is a representative of our school and is therefore expected to conduct himself/herself in an appropriate and responsible manner. Public communication, created for school purposes and/or using school equipment, includes but is not limited to the following:
  - a. Assembly presentations and speeches
  - b. Posters and flyers
  - c. Announcements

- d. Presentations in front of classes, both live and recorded
  - e. Online materials
  - f. School newspaper (Quill) and other written materials
  - g. Falcon News Network and other audiovisual materials
2. Anyone may be asked to submit materials for approval. Everyone has an obligation to learn and practice the legal and ethical responsibilities expected of him/her by Washington State and Woodinville High School. As school assemblies are considered a "captive audience", no one may engage in public communications that:
- a. Are legally obscene
  - b. Contain sexual innuendo
  - c. Are libelous or knowingly false about another person
  - d. Are cruel to animals
  - e. Create a clear and present danger and/or substantial physical disruption of the school
  - f. Invade privacy
  - g. Advertise illegal products or services
  - h. Interfere with any student's pursuit of an equal educational opportunity

**B. Assemblies**

- 1. Attendance at assemblies is required.
- 2. Students must be courteous and respectful to the people performing.
- 3. Students who fail to conduct themselves appropriately at an assembly will be removed from the assembly and assigned discipline as appropriate.

**C. Use of Technology & Network Code of Conduct**

- 1. Technology resources available at WHS include computers for research, document creation, and communication, printers and scanners, specialized curricular programs, Internet access, video cameras, and video editing software. This technology is available in many classrooms as well as the library, math lab, and tech lab. In all cases, students will follow the Northshore School District Network Code of Conduct and Responsible Use Procedures.
- 2. Northshore School District provides wireless network access for all students, grades 9-12. When students authenticate to NSD Wi-Fi networks, or any other network while on campus, they are expected to abide by the guidelines for responsible use as set forth in School Board Procedure 2022P, Responsible Use Procedure. Misuse of these network resources may lead to disciplinary action where appropriate. Staff will direct students as to the appropriate use of personal devices during instructional activities.
- 3. Northshore School District allows students the privilege of connecting approved personal devices to the NSDPublic network for educational use during the school day. NSD reserves the right to revoke this privilege if users do not follow all district guidelines and responsible use policies. These policies are intended to protect the security and integrity of NSD and student data and technology infrastructure. Students must agree to the terms and conditions set forth in this procedure in order to be able to connect their devices to the NSDPublic network.
  - a. Students are blocked from accessing certain websites during school hours/while connected to the NSDPublic network at the discretion of the district. While our filters and safeguards are set to protect students and block known inappropriate content, it is the student's responsibility to ensure safe and responsible use of the NSD network.
  - b. NSD is not responsible for content stored on any non-district device. Any devices containing questionable content may lead to disciplinary actions where appropriate.
  - c. Devices used on any NSD network, or any other network while on campus, must not contain, store or transmit illicit materials or other content deemed

unacceptable by the district. Also, these devices may not be used to harass or bully any staff or student.

- d. Students who choose to bring their personal device on campus do so at their own risk. The student is personally liable for all costs, damages, and loss associated with his or her personal device. The student also assumes full liability for risks including, but not limited to, the partial or complete loss of personal data due to an operating system crash, errors, bugs, viruses, malware, and/or other software or hardware failures, or programming errors that render the device unusable.
  - e. Rooted (Android) or jailbroken (iOS) devices are strictly forbidden from accessing any NSD network.
  - f. The student's device may be banned from the NSD network without notice if the district determines the device could pose a threat to the security of the district's data and technology infrastructure.
4. WHS students are expected to be competent, ethical, and law-abiding users of copyrighted materials and technology resources. Any violation of this code may result in loss of computer privileges or progressive discipline as appropriate. See *NSSD Statement of Rights and Responsibilities Concerning Pupil Conduct, Section C, 8, Technology*, for more specific information.
- a. Be ethical and courteous. Do not send hateful, harassing, obscene, or discriminatory messages.
  - b. Respect the files and data of other users. Do not change or copy files/data of others without their permission.
  - c. Treat anything created by others (information, graphics, music, sounds, projects, etc.) as their private property. Respect copyrights (Board Policy 3212).
  - d. Use the network in a way that does not disrupt its use for others. Do not destroy, change, or misuse the hardware or software in any way. Do not develop or distribute programs that invade other computers, computer systems, or networks. Do not "hack" the system.
  - e. Use the NSD networks and the Internet for educational purposes. Do not use the network to access or create inappropriate material or for commercial purposes. The use of proxy servers or virtual private networks (VPNs) to bypass filters to access non-educational material is a violation of the NSD Responsible Use Procedure.
  - f. Respect and protect the privacy of all users. Do not allow others to use your ID card, password, etc. Do not use anyone else's ID card, password, etc.
  - g. The NSD networks are the Property of Northshore School District and are to be used for academic or administrative purposes only. The district reserves the right to remove a user's account if it is determined that the user is engaged in unauthorized activity or is violating the code of conduct.

#### **D. Student Device Use Agreement**

1. WHS students will be offered a district-issued device for use in their learning at Northshore. Use of any technology in the context of teaching and learning is governed by the guidelines and expectations set forth in the NSD Responsible Use Procedure (RUP) and School Board Policy 2022 and Procedure 2022P. As stated in those documents, access to NSD technology is a privilege, not a right, and as such, students and guardians must seriously consider the responsibilities associated with the opportunity to use technology devoted to activities that support learning.
2. Upon acceptance of a district device, the student agrees to the following:
  - a. To take full responsibility for the issued device and related accessories, and that the school is not responsible for the security and safety of the student-issued device.

- b. To make every reasonable effort to notify school staff as soon as the device is stolen, damaged, or lost and complete the necessary reports.  
To use the device in ways consistent with the Northshore School District Responsible Use Procedure (2022P) and will use the device only for school-related purposes.
- c. Understand that the device will be configured with a web filter that will ensure the student's web activity is limited to those web services that have been approved for use by the district.
- d. Understand that all web activity on this device is monitored and can be used at any time to aid in student support and/or disciplinary action.
- e. Understand the expectation for device care such as:
  - 1. Student will transport the device in the protective bag issued by the district, if applicable.
  - 2. Student will not leave device unattended at any time while at school or in a public place.
  - 3. Student will not remove the district barcode labels or mark the device in any way with markers, stickers, scratches, engraving, etc.
  - 4. Student will not remove the hard drive and/or modify the device's operating system in any way.
  - 5. Student will not install, or attempt to install, any unauthorized software or extensions.
- f. Understand that the student may lose his/her/their technology equipment privileges as a result of inappropriate behavior, damage, neglect, or loss.

## 10. DANCES

The following rules and regulations are applicable to all school dances:

- A. Students are to follow directions given by administration, chaperones and/or the DJ.
- B. Students can bring one guest per WHS student. Students who bring a NON WHS guest to a school dance are required to have the appropriate completed and signed Guest Authorization Form. Guests may not be older than 20-years old, or younger than a freshman in high school at the time of the dance. Guests are accountable for all Woodinville High School and Northshore School District rules and expectations outlined in the Student Rights and Responsibilities Handbook. Violations may result in removal from dance and/or disciplinary action. Guest attendance is always at the discretion of administration. If a student and/or guest are asked to leave a dance, both parties will be required to leave. Parents/Guardians will be called to come and pick up the student and guest if necessary.
- C. Students shall not conduct open displays of intimate affection at school or at a school sponsored activity. Examples are prolonged hugs or kissing, making out, dancing in a lewd or suggestive manner (i.e., freak or club dancing). Explicit dancing of a sexual nature or unwanted physical contact is prohibited because it creates a hostile environment and is considered sexual harassment.
  - 1. The definition of Freak Dancing is any or all dancing that is found to be "sexually suggestive in any way." Examples of this are, but not limited to:
    - a. Any inappropriate backside dancing (ankle/knee grabbing, bending over more than 90 degrees, etc.)
    - b. Inappropriate touching, fondling, excessive displays of affection
    - c. Removal of shirts, pants or necessary articles of clothing
    - d. On the floor dancing or lap dancing
    - e. Front to front dancing with legs up or legs intertwined
    - f. Violent, "mosh pit" style dancing
  - 2. Any student or guest that is dressed inappropriately will be asked to change or be removed from the dance. No refund will be given. For appropriate dress description, see Dress Code.

3. Dance admission: EVERYONE MUST HAVE **ORIGINAL** PICTURE ID. Current school ID, passport, or driver's license will be the only forms of picture ID accepted. Once a student leaves, the student cannot return.

## 11. DELIVERIES

Items brought to students necessary for their coursework during the school day must be delivered to the Main Office where they will be held for students to pick up during non-class hours. To preserve valuable classroom time, the Main Office cannot call the classroom, send passes for students, or deliver items to students during the school day. It is the responsibility of the parent or guardian to notify the student when they have dropped off an item in the office. The delivery and pickup of food during class time by companies, such as Uber Eats is prohibited.

## 12. DISTRIBUTION/POSTING OF NON-SCHOOL MATERIAL

Any student/organization wishing to post or distribute written material at school must obtain prior permission from the administration.

## 13. DISTRIBUTION/POSTING OF SCHOOL-RELATED MATERIAL

Posters and materials will only be displayed in designated areas of the school and must be of good taste and add to the school environment in a positive way. An administrator or the Activities director must approve all posters and materials prior to posting. Approved posters and materials will be marked with an ASB stamp. Posters and materials without an ASB stamp will be removed. The individual(s) who sponsor the posters and/or materials are responsible for removing them once the event is complete. Students who deface posters are subject to disciplinary action.

## 14. DRESS CODE

*Per the NSD Students Rights and Responsibilities Handbook. Note changes may occur after printing, please refer to the district and school website for updated information.*

The student's attire is primarily the responsibility of the parents or legal guardians. The Northshore School District is responsible for assuring that student attire does not disrupt or interfere with the educational process which includes the health, safety, and emotional well-being of all students. Student attire should not contribute to any hostile or intimidating atmosphere for students.

### Students May Wear:

- Religious headwear
  - Other headwear\* must allow the face to be fully visible to school staff
- Fitted\*\* pants, including leggings, yoga pants and "skinny jeans."
- Pajamas
- Ripped or distressed jeans/shorts that do not expose underwear
- Tank tops, halter tops, and crop tops (including those with spaghetti straps)
- Sunglasses (can be worn outside). Special approval is needed to wear sunglasses in the classroom setting for medical purposes.

\*Headwear is approved to be worn on campus during the school day, unless it is a safety issue. Headwear includes, but is not limited to, hats, visors, bonnets, hoodies, etc. In all circumstances, teachers should attempt to accommodate students who choose to put on headwear.

\*\*The term "fitted" can best be described as form fitting garments that contour the body while providing coverage at the same time.

### Students May Not Wear Clothing With:

- Violent language or images
- Images or language that encourages the use of alcohol, tobacco, vaping, or the use of any other drugs.
- Images or language that depicts illegal activity or that creates a hostile environment
- Hate speech, gang/hate group affiliation, profanity, or pornography
- Bathing suit tops, tube tops, or sports bras (unless worn underneath another approved article of clothing)
- Visible underwear or boxers
- Masks\* and headwear that conceal the face (except for religious, medical, and/or health related purposes)

- Dangerous or sharp objects that could be used as a weapon, spikes, etc. \*Unless directed by state, county, or district officials

### **Consequences:**

1. First Warning: (documented in student file code violation) Change clothes & may notify parents.
2. Second Warning: after school detention, change clothing and parent notification.
3. Third Warning: Referral to assistant principal, change clothing and Saturday School.
4. Fourth Warning: Referral to assistant principal, student sent home, parent notification and discipline.

## **15. EIGHTEEN-YEAR-OLD STUDENTS**

Students of majority age shall have adult rights regarding their education, subject to the same rules and regulations as all students. Unless school officials are directed otherwise, parents or guardians will be advised and consulted on matters affecting students of majority age.

## **16. ELEVATOR USAGE**

Please be respectful of those that need to use the elevators due to injury/disability and use the stairs. Students that use the elevator for purposes other than transporting themselves due to an injury/disability are subject to disciplinary action.

## **17. ELECTRONIC EQUIPMENT: CELL PHONES, IPODS, VIDEO GAMES, CAMERAS**

In addition to the details below, all students are responsible for following the NSD Technology Policy in the NSD Rights and Responsibilities Handbook and Policy 2022 and Procedure 2022P. Note changes may occur after printing, please refer to the district and school website for updated information.

Cell phones, iPods, ear buds, headphones, video games, mp3 players and similar personal electronic equipment are not to be used in classrooms except with the express permission of the instructor. Video and digital cameras and other recording devices (including cell phones) are not to be used in a classroom unless specifically directed by a teacher and without subjects' permission. Laser pointers may not be brought to school. Staff will confiscate your equipment if it is seen during class. Use of these technologies is not to be used inappropriately at any time and are subject to confiscation and viewing if the administration suspects the electronic equipment is being used for activities inconsistent with district or school policies, such as the disruption of the educational environment. Use of technology that is deemed to be disruptive to the educational process may result in school discipline of those students who are involved.

## **18. EMERGENCIES/EMERGENCY DRILLS**

**It is necessary for students and staff to be knowledgeable about emergency procedures. Classroom teachers will explain procedures for practice drills. All students and staff are required to participate in drills.**

## **19. FINES AND FEES**

It is the student's responsibility to monitor the safekeeping of books, textbooks, devices, materials, and equipment issued by the school/district. Fines or damage charges will be levied for the cost of lost, damaged, or defaced district property, including replacement cost. A student shall be responsible for the cost of replacing materials or property that are lost or damaged\*. In the event the student does not make proper restitution (or discharge the fine/charge through voluntary work obligation) the following may occur (per school board policy 2410 and 3520 and procedure 3520P):

1. Diplomas may be withheld\*\*
2. The student may be held out of participation in extracurricular activities, including athletics.
3. The student may have withheld prepaid goods purchased from the district including, but not limited to yearbooks, pictures, and optional graduation supplies.
4. The student may be held out of participation in optional school activities including dances and excursions, as well as optional parking on campus.
5. The student may be held out of optional graduation ceremonies.
6. The student may be subject to other appropriate discipline.

