

St. Helens High School

2023-2024 STUDENT/PARENT HANDBOOK

Our Mission

Our Mission is to build a community of learners where students acquire skills, knowledge, and attitudes necessary to function productively in a changing world.



ST. HELENS
HIGH SCHOOL

COURAGEOUS
We open our minds to new perspectives and have the confidence to do the right thing.

DEDICATED
We work hard to achieve our goals and serve our community.

PREPARED
We have skills and resilience to meet life's challenges.

St. Helens School District Mission
“Strengthening Our Community Through Exceptional Schools”

St. Helens High School
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<https://www.sthelens.k12.or.us/shhs>

St. Helens High School Handbook

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2023-2024 School Board

Kellie Smith, Melody Killens, Ryan Scholl, Trinity Monahan, Bill Amos

School District Administration

Scot Stockwell, Superintendent

SHHS STAFF LIST

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Campus Monitors

Carla Pletsch, Ken Raya, Dezmond Stoudamire, Stephan Kotkins

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St. Helens High School Calendar 2023 - 2024

JULY 2023					Tchr Days	Stu Days
M	T	W	T	F		
3	4	5	6	7	0	0
10	11	12	13	14	0	0
17	18	19	20	21	0	0
24	25	26	27	28	0	0
31					0	0
					0	0

JANUARY 2024					Tchr Days	Stu Days
M	T	W	T	F		
1H	2B	3L	4B	5L	4	4
8B	9L	10B	11L	12B	5	5
15H	16L	17B	18L	19B	4	4
22L	23B	24L	25B	26L	5	5
29B	30L	31B			3	3
					21	21

H	Holiday No School for staff or students
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PD	Professional Development Day - No School for students
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TWD	Teacher Work Day - No School for students
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AUGUST 2023					Tchr Days	Stu Days
M	T	W	T	F		
	1	2	3	4	0	0
7	8	9	10	11	0	0
14	15	16	17	18	0	0
21	22	23	24	25	0	0
28PD	29PD	TWD	TWD		4	0
					4	0

FEBRUARY 2024					Tchr Days	Stu Days
M	T	W	T	F		
			EQS	TWD	2	1
5L	6B	7L	8B	9L	5	5
12B	13L	14B	15L	16B	5	5
19H	20L	21B	22L	23B	5	4
26L	27B	28L	29B		4	4
					21	19

Non Contract Day - No School for staff or students
--

First Day of School (9th Only)
First Day of School (All HS)

EQ	End of Quarter
-----------	-----------------------

K-12 Early Release

SEPTEMBER 2023					Tchr Days	Stu Days
M	T	W	T	F		
				1	0	0
4	5	6S	7S	8S	5	4
11L	12B	13L	14B	15L	5	5
18B	19L	20B	21L	22B	5	5
25L	26B	27L	28B	29L	5	5
					20	19

MARCH 2024					Tchr Days	Stu Days
M	T	W	T	F		
				1L	1	1
4B	5L	6B	7L	8B	5	5
11L	12B	13L	14B	15L	5	5
18B	19L	20B	21L	22B	5	5
25	26	27	28	29	0	0
					16	16

I	State Teacher Inservice Day No School
----------	---

Conferences - No School for students D=Day E=Evening
--

Last Day of School - Early Release

OCTOBER 2023					Tchr Days	Stu Days
M	T	W	T	F		
2B	3L	4B	5L	6B	4	4
9L	10B	11L	12B	I	4	4
16L	17	18B	19L	20B	5	5
23L	24B	25L	26B	27L	5	5
30B	31L				2	2
					20	20

APRIL 2024					Tchr Days	Stu Days
M	T	W	T	F		
1L	2B	3L	4B	5L	5	5
8B	9L	10B	EQ L	TWD	5	4
15B	16L	17B	18L	19B	5	5
22L	23B	24L	25B	26L	5	5
29B	30L				2	2
					22	21

EC	Emergency Closure Make up Days (if needed)
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High School Block Schedule	
L	Lemon Day (Periods 1-4)
B	Black Day (Periods 5-8)
S	First Day Schedule/Straight 7 or 8

NOVEMBER 2023					Tchr Days	Stu Days
M	T	W	T	F		
		1B	2L	3B	3	3
6L	7B	EQ L	TWD	10H	5	3
13B	14L	15B	16L	17B	5	5
20E	21D	22	23H	24	3	0
27L	28B	29L	30B		4	4
					20	15

MAY 2024					Tchr Days	Stu Days
M	T	W	T	F		
		1B	2L	3B	3	3
6L	7B	8L	9B	10L	5	5
13B	14L	15B	16L	17B	5	5
20L	21B	22L	23B	24L	5	5
27H	28B	29L	30B	31L	5	4
					23	22

End of 1st Quarter	
November 8, 2023	
45 Days	
End of 2nd Quarter	
February 1, 2024	
42 Days	
End of 3rd Quarter	
April 11, 2024	
43 Days	
End of 4th Quarter/Semester	
June 14, 2024	
44 Days	
Total Student Days	174
Schoolwide College/Career & Testing Day: 10/17/2023	
Senior Academic Awards Assembly (pm): 6/3/2024	
Last Day for Seniors: 6/4/2024	
Graduation: 6/7/2024 7:00 PM	

DECEMBER 2023					Tchr Days	Stu Days
M	T	W	T	F		
				1L	1	1
4B	5L	6B	7L	8B	5	5
11L	12B	13L	14B	15L	5	5
18	19	20	21	22	0	0
25	26	27	28	29	0	0
					11	11

JUNE 2024					Tchr Days	Stu Days
M	T	W	T	F		
3B	4L	5B	6L	7B	5	5
10L	11B	12L	13B	14S	5	5
TWD	18	19H	20	21	1	0
24	25	26	27	28	0	0
					0	0
					11	10

Teacher Days	189
Student Days	174

Adopted by School Board . *Please note: The 2023-2024 calendar is subject to change.

