

O'DEA HIGH SCHOOL

2011-2012

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Mission Statement

O'Dea High School brings the highest standards of quality Catholic education to a diverse economic, racial and ethnic student body.

Our education is based on the Gospel of Jesus Christ, and builds a true community of living faith and service.

We are committed to the education of young men: academically, spiritually, socially and physically.

O'Dea provides an environment rich in diversity, strong in traditional values and sound in its academic foundation.

Guiding Catholic Social Principles

- ❖ The life and dignity of the human person
- ❖ The call to family, community and participation
- ❖ The rights and responsibilities of the human person
- ❖ The option for the poor and vulnerable
- ❖ The dignity of work and the rights of workers
- ❖ Solidarity
- ❖ Care for God's creation

Essential Elements of a Christian Brother Education

In ministry begun by Jesus Christ and inspired by the vision of Blessed Edmund Rice, a Christian Brother education . . .

- ❖ *Evangelizes youth within the mission of the Church.*
- ❖ *Proclaims and witnesses to its Catholic identity.*
- ❖ *Stands in solidarity with those marginalized by poverty and injustice.*
- ❖ *Fosters and invigorates a community of faith.*
- ❖ *Celebrates the value and dignity of each person and nurtures the development of the whole person.*
- ❖ *Calls for collaboration and shared responsibility in its mission.*
- ❖ *Pursues excellence in all its endeavors.*

Gurian Model School

After satisfying the criteria specified by the Gurian Institute, O'Dea High School was designated a "Gurian Model School" in the spring of 2009.

Profile of an O’Dea Gentleman

Open-

He is accepting of the process of learning, attentive to his own personal and spiritual growth and he values the dignity and worth of others within and beyond our school.

Disciplined-

He shows self control and maturity in his actions and speech, and is developing a strong responsible work ethic.

Enthusiastic-

He offers positive support for the diverse gifts of our community and is positively engaged in all dimensions of our school.

Altruistic-

He shows unselfish concern for the welfare of others, he gives back to the community, and follows Jesus’ footsteps to be a servant.

Intellectually Competent-

He is cultivating a deep and broad sense of the value of education; he demonstrates the essential skills of articulate writing, reading, and critical thinking, in all academic disciplines.

Respectful-

He demonstrates due courtesy and honor for God, for himself, for peers, for women, for authority, and for school.

Integrity-

He strives to act with honor, ethics, honesty, and justice; he stands up for what is right.

Spiritual-

He strives to build a strong foundation in Christian values and beliefs; He is cooperative with our mission as a Catholic school to strive to live and love as Jesus did.

Healthy-

He is developing the ability to make healthy decisions, to maximize skills for lifelong enjoyment, to balance priorities, and to demonstrate sportsmanship.

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COMMITMENT TO O'DEA

Students attending O'Dea High School must demonstrate a pattern of academic success, positive behavior and regular school attendance. In addition, O'Dea families must be responsible in meeting their financial obligations to the school. Failure to maintain commitments in one or more of these areas may prevent the student from continuing his education at O'Dea.

Parental cooperation is essential for the welfare of students. In order to develop and maintain a student's commitment to O'Dea it is essential to foster a partnership between his family and the O'Dea community. A student must be residing with his parent(s) or legal guardian(s) to enroll and maintain enrollment at O'Dea. The custodial parent is required to provide the Principal with an updated copy of any court-ordered parenting plan. O'Dea is not the appropriate site for scheduled visitation. A student not residing with his parent(s) or legal guardian(s) may be required to withdraw from O'Dea.

If, in the opinion of the administration, parents' behavior seriously interferes with the teaching/learning process, O'Dea may unilaterally require parents to withdraw their child and sever the relationship with the school. Each student's continued enrollment at O'Dea is evaluated annually. To remain enrolled, a student must fulfill the requirements stated above.

ACADEMIC DEVELOPMENT

Graduation Requirements

Each semester course receives one credit.

1. Religion – Eight credits
2. English - Eight credits
3. Mathematics – Eight credits
4. Science - Four credits
5. Social Studies - Six credits (Two must be in World History, two in U.S. History, and two in Contemporary Problems.)
6. Physical Education - Two credits
7. Fine Arts - One credit (Class of 2012, 2013 and 2014)
8. Health - One credit (Class of 2015 – Two credits)
9. International Language - Four credits (of the same language)
10. Electives - Six credits of elective courses offered at O’Dea or, in the case of transfer students, approved courses from other schools.
11. Academic achievement must be coupled with character development. A conduct and discipline record that reflects the Christian character of O’Dea High School must be maintained both in school and in the community for a student to receive an O’Dea High School diploma. The determination as to this qualification is the decision of the Principal.

Forty-eight semester credits are required to graduate from O’Dea High School. Exceptions to the graduation requirements require Administration approval.

The school considers it to be the responsibility of the parents, as well as the students, to keep abreast of the fulfillment of graduation requirements from year to year so that there will be no deficiencies at graduation time.

Schedule Change Policy

O’Dea High School will mail a list of the student’s courses for the upcoming school year and a *Course Change Request Form* before the conclusion of the fourth quarter. If the student wants to request a course change, he must submit the Course Change Request form to the Assistant Principal for Students before the conclusion of the second semester final examinations. The student and his parent/guardian must complete and sign the *Course Change Request Form*.

A copy of the student’s final course schedule will be included in the summer mailing. Any changes to a student’s schedule after the publication of the final student schedules will not be made except for compelling circumstances. An example of a compelling circumstance would be a medical issue that would necessitate a change to a student’s schedule in the interest of his personal health and wellbeing. In this example, documentation from the student’s physician would be required prior to adjusting a student’s schedule. A change of mind, lack of motivation, failure to obtain outside tutorial support, unsatisfactory academic performance, request for a different faculty member, and requests for a different class period are not compelling circumstances.

If O’Dea has made a mistake on a student’s schedule (e.g. a student was enrolled in an incorrect 2nd year international language course), the registrar will make the necessary correction. However, the registrar may not be able to accommodate all schedule change requests, even if the Course Change Request form is completed and returned on time. Class size or section conflicts may prevent the student from receiving his first choice of elective and/or honors level courses. Furthermore, if at the time of re-registration, a student receives approval for a particular course but subsequently drops in performance or fails to

fulfill course prerequisites, the student will be placed in an alternative elective course based upon availability.