\*To keep library and textbook editions and inventory consistent for student learning **returned books must be the actual NSD book checked out to the student.** While students could find similar editions, there is no guarantee that books and textbooks, even those with a similar cover, are the same edition or have the same copyright date. For that reason, if the original book and/or textbook issued to the student cannot be located, students are required to pay the fine for replacement. **Students should inspect books and**

**textbooks** for water damage, torn and/or wrinkled covers and/or pages, broken spines, food spills, etc. at the time of check out, as **students are responsible for returning books and textbooks in good condition without damage.**

\*\* With the passage of HB 1176 (2021), RCW 28A.635.060 was amended to prohibit school districts from withholding a student's grades or transcripts in response to the student damaging or losing school property, or property belonging to a school contractor, employee, or another student. This new requirement is currently not aligned with NSD Board Policy 2410. At the time of publication of the WHS 2022-23 Student Handbook, the Northshore School District was in the process of reviewing this policy.

## **20. FOOD, GUM, AND BEVERAGES**

Food, gum, and beverages are not allowed in the classrooms except with the express permission of the instructor. Students should eat lunch in the Commons. Failure to throw away garbage may result in lunchroom clean up duty or after school detention. Disruptive behavior will result in disciplinary action.

## **21. FREE AND REDUCED-PRICE MEALS PROGRAM**

Applications for the National School Lunch Program/School Breakfast Program are available on the District Website. The application must be renewed each school year and families may apply for benefits any time during the school year.

## **22. GRADE AND ATTENDANCE CHECKS**

### **ParentVUE:**

Is a web-based application that provides parents and guardians with information regarding their student via a secure website. ParentVUE allows parents and guardians to view assignments and test results helpful in determining student progress. Please consult with your students' teacher(s) for more information on the specific reports they post.

### **Clever** (our Gateway to District Applications):

With many different tools, it can be challenging to find the correct link and password. To that end, Northshore has implemented Clever, a one-stop solution to find and access your student applications, including the Schoology, Google Drive, Naviance, and StudentVUE.

### **Schoology** (our Learning Management System):

Schoology is our district's main learning management system. This tool provides students, parents/guardians, and teachers a way to engage with learning materials from home, in the classroom and beyond. Families can be able to access course materials, grades, calendars and more! To log into Schoology, first log in to Clever and then click on the Schoology icon.

### **StudentVUE:**

To help students get the most out of school, you want day-to-day insight into the academic experience. With the Synergy StudentVUE web portal, students can access near real-time information on attendance, class schedules, report cards, course history, graduation status and more. StudentVUE allows students to access their:

- Attendance
- Class Schedules
- Course History
- Graduation Status
- Mid-term/Quarter and Final/Semester Grades
- School Information
- Demographic Information
- Health Check

## **23. HALL CONDUCT**

- A. No running or horseplay in the halls or on campus
- B. Respect the rights of teachers and students in classes
- C. Pick up all trash in your area before you leave your area
- D. Use appropriate language
- E. Academic hallways are off limits to students during both lunch periods

## 24. ILLNESS AT SCHOOL

Students who become ill at school MUST obtain permission from the classroom teachers to report to the Health Room during class time. The school nurse will determine whether the student should be sent home, return to class, or be permitted to rest in the Health Room. Students who leave campus and do not properly check out with the nurse or Attendance Office will be considered truant for all classes missed. If the student needs to be sent home and requires a ride from parent/contact person, student must be picked up within one hour of parent notification. If the student drove him/herself to school and needs to go home, the nurse will first determine whether or not the student is safe to do so then parent/guardian permission must be obtained before dismissing the student from school.

## 25. LOCKERS

Each student may sign up for a shared student locker. Due to the limited number of lockers available, students must be present together to get their locker, or have written acknowledgement that they will be sharing a locker. Lockers will not be issued to single occupants. Lockers are school property and may be subject to a search and improper contents seized at the discretion of the administration. The school assumes no liability for the loss or theft of items from a student locker. To avoid theft, all lockers, including P.E. lockers, should be locked at all times. Forgotten hallway locker combinations may be retrieved at the Attendance Office.

## 26. LUNCH PERIOD PROCEDURES/EXPECTATIONS

Students are to be in the Commons only during their assigned lunch period. Students are expected to use appropriate manners and language during lunch and will pick-up and dispose of all litter when finished eating. For the safety of all: students will not throw any objects or food, sit on the tables, or sit on another student's lap. Progressive discipline will be assigned for throwing food. Out of respect for classes in progress and for student safety, loitering in the academic wings is not allowed during lunch periods. Student use of any gym during lunch periods is not allowed unless accompanied by a staff member.

## 27. LUNCH PROGRAM

Prepayment can be made on a student's lunch account by taking a check (payable to Northshore School District) or cash directly to the food service staff in the WHS kitchen. Lunch account payments cannot be accepted at the WHS Cashier's Office. Parents can prepay on their student's accounts by sending cash or check (made out to Northshore School District). Parents may also pay online using a VISA (credit/debit), MasterCard or Discover card using a secure Internet site called TITAN School Solutions. More information can be found at <https://www.nsd.org/schools/get-started/food-services>

## 28. MEDICATION POLICY

Students may not bring any medication to school unless one of the following protocols is being implemented: The student has an *Authorization for Medication*, signed by a medical provider and parent/guardian, on file in the Nurse's Office. (In this case, the medication is kept in the Health Room in its original container and must be left with the school nurse).

**OR** Students may self-carry one day's dose of a non-prescribed medication (like acetaminophen or ibuprofen), in the original container, for up to 15 days if he/she has a signed and dated note from a parent/guardian. Beyond 15 days, the student must have an *Authorization for Medication* signed by a medical provider and parent/guardian on file in the Nurse's Office.

**Epinephrine, emergency inhalers, and insulin are the only prescribed medications that can be self-carried with a student for longer than 15 days, and only when an Emergency Care Plan and Authorization for Medication form are on file in the Health Room. See RCW 28A.210.260 for further information on administration of medication.**

## 29. OPEN/CLOSED CAMPUS

The open campus privilege at lunchtime is available only to SENIORS. Freshmen, sophomores and juniors must remain on campus during the school day. Students leaving campus at other times must check out through the Attendance Office (or the nurse) and must carry on their personal yellow Early Dismissal pass from the Attendance Office to present when asked. If this rule is violated, Saturday School will be assigned. Seniors who leave at lunch and take freshmen/sophomores/juniors with them will be assigned Saturday School and lose parking privileges for two weeks for the first offense, and for the remainder of the year for the second offense. The parking permit fee will not be refunded.



### 30. OUT-OF-BOUNDS AREAS

During the academic day, the areas “out-of-bounds” include: all parking lots, the area south of the main building and behind the gym, all green-belt areas, school entrances, the skate park, properties adjacent to the school, and both sides of the streets on 136th Avenue NE and NE 195<sup>th</sup> Street. Violators will be assigned progressive discipline.

### 31. PARKING AND STUDENT VEHICLE USE

Due to limited space for student parking at WHS, the following parking plan has been imposed:

- A. Only students who have a valid WHS parking permit in their cars (on the rear-view mirror) are allowed to park on campus in designated spaces. Extenuating circumstances are considered with documentation and a one-on-one interview with the Campus Supervisor, Alan Dillman. The priority list for parking hangers is as follows:
  1. Seniors with WaNIC/Satellite/Running Start classes where there is no district shuttle offered.
  2. Juniors with WaNIC/Satellite/Running Start classes where there is no district shuttle offered.
  3. Seniors who participate in after school sanctioned sports and pre-approved after school activities.
  4. Juniors who participate in after school sanctioned sports and pre-approved after school activities.
  5. Remaining seniors in the lottery.
- B. The purchase of a parking hanger DOES NOT GUARANTEE a parking space every day. All parking is on a “first-come, first-served” basis. All students must park in designated spaces only. WHS encourages carpooling.
- C. Students may not purchase a parking hanger if they have outstanding fees or fines. The cost of parking hangers are:
  1. \$50 (incl. tax)– **Senior/Junior All-Year** (includes WaNIC, Running Start/Health Sciences & juniors with yearlong pre-approved activities such as ASB, yearbook, drama, jazz band, orchestra, choir and cheer)
  2. \$20 (incl. tax)– Senior/Junior **seasonal sport/pre-approved activity**. Note: The spring season fee is reduced for students participating in sanctioned sports and activities all 3 seasons.
- D. **PARKING ON CAMPUS IS A PRIVILEGE.** Rules and regulations are in place for safety of all. Students are required to:
  1. Have a parking application on file to register vehicles
  2. Observe the speed limit
  3. Drive and park in a safe manner. NOTE: Reckless driving and unsafe parking will result in loss of parking privileges.
- E. Students are not allowed to park in the following areas:
  1. Staff parking
  2. Bus turnaround
  3. Unmarked non-space areas
  4. Fire lanes
  5. Disabled/handicapped spaces without an appropriate red/white hanger and a completed application
  6. GUEST parking
- F. Students who violate WHS parking regulations will be subject to the following consequences:
  1. \$20.00 fine for each violation
  2. Multiple violations will result in Saturday School as well as the \$20 fine.
  3. Third violation may result in suspension of parking privileges.  
On-campus parking irregularities, such as a missing parking hanger, **MUST** be reported to the Campus Supervisor immediately upon arriving at school.
- G. Students who accumulate three or more parking citations prior to their senior year will not be eligible to purchase a parking hanger until the middle of October.

- H. To loan, sell, or give away a hanger is a violation for both the owner and user of the hanger. The consequences for these violations are suspension of parking privileges for the owner and the user.
- I. Making a copy of a hanger for use or sale is an illegal forgery. The consequence for making and/or using a forged pass is loss of parking privileges and may result in disciplinary measures.
- J. The fee to replace a lost hanger is \$25.00. If the original hanger is found given away, loss of parking privileges for the owner and user of the hanger may occur.
- K. Students who drive to WHS do so at their own risk. The Northshore School District and WHS are not responsible for damage to vehicles or lost or stolen items.
- L. Students understand that by parking on campus they give consent to have their vehicles searched by school officials if it becomes necessary during a school investigation.

## 32. PAYMENTS

**To preserve valuable learning time**, student payments are accepted before school, during Options, lunches, and after school. Parents and guardians are welcome during office hours. Online credit card payments for parents/guardians through **TouchBase** can conveniently be made 24-hours a day with the parent/guardian TouchBase username and password at the Resources, Payments/TouchBase link on the WHS website. Payments in person can be made via credit/debit card, cash, or checks payable to WHS or Woodinville High School or NSD or Northshore School District. All payments by check should be combined and paid via one check. This includes, for example, sports participation fees, books, club dues, club competition fees, fines, etc. The only exception is lunch account payments that are paid directly to Food Services in the WHS kitchen or through Titan (see Lunch Program). (Also see Refunds.)

**Students in need of financial support for an activity, fee, fine, field trip, etc. should contact their counselor.** Families who qualify for free or reduced-price meals can learn how to submit for waived extra-curricular fees pursuant to **House Bill 1660\*** at this link: <https://www.nsd.org/schools/get-started/food-services/free-and-reduced-price-breakfast-lunch>.

A NSD Summary of House Bill 1660 can be found here:

<https://resources.finalsite.net/images/v1627067652/nsdorg/udwhkmop85ujj8vrbzmv/NSDHB1660Summary7-8-2021AR.pdf>

## 33. PHOTO ID

Students must carry their Woodinville High School photo ID at school and school-sponsored activities at all times. Students are expected to give their name/show their WHS photo ID to any staff member who asks for it during the school day or at school-sponsored events. Failure to do so will result in progressive discipline. Students who misplace or lose their Photo ID can have it reprinted at the Cashier's Office for \$5.

## 34. REFUNDS

Students seeking a refund made by cash, check, debit/credit card, or online should contact the ASB secretary/bookkeeper at the Cashier's Office. Bona fide refund requests are submitted by the ASB secretary/bookkeeper to the District Office after the appropriate administrative signatures are obtained. Refunds for payments made by cash/check are mailed to the home mailing address of the student's parent/guardian. Checks typically arrive within 4-6 weeks of the request. Refunds for payments made with a debit/credit card or online are credited back to the processed credit card account. Refunds are typically posted within 7-14 business days of receipt of the refund request at the District Office. **In the case of fines paid for books and textbooks, students are eligible for a library or textbook full refund if they return the previously lost, non-damaged book(s) within 120 days of the date the fine was assessed.** To keep book and textbook editions and inventory consistent for student learning, **returned books and textbooks must be the actual NSD book checked out to the student.** While students could find similar editions, there is no guarantee that books and textbooks, even those with a similar cover, are the same edition or have the same copyright date. For that reason, if the original book and/or textbook cannot be located, students are required to pay the fine for replacement. **Students should inspect books and textbooks** for water damage, torn and/or wrinkled covers and/or pages, broken spines, food spills, etc. at the time of check out, as **students are responsible for returning books and textbooks in good condition without damage.** Also see Fines and Fees.

### **35. SEARCHES**

**School officials and/or law enforcement may perform searches. Refer to NSD's Student Rights and Responsibilities Handbook and NSD School Board Policy 3230, 3231 & 3232.**

### **36. SKATEBOARDS, SCOOTERS, AND ROLLERBLADES**

Skateboards, scooters, and rollerblades are prohibited on campus. All prohibited equipment will be confiscated from students and progressive discipline assigned.