- August 28 & 29 - Teacher In-Service
- August 30 & 31 - Teacher Workday
- October 13 - Statewide Inservice
- November 9 - Teacher Workday
- November 20,21 - K-12 Parent/Teacher Conferences

- February 2 - Teacher Workday
- April 12 - Teacher Workday
- June 14 - Last Day for Students
- June 17 - Teacher Workday
- June 18,20,21,24 - Emergency Closure Make up Days (if needed)

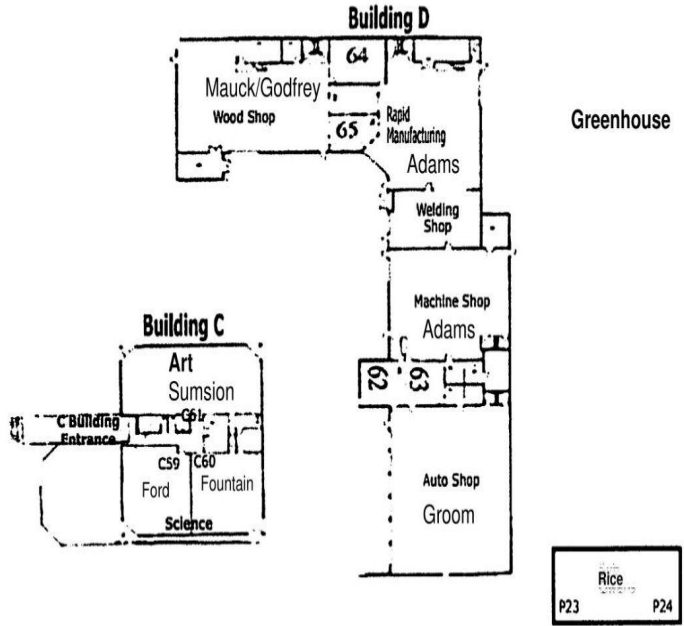
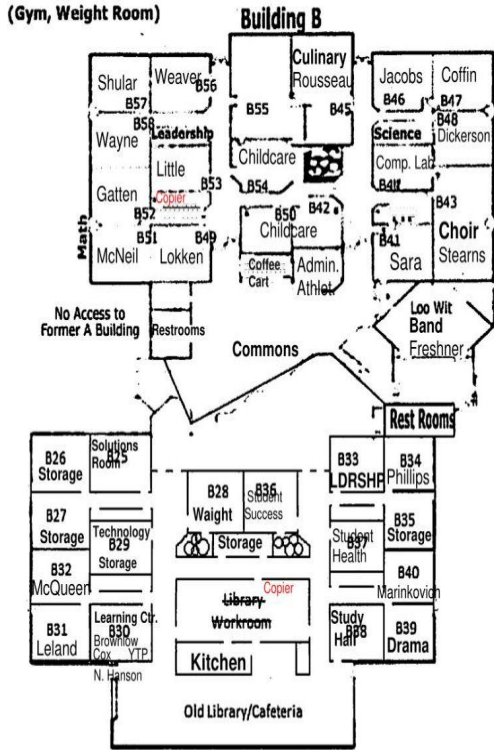
CONFERENCE HOURS	
11/20/2023 - No School w/12pm - 8 pm conferences	
11/21/2023: No School w/8 am - 4 pm conferences	

St. Helens High School Campus Map

----- Student Drop Off and Student Parking by the Tennis Courts

Room	Weight	P.E.

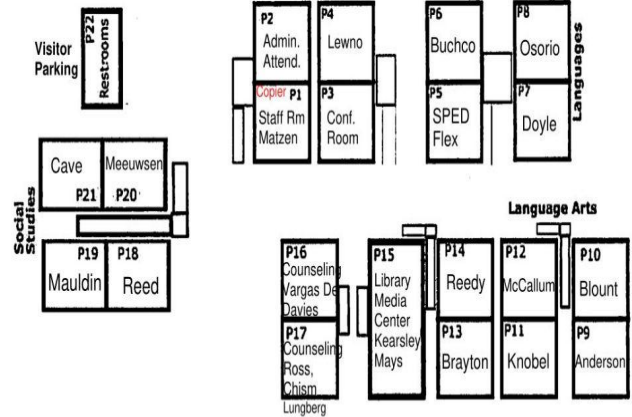
(Gym, Weight Room)



St. Helens High School St. Helens, Oregon

Bus Dropoff/Pickup

Staff Parking



Staff & Short Term Parking

Parking Lot
Exit

Gable Road

Parking Lot
Entrance

**St. Helens High School
Bell Schedule**

M, Tu, Th, F

Period 1 / 5	7:45 - 9:16
Period 2 / 6	9:24 - 10:55
LUNCH	10:55 - 11:30
Period 3 / 7	11:35 - 1:06
Period 4 / 8	1:14 - 2:45

Early Release Wednesday

Period 1 / 5	7:45 - 8:53
Period 2 / 6	9:02 - 10:10
LUNCH	10:10 - 10:45
Period 3 / 7	10:50 - 11:58
Period 4 / 8	12:07 - 1:15

Lemon Days Periods 1-4

Black Days Periods 5-8

SHHS Alma Mater

Though the storms of life assail us
Still our hearts ring clear
Naught can break the friendships formed
Within these halls so dear

Every student, man or maiden
Swells the glad refrain
Til the breezes music laden
Waft it back again

Neath the oaks-- our sons truehearted
Homage pay to thee
Time worn halls give back their echo
Hail, all hail to thee

CHORUS

Proud art thou in classic beauty
As the years go by
Hail to thee, our Alma Mater
Hail St. Helens High

Conference Affiliation

4A Cowapa League:






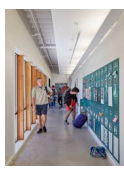
- Astoria Fishermen
- Scappoose Indians
- Seaside Seagulls
- St. Helens Lions
- Tillamook Cheesemakers

LION CODE

COURAGEOUS - Having the confidence to do the right thing.

DEDICATED - Demonstrate personal responsibility to take advantage of your opportunities.

PREPARED - Ready to have a successful day.

	<p>RESPECT: Treat ALL teachers, administrators, staff, students, yourself, and property with respect.</p>
	<p>COURTEOUS LANGUAGE: Courteous/respectful language will be practiced and reinforced. While on campus, derogatory language is not acceptable. This includes swearing, slurs, etc. BE NICE!</p>
	<p>CELL PHONES: With one-to-one devices, students' cell phones should be off and away in a backpack or designated teacher phone holder in the classroom setting. Phones that are confiscated will be picked up after school on the first offense with progressive steps after that.</p>
	<p>1:1 DEVICES: Bring Chromebook everyday charged and ready for classroom use.</p>
	<p>10-10: Students are expected to be in class before the tardy bell rings. First 10 minutes and Last 10 minutes of class, no one in the hallways or restrooms.</p>
	<p>HALLWAYS/RESTROOMS: Must have a PASS at <u>all times</u> if in the hallway or restroom during class time. Cell phones are NOT allowed in the hallway or restroom during class time.</p>

STUDENT EXPECTATIONS FOR SUCCESS

ACADEMIC HONESTY POLICY

Academic coursework and assessments are administered to measure student learning and growth. Submitted coursework must reflect the student's true learning. It is imperative that the staff at SHHS require academic honesty. Academic honesty is defined as follows:

Each student does their own academic work. A student does not use, accept, or receive aid on class tests or assignments unless specifically authorized by a teacher. A student does not plagiarize information by putting forth someone else's work or ideas as the student's own work; a student gives credit to the source through accepted documentation.