A student's transcript is an accurate reflection of his academic record while attending O'Dea. An approved schedule change after the start of the school year will conform to this policy. The student's transcript will reflect the withdrawal and indicate a "W" for the original course grade. In addition, the student will be required to satisfactorily complete all coursework assigned prior to the schedule change to receive full semester credit.

Grades

Grades at the semesters are used to determine student cumulative grade point averages. One credit is earned for each semester course in which a passing grade was earned. Grades of incomplete are ordinarily not given.

GPA Scale

The GPA is computed as follows:

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	.7
C+	2.3	F	0

Academic Honors

O'Dea High School recognizes the academic accomplishments of students after each semester. The student may earn a certificate for First Honors if their GPA for the semester is 3.70 (A-) or higher and Second Honors if their GPA at semester is between 3.30 - 3.69 (B+). O'Dea celebrates the comprehensive academic achievements of graduating seniors using the same criteria,

however the student's cumulative GPA earned over eight semesters is the basis for award.

Final Examinations

A final examination is a comprehensive examination that O'Dea administers at the end of each semester before awarding of a credit for a course. O'Dea publishes the dates for the final examinations for each semester at the beginning of each school year. Students must take the final exams during these set examination days. A student may not take the final examinations at any other time unless there are extraordinary circumstances that compel a change. Examples of extraordinary circumstances are severe student illness or hospitalization. Vacation plans are not compelling reasons to change the examination schedule for a student. If there are extraordinary circumstances, the student must get approval for a final schedule change from the Assistant Principal for Student Services. Upon approval, it is the student's responsibility to contact each of his teachers to arrange an alternative final exam schedule.

Transcripts

The O'Dea High School transcript is the most accurate record of the courses, grades and credits that a student has earned at O'Dea High School. While O'Dea recognizes that some students may want to take courses from other institutions to enrich their curriculum, those course grades and credits will not be included on the O'Dea High School transcript. The only exception to this policy is if a student is required to take a course outside of O'Dea in order to make up a course that he failed at O'Dea.

Parents and students grant permission to send transcripts when they sign the re-registration agreement each spring. This release allows O'Dea to send the student's transcript to authorized persons upon request. A new release form must be signed each year for every student.

Standardized Test Scores belong to the student and therefore are never part of a student's O'Dea transcript. Seniors must have their test scores sent by the testing company to the colleges to which they are applying.

Co-Curricular Eligibility

Participation in a co-curricular activity provides wholesome, rewarding, and stimulating opportunities for the young men attending O'Dea. Co-curricular opportunities offer students the occasion to develop initiative, leadership, and responsibility. From these experiences a student can build character and skills needed to lead successful and productive lives consistent with the Essential Elements of a Christian Brother Education, The Profile of an O'Dea Gentleman, and the Mission of O'Dea.

Participation in co-curricular activities is voluntary and considered to be a privilege. Co-curricular eligibility shall align with, but is not limited to all Washington Interscholastic Athletic Association (WIAA) rules and regulations. Nonparticipation due to ineligibility means that an O'Dea student may not participate in an O'Dea athletic contest, Esperanza, drama production, music performance, or similar co-curricular activities. In addition, a student may not hold a leadership position in campus ministry, student government, or a student organization.

A list of students not eligible for participation in co-curricular activities will be published and distributed to the appropriate faculty and staff members at the conclusion of each academic quarter. An interim grade report will be published and distributed at the midpoint of each academic quarter. It is the responsibility of the Assistant Principal for Student Services to monitor the publication and distribution of these reports.

The Principal may make exceptions to the eligibility policy if circumstance warrant. No other faculty or staff member may make an exception to the policy.

Loss of Co-Curricular Eligibility

A student will become ineligible for participation in co-curricular activities on the second Monday following the completion of an academic quarter based upon one or more of the following three scenarios.

1. A student who earned three or more quarter grades of “D” is not eligible for participation in co-curricular activities.
2. A student who earned two quarter grades of “D” and one quarter grade of “F” is not eligible for participation in co-curricular activities.
3. A student who earned two quarter grades of “F” is not eligible for participation in co-curricular activities.

Re-establishing Co-Curricular Eligibility

A student may regain eligibility for participation in co-curricular activities at the conclusion and at the midpoint of each academic quarter if one or more of the following conditions are satisfied.

1. If a student’s interim grades are satisfactory, he may regain eligibility for co-curricular activities on the Monday of the sixth week of the academic quarter.
2. If a student’s first quarter interim grades are satisfactory, he may regain eligibility on the last Saturday of September.
3. Eligibility for the first quarter may be regained by successfully completing an approved course

of study. Approval for such a course must be obtained from the Assistant Principal for Student Services.

4. A student's first and second semester grades may be substituted, in their entirety, to determine eligibility.

Failures and Summer School

Any student who fails a subject at the semester is required to make up the credit in an approved program. The Principal may make exceptions to the above regulations if he believes circumstances warrant. No other person may make an exception to the requirements.

Ordinarily, any student receiving more than two grades of "F" in a semester or over 2 semesters in one year will be asked to withdraw from O'Dea. Failure to make up a credit may prevent the student from continuing at O'Dea the following school year.

Any student required to make up a credit course must get approval from the Assistant Principal for Student Services prior to taking the course if the credit is to be recognized by O'Dea. After successfully completing the course, the student's transcript will reflect make-up credits and the student will receive a grade of "P". The original failing grade will remain on the transcript.

Credit Retrieval

A student must earn a minimum of 12 credits from O'Dea High School during each academic year. If a student fails to earn a minimum of 12 credits in an academic year, he must earn credit from an accredited educational institution. The Assistant Principal for Student Services must approve the educational institution before O'Dea will recognize it and

grant credit for a course. The Assistant Principal must receive the documentation of credit earned directly from the educational institution by the third Friday in August. The student will be withdrawn from O’Dea if documentation of the successfully completed course and credit earned is not received by the stated deadline. In this event, O’Dea will not refund the August tuition payment or any fees associated with re-registration.