### **37. SURVEILLANCE EQUIPMENT**

WHS utilizes surveillance equipment at all times to maintain the safety of our staff and students within the buildings, parking lots and all areas surrounding the buildings.

### **38. DETENTION**

WHS detention refers to our Detention System that occurs Mondays and Thursdays after school in a classroom. Any staff member can assign detention, this is typically used for things like, but not limited to: attendance and tardies, non-compliance, inappropriate classroom behaviors and/or disruptions, etc... This is used for low-level infractions and is not recorded on a student's permanent discipline record. The paper pass that will be handed to the student, also serves as parent/guardian notification. Students are encouraged to share this document with their parent or guardian. Should a student choose not to attend, progressive discipline will apply and that can be recorded on their record. Students are asked to bring materials to do homework as there is no talking or cell phone usage in the detention room.

### **39. TELEPHONE MESSAGES**

To preserve valuable classroom time, the Main Office cannot deliver personal phone messages for students unless there is an emergency. Please take care of communications regarding appointments, etc. at home and make any arrangements for early dismissals in advance or in the morning through the Attendance Office.

### **40. THEATRE BEHAVIOR**

The WHS Theatre is a premier performance and educational facility. Like all assemblies at WHS, while attending events in the Theatre, the utmost respect for performers, speakers, and the facility is expected. Food, beverages (other than water), and flash photography are not allowed. Students will keep their feet off seatbacks and walls at all times. There should be absolutely no climbing over the seats. Cell phones and electronic devices are to be turned off.

**Students are not allowed in the theater during passing periods, lunch, or before/after school without a faculty member present.**

### **41. VISITORS/VOLUNTEERS/CHAPERONES**

Volunteer participation is welcomed and supported as we recognize the positive impact it has on student achievement. We encourage family, business, and community members to become actively involved in the education of our students.

Even for a one-time activity, volunteers must complete the steps required by Northshore School District. The information can be found here: <https://www.nsd.org/get-involved/volunteer/become-a-volunteer>. You may also go to nsd.org, click "Get Involved" then "Become a Volunteer".

#### **On-Campus Volunteers**

Will complete a background check **Level 1** and submit proof of vaccination. This will be renewed annually.

#### **Drivers or Field Trip Chaperones**

Will complete a background check **Level 2** and submit proof of vaccination. There is a \$12.95 cost to the volunteer to process this background check. If this cost creates a hardship that will prevent you from volunteering your time, please email [partnerships@nsd.org](mailto:partnerships@nsd.org). After the first year of volunteering, you will be asked to complete a free **Level 1** background check at your yearly renewal.

Volunteers who plan to drive on field trips must complete an "Authorization for Use of Private Vehicle" form and provide proof of insurance to the school's office.

## High School Athletic Volunteer Coaches

Athletic volunteer coaches in Northshore are required to complete a background check **Level 2**, submit proof of vaccination and complete Athletic Volunteer Interest Form. steps can be found here: <https://www.nsd.org/get-involved/volunteer/become-a-volunteer>

Information should be submitted two weeks prior to volunteering or chaperoning to allow time for processing. Final approval of all volunteers and chaperones is subject to the discretion of Northshore School District.

**VISITOR PROCEDURES** are in place at Woodinville High School to continue our commitment to provide a safe and productive school environment. We ask all visitors to follow these procedures:

1. Visitors and volunteers must sign in and sign out at the Main Office upon their arrival and departure.
2. Visitors and volunteers must display a visitor's badge on their person in a visible manner while on campus. The badge should contain the current date.
3. Unfamiliar persons and/or persons not wearing a visitor's badge will be directed to the Main Office. Visitors, volunteers and chaperones may also be asked for identification.
4. Out of respect to the learning environment, visits to observe a classroom and/or visits by parents/guardians wishing to see their student in a classroom during the school day must be arranged through administration.
5. **School-age visitors and recent graduates are not** allowed in the building or on campus at any time during the school day. If a former student has arranged a visit with a teacher during the school day, the teacher will notify the Main Office in advance.

## STUDENT DISCIPLINE POLICY

Northshore School District's *Student Rights and Responsibilities Handbook: Student Responsibilities and Rules of Pupil Conduct (Policy 3200)* is on the Woodinville High School website. All students who attend the district's schools shall comply with the written policies, rules, and regulations of the schools. **The expectation of all students is that they will read, become familiar and comply with the *Student Rights and Responsibilities Handbook: Student Responsibilities and Rules of Pupil Conduct*.** Contact the WHS Main Office for a paper copy, if desired.

## WHS ATTENDANCE POLICY

### 1. PHILOSOPHY

- A. Daily attendance and active participation in each class are critical to the learning process. Regular and prompt attendance will help students learn responsibility and increase their potential for future success.
- B. Northshore School District Policy 3200 states that all students shall be in attendance and remain on school grounds from the time of arrival and attend regularly scheduled classes, unless officially excused. Absences due to illnesses or a health condition, the need to seek medical, dental, or other health care, family emergencies, and/or religious observances, shall be excused in accordance with school attendance procedures. The parent or guardian in accordance with the school attendance procedures shall verify excused absences.
  1. Absences whether excused or unexcused may cause a student to fall behind in their coursework.
  2. Excused absences such as field trips shall not be permitted if deemed to cause an adverse effect upon the student's educational process.

### 2. EXCUSED ABSENCES

- A. A student's absence is considered excused when verified by a parent/guardian, the Attendance Office, or an administrator.
- B. Absences must be verified through the Attendance Office within three school days; failure to

verify an absence will result in an unexcused absence (truancy). **Absences may not be excused after the three school days.**

- C. All absences that are not verified within three school days will be assigned progressive disciplinary action. If a student does not attend their disciplinary action, further discipline may be assigned.
- D. Absences may be verified by:
  - 1. Parent/guardian notification within three school days (425-408-7410)
  - 2. Written excuse signed by the parent/guardian within three school days
  - 3. An email response to the Blackboard attendance email
- E. For early release procedures please see EARLY DISMISSALS
- F. When an absence is excused, make-up work will be allowed. Students are responsible to make arrangements for all missed work. Failure to complete missed assignments in a timely manner will result in zero credit for those assignments. A student has the same number of days to make-up work as number of days absent, up to one week.

### **3. UNEXCUSED ABSENCES (TRUANCIES)**

- A. A student's absence is considered unexcused (truant) when it is without parent/guardian consent.
- B. Truancies will result in the assignment of progressive discipline (i.e., detention, Saturday School, suspension).
- C. Truancies will result in loss of credit for assignments and/or performance on the day of the truancy.
- D. If a student has three (3) or more days of unexcused absences, regardless of total number of absences, a conference with administration is needed.

### **4. TARDIES**

- A. Definition of a tardy: Student is not in the classroom by the bell, ready to work as defined by their teacher.
- B. Definition of an absence: A student is late to or misses more than fifteen (15) minutes of class.
- C. Consequences for excessive tardiness:
  - 1. Discipline for tardies is defined by the classroom teacher and may include but is not limited to: class detention and parental notification.
  - 2. Excessive tardies: Teacher refers student to the appropriate administration
  - 3. Progressive discipline will be assigned by the appropriate assistant principal, which may include, but is not limited to:
    - a. After school Detention (45 minutes)
    - b. Campus Clean Up (2 hours)
    - c. Saturday School (2 to 4 hours)
    - d. Attendance Contract
    - e. Suspension (In-School, then Out-Of-School)

### **5. EARLY DISMISSALS**

- A. Early dismissals must be arranged prior to the absence. Requests for early dismissals must be made no later than the end of second (B) lunch (1:30PM).
- B. Students must provide a note from the parent before school or during options to receive their early dismissal pass.
- C. If a parent calls and leaves a message or emails requesting early dismissal, the student is responsible for coming to the Attendance Office to pick up their early dismissal pass. We do our best to have a positive, uninterrupted learning environment and appreciate your help in the endeavor.
- D. The Attendance Office will not excuse an absence afterwards unless approved by an administrator, which will result in disciplinary action.
- E. Students must sign out at the Attendance Office when they leave during the school day, or the absence is considered an unexcused absence.

### **6. PREARRANGED ABSENCES**

- A. An absence from school, even though work is made up, is not advisable unless absolutely necessary, and may result in a lowered grade. Instruction may not be repeated and could adversely affect a student's final grade.

- B. Parents and students are strongly encouraged to review the school calendar, and when at all possible, schedule activities such as vacations, appointments, etc., on days that would not require missing school. When this is not possible, the student should **prearrange the absence by requesting his or her teachers and his or her parent/guardian complete and sign a Prearranged Absence Contract.**

## **7. SCHOOL-RELATED ABSENCES**

- A. A student's absence is considered school-related when it is for a school-approved field trip or a function, such as a class meeting, sponsored by the school.
- B. A student must have the permission of his/her teacher(s) to miss class to attend a school-approved field trip or a function, such as a class meeting, sponsored by the school.
- C. School-related absences are not included in computing total absences.

## **8. EXTENDED ILLNESS ABSENCES**

- A. Absences related to an extended illness, hospitalization and/or accident will be dealt with on a case-by-case basis.
- B. A parent/guardian should contact the student's counselor as soon as possible after learning of the need for an extended absence so that an assessment of the student's current educational status in all classes can be determined.

## **9. EXCESSIVE ABSENCES**

- A. If any student is chronically absent, defined as having missed fifteen (15) days or more per semester, then the school principal shall have reason to consider that further absences may have an adverse impact on the student's educational progress and therefore that further absences may not be considered excused. A student may be placed on an attendance contract to develop a plan to support the student and the student will need to remain in compliance with such a plan in order for a school to consider further absences excused. A conference may not be required if prior notice of the excused absences was provided to the school or if a doctor's note has been provided and an attendance plan is in place to ensure the student will not fall behind in their coursework.

## **10. COMPULSORY ATTENDANCE LAW**

- A. School attendance has been and continues to be compulsory. *Pursuant to RCW28A.225 and Northshore School District's Student Rights and Responsibilities Handbook: Student Responsibilities and Rules of Pupil Conduct Policy 3200*, the Northshore School District supports and enforces the Compulsory Attendance Law.
- B. Becca Bill – It is the intent of this legislation to direct schools to initiate a series of corrective steps when a student is absent and unexcused from attending school. After the seventh unexcused absence within a month or the fifteenth unexcused absence during the school year, a petition may be filed with the Juvenile Court alleging a compulsory attendance violation.

**Parents and guardians are encouraged to check their student's attendance regularly on ParentVUE. WHS ATTENDANCE POLICY IS SUBJECT TO REVISION.**

## WHS HEALTH ROOM

Our health room is used for emergency care and for ill students awaiting pick-up. Space and personnel are not available to accommodate extended care or supervision. **We require that a parent/guardian or an emergency contact pick up their sick student within the hour that they are contacted. For your student's safety it is very important to keep your home, cell, work, and emergency contact telephone numbers current.** This will assist us in getting in touch with you in the event of an emergency.

### When Should I Keep my Child Home from School?

- If your child has a temperature of 100.4 degrees F or higher.
- Children should be fever-free, without fever reducing medication, for at least 24 hours before sending them to school.
- Anytime a child vomits or has diarrhea, he/she needs to be isolated from other children for 24 hours. If your child vomits or has diarrhea in the night, keep him/her home from school the following day.
- Any rash of unknown cause should be considered contagious. Please have your child examined by a healthcare provider to determine the cause and communicability of the rash before sending him/her to school. The child may not return to school unless there is a letter from the medical professional stating that the rash is not communicable in nature, or unless the rash is no longer present.
- 24 hours after administration of the first dose of an antibiotic or as directed by the health care provider.

***\*Note these guidelines are general reminders of when to keep a student home. In times of pandemic disease (such as COVID-19), additional guidelines may be implemented for keeping an ill student home or for a student's return to school after being absent for a specific illness. Please see NSD.org for more information.***

### Accidents

If a student is injured at school, they will be given emergency first-aid treatment by the nurse(s) and the parent/guardian will be called in the event of a serious injury. (If parent/guardian is unavailable, the person listed as the "First Emergency" contact will be called.)

Parent/Guardian Responsibility: Parents/guardians are financially responsible for any medical bills incurred if their student gets hurt during school or a school activity. This includes students participating in athletics, recess and after school activities.

**Information about optional student accident/illness insurance can be found at:**

<https://www1.nsd.org/resources/reference/injuries-at-school>

### Immunization

**Washington State immunization law requires proof of immunization compliance before the student's first day of attendance. Northshore School District requires healthcare provider verification of student immunizations.** Any student not meeting this requirement will be excluded from school attendance. If you need assistance in acquiring these immunizations, please contact the school nurse.

### Children with Life Threatening Conditions

In order to provide a safe learning environment, the state of Washington passed a law that requires students with life threatening conditions to have medical orders and a nursing care plan in place **BEFORE** the first day of school attendance. (Chapter 101, Laws of 2002, amending Chapter 28A.210 RCW).

If your child has a life-threatening health condition requiring medical services at school, or if you have questions about a medical condition, please notify the school nurse right away. Students with a life-threatening condition qualify for a 504 Accommodation/Emergency Care Plan. Please set up a meeting with the school nurse in order to have all necessary forms and medications in place prior to starting school.

***\*\*Please keep the nurse informed of any health concerns or changes in your child's health, including new or resolved medical or mental health diagnosis, medication changes and immunization updates.***

# WHS COUNSELING DEPARTMENT

The mission of Woodinville High School's counseling team is to provide a comprehensive counseling program to support the academic, social/emotional and college/career needs of all students. Counselors are student advocates who support students throughout their high school career and help students prepare for their post-secondary plans.

