Woodland High School

Freshman Academy
Student & Staff
Handbook
2013-2014

“Destination Graduation”
Freshman Academy
Student & Staff Handbook

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2013-2014 Freshman Academy Staff

**WHS Building Principal**

Mr. Bernard Utsey

**Freshman Assistant Principal**

Mrs. Tiffany Hall

**Counselors**

Mrs. Melinda Mihlbauer, A-L
Ms. Latoshia Middleton, M-Z

**Team Green**

Mr. Mathis Burnette, Language Arts
Mr. Howard Alston, Math
Ms. Nicole Agot, Science
Ms. TequitaWallace, Special Education

**Team Grey**

Ms. Jordan Lewis, Language Arts
Ms. Jennifer Barnachea, Math
TBA, Science
Ms. TequitaWallace, Special Education

All teachers can best be contacted via email. All WHS email addresses are the first letter of first name and the last name @mail.dd4.k12.sc.us
EXAMPLE: Mathis Burnette= mburnette@mail.dd4.k12.sc.us

FA3
WHS Freshman Academy

Vision Statement

WHS Freshman Academy will promote a positive learning community where each ninth grade student will receive a career-relevant education built on relationships that leads to advanced performance.

Mission Statement

In partnership with parents, teachers, and community members, WHS Freshman Academy will provide high school transitional services and activities in a progressive educational setting for all students, which will prepare each student for academic and social success.

Key Messages

Transition for high school success
Dropout Prevention
Relationship building
Career relevant education
Teaming
Focused advisory program

Academy Beliefs

1. Promote academic excellence through accountability, challenging curriculum and career advisement.
   - Reduce failure rates for ninth graders in core academic areas
   - Reduce failure rates for ninth graders on End-of-Course Examinations (Algebra I & English I)
   - Increase students promoted to tenth grade
   - Provide a rigorous and relevant, student-centered curriculum incorporating technology
   - Establish classroom rigor through the use of data analysis
   - Implementation of common benchmark assessments
   - Mandate the use of agenda books and notebooks in ALL academy classes.

2. Improve the social/cultural environment of the school through student/adult relationships and promotion of diversity acceptance.
   - Promote integrity and personal growth
   - Promote acceptance of others
   - Establish teacher, parent, and community involvement through various activities
   - Promote self-advocacy for success through advisor/advisee program
WHS Freshman Schedule

Schedule

WHS Freshman Academy has a six period day. WHS operates on a modified block schedule.

<table>
<thead>
<tr>
<th>Period/Block</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>7:47-8:47</td>
</tr>
<tr>
<td>2nd</td>
<td>8:52-9:47</td>
</tr>
<tr>
<td>3rd</td>
<td>9:52-10:47</td>
</tr>
<tr>
<td>ELT</td>
<td>10:51-11:21</td>
</tr>
<tr>
<td>5th/3rd</td>
<td>11:26-1:33</td>
</tr>
<tr>
<td>Lunch</td>
<td>11:30-12:05</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:58-1:33</td>
</tr>
<tr>
<td>6th/4th</td>
<td>1:37-3:05</td>
</tr>
</tbody>
</table>

Freshman Classes

Freshmen are required to schedule a minimum of 7 credits for the school year; 3.0 of these 7 credits will be year-long, 1-credit core academics (English, Math, and Science) and 4.0 credits of electives or non-core classes to meet the minimum credits required.

Wolverine Teams

All freshmen will be grouped into teams. Assignment to a particular team is mainly random but can be effected by the availability of particular levels of major academic classes. Student and/or parent requests for assignment to a certain team will not be honored.

Freshmen will attend core classes with other students on the team. Freshmen will attend electives with students from all freshman teams as well as possibly upper-classmen.

Each team consists of the three core teachers. These teachers work together to monitor student’s grades and behaviors. The team teaching approach also enables the students to work on cross-curricular projects to allow for connections to be made between subject areas. In addition, team meetings are held each week at the same time. The team teachers, counselors, and Ms. Hall attend the team meetings. Student concerns are addressed during this time and students can be brought into the team meeting to attempt to find a positive solution to particular concerns. Parents can also request to attend a team meeting to discuss their child. Any parent interested in attending a team meeting should contact their child’s counselor.