Prohibited Academic Behaviors

- Obtaining or accepting a copy of a test or answer key
- Providing a copy of a test or answer key to another
- Copying another student's answers during an examination with or without his/her knowledge
- Using notes or other materials not permitted during a "closed book" examination
- Providing another student answers to or copies of examination questions
- Representing as one's own work the product of someone else's creativity
- Copying material almost word for word from a written source and turning it in as one's own work
- Duplicating another student's project for submission as one's own work
- Having someone other than the student prepare the student's homework, paper, project, laboratory report, or take-home examination for which credit is given
- AI tools to complete assignments and exams count as cheating or plagiarism.
- Permitting another student to copy the student's homework, paper, project, computer program, laboratory report, or take-home examination, other than for a teacher-approved group project
- Plagiarism: downloading another student paper from an online source or quoting from a paper as if the student generated the words
- Using prohibited electronic devices (tablet, cell phone, graphic calculator, laptops)
- Getting coaching or help on a project or paper to the extent that the work is no longer that of the student
- Forgery

- Misstating how many pages read on a reading log
- Purchasing or selling the work of another
- Altering graded tests to try to get additional credit
- Using false excuses to obtain an extension on a due date
- Any other action intended to obtain credit for work not one's own

CONSEQUENCES

The following consequences will result due to violating the Academic Honesty Policy, regardless of the student's intention to cheat or not.

First Offense in a Course

1. The student earns a grade of zero on the assignment or test.
2. The teacher notifies the parent/guardian of the incident and the consequences.
3. The teacher notifies the appropriate administrator through a written referral, which will become part of the student's cumulative record.
4. The teacher keeps documentation of the incident for future reference.

Second Offense in a Course

1. The student earns a grade of zero on the assignment or test.
2. The teacher will send a written referral to the appropriate administrator who will reiterate the Academic Honesty Policy and will notify the parent by letter of the incident and the consequences.
3. The teacher keeps documentation of the incident for future reference.

Third Offense in a Course

1. The student receives a grade of Failing (F) for the semester in that course.
2. The student is referred directly to the appropriate administration.
3. The administrator notifies the parent/guardian regarding the incident and the consequences and completes documentation by letter.
4. The teacher keeps documentation of the incident for future reference.

CELL PHONES AND ELECTRONIC/DIGITAL DEVICES

All electronic/digital devices (cell phones, IPODS, MP3's, head-mounted computers, etc.) may only be used with a specific written plan (IEP/504). If students choose to bring them to school, it is at their own risk and the school district will not be responsible if they are lost or stolen. Personal speakers are not allowed at school. Students may not have more than one earbud in during passing time. Violations will result in the confiscation of earbuds.

Students in possession of or using electronic devices during school are subject to building policies. Building policies include:

Cell phones/electronic devices must be on silent and stored in students' backpacks or in the teacher provided holder during the entire class period, to include restroom usage. (devices will not be on the student's person during class)

First Offense: Cell phone or electronic/digital device out/not stored properly during class (whether in use or not) will result in a teacher/staff reminder to put it away.

Second Offense: Cell phone or electronic/digital device out/not stored properly during class (whether in use or not) teacher/staff member will confiscate and send device to the office for student pick up at the end of the school day. Teacher documents with a referral in Synergy.

Third Offense: Cell phone or electronic/digital device out/not stored properly during class (whether in use or not) teacher/staff member will confiscate and send device to the office and parents will be contacted to pick up the device from administration. Administrator documents with a referral in Synergy. Students will then be required to check their device into the office each morning, and pick it up at the end of the day for the remainder of the quarter.

Fourth Offense: Cell phone or electronic/digital device out/not stored properly during class (whether in use or not) teacher/staff member will confiscate and send device to the office and parents will be contacted to pick up the device from administration. Students will not be allowed to bring the device to school at any point in the future without administration approval.

Failure to give the requested device to a teacher/staff member will be considered insubordination and will result in removal from the classroom & disciplinary action.
[SHSD Board Policy JFCEB-AR](#)

REFLECT: What is your personal goal this year regarding technology use? How will you balance? What is one habit you need to change?

DRESS AND APPEARANCE

In order to provide an atmosphere conducive to learning and to ensure the safety, health and well-being of all students and staff, all students shall follow the guidelines listed below:

Allowable Dress and Grooming

- Students must wear clothing including both a shirt with pants/sweat/shorts or skirt, or the equivalent and shoes.
- Clothing must have fabric in the front, back and on the sides.
- Fabric fully covering all private areas/parts must not be see-through.
- Dress, groom, and maintain hygiene so that the educational environment is not disrupted.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, autoshop, metals/welding, woodshop, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports clothing, concert attire, safety gear, or professional attire that is of industry standards.

Non-Allowable Dress and Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not be sexually suggestive, depict pornography, nudity or sexual acts.
- Clothing may not use or depict weapons, hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.

- Costumes or face cover/paint are not allowed unless for special occasions or themed dress days. Face paint or costumes may not depict other groups, e.g. - cultural appropriation, dressing as another culture, blackface, etc.

Students violating the dress & appearance standard will meet with administration or designee in private and will be given the opportunity to correct their dress or appearance and return to class. Refusal or repeated offenses will be referred to administration.

SHSD Board Policy: [Student Dress and Grooming JFCA](#)

STUDENT CONDUCT - BEHAVIOR EXPECTATIONS

[SHSD Board Policy JFC](#)

STUDENT RESPONSIBILITIES AND DUTIES

Our goal at St. Helens High School is to provide learning experiences which will assist **ALL** students in developing necessary skills, competencies, and attitudes that are fundamental to an individual becoming a responsible, contributing citizen. In order to achieve this mission, it shall be the responsibility and duty of each student:

- 1) to attend school regularly and actively pursue their course of studies.
- 2) to comply with the policies and expectations of SHHS.
- 3) to follow the policies of the staff appointed by the SHSD Board of Directors.
- 4) to submit to reasonable corrective actions, interventions, and or consequences by authorized teachers and staff members of SHSD.

STAFF AUTHORITY AND RESPONSIBILITIES

All SHHS staff members are empowered to hold students accountable for their behavior on the way to and from school, while on or about school grounds, or at any school related activity. That accountability applies to the interference with, or disruption of, the dignity and rights of other individual students, the student group as a whole, or the school staff as they fulfill their responsibilities and duties. Accountability also applies to the conduct of a student, which may bring discredit upon himself/herself, upon other members of the school, or upon the school itself.

DISCIPLINARY ACTIONS AND DEFINITIONS

All students shall follow the reasonable policies and expectations of SHHS. Refusal to comply with written policies and expectations established for the governing of the school shall constitute sufficient cause for restorative practices/interventions, and consequences up to suspension or expulsion. These interventions and/or consequences for misconduct must reflect good faith and effort on the part of the staff.

For the purpose of the district's policies relating to corrective interventions or consequences the following definitions will apply:

Discipline: All forms of restorative/corrective and disciplinary actions employed by school personnel to ensure that appropriate policies and expectations for a successful learning environment are maintained.