## 1. COUNSELING SERVICES

- Provide individual counseling to students as we support their academic, personal, and social needs.
- Collaborate with students, parents, teachers, and administrators with the intention to empower students to make informed decisions about their academic success.
- Monitor students' academic progress, provide interventions for students receiving D/F grades.
- Monitor and support students meeting their graduation requirements.
- Support students as they complete their High School and Beyond Plan.
- Provide consultation for college and career exploration and applications.
- Explore and connect students and families to community resources.

## 2. APPOINTMENTS

- Students can access their counselor without an appointment, before or after school, during Options, or at lunch.
- Students can access the Online Booking system on the website or by scanning the QR codes below to schedule an appointment with their counselor. They can schedule to meet either in person or by Zoom.
- Students or parents may also email or call their counselor to schedule an appointment.



## 3. SCHEDULE CHANGE POLICY

- Students are expected to complete courses they registered for (yearlong or semester). Counselors will meet with students to review their schedule if they are missing a graduation requirement, they do not have a complete schedule and/or if the student is academically misplaced, i.e. higher/lower level math class
- If a schedule change is requested after ten (10) school days into a new semester:
  - A "Request to Drop a Course" form must be completed and signed by the student and parent.
  - The form should be submitted to the Counselor who will seek Administrative approval or denial.
  - If a "Drop" is approved, student will receive an "F" grade on their transcript (district policy).
    - If there are extenuating circumstances such as illness, physical disability, or inappropriate placement a "W" (withdrawal) may be posted on the transcript if approved by Administration.

## 4. THE COLLEGE & CAREER CENTER

- Support with college planning and research
- Assistance with the scholarship search
- College visits



- Career exploration, and Apprenticeships
- WANIC and Satellite options
- Job board postings
- Summer enrichment postings

WHS has a College & Career Center adjacent to the Main Office. Students can access the center before/after school, during Options or lunch to talk with the Counselor or access a computer.

## 5. GRADUATION REQUIREMENTS

- Graduation requirement information is available on the Northshore School District website at [www.nsd.org](http://www.nsd.org) and in the Northshore School District Course Description Catalog.
- Out-of-district acceptance of credit: Students occasionally choose to earn credits outside of Woodinville High School. It is always recommended that a student contact his/her counselor first to make sure the credit will transfer. Usually, credit earned at an accredited institution will be accepted as long as an official transcript is provided. However, there are some online providers that are not accepted, therefore students are encouraged to visit the OSPI website for accredited schools. To preserve the integrity of the comprehensive high school diploma, 85% of the required credits for graduation shall be earned through the student's high school course offerings. No more than 50% of the graduation requirements in any discipline (subject) may be obtained from an approved accredited institution outside the Northshore School District.
- Students must successfully complete two courses in any combination of AP, IB, College in the High School, Dual Credit and/or Running Start, unless an alternative course of study is identified through the student's High School and Beyond Plan.

## 6. ADVANCED COURSES

College in the High School, Pre-AP and Advanced Placement (AP) classes are offered at WHS in Business, Fine Arts, Language Arts, Science, Math, Social Studies, and World Language departments. AP and College in the High School courses offer college credit, if requirements are met.

## 7. FINANCIAL SUPPORT

Resources are available! Start by completing the online Free & Reduced Lunch application. In addition, students may receive financial support for a class fee, fine, field trip, etc. Students may also see their counselor if they do not qualify. See page 32, Payments, for further financial support and House Bill 1660 for more information.

# GRADING POLICY

## GRADING POLICY

- All A, B, C, D, and F grades are computed in a student's GPA.
- A teacher/office assistant position is graded Pass (P) or No Credit (NC) The grade is recorded on a student's transcript but not included in the GPA computation.
- Students who withdraw from WHS will have their transfer grades forwarded to the new school.
- A student will receive an F if they choose to drop a course after day 10 into a new semester. An F grade for a class drop is recorded on a student's transcript by the Registrar. If there are extenuating circumstances such as illness, physical disability or inappropriate placement a "W" (withdrawal) may be posted on the transcript if approved by Administration.
- A teacher who wishes to give an incomplete grade to a student can use the NC (no credit) grade until such time that the coursework necessary for a final grade is completed. The teacher is responsible for notifying the Registrar of the final grade when coursework is completed.
- Students who fail a class may elect to retake it. Both the original grade and the retake grade will appear on the transcript. However, the original failure grade will not be calculated in the student's cumulative GPA, if requested. Students should see their counselor ahead of time regarding where to retake the course. The student will also need to complete the appropriate "Add-to-Transcript" form in order to post the new grade to the transcript. Student should see their Counselor.

G. The grading policy\* shall be:

A = 4.0	A- = 3.7	B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7	D+ = 1.3	D = 1.0
P = Pass	NC = No Credit		There are no A+ or D- grades	
			*is subject to change	

H. Each student's grade point average shall be the sum of the point values, as defined above, of all the grades received for all courses attempted, divided by the sum of the number of all courses attempted. All grades for all courses taken shall be included in the calculation of grade point averages. "P", "NC", and "W" are not computed in the GPA. Parents should monitor their student's grades through ParentVUE and contact the teacher if they have specific questions or concerns.

## LIBRARY

The WHS Library program is here to help students learn, support school curriculum, develop positive learning habits, and promote literacy. We embrace the philosophy of the American Association of School Libraries Mission Statement, which proclaims:

*The mission of the school library program is to ensure that students and staff are effective users of ideas and information; students are empowered to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information.*

All students are encouraged to participate in the library program. Students learn content and skills in the library program that are essential to college, career, and life, such as:

- ❖ Advanced Search Strategies
- ❖ Copyright & Fair Use
- ❖ Critical Thinking
- ❖ Cyber Safety
- ❖ Digital Citizenship
- ❖ Information Literacy
- ❖ Internet Safety
- ❖ Literature-Appreciation
- ❖ Problem Solving
- ❖ Project Management
- ❖ Reading Strategies
- ❖ Research Processes
- ❖ Source Evaluation
- ❖ Technology Application

### HOURS

Regular 1-7 Period Days (M, T, F)  
8:05-3:35

Regular Block Thursdays  
8:05-3:35

Early Release Wednesdays  
(ERW) 8:05-1:50

**Library hours vary according to school schedules, class-needs, staff meetings, special events, and state-mandated testing. Check the bulletin board outside the library for details.**

### LIBRARY TEAM

In NSD, school libraries are staffed with Washington State certified teachers who are also library media specialists, called teacher librarians.

At WHS, we are staffed with one full-time teacher librarian, one part-time teacher librarian, and one part-time library secretary. Our program includes student library assistants and volunteers. We are here to help learners and to create a safe, equitable, and accessible library program.

Contact us with questions or book requests:

Dione Garcia  
Teacher Librarian  
dgarcia@nsd.org

Heidi Lundberg  
Teacher Librarian  
hlundberg@nsd.org

Katy Pietraszak  
Library Secretary  
kpietraszak@nsd.org

## **LIBRARY RULES AND EXPECTATIONS**

Students are expected to exhibit exemplary behavior in the library and contribute to a safe and positive learning environment at all times by:

- Respecting people and property
- Preserving the learning environment
- Contributing to academic efforts
- Using quiet voices
- Sustaining inquiry
- Leaving food and drink outside the library
- Picking up after themselves
- Using earphones when working with sound
- Following directions from library staff

All WHS and NSD rules and expectations apply, including following the Responsible Use Procedure on computers and other devices.

Consequences for not following WHS Library Rules and Expectations may include but are not limited to:

- Redirection (verbal warning, reminder of rules/expectations)
- Removal of food or beverage
- Loss of library privileges for a specified amount of time
- Detention
- Referral to the assistant principal
- Behavior contract

Any behavior that disrupts learning or causes an unsafe situation will not be tolerated.

## **WHS LIBRARY REMOTE ACCESS RESOURCES & PASSWORDS**

The WHS Homepage, click Academics and click Library. From here, students can access the many helpful resources, including:

- Research Databases
- Classroom Connections
- WHS & NSD Online Book Catalogs
- Visual Book Lists & Reading Suggestions

Passwords for databases and subscription services are available by clicking on <Database Passwords> in the menu on the left of the Library website home page and will be visible to students when they are logged in to their school Google Drive.

## **POLICIES AND PROCEDURES**

### **Classes in the Library**

Students coming to the library with their class and classroom teacher should enter the library and sit in on the "teaching side" of the library.

Students should be ready to take notes and participate in the lesson.

Scheduled classes have priority for all library resources, such as: computers, books, the scan station, learning spaces, instruction, and printers.

### **Independent/Small Group Use During Class Time**

Groups of up to five students per class may use the library, unaccompanied by their classroom teacher, as long as space and resources are available. If the library cannot accommodate groups, they will be sent back to class.

Students using the library independently or in small groups during class times must:

- Sign-in and sign-out at the circulation counter
- Have their classroom teacher's permission to be in the library
- Check-in directly with the teacher librarian if not assigned a class that period
- Be productive and on-task
- Follow WHS Library Rules and Expectations
- Understand that scheduled classes have priority for library resources

If class is in session, students studying independently may work on the study-side of the library. If the library cannot accommodate individuals or groups, they will be sent back to class.

### **Library Use Outside of Class Time**

Students are welcome and encouraged to use the library before school, at options, during lunch, or after school. Library hours vary according to school schedules, events, and meetings, so please check the bulletin board outside the library for specific hours. Students using the library before school, during options, or during their lunch are not required to sign-in. Students may read, find books, browse magazines, use databases, study, do homework, collaborate, get help with projects and technology, or just relax in the library.

### **Checking Out Library Materials**

Books, equipment, and supplies may be checked out at the circulation counter. Students need their student identification card or need to know their student identification number.

### **Requesting a Book**

Students can request books in person or by email. Contact a library staff member.

### **Returning Library Materials**

Books can be returned to the drop box outside the library or the drop box at the circulation counter.

Equipment and non-circulating materials (like textbooks) may be returned at the circulation counter.

### **Loan Periods**

Nonfiction and fiction books can be checked out for three weeks and renewed twice.

Reference books remain in the library, but their contents can be scanned as long as students observe copyright regulations.

### **Overdue Books**

Students are responsible for knowing when library materials are due. Library overdue notices are a category. Students can see what is checked out to them and when items are due by logging into the WHS Catalog with their NSD Credentials.

### **Fines**

Fines for overdue and lost library materials are assessed quarterly. Students may return the library materials or pay their fines at the WHS Cashier. Damaged library materials will be assessed for fines at half value if repairable or full value if un-repairable or water damaged.

### **School Textbooks**

Textbooks can be borrowed at the circulation counter but must remain in the library.

The library does not accept textbooks checked out to students by classroom teachers or other school departments. Students should return textbooks to their original classroom teacher or to the cashier in the Main Office.

### **Scan Station**

Students may use the book scan station to scan information or original work in color, gray scale, or black and white. The scan station saves directly to Google Drive, email, or USB. Adaptive technology such as contrast adjustment and save as MP3 are also available. Remember to observe copyright and fair use guidelines (see Responsible Use Procedure).

### **Library Computer Use**

Students are welcome to use library computers to facilitate their learning. Priority for computers and other library resources are given to scheduled classes and available to drop-ins on a space-available basis.

Students working with sound must use headphones. Computers are monitored. All computer users must comply with the NSD Responsible Use Procedure.

## RESEARCH PROCESS

Students can use this process to guide their thinking as they conduct research.

- A. Research Preparation
  1. Define your purpose
    - a. Determine what you already know
    - b. Determine what you need to know
    - c. Choose a topic or problem
- B. Formulate Questions
  1. Write down questions to guide research
  2. Revise questions as you learn more to make them more specific and complex
- C. Develop Search Strategies
  1. Write down possible sources
    - a. Print, electronic, media
    - b. Human resources
    - c. Community contacts
    - d. Government resources
  2. Write down key words
- D. Locate and Evaluate Sources of Information
  1. Find a source
  2. Evaluate the source
    - a. Is the source usable, valid, and credible?
    - b. Does the source answer any of your questions?
    - c. Do you need to revise your questions?
- E. Read and Organize Information
  1. Take notes and bibliographical information
  2. Organize notes
  3. Do you need more information?
- F. Apply Information
  1. Review purpose
    - a. Does the information meet your needs?
    - b. Do you have enough to complete your purpose?
  2. Create and present final project
- G. Assess Process and Production
  1. What worked?
  2. What didn't?
  3. Did your product convey your findings and answer your questions?
  4. What changes will you make to your research/product next time?
  5. What would you do to improve?

# ASB

Woodinville has various activities planned by the Associated Student Body (ASB) and its representatives. Periodic pep assemblies promote school spirit. Other activities are announced in the Daily Bulletin or over the loudspeaker. Students are encouraged to request a new club or activity by contacting the activities director if enough students are interested, a faculty advisor is available, and if space and facilities can be provided. All students participating in any ASB club or sport must pay for ASB membership (\$60 – Subject to change).

## 1. ASB OFFICERS/REPRESENTATIVES

- A. **Executive Council**  
President: Mya Hariri  
Vice President: Saanvi Shetty  
Secretary: Mariam Kazmi  
Treasurer: Amy Pender  
Activities Promoter: Katie Barker  
Activities Director: TBD
- B. **Senior Class of 2023**  
President: Isaiah Toth  
Vice President: Grace Carey  
Secretary: Makenzie Rogers  
Treasurer: Meagan McGuinness  
Co-Advisor(s): Katherine Smith & Katie Schramm
- C. **Junior Class of 2024**  
President: Maddie Shelton  
Vice President: Riley Hager  
Secretary: Anna Hampton  
Treasurer: Oliver Ingebretsen  
Co-Advisor(s): Iani Penev and TBD
- D. **Sophomore Class of 2025**  
President: Ainsley Mann  
Vice President: Jane Norris  
Secretary: Sydney Overcash  
Treasurer: Amogh Patil  
Co-Advisor(s): Erik Daviscourt & TBD
- E. **Freshmen Class of 2026**  
Freshmen Representatives: TBD  
Co-Advisor(s): TBD

## 2. SUPPLEMENTAL STUDENT FEES (SUBJECT TO CHANGE)

- A. ASB Membership \$60.00 - *Any student participating in a sport, club, drama, and/or music MUST pay for ASB membership*
- B. Parking Permits \$50 per school year or \$20 seasonal (see Parking and Student Vehicle Use)
- C. Seasonal Sport/Activity \$154.00
- D. Yearbook \$55.00

## 3. ASB FUNDRAISING CLUBS (SUBJECT TO CHANGE)

New ASB Fundraising Clubs or the reestablishment of a previous ASB Fundraising Club occurs in the spring prior to the school year. Further details are available by contacting the Activities Director.