After O’Dea receives documentation of credit earned, the make-up credit(s) and a grade of “P” for the make-up course(s) will be added to the student’s transcript. To most accurately display a student’s O’Dea academic record, the original failing grade will remain on the student’s transcript.

O’Dea may grant an extension in the case of an extraordinary circumstance (i.e. physician documented student illness). This would allow a student to remain enrolled in O’Dea while earning credit from an outside institution. The Assistant Principal must receive a written request for an extension along with all appropriate documentation prior to the second Friday in August. Failure to submit a written request by the deadline will result in O’Dea withdrawing the student. In addition, if the accompanying documentation is incomplete, determined to be insufficient, and therefore denied, O’Dea will immediately withdraw the student.

If O’Dea grants an extension, the Assistant Principal must receive documentation from the educational institution of credit earned by the last Friday in September. During this extension period, the student will be ineligible for participation in all co-curricular activities. These activities include but are not limited to athletic teams, school clubs, and campus ministry events. In addition, the student will

not be allowed to attend any co-curricular activities including but not limited to fieldtrips, dances, and athletic events. O'Dea will not grant additional extensions.

Academic Probation

A student must establish and maintain a pattern of academic success while attending O'Dea High School. A student failing to do so at the conclusion of each quarter will be placed on Academic Probation. It is expected that the student will re-establish a pattern of academic success during the probationary period.

Several indicators determine Academic Probation:

- Earning a failing grade in a single course.
- Earning grades that result in loss of eligibility for participation in co-curricular activities.
- Administrative determination of failure to establish and maintain a pattern of academic success.

A student will be placed on Academic Probation for one quarter. At the conclusion of the quarter, the Administration will determine if a student placed on probation has re-established a pattern of academic success. A student who is on Academic Probation and fails to re-establish a pattern of academic success will remain on probation for the following quarter. A student failing to establish a pattern of academic success for the fourth quarter will be placed on academic probation for the first quarter of the following year. The Administrative Team may withdraw a student who has been on Academic Probation for three-quarters in one school year.

PowerSchool

O’Dea High School believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school. PowerSchool is designed to provide academic information that is helpful to the student, teacher, counselor and parent.

O’Dea High School is committed to appropriately protecting privacy rights pertaining to student records. Parents will be able to access student progress electronically through the use of a secure password provided by the school.

Student responsibilities:

- Use PowerSchool to monitor class progress.
- Communicate with teachers regarding your progress.
- Adhere to the guidelines of Internet Policy use.

Parent responsibilities:

- Use PowerSchool with your student to monitor classes.
- The faculty and administration are committed to working with parents in the best interest of their sons, our students. Honest and open communication is the key to successful students. If a parent has a particular academic concern they should directly communicate by email with the faculty member involved. The faculty member contacted will work to resolve the issue via email or telephone or that faculty member will arrange a conference time with the parent to discuss the issue.

If the issue cannot be resolved at the initial level the parent should contact the Assistant Principal for Faculty who will then investigate the issue to resolve it appropriately or to refer the issue to the appropriate administrator. Every teacher has an O'Dea email address. It is reasonable to expect a response to an email within two business days.

Academic Accommodations

O'Dea High School offers reasonable accommodations to support students who have a qualifying evaluation for learning differences. We want our students to be successful academically, spiritually and physically.

In order to provide academic accommodations to qualified students at O'Dea High School it is important to begin the process of developing an Educational Support Plan (ESP) in a timely manner. An ESP is an individual accommodation plan developed for students with specific diagnosed learning needs.

While O'Dea may provide appropriate academic accommodations for some students, we are not able to provide all accommodations that may be available to students attending a public high school. It is the responsibility of the family to understand the limits of accommodations available at O'Dea. The family must then determine if O'Dea is an appropriate high school where their student can be academically successful.

The first step in this process is to provide the O'Dea ESP Coordinator with an evaluation and documentation of the student's learning disabilities and/or health impairments by a qualified professional. O'Dea does not develop formal ESPs without the required evaluation and documentation.

The assessment and documentation by a qualified professional must meet the following criteria:

1. States the student's specific need(s) as diagnosed.
2. Is current- evaluation completed within three years.
3. Describes relevant educational and medical history.
4. Describes comprehensive assessments, including evaluation dates, used to arrive at the diagnosis.
5. Describes the effect on learning and academic achievement resulting from the student's diagnosed learning need.
6. Describes specific accommodations recommended to help the student be more successful in school (i.e., extended time on tests or preferential seating).
7. Establishes the credentials of the qualified professional(s).

Upon receipt of the required documentation from the evaluating professional(s), the ESP coordinator will gather information from the student's current O'Dea teachers including: current course grade; study skills; areas of strength; and areas of concern. The parent(s)/guardian(s), counselor, administrative representative, ESP coordinator, teacher(s) and the student will meet to discuss the student's needs and determine if an ESP is appropriate. If an ESP is developed, specific learning accommodations will be documented. The ESP is reviewed annually.

Failure to disclose an existing learning need and/or health impairment may result in the student's dismissal from O'Dea High School.

Computer and Internet Guidelines

The computers at O'Dea are intended to enhance academic learning and are to be available for the use of all students.

It is the responsibility of each user to read, know, and abide by the following guidelines:

General:

1. Students are to be considerate of others' needs to use the computers.
2. All material that is inappropriate, obscene, bigoted, abusive, or illegal is banned from O'Dea computers.

Specific:

1. Students will use their provided username and password when logging onto a computer at O'Dea.
2. Computer settings are not to be changed.
3. Games may not be played before or during the school day.
4. Email must abide by General Guideline #2.
5. Personal multi-media downloads are not allowed.
6. Failure to comply may result in disciplinary action including revoking network privileges, suspension or expulsion.

CHARACTER DEVELOPMENT

Student Conduct

All behavior should reflect the Gospel values of respect and dignity in the Christian community. This concept extends to the health and safety of each individual member of society. It also includes respect for common and individual property.

Discipline of the individual is basic to the development of manhood. Without discipline, true education is impossible. Therefore, through its rules, O'Dea High School creates a policy of firm and sound discipline that seeks to form, cultivate, and strengthen the adolescent personality.

Discipline must be considered from a positive, healthy viewpoint. With students, parents, faculty and staff working in close cooperation, the final goal of all efforts will be realized--the growth into mature and responsible Christian adulthood for every one of the students at O'Dea High School.