Interventions/Disciplinary Actions: Reminder/warning, student conference, parent notification, parent conference, restorative practices/projects, lunch detention, temporary removal from class, extended day, Saturday school, in-school suspension, out of school suspension, or expulsion of any type, restriction of attendance at extra-curricular activities, dances, athletic events, assemblies, field trips and/or school services, etc.
All actions will be documented.

Classroom Removal: Removal of a student from a classroom or instructional/activity area for behavioral violations that stop the educational process. Documentation will be kept for each violation.

Cumulative Violations: The frequency with which students violate various school policies and expectations, is often of equal or greater concern than single violations. Students who consistently violate various school policies may be subject to the higher forms of disciplinary actions and suspension regardless of the seriousness of the violations.

Detention: A student may be required to make up lost class time, during school (lunch), after school or outside of school hours on one or more days if the student violates the Student Code of Conduct. (A student or parent/guardian may request a one-day notice to make arrangements for transportation).

In-School Suspension: A student may be placed in the Lion Solutions Room during school hours for violation of the school code of conduct. This temporarily removes a student from the privilege of attending his or her classes and participating in school-wide activities. The length of time in the Lion Solutions Room shall be determined by the administrator in accordance with the seriousness of the act and previous behavior of the student. During a student's time in the Lion Solutions Room there will be adult supervision, work provided from the student's classes, and time to work on school work. A student will be allowed to make-up schoolwork, within a reasonable set time, including examinations without academic penalty.

Extended Day School/Saturday School: A student may be assigned extended day school or Saturday school for an attendance or behavior violation. An attempt will be made to contact the parent/guardian by mail or phone. Failure to serve extended day school or Saturday school will result in further discipline or interventions: ISS/OSS (In/Out of School Suspension), restorative intervention, community service, mediation and loss of privilege to attend or participate in extracurricular activities, i.e. sports, games, plays, dances, etc. for the remainder of the semester or as designated by the administrator.

Restorative Practices: At St Helens, we understand that adolescents will make mistakes. When deemed appropriate, we utilize a restorative approach when implementing discipline. Restorative practices provide students and caring adults with an intentional, inclusive, and respectful way of thinking about, talking about, and responding to behavioral issues. The purpose is to build healthy communities, increase social capital, decrease antisocial behavior, repair harm, and restore relationships.

Restorative Questions

What happened, and what were you thinking/feeling at the time?

What do you think about it now?

Who has been impacted by what happened and how?

What about this has been hardest for you?

What needs to happen to make things as right as possible moving forward?

How do we ensure this doesn't happen again?

Suspension: A student may be suspended from school for up to and including 10 school days for willful violations of the Student Code of Conduct. The district may require a student to attend school during non-school hours as an alternative to suspension. An opportunity for the student to present his/her view of the alleged misconduct will be given. Each suspension will include a specification of the reasons for the suspension, the length of the suspension, a plan for readmission. Every reasonable and prompt effort will be made to notify the parents of a suspended student. **While under suspension, a student may not be present on district property nor participate in or attend any after school activities or athletic events. Upon readmission to school, students will not be able to attend any after school athletic events or school activities for a period of four (4) weeks from the initial suspension date. This suspension may be reduced to two (2) weeks if the student complies with the interventions and or administration requirements.**

Expulsion: A student may be expelled for severe or repeated violations of the Student Code of Conduct. No student may be expelled without a hearing unless the student's parent or the student, if 18 years of age, waives the right to a hearing, either in writing or by failure to appear at a scheduled hearing. While under expulsion, a student may not attend after school activities and athletic events, be present on district property nor participate in activities directed or sponsored by the district. An expulsion shall not extend beyond one calendar year. The district will provide appropriate expulsion notification including expulsion hearing procedures, student and parent rights and alternative education provisions as required by law. See alternative education programs and alternative education notice in this handbook.

On occasion, the Hearings Officer may decide not to expel a student. These students may then return to school on expulsion probation. This means that they will be required to have a re-entry meeting with the Principal, or a designee, to review the conditions of the probation. The length of probation will be determined by the Hearings Officer or by the initial length of the expulsion. If a student returns to school on probation, they will have a loss of four (4) weeks of after school privileges while they are re-acclimating to school. The loss of privileges means that a student cannot participate in or attend after school activities (athletic games, clubs, dances, etc.). The student must leave campus within 15 minutes of the end of school unless prior arrangements are made to work with a teacher or serve an after school consequence.

REFLECT: What questions or concerns do you have about student expectations here at SHHS that you would like answered or clarified?

Inappropriate School/Classroom Managed Behaviors

The following behaviors are non-conducive to the positive learning environment at SHHS:

- Violation of Basic School/Classroom Expectations (food/drink/supplies/seating)
- Abusive/Inappropriate Language
- Defiance/Disrespect/Non-Compliance
- Disruption
- Horseplay
- Throwing objects
- Insubordination
- Property Misuse
- Lying
- Electronic Device Misuse (District and Personal)
- Refusal to Work
- Language (non-directed profanity)
- Consented PDA
- Leaving Classroom without Permission
- Physical Contact/Physical Aggression
- Unsafe Actions

Reflect: List the 3 most concerning behaviors that you feel disrupt the learning environment. Why?

1.

2.

3.

INTERVENTIONS/CONSEQUENCES

The following interventions/consequences will result when violating SHHS behavior expectations:

First Offense: (Appropriate interventions determined by teacher/staff)

- Teacher/Student conference
- Teacher - Parent notification/conference
- Lunch Detention
- Removal to Solutions Room (Restorative meeting to follow w/ teacher)
- Teacher/staff keeps documentation of incident for future reference
- Possible Referral documentation in Synergy (requires parent notification)

Second Offense: (Appropriate interventions determined by teacher/staff)

- Teacher/Student conference
- Teacher - Parent notification/conference
- Lunch Detention
- Removal to Solutions Room (Restorative meeting to follow w/ teacher)
- Teacher/staff keeps documentation of incident for future reference
- Referral documentation in Synergy (requires parent notification)

Third Offense: (Appropriate interventions determined by administration)

- Referral documentation in Synergy
- Removal to Solutions Room (Restorative meeting with Administration)
- Administrator/Student Conference
- Administrator determines appropriate action and communicates with parent/guardian:
 - Structured Day
 - Extended Day/Saturday School
 - In-School Suspension/Out of School Suspension

Fourth Offense: (Appropriate interventions determined by administration)

- Referral documentation in Synergy
- Administrator/Student Conference
- Administrator determines appropriate action and communicates with parent/guardian:
 - Structured Day
 - Extended Day/Saturday School
 - In School Suspension/Out of School Suspension/Expulsion Hearing

Inappropriate School/Administrative Managed Behaviors

The following behaviors will be managed at the administrative level:

- Fighting
- Aggressive Behavior
- Harassment/Intimidation/Bullying
- Discriminatory Harassment
- Bias Behavior
- Sexual Harassment
- Threats
- Theft
- Destruction of Property/Vandalism
- Arson/Fire
- False Fire Alarm
- Chronic Tardiness/Truancy/Skipping
- Alcohol, Drugs & Tobacco
- Weapons/Knives
- Ammunition
- Bomb Threat
- Gambling
- Leaving Campus w/out Permission
- Sexual Activity
- Reckless Vehicle Use

Note: Students committing any acts of bias/discriminatory behavior, bullying/harassment/intimidation/threats, physical aggression/fighting, sexual harassment and alcohol or drug possession/use will be suspended immediately pending investigation by administration. Students and families will be contacted when the investigation is complete, and when the student may return to school, to include possible protocols in place when they return.