**ASL (AMERICAN SIGN LANGUAGE) CLUB****ADVISOR – RJ JACOBS***Criteria for Admission:* Open to all active ASL students.*Activities:* The ASL Club is a social organization through the use of ASL. The opportunity for ASL students is to build confidence and increase the communication level outside the ASL classroom. The members will have an opportunity to expand their leadership skills and coordinate fun events for WHS/NSD students and the deaf community.**ASIAN AMERICAN PACIFIC ISLANDER (AAPI) CLUB****ADVISOR – MY KIAKOTOS***Criteria for Admission:* Open to all interested students, plus membership fee.*Activities:* The goal of AAPI Club is to unify Asian heritage and culture, and to share experiences with one another. AAPI also educates members about historical Asian figures and breaks down Asian-based racism, such as micro-aggressions, racial profiling, etc. The AAPI Club focuses on making AAPI heritage feel connected and belong to their school and provides a venue to share experiences and allows everyone (including those who are not Asian) to learn about what it's like to grow up as a person of color (POC).**BAND****ADVISOR – LOREN TANKSLEY***Criteria for Admission:* Register for band or orchestra class(es).*Activities:* Each group performs at concerts, local, regional, and state contests; band performs at football and basketball games.**CHEER****ADVISOR – LAURA FROST AND KAYLA HOFFMAN***Criteria for Admission:* Must maintain a 2.5 GPA, be self-disciplined, enthusiastic, dedicated, a great time manager, and a positive role model. Tryouts are held in April or May to select cheerleaders for the following year. All grades may be on the team.*Activities:* Enhance school spirit, lead cheers at sporting events and support athletic teams. Sponsor cheer clinics for youngsters in the community, attend summer camp, and work with ASB to plan events within the school community and assemblies. Participate in fundraisers throughout the year.**CHESS CLUB****ADVISOR – ERNIE MERRITT***Criteria for Admission:* Open to all interested students.*Activities:* Chess Club provides an avenue for students to play and learn chess, as well as collaborate and learn new concepts.**CHOIR****ADVISOR – JOSEPH MIKKELSON***Criteria for Admission:***Bel Canto:** Open to junior/senior sopranos and altos. This is our Advanced Treble ensemble. Students should have at least one year of experience in another performing art class (Concert Voices, any instrumental music or drama class). Sophomores who wish to be in Bel Canto must audition.**Concert Voices:** Open to all students. No audition required. No experience required. If you are a freshman who loves to sing, a senior who has never sang before, or anything in between, you are welcome in Concert Voices!**Varsity Voices:** Open to junior/senior students. This is our Advanced Mixed ensemble. Students should have at least two years of experience in another performing art class (Concert Voices, Bel Canto, any instrumental music or drama class). Sophomores who wish to be in Varsity Voices must audition.*Activities:* All groups sing at several regularly scheduled music concerts, school assemblies, and festivals. These groups also sing at community events, Open Mic Nights, and other gigs throughout the Woodinville area. All groups have the opportunity to travel for competitions.**CODING CLUB****ADVISOR – PAUL MULVANEY***Criteria for Admission:* Open to all interested students.*Activities:* The goal is to allow WHS students a place to learn the ever-expanding field of Computer Science. We will do this by allowing help sessions for those who have questions on certain coding topics, and by creating a curriculum to allow students to learn professional coding platforms and languages.

**CULINARY SCIENCE CLUB****ADVISOR – KATIE GRIMES**

*Criteria for Admission:* Open to all interested students, plus membership fee.

*Activities:* The purpose of Culinary Science Club is to create a fun and friendly environment that allows students to learn to cook/bake and advance their skills in the art form. The club hopes to foster an understanding and love for the science behind cooking, baking, and food in general. The mission is to empower everyone to feel that they can cook, bake well, and find a love for culinary science.

**EARTH CLUB****CO-ADVISORS – SARAH DIGGES & JOE SHLICHT**

*Criteria for Admission:* Open to all interested students.

*Activities:* We are an ambitious and ever-expanding group of freshmen, sophomore, junior, and senior students who are dedicated to the preservation of our world's ecosystems and their inhabitants. We believe in reducing carbon footprints, reusing sustainable materials, recycling commonly used products, and rethinking the way that we treat the environment. Finally, we are confident that small ideas – such as the execution of various projects around our campus and community will lead to a great and positive impact on the Earth at large.

**FBLA****ADVISOR – LINDSAY HANEY**

*Criteria for Admission:* Open to all interested students, plus membership fee.

*Activities:* The purpose of Future Business Leaders of America is to give students an opportunity to learn about the business community and the skills necessary to succeed in business. FBLA members participate in many projects, including fund-raisers, community service activities, business conferences, and social events. Since competition is a major part of our free enterprise system, yearly regional, state, and national conferences are held in which students learn leadership skills and complete in areas that they are studying in school. Any high school student interested in business can join FBLA.

**FRENCH CLUB****ADVISOR – DIANA MORELAND**

*Criteria for Admission:* Students currently taking French classes at WHS are welcome to attend events.

*Activities:* The French Club highlights francophone countries around the world. Each month, French Club specialists will present cultural, historical, food and music presentations on a country or region where French is spoken. French Club members will listen to music from that country or region and will be able to sample food from the area during each monthly event.

**GERMAN CLUB****ADVISOR – MICHAEL ANTLEY**

*Criteria for Admission:* Present or former students of German or admission by club officers. Desire to participate in and contribute to German Club activities, plus possible field trip fee(s).

*Activities:* Movie evenings, Oktoberfest, foreign exchange student evenings, field trips, video-letter exchange, German Club scholarship, bike trips, music, and more.

**HOSA (Health Occupations Students of America)****ADVISOR – MARINA OROBINSKAIA**

*Criteria for Admission:* Enrollment in the Health Sciences program, plus membership fee.

*Activities:* This national student organization is recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people.

**INTERNATIONAL THESPIAN SOCIETY****ADVISOR – JOSH BUTCHART**

*Criteria for Admission:* Anyone interested in being involved in Theatre at WHS - enrollment in a theatre class is not required. Competition fee if opt to participate.

*Thespians Society Activities:* Competing in the regional Thespians Individual Events competition (Dec/Jan), attending regional professional theatre performances, and attending/competing in the State Thespians Festival (March).

**JAPANESE CLUB****ADVISOR – MIZUE SUNAHARA**

*Criteria for Admission:* Open to all interested students. Optional Japanese National Honor Society fee.

*Activities:* To share and spread awareness and understanding of the Japanese culture through activities and events.



**JOURNALISM CLUB****ADVISOR – CHRISTINE TRAXLER**

*Criteria for Admission:* Must maintain a 1.5 or higher GPA. Open to up to 100 students.

*Activities:* To spread awareness on current topics, on both the local and international level, and to be the voice of Woodinville High School students. To practice journalistic writing styles and practices. To form a community of students passionate about journalism. To write, research, or contribute to articles to be published on the club website with honor and good integrity, adhering to professional, state-of-the-art journalism practices.

**KEY CLUB****ADVISOR – TBD**

*Criteria for Admission:* Open to all interested students, plus membership fee.

*Activities:* This student-led organization teaches leadership through service to others. Members build themselves as they build their schools and communities.

**LINK CREW****ADVISOR – BEN KITTLER & KAYLA HOFFMAN**

*Criteria for Admission:* Open to all interested students, plus purchase of t-shirt.

*Activities:* The mission of Woodinville High School's Link Crew is to support and encourage Woodinville High School through positive interaction with all grade levels, focusing mainly on freshmen and sophomores. This is accomplished by responsible, caring upperclassmen that promote, lead and invite participation in activities and academics. With this in mind, we are Falcons helping Falcons.

**MATH CLUB****ADVISOR – TBD**

*Criteria for Admission:* Open to all interested students.

*Activities:* Solve and discuss solutions of puzzles and other brainteasers. Prepare for AHSME and WSMC Regional and State competitions. Meet other interesting people. Hear from professionals in math-related fields regarding their work, their preparation, and points of view.

**MODEL UNITED NATIONS****ADVISOR – JIM BACKSTROM**

*Criteria for Admission:* Open to all students who are interested in foreign affairs and international relations, plus membership fee.

*Activities:* Model United Nations discusses and researches conflicts around the world and the countries of the United Nations. We participate in district and State Model United Nations conferences. Opportunity to attend national events is also available through associated district clubs.

**MUD CLUB****ADVISOR – SARAH DIGGES**

*Criteria for Admission:* Open to all interested students, plus fee each semester.

*Activities:* Mud Club provides a creative space for ALL students interested in working with clay in various ways. Come join us as we create student directed projects, develop your own ceramic project, learn how to throw on the potter's wheel, discover glazing and just have fun connecting while creating.

**NATIONAL ARTS HONOR SOCIETY (NAHS)****ADVISOR – MATT FRY**

*Criteria for Admission:* Open to all interested students, 8 community service hours, 3.0 GPA, plus membership fee

*Activities:* NAHS serves to inspire, engage, and recognize all students at WHS interested in the Visual Arts. The program supports members in efforts to attain the highest standards in art scholarship, character, service and to bring art education to the attention of the school and community. Student led arts & crafts projects, member curated art exhibits showcasing WHS student art, member and non-member social events, and arts related school/community service.

## **NATIONAL HONOR SOCIETY (NHS)      CO-ADVISORS– JAMIE OLSON & LOREN TANKSLEY**

*Criteria for Admission:* 30 community service hours, 3.5 GPA, plus membership dues payable upon acceptance

*Activities:* The Falcon Chapter of the Woodinville High School National Honor Society is dedicated to leadership, character, community service, and scholarship. Applications for National Honor Society are due in November and includes a well-written essay stating the candidate's qualifications for NHS, 5 hours of community service, as well as a teacher recommendation. Upon acceptance into National Honor Society students will need to pay the \$13 club dues and earn the rest of their 30 hours, 10 of which need to be in school hours by the end of March to maintain active member status. Information and forms can be found on the WHS NHS website.

## **UNDERWATER ROV (REMOTELY OPERATED VEHICLE) CLUB ADVISOR – ERIC CHRISTMYER**

*Criteria for Admission:* Open to all interested students.

*Activities:* The purpose of ROV Club is to: **bring together** groups of students who enjoy STEM, with the focus of building underwater remotely ROVs; to **teach** students how to use STEM principles to solve real-world problems; to **create** ROVs and teams to attend the MATE competition; and to **promote** ROVs and their applications.

## **SCIENCE CLUB**

**ADVISOR – KARL McBURNETT**

*Criteria for Admission:* Open to all interested students.

*Activities:* Science Club is an after-school activity that gives students a chance to learn about science phenomena and technologies that are not usually dealt with in their regular science classes. We do hands on learning projects such as electronics and water rocket building, discuss cutting edge theories in the various fields and practice for interscholastic science competitions. We have a great parental and community support for all of our activities.

## **SPANISH CLUB**

**ADVISOR – KAYLA HOFFMAN**

*Criteria for Admission:* An interest in Spanish culture. Membership is granted if a student attends at least one activity. Optional Spanish National Honor Society fee.

*Activities:* Students have an opportunity to discuss in depth the culture, cuisine and music of Spanish speaking countries usually not featured in the classroom. Spanish Club also hosts annual cultural events such as various service and/or movie events.

## **SPEECH & DEBATE CLUB**

**ADVISOR – ANEET BAINS**

*Criteria for Admission:* Open to all interested students.

*Activities:* Speech & Debate Club provides an opportunity for students to enhance their speaking skills, discuss current topics, use critical reasoning, and gain recognition at regional, state, and national tournaments. Speech & Debate forms range from quick, on-the-spot dialogue to informed, thought-out presentations. Regardless of the student's experience and comfort level, Speech & Debate club will leave them with skills critical for any profession.

## **STUDENT GOVERNMENT (ASB)**

**ACTIVITIES DIRECTOR – TBD**

*Criteria for Admission:* ASB officers are President, Vice President, Treasurer, Secretary, and Activities Promoter. Class Officers are President, Vice President, Secretary, and Treasurer. Candidates must meet eligibility requirements listed in the WHS Constitution. Elections for ASB and class offices are held in April for the following school year. Incoming freshmen elect their senators in spring at their respective middle schools.

*Activities:* ASB officers are responsible for activities that encompass all the students, including Student Council Meetings, assemblies, and major events such as Homecoming, Winterfest, Service Week, Tolo, and Yearbook Distribution Day. Class officers are primarily responsible for fundraising activities to build toward senior activities, such as Senior Prom and Senior Breakfast. Officers are also responsible to motivate their classmates and encourage participation in the major school events.

## **TECHNOLOGY STUDENT ASSOCIATION OF AMERICA (TSA) ADVISOR – SCOT MILLHOLLEN & TBD**

*Criteria for Admission:* Open to all interested students, plus membership fee.

*Activities:* The purpose of the TSA Club is to allow students who have an interest in STEM to expand their understanding of STEM. It will provide students with a platform to learn and compete in technology events.

## **THEATRE PRODUCTIONS**

**ADVISOR – JOSH BUTCHART**

*Criteria for Admission:* Anyone interested in being involved in Theatre at WHS - enrollment in a theatre class is not required.