Rules of discipline are adopted to create an atmosphere that is conducive to learning. The manner in which a student conducts himself is a reflection on himself, his parents, and on the school. Appropriate language, courteous behavior and respect for the rights of others are expected of all students in the classrooms, throughout the campus, within the vicinity of the school, on public transportation, and at all functions, both on and off campus. The properties surrounding O'Dea are private and students are not permitted to loiter on these properties before school, at lunch, or after school. Off-campus conduct which reflects negatively on O'Dea High School can be grounds for school disciplinary action, including expulsion. This conduct does not need to be directly related to a school function.

School regulations are enacted and enforced to assist in the smooth and efficient ordering of the school day. Individual students, growing in personal maturity and in responsibility to the larger community, must temper private needs, wants and desires in relation to the just demands of the broader group.

The school regulations are not intended to place undue restrictions on the student body, but rather to encourage all students to behave in such a manner that they will be a credit to O'Dea, and to their families, and to themselves.

Sexual Harassment & Bullying

The Administration and staff of O’Dea High School believe that all employees and students are entitled to work and study in school-related environments that are free of sexual harassment and bullying. O’Dea High School will not tolerate harassment of any type, including the use of technology such as e-mail, cell phone messages and online personal web sites to harass or intimidate another person.

Examples of harassment include, but are not limited to, verbal or written taunting; homophobic language; bullying; intimidating, hostile or other offensive conduct; jokes, stories, pictures, cartoons, drawings or objects which are offensive, annoying, abusive or demeaning to an individual.

If a student believes that he is being harassed or bullied, he should immediately report to the Dean of Students.

Physical altercations and fighting are prohibited and can result in probation, suspension or expulsion.

Appearance Code

Since the attire of the students and the pride they show in their appearance contributes greatly to their attitude in school, and the respect they earn in public, all decisions regarding the appearance code are made at the discretion of the Dean of Students. Parents and guardians who choose to send their son to O’Dea High School accept the judgment of the Administration as final in matters of appearance at school.

Pants: Dress style pants must be worn. Pants must be worn on or above the hips. Jeans, workman, athletic or sweatpants are not permitted.

Shirts: Shirts with collars must be worn and tucked in at all times while on campus.

Shoes: Shoes must have soft soles. Gym shoes are permitted if they are clean, in good condition, and laced. Socks must be worn. Sandals and slippers are not permitted.

Jackets and Sweatshirts: If a student is in need of additional warmth during the school day any item of O’Dea apparel (sweatshirt, jacket, fleece, etc.) is allowed.

Hair: Hair should be neatly combed, properly groomed and of moderate length. Hair styles that are meant to draw attention to the individual and/or are noticeably different are unacceptable. Style and hair color must be natural in appearance. Students must be clean-shaven with sideburns not below the ear. Students may have a neatly trimmed mustache.

Adornments: Earrings and sunglasses are not acceptable. Hats may not be worn indoors. Visible tattoos are not permitted. Any student with a tattoo must keep it covered by their clothing during school hours.

Academic Misconduct

Academic misconduct demonstrates a lack of integrity and character, which is inconsistent with the values of O’Dea High School, a community committed to a quality Catholic education guided by the gospel of Jesus Christ and the Essential Elements of a Christian Brother Education. O’Dea believes strongly in preparing students to become ethical, self-directed, life-long learners. This is essential to both their personal and academic growth. At O’Dea, students are provided with many learning opportunities to help them reach their highest potential. Since academic

misconduct is destructive to this process, serious consequences may follow.

Behaviors of Academic Misconduct:

Each student has a responsibility to complete his assignments, projects, quizzes and tests individually, unless otherwise directed by his teacher. With this understanding, the following behaviors constitute academic misconduct:

- Giving or receiving answers for any homework assignment, unless the teacher authorizes group work.
- Looking on someone else's homework, quiz or test to obtain answers.
- Providing a copy of your homework, quiz or test to another student.
- Plagiarizing someone else's work, including using words/ideas of another student. Using the internet without citing the source.
- Using notes or other aids for assistance on a quiz or test, unless authorized by the teacher.
- Discussing the content of quizzes or tests with another student who has yet to take the same quiz or test.
- Giving or receiving answers through verbal or electronic communication, hand gestures, or other body language during tests or quizzes.
- Talking during a test: a teacher cannot be expected to determine the content of a private conversation between students, therefore, all talking during tests is considered academic dishonesty.

This list does not exhaust all possibilities for academic misconduct. Students should refer to each teacher's course syllabus for expectations in a specific class.

Consequences of Academic Misconduct:

1st Offense

- Any assignment, project, quiz or test will receive no credit; no opportunity for make-up work will be provided.
- Written notification of the misconduct will be given to the student's parent/guardian, his counselor and the Assistant Principal for Faculty.
- A one hour detention will be assigned by the Dean of Students.

2nd Offense

The consequences listed under 1st offense will apply with the following additional penalties:

- A failing grade will be earned for the quarter when a 2nd misconduct has occurred in the same class.
- The student will be placed on academic probation.
- Repeated misconduct (multiple offenses) may result in suspension, academic probation or even expulsion.
- Students may lose the privilege of extra-curricular activities.

Students should be aware that reports of academic misconduct become part of their permanent record and may have an effect when applying for colleges or employment.

Controlled Substances Policy

Tobacco: Students are not permitted to possess, smoke or chew tobacco on campus or within one block of the campus.

Alcohol: The policies and practices of O'Dea High School are designed to guard against the student use of alcohol and other drugs on school property or at school sponsored events. This stance is based on law, good educational

practices and the premise that the school should be a caring community with a strong anti-drug program encompassing awareness, education and intervention. The student possession, use, or sale of alcohol or any controlled substance not prescribed by a licensed physician is not permitted on school grounds or at off-campus events sponsored by the school. Violation of this policy will result in the Dean of Students implementing appropriate consequences including suspension, loss of privileges, or expulsion from school. In addition, any student in possession of any drug paraphernalia will be dealt with in the same manner. Reasons for suspension and removal shall be communicated to his parents or guardian. Further action deemed appropriate to the occasion shall be taken by the Dean of Students, up to and including a recommendation to the Principal for expulsion. See RCW 28H. 210. 310; WAC 148-140-080; WAC 181-87-055.