Bias Behavior

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior.

[SHSD Board Policy ACB](#)

Destruction/Vandalism Liability - Oregon State Statute

Parents of students committing malicious damage/vandalism to school property are liable for expenses of repair or replacement.

1. Minor (Cost to repair/replace is under \$50)
2. Moderate (Cost to repair/replace is \$50-\$1,000)
3. Major (Cost to repair/replace is over \$1,000)

Discriminatory Behavior

SHHS prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual’s perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, mental or physical disability, pregnancy, familial status, economic status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, mental or physical disability, pregnancy, familial status, or economic status, of any other persons with whom the individual associates.

[SHSD Board Policy](#)

Fighting

Physical contact or attack causing minor or serious physical injury. Physical contact without injury but may include other aggressive physical action against another person.

Food and Beverage

When you eat on campus, you need to dispose of any uneaten food and litter in a trash can. ***If you leave campus for lunch, please know that food will not be allowed in the classrooms.***

Harassment/Intimidation/Bullying/Cyberbullying

SHHS is committed to providing a safe and educational environment for ALL students, employees, volunteers, and patrons free from all forms of discrimination and harassment including sexual harassment, intimidation, bullying and cyberbullying.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, and having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

[SHSD Board Policy JFCF](#)

Knives/Blades

Students are not allowed to be in possession of knives or blades of any kind on school premises. This includes pocket knives, Leatherman’s, switchblades, etc. Possession of these items may result in a minimum 3-5 day suspension and notification to Law Enforcement.

Leaving Campus

11th and 12th grade students may leave campus during their lunch. Students leaving during lunch must exit the campus at the designated area next to Gable Rd. Students are responsible to be on time to their class after lunch. **Lunch will not be allowed in the classrooms.** All other times, the student must check in and out of the Attendance Office. Students may not leave campus in their vehicles during lunch.

Loitering/Trespassing

For safety reasons, individuals not having a legitimate reason for being on campus during the school day will be asked to leave and could be issued a trespassing notice and referred to police. **Please do not have non-student friends of St. Helens High School meet you on campus.**

Physical Aggression

Physical contact without injury but may include other aggressive physical actions by another person.

Physical contact causing minor or serious physical injury.

REFLECT: A student came to school and realized they had left a knife in their backpack after camping that weekend. What would you suggest they do?

Student Vehicle Use

All students who drive cars to school are subject to parking and driving expectations at SHHS. Student parking is only allowed in the tennis court parking lot, accessed from Firlock Park Blvd. SHHS requires all students parking vehicles on district property on a regular basis to show evidence:

1. That the student driving the vehicle holds a valid driver's license;
2. That the vehicle is currently registered;
3. That the student driving is insured under a motor vehicle liability insurance policy or other satisfactory proof of compliance with the financial responsibility requirements of the state;
4. That the vehicle is in compliance with SHHS rules by displaying the SHHS parking permit obtained at the main office.

Parking privileges, including driving on district property, may be revoked by the building principal for violations of Board policies, administrative regulations or school rules.

[SHSD Board Policy JHFD](#)

Sexual Harassment

SHHS is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in SHHS. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

[SHSD Board Policy JBA/GBN](#)

Skateboards/Roller Blades/Scooters/Bikes

Riding skateboards/scooters, rollerblades and bikes on campus is prohibited at all times. Skateboards/scooters brought to campus are required to be stored in the main office for the day. Students who use these items on campus during the school day will have them confiscated and taken to the office for release at the end of the day. Repeated violations will result in appropriate consequences. Bikes may be used as transportation, but must be walked on campus and stowed at bike racks.

REFLECT: Where do students register and pick up a SHHS Parking Sticker for the vehicle they intend to drive to school?

Tobacco/Alcohol/Drugs or Inhalant Delivery Systems (Vapes)

Student substance abuse, possession, use, distribution or sale of tobacco products or inhalant delivery systems, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If possession, use, distribution or sale occurred near district grounds, disciplinary action may include removal from any or all extracurricular activities and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution or sale occurred on district grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

[SHSD Board Policy JFCG/JFCH/JFCI](#)

Threats

SHHS is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage any district property, shall not be tolerated on district property or at activities under the jurisdiction of the district.

Threat: Language (verbal or written), texts, gestures, images, posturing, online or in person, etc.

[SHSD Board Policy JFCM](#)

REFLECT: Why is it important for staff and students to take all threats seriously, even if the person claims they “were just joking”?

Weapons

Students shall not bring, possess, conceal or use a weapon on any property under the jurisdiction of St. Helens School District.

A “dangerous weapon” means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury.

A “firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer or any destructive device.

Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gasses, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and community members.

Replicas of weapons, fireworks and pocket knives are also prohibited at SHHS.

[SHSD Board Policy JFCJ](#)

Student Searches

In order to ensure a learning environment which protects the safety and welfare of students and staff, district officials may search a student’s person and property, including property assigned by the district for the student’s use. Such searches may be conducted at any time on district property or when the student is under the jurisdiction of the district at school-sponsored activities. There will always be two adults during a search. Student searches will be documented.

[SHSD Board Policy JFG-AR](#)

St. Helens High School Attendance Policy

[Attendance Website](#)

You are expected to be in every class, every day unless you have an approved excuse.

- In order to have an absence excused, a parent/guardian must call the Attendance Office Hotline or send a note with the student upon their return.
- Students may be excused on a limited basis from a pre-planned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, religious or cultural considerations.
- A student who has an excused absence from class is to be permitted to make up assignments missed. The student is expected to make arrangements with the teacher the first day back in class for the work missed due to absence.
- If you are tardy to class 5 or more times in a week, you will serve lunch detention. At the beginning of each week, your total will start over.
 - Students who have at least 10 total absences in a quarter of a semester may be assigned Extended Day or Saturday School. Students who have at least 15 total absences in a quarter will have a scheduled parent meeting to identify and put supports in place to improve overall attendance and academic performance.
- If you have an unexcused absence, you may be required to serve lunch detention to make up missed class time.
- Any unexcused absence will result in interventions to improve attendance.
 - Exclusion from activities and/or athletics is at the discretion of Administration.