*Activities:* Acting and technically producing our season of shows. Helping with ASB and student activity performances in our Theatre/Black Box.

## **WOMEN IN STEM EDUCATION CLUB**

**ADVISOR – SARA JACKSON**

*Criteria for Admission:* Open to all interested students.

*Activities:* The purpose of Women in STEM Education Club is to make learning STEM topics more accessible to students.

## **WOMEN OF INFLUENCE**

**ADVISOR – LISA NORTH**

*Criteria for Admission:* Open to up to a maximum of 300 interested students.

*Activities:* The mission Women of Influence is to give aspiring female students at Woodinville High School access to a greater sense of empowerment and a sense of direction for their future pursuits in a variety of different fields, as well as to connect WHS female students to industry experts in order to inspire them about their future career.

## **YOUTH STEM OUTREACH CLUB**

**ADVISOR – JENNIFER JOHNS**

*Criteria for Admission:* Eligibility extended to WHS Students interested to learn, create, and teach scientific education to youth.

*Activities:* The Mission of the of the Youth STEM Outreach club is to provide as many resources and opportunities through education for a better world. Through this club, the member will look to effectively educate the youth through a fun and interactive approach into hands-on scientific thinking and experiences in order to drive the next generation of thinkers for the future benefit of all, in addition to striving for educational equity.

## **YEARBOOK**

**ADVISOR – SHARON ALDER**

*Criteria for Admission:* Highly motivated students who are responsible self-starters should see the Advisor for admission information.

*Activities:* Yearbook is a production-based course that creates and publishes the Woodinville High School yearbook. Our primary goal during this production class is to tell “the story” of the year. Because the student staff is solely responsible for the content, design, layout, and sale of the book, students who choose to be a part of this business must ensure that it runs efficiently and effectively. Staffers must be cooperative, punctual, professional, creative, and productive. Students are responsible for taking digital photos, conducting interviews, managing clerical operations, making announcements, maintaining signage, and composing, designing, and editing all elements of text, graphic art, and digital photography layouts. This course requires students to be available outside of regular class hours to attend sporting events, student activities, etc. Students are expected to be organized, motivated, and possess strong reading and writing skills upon entering the class.

## **4. NON-FUNDRAISING ASB CLUBS (SUBJECT TO CHANGE)**

With a designed staff advisor, completed, fully signed, and approved application; and Constitution, students have the opportunity to develop other non-fundraising ASB Clubs during the school year. Contact the Activities Director for further details.

**CLUB**

BSU Club (Black Student Union)  
 FCA (Fellowship of Christian Athletes)  
 Film Club  
 Filmmaking Club  
 Future Problem-Solving Club  
 Game Club  
 GSA Club  
 GWL Club (Girls Who Lift)  
 Hiking Club  
 Impact Club  
 Mental Health Awareness Club  
 Philosophy Club  
 Poetry Club  
 Vegans and Vegetarians of Woodinville  
 Woodinville WE Club

**ADVISOR**

Ann Cargill  
 Wayne Maxwell  
 Taylor Weaver  
 Alexis Bareli  
 Alexis Bareli  
 Taylor Weaver  
 Rick Lizotte  
 Tracy Schellberg  
 Jim Backstrom  
 Erik Davis court  
 McKenzie Carlson  
 Jordan Kuszak  
 Jim Backstrom/Christine Traxler  
 Katie Bourdache  
 Ernie Merritt

## ATHLETIC PROGRAMS

### ATHLETIC DIRECTOR – KURT MELTON

<b>FALL</b> August 22, 2022	<b>WINTER</b> November 14, 2022	<b>SPRING</b> February 27, 2023	
<b>Cheer</b> (Laura Frost and Kayla Hoffman)	<b>Cheer</b> (Laura Frost and Kayla Hoffman )	<b>Cheer</b> (Laura Frost and Kayla Hoffman )	<b>Unified Soccer</b> (Katherine Smith and Josh Locke)
<b>Cross Country</b> (Jennifer Bolibol)	<b>Gymnastics</b> (Kathie Koch)	<b>Baseball</b> (Alan Dillman)	<b>Women's Badminton</b> (Darcy Vitulli)
<b>Football*</b> (Wayne Maxwell)	<b>Men's Basketball</b> (TBD)	<b>Men's Lacrosse</b> (Pete Crowley)	<b>Women's Golf</b> (George Sayah)
<b>Men's Golf</b> (Scott Millhollen)	<b>Men's Swimming &amp; Diving</b> (George Sayah)	<b>Men's Soccer</b> (Brett Lasby)	<b>Women's Lacrosse</b> Grace Hamilton
<b>Men's Tennis</b> (Betty Hummer)	<b>Womens Basketball</b> (Scott Bullock)	<b>Coed Rowing</b> (TBA)	<b>Women's Softball-Fastpitch</b> (Kathryn Jarvis)
<b>Men's Water Polo</b> (Mark Lewis)	<b>Wrestling</b> (Shaman Wicklund)	<b>Track</b> (Jennifer Bolibol)	<b>Women's Tennis</b> (Betty Hummer)
<b>Coed Rowing</b> (TBA)	<b>Unified Bowling</b> (Amber Wyberanec and Katherine Smith)		<b>Women's Water Polo</b> (Mark Lewis)
<b>Women's Soccer</b> (M'ily Morton)			
<b>Women's Swimming/Diving</b> (George Sayah)			
<b>Women's Softball-Slowpitch</b> (Kim Benedict)			
<b>Volleyball</b> (TBD)			

\*Football Season starts August 17, 2022

## 1. STUDENT AND ATHLETIC LEADERSHIP CODE

- A. The opportunity to participate in the athletic and/or leadership programs at WHS is a privilege available to all students. Because of the public nature of athletic and leadership programs sponsored by the district, students choosing to participate are expected to conduct themselves at all times during their season of participation and between consecutive seasons and/or throughout the school year in a manner that will reflect the high standards and ideals of WHS and their community. Refer to Northshore's *Student Rights and Responsibilities Handbook Concerning Student Conduct, Policy 3200, Section B.5* for specific rules, consequences, behavior expectations, and information on the Student and Athletic Leadership Code.

## 2. ATHLETIC ELIGIBILITY REQUIREMENTS

- A. **Register for sports through Final Forms at <https://northshore-wa.finalforms.com/>.** Information is available on the WHS Athletics "Register for Athletics" website.
- B. An athlete must hold a current ASB card, except Unified sports participants. The 2022-2023 card is \$60. ASB monies assist with the athletic budget.
- C. All students, except Unified sports participants, are expected to meet or exceed a 2.0 GPA in order to be eligible to compete.
1. District Academic Requirements/High School Grade Policy Timeline can be found on the NSD website.
- D. Be enrolled in and passing six (6) subjects during the grading period of competition (per WIAA policy).
- E. Have passed six (6) subjects in the grading period prior to participation (per WIAA policy).
1. For fall sports only, an incoming freshman student is not required to meet the previous semester scholarship rule.
- F. Must follow WIAA Student Eligibility Requirements as outlined in the WIAA Handbook under section 18.0.0 "Student Standards for Interscholastic Eligibility".
- G. Must pay the sport participation fee of \$154.00, except lacrosse and Unified sports, which are non-WIAA or non-KingCo sports.
- H. Strongly recommended that parents attend the Parent Meeting for the sport season (fall/winter/spring) of their student's sport.

## 3. ATHLETIC REQUIREMENTS

- A. Please take the time to carefully read the information contained on this page, particularly if you intend to turn out for a fall sport. Failure to register and be cleared by the Athletic Office prior to the first day of tryouts/practice makes an individual ineligible for a tryout/practice session as this puts the coach and the school in a potential liability situation.
- B. **Online Registration through Final Forms:** Until online registration through Final Forms has been completed AND approved by the Athletic Office, you cannot officially try out or practice. You must be approved before tryout/practice days will count toward eligibility.
- C. **Physical Examination and Medical History:** Every student must have a physical on file with the Athletic Office. A physical is good for two (2) years from the time of the examination. If there are any questions regarding one's physical or medical expiration date, please contact the Athletic Office: Mrs. Hector, Athletic Secretary, at [rhector@nsd.org](mailto:rhector@nsd.org) or 425-408-7491 or Mr. Melton, Athletic Director, at 425 408-7415.
- D. **Running Start Students and WIAA Eligibility form:** Full-time or part-time Running Start students must fill out and complete prior to their **first** sport season, to ensure that student is athletically eligible. The Running Start and WIAA Eligibility form is available on the WHS Athletics website and during the Final Forms registration process. Course Credit Equivalency: Two 5-credit Running Start quarter courses are equal to 2 high school credits. Students must also provide class schedules and grades when requested.
- E. **Alternative Education and WIAA Eligibility form:** Full-time or part-time students who are attending off-campus accredited classes must fill out and complete prior to their **first** sport season to ensure that student is athletically eligible. The Alternative Education and WIAA Eligibility form is available on the WHS Athletics website and during the Final Forms registration process.

Students must provide class schedule and grades.

- F. **Home School and WIAA Eligibility form:** Full-time or part-time students who are home schooled must fill out and complete prior to their **first** sport season to ensure that student is athletically eligible. The Home School and WIAA Eligibility form is available on the WHS Athletics website and during the Final Forms registration process. Students must provide class schedule and grades.
- G. **ASB Card:** All high school athletes must purchase an ASB card sticker prior to their first competitive contest, except Unified sports.
- H. **Participation Fee:** All high school athletes, except lacrosse and Unified sports, must pay \$154 per sport season (not to exceed \$308 per year). Families with multiple athletes playing at the same school during the same season will pay \$121 per athlete (not to exceed \$484 per year or \$396 per year for families with athletes playing at the middle and high school level). No sports fees will be receipted until cuts have been made and team rosters have been finalized. This fee can be paid online through TouchBase, in the Cashier's Office, or in the Main Office. **NOTE: Parent/Guardian is responsible for determining the correct fee amount as it applies to their family.**

*\*Sports participation fees subject to Change*

**PLEASE SEE THE WHS ATHLETIC WEBSITE FOR MORE INFORMATION AND A LINK TO REGISTER FOR SPORTS ONLINE.**

*Northshore School District prohibits discrimination on the basis of age, sex, marital status, genetic information, sexual orientation including gender expression or identity, race, creed, religion, color, national origin, honorably discharged veteran or military status, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a person with a disability, unless based upon a bona fide occupational qualification, in all its employment procedures, training, programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) have been designated to handle questions and complaints of alleged unlawful discrimination: Director of Human Resources (Title IX, ADA and Civil Rights Compliance), Director of Career and College Readiness (Section 504), 3330 Monte Villa Parkway, Bothell, WA 98021, 425-408-6000.*

# HEALTHY LIVING *hotlines & helplines*

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

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



# EVALUATING INTERNET SOURCES

Not everything you see online is true. That's why it's so important to screen websites before you use them to help with homework or for information in a school report.

Use this checklist  to figure out if the online source you're using is reliable.

## Evaluate the WEBSITE

- What is the domain?** Look at the Web address for clues about what kind of website you're using.

**Reliable**

.edu: a school, college, or university  
.gov: a government agency

**Check carefully**

.com: a commercial business  
.net: a network  
.org: an advocacy group

- Is it easy to navigate?** A reliable website will make it easy to find what you need.
- Are there a lot of errors?** Spelling and grammar mistakes probably mean it's not trustworthy.

## Evaluate the AUTHOR

- Is there an author listed?** The author should be easy to identify and contact.
- Is he/she an expert?** The author should be qualified to write on this subject.
- What else has he/she published?** An author is more reliable if he or she has published other works.

## Evaluate the INFORMATION

- Is it current and accurate?** The information should be up to date and include references.
- Can you find it on other sites?** Make sure the information appears in other reliable sources, including websites, books, and articles.
- Is it fact or opinion?** Be sure to note when you're using someone's opinion and when you're using proven facts.

Hint

Trust your gut! If something doesn't seem right, it probably isn't.

[NetSmartz.org/TipSheets](http://NetSmartz.org/TipSheets)

**NetSmartz Workshop**  
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**ASL**  
AMERICAN ASSOCIATION  
OF SCHOOL LIBRARIANS





## ONLINE SAFETY

### BE SMART! BE RESPECTFUL! BE SECURE!

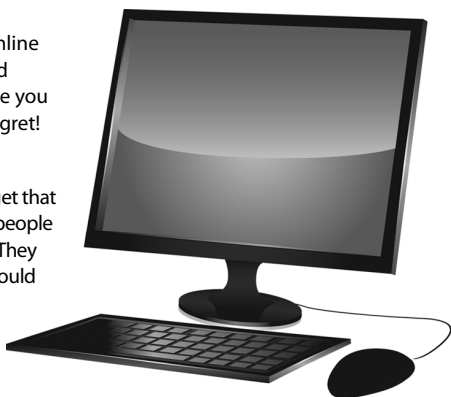
The internet is a real-life place with real-life dangers. Be smart and take steps to keep yourself safe online.

#### Be Smart!

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

#### Be Respectful!

When online, people sometimes forget that they are communicating with other people and not with their computer screen. They might say or do things online they would never say or do in person. These people are called cyberbullies. Remember to treat others online as you would want to be treated. Don't say or do anything that you wouldn't say or do to someone face-to-face. Be kind, courteous, and respectful to others. Cyberbullying is serious and a crime in many states.