Forgery

Evidence of any act of forgery is a serious infraction. Forgery may result in suspension and/or loss of privileges, up to and including expulsion from O’Dea.

Theft

O’Dea is a place of safety and security for both people and possessions. Each student is expected to be respectful of the school community and school environment. The respect of the individual and his belongings is an important aspect of the O’Dea community. Any act of theft may result in suspension, loss of privileges, or expulsion from school.

Dangerous Materials

Any student having in his possession or bringing to school or any school function any substance of a dangerous nature (such as drugs, flammable or explosive substances, any weapon, especially a gun or instrument that can cause

bodily harm, or any object deemed dangerous or harmful) must surrender that material. The student will be suspended; parents notified and further disciplinary measures taken, up to and including expulsion. Any student found dealing or in possession of drugs, possessing or selling a gun or other dangerous weapon, or participating in gang style activity is subject to expulsion by the Principal without appeal. For the protection of the student body, the Administration reserves the right to search students, students' bags, jackets or school lockers when deemed advisable.

Lunch & Cafeteria Rules

All freshmen and sophomores are to report to the Cathedral cafeteria directly after dismissal from the fourth period. While in the cafeteria, all directions of the supervisors are to be followed. Students may not leave the cafeteria before being dismissed by the supervisor. After dismissal from the cafeteria, students are to use the courtyard for recreation. Juniors and seniors may go off campus for lunch but they may not drive a car nor be in a car that is off campus. Students may sit in cars as long as those cars are parked in the O'Dea parking lot. No students will be allowed in the building without a supervisor. Those returning late after lunch will lose off-campus privileges. Violations of the Lunch and Cafeteria Rules may result in a student being assigned a detention.

Miscellaneous Conduct

Language: Profane, obscene and threatening language is prohibited. Use of unacceptable language may warrant disciplinary action.

Food: No food or beverages other than water are allowed in the halls or classrooms. Lunch meetings or special

occasions may involve food, but all garbage must be bagged and placed in the dumpster after the meeting. Neither gum chewing nor spitting is allowed on campus.

Electronic Devices: The use of electronic devices (cell phones, iPods, etc.) during the school day is a disruption to the learning environment. Students are not permitted to use electronic devices in the school building, including the gym and cafeteria, between 8:15 AM and 2:20 PM. Students violating this policy will have the device confiscated. A student who has had his electronic device confiscated should see the Dean of Students for its return.

Dances: O’Dea High School dances are designed for the enjoyment of all students in attendance. Behavior and/or dress inconsistent with the Student Handbook may result in a student being asked to leave a dance. The Dean of Students may deem further disciplinary action necessary.

Disciplinary Measures

Detention: One-hour detentions are held every day after school from 2:25 PM to 3:25 PM. A detention given to a student must be served on the day the detention is given unless prior permission is granted by the Dean. Failure to serve a detention on the day it is given will result in an additional detention. The original detention must be served on the following day, and the additional detention on the next consecutive day. Detention should be an inconvenience to the student and, therefore, a deterrent to unacceptable behavior.

Saturday detentions (three-hour detentions) will be scheduled for those students involved in serious offenses. student receiving five detentions in any quarter may be placed on disciplinary probation.

Disciplinary Probation: The Dean of Students will place on probation any student who has committed an infraction that indicates his conduct warrants closer surveillance. A student who has committed a series of lesser violations, but which by their nature constitute a pattern of unacceptable behavior, will be placed on probation.

Normally, probation will be a minimum of one semester and a maximum of two full semesters. A student on disciplinary probation must show sufficient improvement to have probation ended, or face dismissal.

While on probation, the student must prove, by his conduct, a willingness to cooperate with the rules and objectives of the discipline code. Any student on probation may have his privileges restricted (e.g., parking, dances, and attendance at games).

Suspension: A student may be suspended for a serious infraction. The suspension may be either “in-school” or “out-of-school” at the discretion of the Dean of Students. The Dean requires a parent conference before the student is allowed back to class. Suspension results in the student being placed on probation.

Terms of suspension may include forfeiture of participation and make-up privileges in both academic and activity areas.

Expulsion: A student who has completed a probationary period without noticeable improvement or has committed a serious infraction of the rules, or committed unacceptable conduct in the eyes of the Principal, may be required to withdraw or be expelled from O’Dea High School.

Appeals: A student may appeal an expulsion decision to the Appellate Board. This appeal must be requested in writing within two days of the notice of discipline. A student choosing to appeal will forfeit the opportunity to withdraw. If the appeal is not successful, an expulsion will be listed on the student's academic record.

The Appellate Board will consist of two permanent voting members appointed by the Principal and a third faculty member requested by the student. A non-voting Chairperson will be appointed by the Principal to preside at the hearing. At the discretion of the Principal, an additional non-voting faculty or staff member may also be present.

The Board will meet with the student and his parents at an appointed time. An Administrator will present the case to the Board, with the student and his parents present. The student and his parents will be interviewed by the Board. After all sides have been heard, the voting members of the Board will discuss the case in private and make a recommendation to the Principal. The Principal will then make a decision on the case. The Principal's decision is final.

Disciplinary Disclosure Policy: In accordance with National Association for College Admissions Counseling's Statement of Principles of Good Practice, it is the policy of O'Dea High School to answer questions regarding students' disciplinary history on college and scholarship applications. Disclosures are made for infractions committed in the student's high school years which lead to suspension, loss of credit in a course, or expulsion.

O'Dea High School is committed to an open and honest relationship with colleges and universities. This fact is underscored by requiring our students to report disciplinary

issues. If an infraction occurs after the student submits an application, the student is expected to notify colleges within one week. The College Counselors are also required to report serious discipline actions to every college to which a student has submitted an application.

ATTENDANCE POLICIES AND PROCEDURES

Reporting Attendance and Tardiness:

Any student who is absent or tardy must have a parent or guardian call the O'Dea Attendance Line (206-923-7550) or email the Dean of Students at luked@odea.org on the day of his absence. The notification should take place prior to 9:30 AM. Upon return to school after an absence the student should report to the Dean's Office to receive an admit slip which he is to show to each teacher.