Absences and Excuses

It is the student's responsibility to maintain regular attendance in all assigned classes. Parents/Guardians are to **CALL THE ATTENDANCE HOTLINE AT 503-366-7500**, or bring a note excusing the absence within 24 hours of students return to school. The note must be signed by the parent and describe the reason for the absence. Absence from school or class will only be excused under the following circumstances:

- Illness of the student;
- Illness of an immediate family member when the student's presence at home is necessary;
- Emergency situations that require the student's absence;
- Field trips and school-approved activities;
- Medical or dental appointments. Confirmation of appointments may be required;
- Other reasons deemed appropriate by school administration when satisfactory arrangements have been made in advance of the absence.

Classroom Tardy Policy/Attendance Explained

Tardy Expectation: Students are in their assigned location when the Tardy Bell Rings.

Tardy: Student is not present at the start of class and arrives within the first 25% of the class period.

Late: Students are marked Late if they arrive after 25% of the class period has elapsed.

Absent: Students are marked absent after they have missed 75% of the class period.

Tardy Questions:

- 1. What should a student who arrives within the first 15 minutes of a 48 minute class period be marked for that class?*
- 2. A student arrives within the first 20 minutes of a 90 minute block period. What should they be marked for the class?*

ARRIVAL/DEPARTURE FROM SCHOOL

Students who walk or ride to school should not arrive before 7:20 am. School doors open for students at 7:30 am and students are to remain at school upon their arrival. Parents are asked to drop off or send students to school to arrive no earlier than 7:20 am, as we do not provide supervision earlier. Students eating breakfast may enter the cafeteria area at 7:30 am. A staff member will be on duty in the cafeteria. **After School** - Students not riding buses are expected to leave campus directly after school, not loitering or lingering in the building, with the exception of participating in sports or activities.

Parent Drop-off and Pick-up Locations

Parent/Student drop-off and pick-up locations, before and after school hours are **ONLY** in the tennis court parking lot, accessed from Firlock Park Blvd. The high school parking lot accessed from Gable Rd. is **ONLY** for school buses and staff. Please do not attempt to drop-off or pick-up students before or after school through this area, it creates extreme safety hazards for our students and staff.

Checking Out

STUDENTS MUST CHECK OUT AT THE ATTENDANCE OFFICE

BEFORE LEAVING CAMPUS. The attendance secretary will keep your excuse from your parent/guardian. You are to check back in if you return on the same day. Your parent/guardian may also call and excuse you over the attendance hotline at **503-366-7500**. A student who becomes ill during the school day should, with the teacher's permission, report to the main office. The school nurse/office staff will decide whether or not the student should be sent home and will notify the student's parent/guardian as appropriate.

In order for a student to check out from school, the student's parent/guardian must telephone the Attendance Office or send written notification to the school prior to checkout of the student. A student who leaves the campus without following the correct checkout procedure will be considered unauthorized off campus and will be given the appropriate consequences. Parents should contact the attendance secretary (503-366-7447) to arrange for the collection of homework assignments for a student who will be absent for several days.

COMMUNICATIONS

Office Hours: 7:30 am – 3:30 pm. Phone Number: 503-397-1900

Calls to Faculty – If you wish to speak with a teacher, it is best to call early in the day and be prepared to leave a message. Most teachers are working with students throughout the day and cannot return calls until after students leave the building or after meetings conclude. Please allow up to 48 hours for a reasonable response time. Calls concerning student safety will prompt a quicker response time.

Emailing Faculty – Teachers may be able to respond to an e-mail message sooner than phone calls.

If you use **Social Media**, there is a **Facebook** account for high school students and parents. The name of the group is: St. Helens High School. Visit this site daily for updates about the high school.

Newsletter - A monthly Lions Roar newsletter will be sent home via ParentSquare.

EMERGENCY DRILLS/SITUATIONS

Fire, earthquake and lockdown drills are an important safety precaution. We have a fire drill each month and earthquake and Standard Response Protocol drills throughout the year. During a drill or actual emergency situation, it is essential that students follow directions quickly and quietly! Teachers and other adults on campus will instruct students on emergency procedures and exit routes, and review this with students periodically.

Telephone Messages for Students – Emergency messages for students will be delivered as soon as possible. With over 800 students, we ask that messages be for emergencies only. Students will not be allowed to access cell phones during their instructional periods.

INTERNET ACCESS AND COMPUTER USAGE

Every student has access to computers. Students are given a username and password and should not pass it out, as they are responsible for accounts. Internet usage can be monitored and rules include:

- School usage only
- Students may not change settings on computers
- No downloaded games are allowed

Students are responsible for their actions while using the school district's computer resources. Computer misuse may lead to students being held monetarily accountable and to disciplinary consequences, including revoking of privileges and leading up to expulsion, depending on the severity of the infractions.

VISITORS

Parents and/or Guardians are always welcome at SHHS but must report to the school office at Portable 2 before going anywhere on campus. All visitors will receive a badge that must be worn, visible to SHHS staff, and returned to Portable 2 before leaving. School personnel have the right to know the identity of all persons on campus.

MEDICATION AT SCHOOL

Any student who is expected to take medication during school hours must have a signed Medication Administration Agreement on file in the school office. Parents must complete a Medication Administration Agreement for office staff to administer prescription medicines. Prescription medicines must be in the original container and stored in the health room. Any over-the-counter medications (in original containers), as well as inhalers can be carried by the student, but A Self-Medication Agreement signed by the parent must also be on file. Forms may be obtained by contacting Mrs. Peterson @ 503-366-7401.

TEXTBOOKS & LIBRARY BOOKS

There is no fee for textbooks, but students are responsible for damaged or lost textbooks and library books. Students may be charged for excessive damage to and or charged for replacement costs of lost books.

REGISTRATION FEE AND YEARBOOKS

ASB Fee = \$20 - optional - free admission to all home games and reduced price on some dances except Prom.

Yearbook = \$60

SHHS ATHLETICS

All questions regarding SHHS athletics in regards to sporting events, registration, game schedules, SHHS Athletic Policies, SH Sports Boosters, and much more, can be found at the SHHS athletics website or the following link [SHHS Athletics](#)

ASSEMBLIES

Assemblies are held throughout the year. Assemblies include programs like student recognitions, spirit assemblies, team meetings, guest speakers and guest and student performances. Certain expectations will help to make these activities an enjoyable and safe time for the students, participants and guests.

DANCES

In order to make school dances an enjoyable and safe time for the students, we encourage students to follow all school behavior expectations. Students may be excluded based on behaviors at administrative or adult discretion.

DISTRICT HANDBOOK/GENERAL INFORMATION

Available online @ www.sthelens.k12.or.us under the “parent info” heading.