#### Be Secure!

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

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

### HAVE YOU OR SOMEONE YOU KNOW...

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

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

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

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



SOCIAL MEDIA  
**SAFETY**  
FOR **TEENS**

NetSmartz.org/TipSheets

**THE FOLLOWING CHECKLIST CAN HELP YOU TAKE STEPS TO KEEP YOURSELF SAFER ONLINE.**

- CHECK YOUR COMMENTS AND IMAGES.**  
Have you posted anything inappropriate or illegal, like threats, nudity, alcohol, or drugs?
- TALK TO YOUR FRIENDS ABOUT WHAT'S OK TO POST.**  
Agree that you won't post embarrassing or hurtful comments or images of each other. Be clear that you'll delete – or if needed, report – any posts that are inappropriate, illegal, or threatening or could get you in trouble.
- REVIEW YOUR ACCOUNT SETTINGS.**  
Go through each option slowly. Always ask yourself – *what is on my profile and who can see it?*
- KNOW YOUR FRIENDS, CONTACTS, AND FOLLOWERS.**  
These are the people who can see, share, and comment on what you post so you want to be sure you can trust them. Block and report anyone who makes harassing, threatening, or inappropriate comments.
- KEEP AN EYE ON 3RD PARTY APPS.**  
Some of these apps will give companies access to your personal information. Always read the fine print before deciding to add one.
- DON'T FORGET MOBILE.**  
When you use mobile devices like smartphones and tablets to post something or check in, you could also be sharing your location. Check your settings to make sure you're only sharing what you want to.
- REPORT.**  
You have the right to be safe online. If anyone cyberbullies you, make a report to the website or app. If anyone shares or asks you to share sexual messages or images, make a report to [www.CyberTipline.com](http://www.CyberTipline.com).

A program of the



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**NetSmartz® Workshop**

For more resources visit [NSTEENS.ORG](http://NSTEENS.ORG)

# SUCCESS SKILLS *plan for success*

## PLAN FOR SUCCESS

SUCCESSFUL PEOPLE DON'T BECOME SUCCESSFUL BY LUCK. THEIR SUCCESS IS THE RESULT OF SETTING GOALS AND WORKING TO ACHIEVE THOSE GOALS. IN OTHER WORDS, SUCCESSFUL PEOPLE PLAN TO SUCCEED. YOU, TOO, CAN PLAN TO SUCCEED. DON'T PROCRASTINATE. GOOD INTENTIONS WILL NOT HELP YOU SUCCEED. START PLANNING FOR SUCCESS TODAY!

{1} **Organization** – Getting organized is the first step to success.

- Remember that you are responsible for knowing about and completing your assignments and special projects.
- Use your datebook to write down your homework, extracurricular activities, community activities, and home responsibilities.
- Make sure you have all the materials you need when you go to class and when you do your homework.

{2} **Time Management** – Managing time wisely will help ensure that you have the opportunity to do both the things you need to do and the things you want to do.

- Plan a definite time to do your homework.
- Plan time for extracurricular and social activities, as well as home responsibilities.
- Commit yourself to your time plan, but be flexible. For example, if something happens that makes it impossible for you to do homework during the regularly scheduled time, plan an alternate time to do the homework.

{3} **Set Priorities** – If you have lots to do, it is important to set priorities.

- Rank each task in 1, 2, 3 order. Start with #1 – the most important task – and continue on down the list.
- When doing homework, start with the subject in which you need the most improvement.
- Check off finished tasks.
- If you frequently find that you cannot finish all the tasks on your list, you may need to prioritize your optional activities and eliminate some that are low on your priority list.

{4} **Set Goals** – Just wishing to get better grades or to excel in a sport accomplishes nothing. You need a plan of action to achieve your goals. Setting goals will result in better grades and higher self-esteem. Best of all, setting goals will make you feel in control of your life. Some hints for setting goals:

- Be specific. List specific goals for each academic subject. Also list goals for other school and home activities.
- Set time limits. Your goals can be both short-term (within a month or on the next quiz or test) and long-term (within the semester or within the school year).
- Set realistic goals. For example, if math has always been difficult for you, don't aim for an "A" in Algebra at the beginning of the year. If you usually get a "C-" in math, you may want to begin by setting a short-term goal of "C+" or "B-". Reaching that first short-term goal will give you the confidence to raise your goal for the next test or the next grading period.
- Draw up a step-by-step plan of action for reaching each goal; then go for it!
- Write your goals down, and put them in several places (your locker, your datebook, your bulletin board) so you will see them several times a day.
- Share your goals with others – your parents, teachers, good friends, etc. They can give you encouragement.
- Keep at it! Be determined, and keep a positive attitude. Visualize yourself achieving your goals.
- Reward yourself when you reach a goal.



# SUCCESS SKILLS *listening & homework skills*

## LISTENING SKILLS

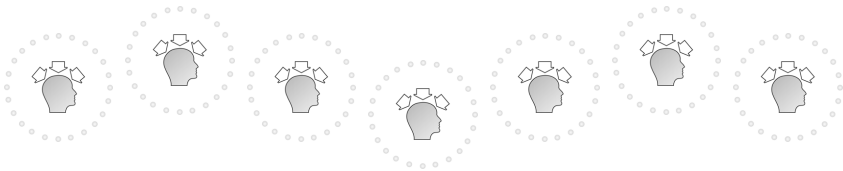
Listening (unlike hearing, which is a physical process that does not require thinking) gives meaning to the sounds you hear. It helps you understand. Listening is an active process that requires concentration and practice. In learning, the teacher's responsibility is to present information; the student's 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 *tips for improving your memory & taking standardized tests*

## TIPS FOR IMPROVING YOUR MEMORY

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



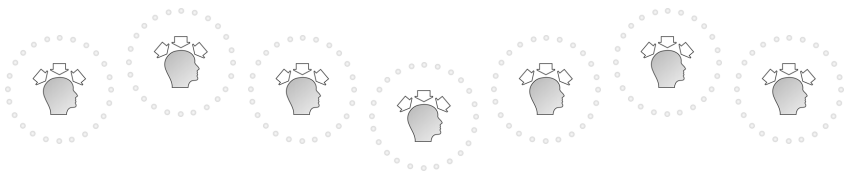
## TIPS FOR TAKING STANDARDIZED TESTS

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

# SUCCESS SKILLS *successful notetaking*

## SUCCESSFUL NOTETAKING

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



# SUCCESS SKILLS *preparing for college*

## PREPARING FOR COLLEGE

### The College Application Process

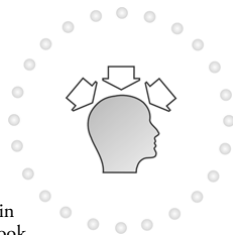
- (1) The application process begins in NINTH grade. Your grades and coursework will directly impact your admittance to college.
- (2) Fill your schedule with a variety of subjects and difficulty. Colleges are looking for well-rounded students who are highly motivated. Do your best in each class. Do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

## BASIC RÉSUMÉ WRITING

### The Functional Résumé Format

*The functional format is useful for graduating high school or college students who do not have extensive job experience. This type of résumé emphasizes skills and accomplishments achieved in school, activities, internships, and in life.*

*These are the 5 basic parts*

→

- (1) **Header:** your name, address, phone number, email address.
- (2) **Job objective:** a short statement describing how you can be of help to the employer and what you intend to do (e.g., sell, design, operate, manage).
- (3) **Qualifications:** a brief list or statement highlighting your background, your strengths and what you want your employer to know about you. This can be optional.
- (4) **Skills/Achievements:** a description of your abilities, accomplishments, and areas of competence. These can also be grouped under headings, such as *Office Skills*, *Technical Experience*, or *Planning/Organization*.
- (5) **Education:** a list of all formal education, workshops, seminars, internships, school-related activities, and on-the-job training (if any). The most recent should come first.

### Remember:

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

### Use Action Words to Describe Skills

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



# SUCCESS SKILLS *basic résumé writing*

## SAMPLE RÉSUMÉ

### Joe Anybody

---

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

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

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

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

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

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

**REFERENCES** -Available upon request

# LANGUAGE ARTS *MLA style of documentation*

<b>YOUR WORKS-CITED LIST</b>	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.
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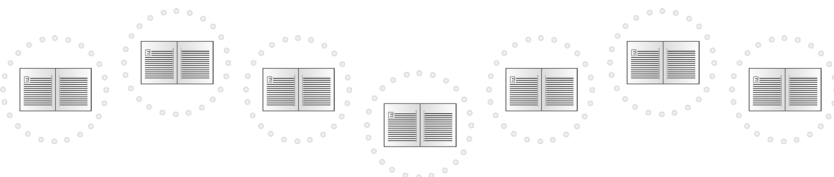
According to the *Modern Language Association Handbook for Writers of Research Papers, 8th edition*:

- {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."

<b>ANY CITATION</b> (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).
<b>PAGE ON A WEBSITE</b>	"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.
<b>ARTICLE IN A JOURNAL FROM A WEBSITE</b> (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.
<b>ARTICLE IN A PERIODICAL</b> (GENERAL GUIDELINES)	Author's last name, first name. "Article title." <i>Periodical title</i> , Day Month Year, pages.
<b>BYLINED ARTICLE FROM A DAILY NEWSPAPER</b>	Barringer, Felicity. "Where Many Elderly Live, Signs of the Future." <i>New York Times</i> , 7 Mar. 2018, p. A12.
<b>UNBYLINED ARTICLE FROM A DAILY NEWSPAPER</b>	"Infant Mortality Down; Race Disparity Widens." <i>Washington Post</i> , 12 Mar. 2018, p. A12.
<b>ARTICLE FROM A MONTHLY OR BIMONTHLY MAGAZINE</b>	Willis, Garry. "The Words that Remade America: Lincoln at Gettysburg." <i>Atlantic</i> , June 2019, pp. 57-79.
<b>ARTICLE FROM A WEEKLY OR BIWEEKLY MAGAZINE</b>	Hughes, Robert. "Futurism's Farthest Frontier." <i>Time</i> , 9 July 2019, pp. 58-59.
<b>EDITORIAL</b>	"A Question of Medical Sight." Editorial. <i>Plain Dealer</i> , 11 Mar. 2019, p. 6B.

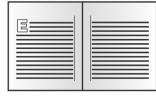
# LANGUAGE ARTS *MLA style of documentation*

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



# 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 *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, manicule, 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, conquer, 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 *parts of speech*

<b>NOUN</b>	A WORD THAT NAMES A PERSON, PLACE, THING, QUALITY, ACT, OR FEELING.
-------------	---

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

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

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

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

<b>PRONOUN</b>	A WORD THAT TAKES THE PLACE OF A NOUN.
----------------	--

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

→ *Examples:* *She* took the bus to visit Aunt Jane. We are looking forward to visiting Oregon.

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

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

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

**Possessive Case Pronouns** show ownership or possession.

→ *Examples:* The cougar escaped from *its* cage. Their car slid off the icy road.

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

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

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

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

→ *Examples:* *Singular*                      *Plural*

1<sup>st</sup> Person: I stop.                      We stop.

2<sup>nd</sup> Person: You stop.                      You stop.

3<sup>rd</sup> Person: He/She/It stops. They stop.

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

→ *Examples:* Cathy wrote the letter. (active voice)  
The letter was written by Cathy. (passive voice)

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

→ *Examples:* We *need* the information now. (present)  
Reggie *shot* the ball. (past)  
You *will enjoy* the school play. (future)

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

→ *Examples:* The ball rolled *slowly* around the rim. Soccer scores are reported *daily* in the newspaper.

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

→ *Examples:* red, large, three, gigantic, miniature  
Adjectives have three forms: **positive**, **comparative**, and **superlative**.

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

→ *Example:* My apple pie is *good*.

The **comparative** form compares two things.

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

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

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

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

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

The horse leaped *over* the fence.

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

<b>CONJUNCTION</b>	A WORD THAT CONNECTS INDIVIDUAL WORDS OR GROUPS OF WORDS.
--------------------	---

**Coordinating conjunctions** connect a word to a word, a clause to a clause, or a phrase to a phrase.

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

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

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

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

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

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

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

<b>INTERJECTION</b>	A WORD THAT IS USED IN A SENTENCE TO COMMUNICATE STRONG EMOTION OR SURPRISE. PUNCTUATION IS USED TO SEPARATE AN INTERJECTION FROM THE REST OF THE SENTENCE.
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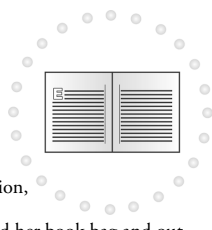
→ *Examples:* *Hooray!* We finally scored a touchdown.

*Oh, no!* I forgot the picnic basket.

*Yes!* Her gymnastic routine was perfect.

*Ah*, we finally get to stop and rest.

# LANGUAGE ARTS *punctuation*



## PERIOD ●

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

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

**Use:** after an initial or an abbreviation.

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

## COMMA ,

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

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

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

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

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

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

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

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

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

→ *Example:* Joseph Jones, Ph.D.

## QUESTION MARK ?

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

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

**Use:** to punctuate a short question within parentheses.

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

## APOSTROPHE ’

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

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

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

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

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

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

## COLON :

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

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

## SEMICOLON ;

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

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

**Use:** to separate groups of words.

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

## QUOTATION MARKS “ ”

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

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

**Use:** to distinguish a word that is being discussed.

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

**Use:** to indicate that a word is slang.

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

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

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

## SINGLE QUOTATION MARK ‘ ’

**Use:** to punctuate a quotation within a quotation.

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

## EXCLAMATION MARK !

**Use:** to express strong feeling.

→ *Example:* Help! Help!