Excused Absences:

Type 1: Absences for illness, medical and dental appointments that cannot be scheduled outside of school hours; official school business (retreats, field trips, visits to grade schools, Esperanza, athletic events, etc.); absence related to death or serious illness in the family.

Type 2: Absence for any reason other than specified as Type 1. In addition, absences will be labeled as Type 2 if the parent or guardian fails to notify the Dean of Students. For Type 2 absences teachers are not required to provide with make-up work or tests. Accepting late assignments is left to the teacher's discretion.

Unexcused Absence:

Truancy is an absence without the consent of the parent/guardian and is considered a major violation of school policy. At the first truancy, parents/guardians will be notified by the Dean of Students. Students will receive a

three hour Saturday detention. A teacher has no obligation to provide make-up work, accept assignments or give missed tests. Any missed work may be given a zero grade. Further offenses will result in additional disciplinary action, including additional Saturday detention hours, probation, suspension or expulsion.

Anticipated Absences:

Absence from school negatively impacts student learning. It is in the best interest of the student if family vacations and other activities that require absence from school be scheduled during school breaks. If this is not possible, the procedures outlined below should be followed to minimize the impact on the students' grade.

Whenever an extended preplanned absence is anticipated, the parent/guardian is asked to notify the Dean of Students in advance. The student will be given a Pre-Planned Absence form to present to teachers to request work for school time missed. The form will show the reason for the absence, the dates and work assigned, and any comments a teacher has regarding the absence. The form must be submitted to teachers at least one week prior to the absence. Failure by the student to meet the deadline will remove the obligation for the teacher to provide the assignments. Accommodations will be made in the event of a death, serious illness or other family emergency.

Accumulated Absences:

Absences have a negative effect on a student's grade. Attendance is taken each period. More than six (6) absences in a quarter are considered excessive. Excessive absences may result in the lowering of a grade or failure of the class. Students accumulating six (6) absences in a quarter will be placed on attendance probation.

When a student reaches four (4) absences in a quarter his parents/guardians will be notified in writing by the Dean of Students. However, it is ultimately the student's responsibility to see that he does not jeopardize his grade by accumulated absences.

Each absence will count toward the total for that class for the quarter, with the exception of those for official school business.

Late Arrivals

Any student arriving late for school must report to the Dean's Office for a late slip. Students arriving late for a class will be marked late by their teacher for that period.

Excused Tardy

An excused tardy is granted for a medical or dental appointment. Parent/guardians should call the O'Dea Attendance Line (206-923-7550) or email the Dean of Students at luked@odea.org prior to the student's arrival at school or send a note with the student upon his return to school.

Unexcused Tardy

All other tardy arrivals will be deemed unexcused. Any student accumulating more than three (3) tardy arrivals during a quarter will receive a one hour detention for each unexcused tardy beyond three (3) and a three hour Saturday detention for each unexcused tardy beyond six (6). In addition, students accumulating more than six (6) unexcused tardies in a quarter will be placed on Attendance Probation.

If a student missed more than half a period they are considered absent for that period. The absence then counts toward his accumulated absence total for that class and can

jeopardize his grade in the class. (See Accumulated Absences)

Early Dismissals

A student seeking an early dismissal (ED) must make arrangements with the Dean of Students.

Parents/guardians should notify the Dean of Students by using the O’Dea Attendance Line (206-923-7550) or emailing the Dean at luked@odea.org prior to 8:20am on the day of the Early Dismissal. The student should report to the Dean’s Office prior to the start of school to pick up their Early Dismissal slip.

Ill Students

A student who becomes ill at school is to report to the Dean of Students. The parents will be notified and they are expected to make arrangements for his transportation home. Without parents’ permission, an ill student will not be sent home alone on public transportation.

Activity Eligibility

A student must be in school the entire school day, **ALL SIX PERIODS**, or be excused by the Principal or his designee to participate in any event or meet. A student is not eligible to participate or attend any school function, or practice, if he has been absent for more than half a day. Any student missing three periods in a day will be marked absent for half a day. To be eligible, a student must be at school before the end of the third period.

Attendance Probation

Students placed on attendance probation must demonstrate a commitment to their education by consistent, on time, arrivals for school. Attendance probation lasts for one (1) quarter. The Administrative Team may withdraw a student who has been placed on attendance probation three (3) times in one school year.

Guardianship During Parental Absences

If a parent/guardian will be away from home for more than 24 hours, the school must be given written notice stating the dates of absence and the name and phone number of the person who will be responsible for the student during the absence.

MISCELLANEOUS POLICIES

Medication Policy and Procedures

Washington state law permits school staff to administer medication only in limited situations. Whenever possible, parents and physicians are encouraged to schedule medication to be taken outside of school hours. O'Dea High School staff will not administer medication or prescribe treatment for any student. A staff person may *supervise* a student who is required by his physician to take medication during school hours. Medication is defined as all prescription drugs. No over the counter medication will be dispensed at O'Dea High School.

The following procedures must be followed before medication may be taken at school:

1. Parent/legal guardian authorization form must be on file listing student's name, name of medication, dosage,

time and dates to be administered. It must have a parent signature and must be dated.

2. Physician/dentist authorization for each medication must be on file, stating a valid health reason for taking medication during school hours or other times when a student is under the supervision of school officials. The physician's authorization also must indicate the name of the medication, dosage, time and dates to be given and possible side effects. It must be signed by the physician/dentist and dated. The document is valid for one calendar year.
3. All medication must be in the original container and labeled with the student's name.
4. A non-licensed school employee may supervise the student who is taking the medication.
5. In situations where the parent, physician and the Dean of Students believe it is the best interest of the student that he carry the medication, the student shall carry a copy of the written permission from the parent and physician, indicating the name and dosage of the medication, plus dates and times to be given. Only one day's dosage—with the exception of inhalers—in originally labeled container) may be carried by the student. The original permission form will be on file in the Main Office.
6. If requirements 1, 2 and 3 are not met and parents want the child to have the medication, the parent must come to school and administer it.
7. It will be the student's responsibility to come to the office at the appropriate time for medication.
8. For school sponsored, off-campus activities a copy of the permission form and the medication in the original container must accompany the student if he is to take the medication while on the outing or at camp.