ACADEMIC QUESTIONS

Eligibility Requirements for HS Athletics and Extracurricular Activities

Students are expected to be passing a min. 5 of 8 classes, and maintain the appropriate credits to show they are on track to graduate in order to participate in high school sports and/or activities. Further eligibility information can be found at [OSAA](#)

Homework

Assigned work that is completed beyond the classroom, occurs for various reasons:

- PRACTICE - to repeat and reinforce classroom activities
- PREPARE - to get students prepared for the next class
- EXTEND - to apply new learning, or transfer it to another setting
- CREATE - to get students to integrate skills and create something new

While homework times can vary considerably and depend on many factors, most students have homework on weeknights that range from 30-60 minutes.

Make-Up Work

Students and/or parents are responsible for requesting make-up work. If students are present the day an assignment is given, the assignment is due on time. Students having unexcused absences will be expected to make up missed work.

Report Cards and Progress Reports

Report Cards are mailed home every 9 weeks. Parents are encouraged to email teachers or request a conference whenever parents have questions or concerns about their student's progress. By accessing ParentVue on the district web site, parents may receive current classroom information regarding their individual student(s).

Tutoring

The school counselors can assist with the arrangement of tutoring in the event of an expulsion or extended absence (greater than 10 days, requiring a doctor's note) due to illness. Tutoring can be arranged outside of these circumstances. Tutors are independent contractors who work at an hourly rate and the costs are the responsibility of the parents. A list of tutors can be obtained from the Lion Support Center by request.

Parent and Teacher Conferences

By attending Parent/Teacher Conferences, parents are provided a specific time to learn about their student's progress. This is the time to ask questions or share concerns about your student's needs. In addition, parents, teachers or counselors may schedule conferences at any time during the year. Teachers encourage parents to request a conference, or to email them when they have questions or concerns. Parents may also access their students' academic and behavioral information via Parent Vue, and will be able to obtain a password and username granting them access to both classroom and their individual student's information by showing a valid ID card. Teachers are expected to update this information at a minimum every two weeks.

Special Needs

The State of Oregon and federal laws mandate educational services for children with disabilities. St. Helens High School offers educational programs and services for eligible students. Services provided are appropriate to each child's disability. If you have questions or concerns, please contact a school counselor.

Welcome to the SHHS Lion Support Center

The mission of our Lion Support Center is to empower all students in the areas of career, academic, personal, social, and emotional development to function productively in a changing world. We strive to develop a safe space for all students, regardless of race, ethnicity, sexual orientation, gender identity, religious beliefs, ability, economic status, or birthplace.

Click on the link to our virtual [Lion Support Center](#) to find information and resources, and click on the faces to meet our staff, learn what we do, and contact us.

Academics

SHSD offers a variety of academic options to include Credit Recovery, PSU Correspondence Courses, Oregon Youth Challenge Program, Community College Classes, Alternative Schools (Plymouth HS, Virtual Academy), GED, PCC, and Job Corps. Please click on the link [Academics](#) for more information.

Diplomas and Transcripts

Transcript Requests - Past graduates please contact our Counseling Secretary [Melissa Lungberg](#) 503-366-7438.

Transcript Requests for current school year students contact our High School Registrar [Denise Matzen](#) 503-366-7405

Diploma Requests contact our High School Registrar [Denise Matzen](#)

College and Career Readiness

The College & Career Center supports and guides students in achieving their post-secondary goals, as well as providing many resources to aid in the search for job opportunities, vocations, and military service.

On our website found in the Lion Support Center home page, look for scholarship links, a calendar of events, as well as information on navigating the road to financial aid for higher education. Students are welcome to review the College and Career Centers' resources during lunch and before or after school. Click the link [College & Career](#) for more information.

Nutrition

Child Nutrition: Fueling Students for Success. Please visit this link [nutrition](#) for information about our breakfast and lunch services. Families can submit an online or paper Confidential Family Application to see if they qualify for free and reduced-priced meals. You may also apply online by clicking this link:

<https://linqconnect.com>

Mental Health

Being healthy means dealing with the changes in your body - and your mind. Relationships, body image, families, emotions. Please click this link for questions and support about [mental health](#).

SHHS School Course Guide

*Directions for Forecasting through StudentView (click link) [\[PDF\]](#)

*For 2023-2024 SHHS Course Guide (click link) [Course Guide](#)

Add/Drop Classes

Students may drop classes without penalty during the first 5 school days of each semester. After that date, students shall NOT be allowed to drop a class without a transcript notation “W” (Withdraw) as a grade unless the building administrator grants an exception based on extreme and/or extenuating, documented circumstances. Additionally, no course may be added for credit after the 5 school day deadline. 9th and 10th grade students will not be allowed to drop classes that result in a partial schedule (fewer than 7 classes).

Pass/No Pass

Core courses required for graduation are NOT subject to the Pass/No Pass option. For elective credit courses, students may request a P/NP within the first 15 school days of each semester. After this time, only a building administrator may initiate this option. To receive a Pass, students must meet minimum course requirements that would earn a credit in the course. Neither a Pass or No Pass grade is calculated in the student’s GPA. The request form (provided by the counselor) for Pass/No Pass must be presented to the teacher prior to the 15th school day of the semester.

Student Meeting Request Form/Appointments

Welcome to the LSC meeting request form! Please use this [form](#) to request a meeting with LSC staff if you need support or information on the following:

- Academics (ex: classes, schedule, grades, testing, graduation, GED, etc.)
- Resources (ex: food, clothing, healthcare, school supplies, etc.)
- Life circumstances (ex: living situation, family issues, peer conflict, emotional/social needs, etc.)
- Mental health support
- Talk about your safety

Please fill this form out and REMAIN IN CLASS. An LSC staff member will be in contact with you within the next couple of school days.

Are you in crisis or know someone in crisis right now? Please ask the nearest adult to call the LSC office. Outside of school hours, please call the crisis line at (503) 782-4499 or 988.