We believe that by grouping students into teams we will increase attendance rates and decrease behavior incidents. We also believe that teams will allow for freshman to create more meaningful relationships with a larger number of students in their grade level. We also hope to instill positive peer pressure through healthy competitions between teams.
Classroom Expectations

Be Responsible
- Have all materials for class, including any assignments due
- Be prepared for discussions and tests
- Take ownership of your actions and accept consequences

Be Respectful
- To yourself
- To each other
- To the teacher
- To the class
- To your school

Academic/Behavioral Interventions

Students are expected to follow the classroom expectations. Teachers will consistently remind students of these expectations as the need arises. In most cases, teachers will follow the sequence of behavior interventions outlined below. Depending on the severity of an offense, the teacher may be forced to skip one or more steps in the process and complete a discipline referral to Mrs. Hall.

Behavioral Intervention Sequence

1. Verbal reprimand
2. Phone call home
3. Administrative referral

Academic Intervention

Academic Intervention is designed to assist students who are struggling in academic classes. Please refer to the Academic Intervention procedure and policy below.

- Teachers review student grades and submit names of students who currently have an F to the Mrs. Hall on a weekly basis;
- Mrs. Hall generates a weekly list of all freshman students who currently have an F and are required to be on academic intervention;
- Students who are need academic intervention will be pulled by the teacher of the class they are failing during ELT at the teacher’s discretion;
- The student must report to the teacher of the class the student is failing for extra support during ELT until the grade(s) improve;
- Freshmen will be removed from the academic intervention list when the grade improves and the new weekly academic intervention list is generated on Monday; once the grade(s) has improved the student has been removed from the list.
Class Binders

In order to address the need for organization as a high school student, all freshmen will be expected to keep an organized 3-ring binder to store information from each class (3). The organization of this binder will become part of each student’s grade in most classes.

Our goal is to teach freshmen the organizational skills needed to be successful throughout high school and beyond. Our hope is that the binder will enable students remain organized throughout the school year and have a positive impact on grades.

The following is the recommended supply list which will not be provided by WHS:

- 4 composition notebooks
- 2” 3-ring binders for each scheduled class; 8 binder dividers
- A supply of college ruled paper
- #2 Pencils
- Highlighter
- Dry-Erase Markers
- Graphing Paper
- 4 three-ring two pocket folders
- Color pencils
- Germ-X

Paper Headings

In order to eliminate confusion and to keep consistency, all freshmen will head homework and written paper and projects using the same format. An example is shown below.

Name, period, and date will be placed in the upper left hand corner of the paper. The title of the assignment should be centered in the middle of the paper and written in large letters for easy identification.

Example:

Suzie Freshman
Mrs. Teacher Name
3rd Period
9/10/11

Freshman Academy

Make-up Work

As high school students, it is our belief that freshmen need to be responsible at all times. Part of this responsibility is submitting assigned work on time. Not only will submitting work on time improve grades, freshmen will learn to be accountable and to more effectively manage time. We understand that there are times and situations that may prevent a freshmen from submitting work by the assigned due date. With that in mind, the following guidelines will be in effect for making up and submitting late work.

- All make-up/late work for a given unit/chapter must be submitted no later than the day of the unit/chapter exam;
- Any make-up/late work turned in before the unit/chapter exam will receive no more than 1/2 credit;
- Make-up/late work will be accepted for unexcused absences at the discretion of the teacher.

If a freshman is absent on the day an assignment is given, the student may submit the assignment as many days late as he/she was absent for full credit.
**Extra Support**

Extended Learning Time (ELT) is provided to all freshman students. The time is designed to offer extra support in core academic areas. Freshmen are encouraged to use ELT to gain support in subject areas in which they are struggling or need enrichment.

<table>
<thead>
<tr>
<th>ELT Rotation</th>
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<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
<tr>
<td>Friday</td>
</tr>
</tbody>
</table>

*Some Fridays will be used for advisor/advisee or clubs.

**Parent Portal**

Students and parents are strongly encouraged to set up a Parent Portal account. Parent Portal enables students and parents to view current grades, check completed assignments, see upcoming assignments, and check attendance. Parent Portal accounts can be set up through the district website at http://powerschools.dorchester4.k12.sc.us/public/home.html and clicking on “Create Account” on the bottom of the site.