9. Injectable medication will not be administered to students by the school personnel except under unusual emergency circumstances.

Field Trips

Field trips are privileges afforded to students. Students can be denied participation if they fail to meet academic or behavioral expectations.

Fire Drills

Periodic fire drills will be held during the year. The alarm is given by a continuous ringing of the fire bell. All students will be instructed as to where they should proceed during a fire drill. The procedure for a fire drill is posted in each classroom. Each student is responsible for knowing the method and route by which his class is to leave the building. Silence is to be maintained throughout the fire drill.

Announcements

Announcements are read by the teachers at the beginning of the first period class. Students are responsible for listening and responding to the announcements. If a student organization wishes to have an announcement made, the announcement must bear the signature of a faculty or staff member and be submitted prior to 7:00 AM.

Lockers

Lockers are the property of the school and are assigned by the Dean of Students for the private use of the individual and may not be shared with others. Each student is responsible for the care and order of the locker he is using. Students are responsible for cleaning out their lockers at the end of the school year. It is prohibited to place posters, stickers, etc. on the outside of locker doors.

It is the responsibility of the student to see that his locker is properly locked at all times. Only locks purchased from O'Dea High School may be used on lockers.

Gym lockers are assigned by the physical education teacher or the athletic director through the coach of each sport. A student is not to use a locker in the gym unless he has been assigned the locker by the proper authorities.

For the protection of our students, the Administration reserves the right to search students, students' bags, jackets or school lockers when deemed advisable.

Visitors

All visitors must first report to the Main Office (Seattle Municipal Code 12A.08.040 Trespass Law), sign the Visitors' Log and be issued a Visitor's badge. Any student who observes an individual who is not a member of the O'Dea community on the premises during school hours shall immediately report the person's presence to the nearest staff member.

Messages For Students

Messages to students, except in cases of extreme emergency, will not be delivered. Messages may be left with the Dean of Students if the student knows to come to the office to ask for the message.

Telephone Use

The courtesy phone in the Main Office is for students' use before school, after school, or at lunch. It is understood that this phone is to be used only to contact parents, guardians or employers. The privilege of using the courtesy phone may be revoked for cause.

Parking

A limited amount of parking is available in the school parking lot. A student may apply for a parking space during the orientation period at the opening of the school year.

There are not enough parking spaces to accommodate everyone who applies. An equitable system will be used to assign spaces.

The parking permit is issued to the individual student and may not be re-sold by the student. If for some reason a student will not be using the space issued to him, the use of the space reverts to the school administration. Cost for a parking permit is \$450.00 per space for the entire year, payable in advance or in two installments of \$225.00.

A student is to park only in his reserved space. Cars parked in reserved areas or public access areas will be towed.

An inappropriate method of parking or driving while on school property may cause a student to lose parking privileges in the school parking lot. Throwing trash around the cars and other places in the parking lot after lunch may cause a student to lose parking privileges. The school assumes no responsibility for the safety of the cars or the contents of such vehicles while they are parked on school property.

No student is permitted to take his car off campus during school hours or to be in his car at any other time during the school day except at lunch. All cars parked on school property come under the jurisdiction and control of the school.

Emergency School Closure

In case of inclement weather, O'Dea will be opened on time or will be on a late start schedule beginning at 10:20 AM

(two hours late). In the event that O’Dea is closed, that information will be announced on the O’Dea voice mail system. The local TV networks, (KIRO, KOMO, and KING) will also be notified. Information will be posted in the “breaking news” section on our website www.odea.org, as well.

Since our students come from many different areas and since the weather in these areas can vary drastically, in the final analysis, the parent or guardian should make the decision as to the safety of travel.

Letters of Recommendation

Teachers and counselors will write letters of recommendation in support of a student’s college application, scholarship, summer program, job, etc. Teachers are not obligated to do this and may recommend to the student that someone else would be able to write a more positive and comprehensive letter. These letters are never shared or reviewed by either students or parents. Colleges and others who receive these letters want to be assured that what is written is the honest evaluation of the student by the teacher or counselor. Students and parents must waive their rights to review these letters of recommendation before a teacher or counselor will write a letter of recommendation.

LOCATIONS ON CAMPUS

School Office

The Main Office is open each school day from 7:00 AM to 3:30 PM. All school business should be conducted during this time. The school telephone number is 206-622-6596. Messages may be left at this number after hours.

Library

The Library is open by 7:30 AM until 3:30 PM Monday through Friday (subject to change) during the school year. Students using the library are expected to pursue study, research or reading. No gum, food, or drink in the library.

Counseling Department

The school counseling program at O’Dea High School is available to all students and includes academic, college admission and personal/social counseling. Counselors help students to be aware of graduation requirements and to better prepare for all aspects of the college admissions process. It is the goal of the counseling department that each young man attending O’Dea develops the attitudes and behaviors that will allow him to reach his full potential. Research has consistently demonstrated that student academic achievement is at its maximum when students are well adjusted and emotionally stable. The counseling program at O’Dea High School is an integral part of every student’s total educational experience. It is delivered in collaboration with faculty, administrators, parents, and other community agencies in order to facilitate academic and personal success for each and every young man attending O’Dea High School. All counselors are located in the Counseling Center on the third floor and are available during regular school hours.

Irish Student Store

PE uniforms, book bags with the O’Dea logo, school locks, and other school related items are available through the Business Office.

Textbooks

Textbook information is available online through our website. With this information, you may purchase books

anywhere (i.e., website, upperclassmen, or through the University Bookstore- University Avenue Location Only). We encourage you to find used books and supply a list of options to purchase books on our website.

Lost And Found

All articles found on the premises are to be turned in to the Dean of Students or to the Receptionist in the Main Office. Unclaimed articles will be kept for an appropriate period of time, depending on their value, before being donated. All lost articles are to be reported as soon as they are discovered missing. It is recommended that, immediately upon purchase of books, gym clothes, etc., a student put his name on the items for easy reference and verification of ownership.

O'Dea high school is not responsible for lost or stolen property. Please do not bring valuables to school. Students are reminded to always lock their lockers and to write their names in their books and clothing.