For virtual resources and self-guided support:

<https://www.sthelens.k12.or.us/domain/716>






You can also check your Canvas: You have a SHHS Lion Support Center page with more resources: <https://sthelens.instructure.com/courses/5105>

AVID

AVID, or Advancement Via Individual Determination, is a college readiness program that equips students with the necessary tools and skills needed to successfully enter and persevere a rigorous post-secondary education or career pathway. Click on the link to our school website for more information on resources, applications, and selection criteria. [AVID](#)

Focused Note Taking

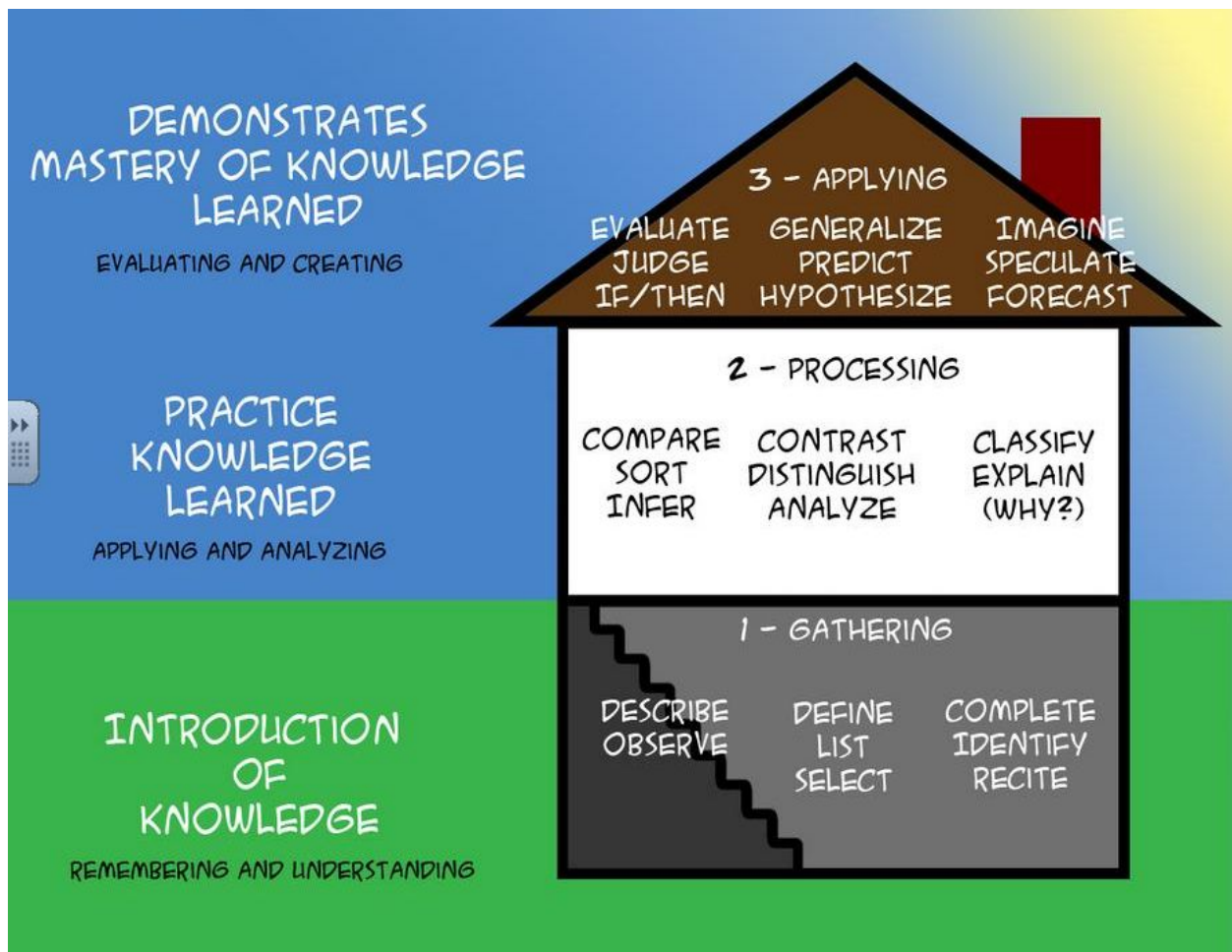
At SHHS students are required to take notes for a variety of reasons. For the most part students comply with those requirements, but typically do not go beyond the actual note-taking step, if not prompted. By giving students the opportunity to understand why they are taking the notes and applying them to an activity, students tend to engage more in processing what they are learning. The five phases of Focused Note-Taking helps students to start thinking about the format of the notes they are taking, processing the information by using a variety of annotations, connecting their thinking by using leveled questions, summarizing and reflecting and applying what they have taken to the work being completed. Please review the five phases of Focused Note-Taking below that shows why each step is important in all of their different classes. Our teachers intentionally teach and encourage them to follow through with each of the phases so they can get the most out of their learning here at SHHS.

Taking Notes 	Create the notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.
Processing Notes 	Think about the notes. Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.
Connecting Thinking 	Think beyond the notes. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.
Summarizing and Reflecting on Learning 	Think about the notes as a whole. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.
Applying Learning 	Use the notes. Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.

Levels of Questioning

To better understand the content being presented, it is essential for our students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented, which in turn prepares them for the inquiry that occurs in tutorials. SHHS students need to be familiar with these three levels of questioning to assist them in formulating and identifying higher levels of questions.

Level 1 requires students to gather information. **Level 2** requires students to process the information and infer answers from what the text implicitly states, finding answers in several places in the text. **Level 3** questions go beyond the text, students must show an understanding of the ideas and then apply the information. Prove your answer.



WICOR - Writing - Inquiry - Collaboration - Organization - Reading

When implementing WICOR strategies, inquiry is uncovering one's understanding, engaging in critical thinking and questioning, exploring a variety of ways to solve problems, and thinking, learning, and discussing to inspire innovation. In order to provide a rigorous learning environment, students at SHHS will be asked to use a minimum of three WICOR strategies during any given period of instruction.

WICOR Skills	
Writing	<ul style="list-style-type: none">● Cite evidence to support thinking● Deepen understanding of content● Demonstrate command of academic vocabulary● Communicate thinking competently and confidently
Inquiry	<ul style="list-style-type: none">● Analyze and synthesize materials/ideas● Clarify own thinking● Probe others' thinking● Solve authentic problems
Collaboration	<ul style="list-style-type: none">● Clearly communicate verbally and nonverbally● Listen effectively to decipher meaning● Deepen the learning of others through inquiry and active engagement
Organization	<ul style="list-style-type: none">● Develop and use tools to organize thinking, resources, and time● Prepare for rigorous courses and engage fully in instruction
Reading	<ul style="list-style-type: none">● Activate, engage, and extend beyond the text● Understand text structures● Question the text and engage in deep inquiry● Evaluate sources for accuracy and bias

Four (4) Year Plan -What Should Students Be Doing Now?

9th Grade Year

- Start high school strong**
- Get involved in volunteer/extracurricular activities**
- Join a club**

10th Grade Year

- Take the pre-ACT**
- Consider a job shadow**
- Go on a college or technical school visit**

11th Grade Year

- Keep getting good grades! Challenge yourself appropriately**
- Take the SAT, ACT, or ASVAB**
- Ask teachers, counselors, coaches, etc. about recommendation letters**
- Narrow down your top colleges/universities/technical schools - visit, visit, visit**
- Start looking for/applying for scholarships, grants, loans**

12th Grade

- Retake the ACT/SAT if you want to improve your score**
- Apply early to the colleges/universities/technical schools you want to attend**
- Apply for scholarships/grants/loans**
- File your FAFSA - October 1st**
- Find housing at your college/university/technical school if needed**