**FA Website and Email List**

The Freshman Academy website is a great source of information about what is going on in the freshman class. Our site will be updated regularly with important dates and events going on within the Academy. Our site is also a great source of information for happenings across the district as well as important information to enable success throughout the freshman year and beyond. You can browse the site at:

http://woodland.dorchester4.k12.sc.us

In addition to our website, we will also be sharing information via email. We find email to be a very effective tool of communication to keep you up-to-date with important information pertaining to the freshmen class or specifically for your child. An easy way to provide us with your email address is to email Mrs. Hall at thall@mail.dd4.k12.sc.us.
Summer Transition Camp & Link Crew

A freshman transition camp was held during the summer. This orientation included a tour of WHS, a class presentation, team-building activities, and an opportunity to meet freshman teachers. The days wrapped up with the opportunity for students to see what WHS is all about.

**Please note: The expectations & activity details contained in this handbook are in addition to the information contained in the WHS student agenda. All WHS rules, expectations, and procedures are in full effect within the Freshman Academy**
Post-Secondary Preparation Checklist

The following checklist is a very beneficial tool to use throughout high school. The checklist provides suggestions to complete during each year of high school in preparation for life after high school. More detailed information can be found on the Woodland High School website or simply ask your school counselor.

9th Grade -- Freshman Year Checklist

- Talk to your school counselor and teachers
- Create a file of documents and notes
- Start thinking about colleges to attend

10th Grade -- Sophomore Year Checklist

- Talk to your school counselor and teachers
- Update file of documents and notes
- Continue extracurricular activities
- Continue participation in academic enrichment programs
- Take the PSAT in October
- Register, in April, for the ACT for any subjects to be completed before June
- Take the ACT in June
11th Grade -- Junior Year Checklist

 Maintain grades during junior year
 Talk to school counselor and teachers

 August
 Obtain schedules and forms for the ACT, and AP exams

 September
 Register for the PSAT exam offered in October

 October
 Take the PSAT
 Begin scheduling interviews with admissions counselors

 November
 Review your PSAT results with your school counselor

 December
 Sign up for an ACT preparatory course

 January
 Tour campuses to further narrow list of colleges

 February
 Register for the April ACT tests

 March
 Sign up for the AP exams

 April
 Take the April ACT test

 May
 Take AP exams
 Talk to school counselor and teachers about writing letters of recommendation

 June
 Add new report cards, test scores, honors, or awards to file
 Take the ACT tests
 Send thank you notes for interviews or visits
11th Grade -- Junior Year Checklist (cont)

Summer Between Junior and Senior Years

- Practice writing online applications
- Review applications, especially the essays
- Decide about applying under early decision or early action programs
- Read college mail and send reply cards to schools of interest

12th Grade -- Senior Year Checklist

September
- Check transcripts for credits to get into college(s) of choice
- Register for October/November ACT tests
- Take another look at list of colleges, and make sure that they still satisfy requirements
- Double-check the requirements and deadlines for colleges, and apply
- Give recommendation forms to the appropriate teachers or counselors
- Consider early decision and early action applications due between October 1 and November 1

October
- Make a final list of schools of interest
- Take SAT or ACT tests and have the official scores sent to colleges and universities
- Continue thinking about and beginning writing any essays

November
- Submit your college admission applications

December
- Watch for early decision replies
- Make sure official test scores are being sent to the colleges
- Schedule any remaining required interviews
12th Grade -- Senior Year Checklist (cont)

January
Complete and submit college financial aid application and the FAFSA

Go to the FAFSA on the Web form

Investigate purchasing a computer for college

Request that high school send official transcripts to colleges

Make sure parents have completed income tax forms

Contact the admissions office(s) to make sure that information has been received

February
Receive Student Aid Report (SAR) -- make corrections and return it

Complete scholarship applications

Contact the financial aid office(s) to make sure that your information has been received

March/April
Receive acceptance letters by April 15

Compare acceptance letters, financial aid and scholarship offers

Choose an accepting college, pay nonrefundable freshman tuition deposit

May
Take AP exams for any AP subjects studied in high school.

Make decision by May 1, notify the school by mailing commitment deposit check

Contact waiting list colleges if necessary

June
Have school send final transcripts to college of choice

Contact college to determine when fees for tuition, room and board are due and how much they will be