# SUCCESS SKILLS *manual alphabet*

## AMERICAN SIGN LANGUAGE



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X



Y



Z



# MATHEMATICS *algebra & mathematical symbols*

## ALGEBRA

### Expanding

- {1}  $a(b+c) = ab+ac$
- {2}  $(a+b)^2 = a^2+2ab+b^2$
- {3}  $(a-b)^2 = a^2-2ab+b^2$
- {4}  $(a+b)(a+c) = a^2+ac+ab+bc$
- {5}  $(a+b)(c+d) = ac+ad+bc+bd$
- {6}  $(a+b)^3 = a^3+3a^2b+3ab^2+b^3$
- {7}  $(a-b)^3 = a^3-3a^2b+3ab^2-b^3$
- {8}  $a^2-b^2 = (a+b)(a-b)$
- {9}  $a^3+b^3 = (a+b)(a^2-ab+b^2)$
- {10}  $a^3b-ab = ab(a+1)(a-1)$
- {11}  $a^2-2ab+b^2 = (a-b)^2$
- {12}  $a^3-b^3 = (a-b)(a^2+ab+b^2)$

### Laws of Exponents

- {1}  $a^r a^s = a^{r+s}$
- {2}  $a^r / a^s = a^{r-s}$
- {3}  $a^r a^p / a^q = a^{r+p-q}$
- {4}  $(a^r)^s = a^{rs}$
- {5}  $(ab)^r = a^r b^r$
- {6}  $(a/b)^r = a^r / b^r$  ( $b \neq 0$ )
- {7}  $a^0 = 1$  ( $a \neq 0$ )
- {8}  $a^{-r} = 1/a^r$  ( $a \neq 0$ )

*if r and s are positive integers*

### Logarithms

- {1}  $\text{Log}(xy) = \text{Log } x + \text{Log } y$
- {2}  $\text{Log } x^r = r \text{Log } x$
- {3}  $\text{Log } x = n \iff x = 10^n$  (Common log)
- {4}  $\text{Log}_a x = n \iff x = a^n$  (Log to the base a)
- {5}  $\text{Ln } x = n \iff x = e^n$  (Natural log)
- {6}  $\text{Log}(x/y) = \text{Log } x - \text{Log } y$

$$e = 2.71828183$$

### Quadratic Formula

When given a formula in the form of a quadratic equation  $\rightarrow$

$$ax^2 + bx + c = 0$$

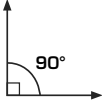
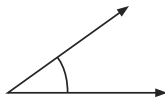
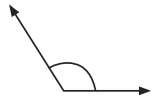
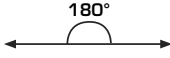
The solution can be derived using the quadratic formula  $\rightarrow$

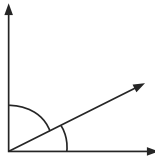
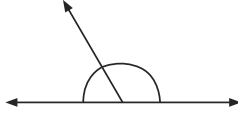
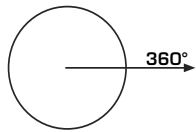
$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

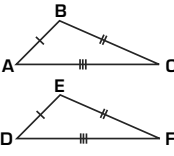
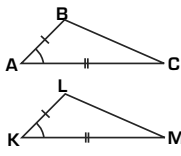
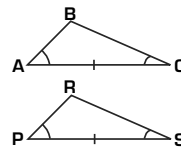
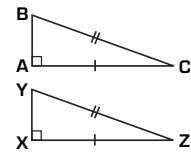
## MATHEMATICAL SYMBOLS

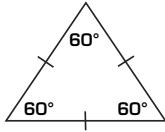
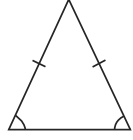
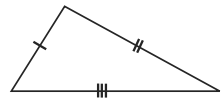
+	plus	>	greater than	○	circle
-	minus	<	less than	∩	arc of circle
±	plus or minus	≥	greater than or equal to	□	square
X	multiplied by	≤	less than or equal to	▭	rectangle
÷	divided by	∞	infinity	▭	parallelogram
=	equal to	:	is to (ratio)	△	triangle
≠	not equal to	::	as (proportion)	∠	angle
≈	nearly equal to	π	pi (-3.14159)	⊥	right angle
$\sqrt{x}$	square root of x	∴	therefore		perpendicular
$\sqrt[n]{x}$	nth root of x	∵	because		parallel
%	percentage	x	absolute value of x	°	degrees
Σ	sum of	...	and so on	'	minutes

# MATHEMATICS *geometric angles & congruence cases*

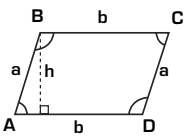
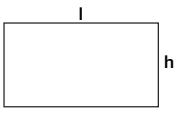
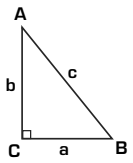
GEOMETRIC ANGLES			
 <p>A right angle is exactly <math>90^\circ</math></p>	 <p>An acute angle is less than <math>90^\circ</math></p>	 <p>An obtuse angle is greater than <math>90^\circ</math></p>	 <p>A straight angle is exactly <math>180^\circ</math></p>

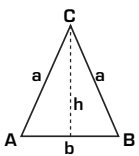
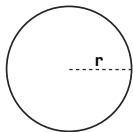
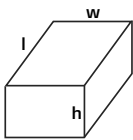
 <p>Complementary angles add up to <math>90^\circ</math></p>	 <p>Supplementary angles add up to <math>180^\circ</math></p>	 <p>One complete angle of rotation = <math>360^\circ</math></p>
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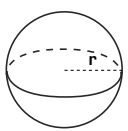
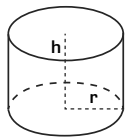
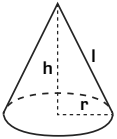
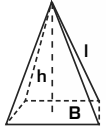
GEOMETRIC CONGRUENCE CASES			
<p>S.S.S. POSTULATE</p>  <p>Side-Side-Side <math>\triangle ABC \cong \triangle DEF</math></p>	<p>S.A.S. POSTULATE</p>  <p>Side-Angle-Side <math>\triangle ABC \cong \triangle KLM</math></p>	<p>A.S.A. POSTULATE</p>  <p>Angle-Side-Angle <math>\triangle ABC \cong \triangle PRS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

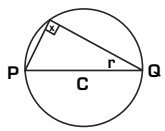
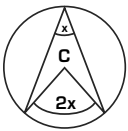
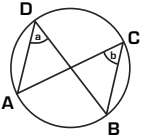
<p>EQUILATERAL TRIANGLE</p>  <p>3 Sides of Equal Length 3 Angles of <math>60^\circ</math> Each</p>	<p>ISOSCELES TRIANGLE</p>  <p>2 Sides of Equal Length 2 Base Angles are Equal</p>	<p>SCALENE TRIANGLE</p>  <p>3 Unequal Sides 3 Unequal Angles</p>
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# MATHEMATICS *area & volume*

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

## TRIGONOMETRIC RATIOS

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

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

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

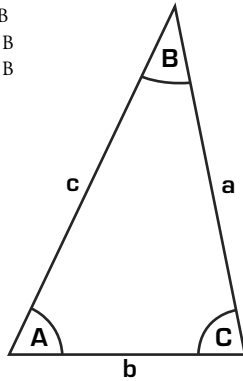
$$\tan \theta = \frac{\sin \theta}{\cos \theta}$$

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

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

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

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



## TRIGONOMETRIC RATIOS

### Law of Sines

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

### Law of Cosines

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

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

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

### Law of Tangents

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

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

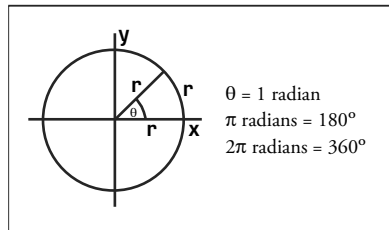
$$\frac{c-a}{c+a} = \frac{\tan 1/2(C-A)}{\tan 1/2(C+A)}$$

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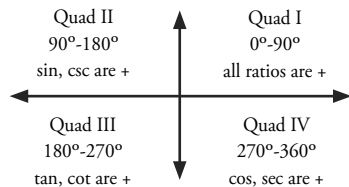
## VALUES OF TRIGONOMETRIC RATIOS

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

*note:  $\infty$  denotes undefined or infinite*



## QUADRANTS



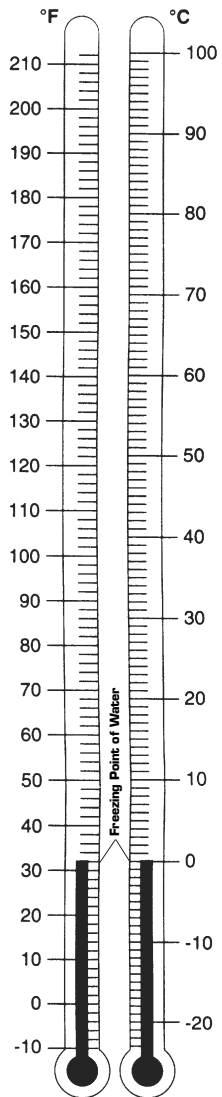
# SCIENCE *unit conversions*

## ENGLISH TO METRIC CONVERSIONS

<i>To Convert</i> →	<i>Multiply By</i> →	<i>To Find</i> →
<b>AREA</b>		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.59	square kilometers
acres	0.40	hectares
<b>LENGTH</b>		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
<b>MASS AND WEIGHT</b>		
ounces	28.35	grams
pounds	0.45	kilograms
pounds-force	4.45	newtons
short tons	0.91	metric tons
<b>VOLUME</b>		
cubic inches	16.39	cubic centimeters
cubic feet	0.03	cubic meters
quarts	0.95	liters
gallons	3.79	liters

## METRIC TO ENGLISH CONVERSIONS

<i>To Convert</i> →	<i>Multiply By</i> →	<i>To Find</i> →
<b>AREA</b>		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
<b>LENGTH</b>		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	.62	miles
<b>MASS AND WEIGHT</b>		
grams	0.04	ounces
kilograms	2.20	pounds
metric tons	1.10	short tons
newtons	.022	pound-force
<b>VOLUME</b>		
cubic centimeters	0.06	cubic inches
cubic meters	35.31	cubic feet
liters	1.06	quarts
liters	0.26	gallons

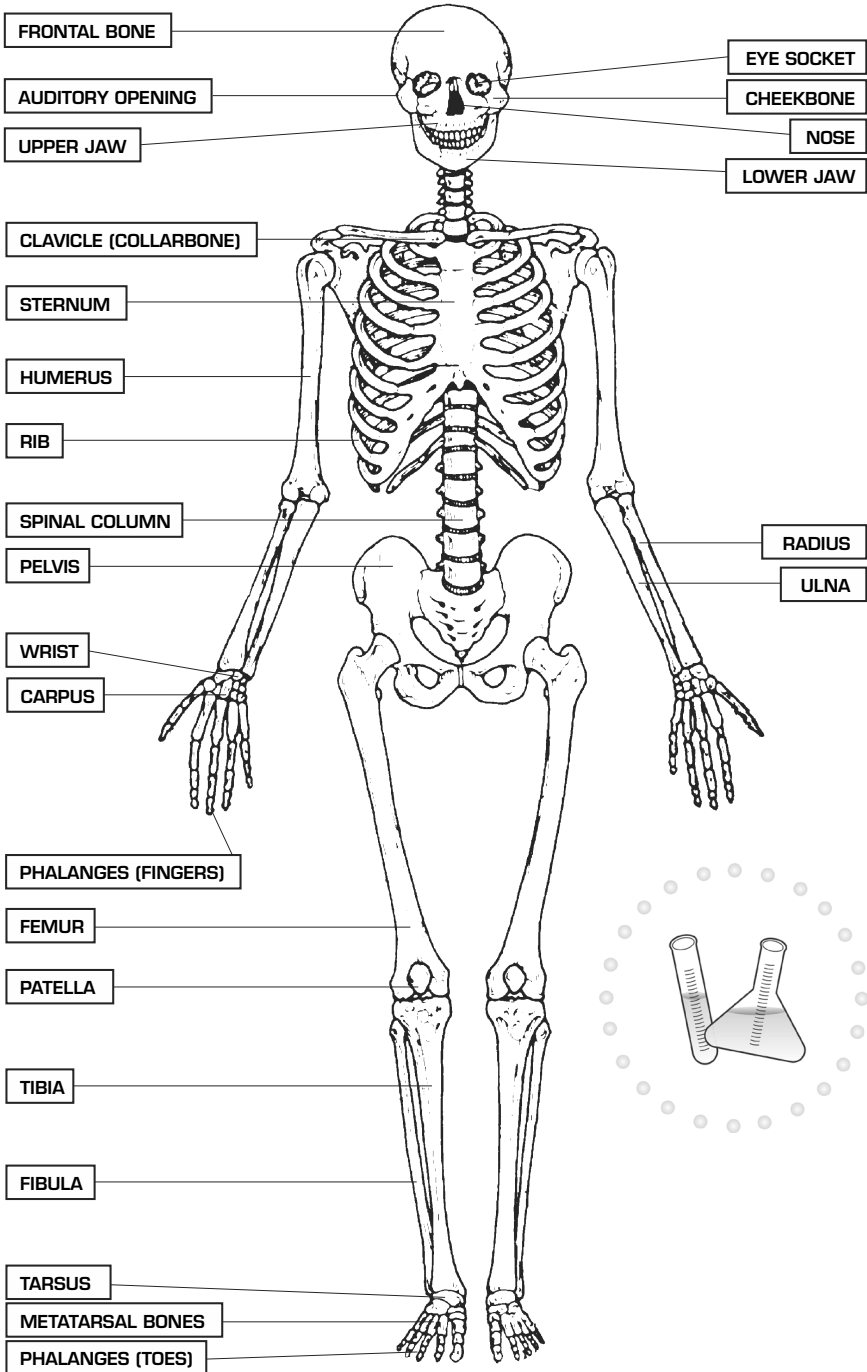


### TEMPERATURE

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

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

# SCIENCE *the human skeleton*



# CIVICS *Bill of Rights*

## AMENDMENT

## I

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

## AMENDMENT

## II

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

## AMENDMENT

## III

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

## AMENDMENT

## IV

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

## AMENDMENT

## V

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

## AMENDMENT

## VI

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

## AMENDMENT

## VII

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

## AMENDMENT

## VIII

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

## AMENDMENT

## IX

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

## AMENDMENT

## X

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



# GEOGRAPHY world map