SCHEDULES

Rotating Schedule

Mon	Tues	Wed	Thurs	Fri
0	0	0	0	0
1	1	1	1	1
A	B	C	D	E
B	C	D	E	A
C	D	E	A	B
LUNCH				
D	E	A	B	C
E	A	B	C	D

Regular Schedule

Zero Period	7:10 - 8:10
1 st Period	8:20 - 9:13
2 nd Period	9:16 - 10:08
3 rd Period	10:14 - 11:06
4 th Period	11:09 - 12:01
Lunch	12:06 - 12:28
5 th Period	12:33 - 1:25
6 th Period	1:28 - 2:20

Morning Assembly Schedule

Zero Period	7:10 - 8:10
1st Period	8:20 - 9:03
2nd Period	9:06 - 9:48
Assembly	9:54-10:54
3rd Period	10:54 - 11:36
4th Period	11:39 - 12:21
Lunch	12:26 - 12:48
5th Period	12:53 - 1:35
6th Period	1:38 - 2:20

Afternoon Assembly/Meeting Schedule

Zero Period	7:10 - 8:10
1st Period	8:20 - 9:03
2nd Period	9:06 - 9:48
3rd Period	9:54 - 10:36
4th Period	10:39 - 11:21
Lunch	11:26 - 11:48
5th Period	11:53 - 12:35
6th Period	12:38 - 1:20
Assembly	1:20 - 2:20

Minimum Day Schedule

Zero Period	7:10 - 8:10
1st Period	8:20 - 8:54
2nd Period	8:57 - 9:30
3rd Period	9:36 - 10:09
4th Period	10:12 - 10:45
5th Period	10:51 - 11:24
6th Period	11:27 - 12:00

Late Start Schedule (no zero period)

1 st Period	10:20 - 10:53
2 nd Period	10:56 - 11:28
3 rd Period	11:34 - 12:06
4 th Period	12:09 - 12:41
Lunch	12:46 - 1:08
5 th Period	1:13 - 1:45
6 th Period	1:48 - 2:20

Principal's Right to Amend the Handbook

The Principal and O'Dea High School retain the right to amend this handbook. Parents will be given prompt notification.



**College
Planning
Handbook
2011-2012**

INTRODUCTION

One of the primary goals of O'Dea High School is to support and encourage each student's personal and intellectual growth. The culmination of this process is admission to college. The entire process of applying to college serves as a beginning in the transition from adolescence to adulthood. Our society recognizes matriculation to college as a rite of passage into adult life and therefore the application process is considered critically important for each student.

Applying to college is a process. Inherent in this is the fact that it cannot, nor should it be done quickly. The process begins in the freshman year and ends in senior year with admission to a college. The student must take steps in this process throughout all four years of high school. These steps must be taken in a careful and methodical manner. The following timeline attempts to map out a plan of action for each student in this process. The most important thing to remember is that you cannot complete your college applications in a day, a week or even a month. Plan ahead and do not procrastinate.

Applying to college is a family decision. The transition to college impacts the entire family. Both the student and his parents must be involved in the discussion of all aspects of the college selection process. Financial considerations are of concern to the family as a whole. Frank and in-depth communication among family members is vital to the success of this transition.

Applying to college is a process during which the student finds the right college for HIM. There is not one universal, absolutely perfect college for everyone. Each student must be realistic and reflect on his personal goals and

needs in college. Each student's perfect college can be very different from that of his peers.

College advising at O'Dea aims to demystify the college application process and consequently, instill in the student a sense of accomplishment and success. We invite parents to work with us in preparing their sons for this exciting time in their lives.

COLLEGE PLANNING TIMELINE

Freshman Year

- ❑ Pay attention to your grades. Your grades freshman year are very important. Acquiring solid study skills will be valuable throughout your academic life.
- ❑ Attend the College Information Session in the fall to learn about the college application process.
- ❑ Attend the National College Fair which is held annually at the Seattle Convention Center, usually in November.
- ❑ During our testing day in October, you will take the EXPLORE test. This test is a "practice" test for the ACT test.
- ❑ Co-curricular experiences broaden your perspective of the world and develop values. They are also a great way to make friends! College admission decisions and scholarships often depend heavily upon your involvement in school, sports, volunteer work, church or the community. Join an athletic team, a club, organization, and perform community service.
- ❑ Do a few activities that you really enjoy. Doing a few activities well is much better than doing many poorly.

- ❑ Investigate all of the information on colleges and careers in your account in Family Connections.

Sophomore Year

- ❑ Keep your grades up, and improve your study skills! Take the most challenging courses available to you.
- ❑ Continue with your co-curricular involvement. Seek leadership positions in organizations, teams and clubs.
- ❑ Challenge yourself academically.
- ❑ You will take the PSAT test in October on our testing day. This test is a “practice” test for the SAT Reasoning Test that you will take in spring of Junior year.
- ❑ Attend the College Information Session in the fall. Talk to your counselor and look at college guidebooks in the counseling office.
- ❑ Attend the National College Fair which is held annually at the Seattle Convention Center, usually in November.
- ❑ Preparation for standardized tests should begin the summer after sophomore year. There are many study guides available both in print and online. There are prep courses available from private services and at O’Dea. See your counselor for more information.
- ❑ Complete the My Personality Type survey in Family Connections and then investigate some of the career options that match.
- ❑ During re-registration, you will receive a book that is written by the O’Dea Counselors, entitled The Road to College Admissions Part I. You should read this book and use it frequently during junior and senior years.

Junior Year

(It is very important!)

Fall

- ❑ Remember that the transcripts that you will be sending to colleges will include your grades through junior year. Your transcript is an essential part of your application. A strong GPA is very important.
- ❑ You will be taking the PSAT in October. The PSAT is a “practice” test for the SAT Reasoning Test. The PSAT that is taken in junior year is also used to determine eligibility for National Merit scholarships. It is also a good indicator of how you will do on the SAT test.
- ❑ Attend the College Information Session in the fall. Topics of discussion will focus on many aspects of the college application process.
- ❑ Attend the National College Fair which is held annually at the Seattle Convention Center, usually in November.
- ❑ Colleges will frequently come to Seattle and hold information sessions that are open to all juniors. These visits are listed in Family Connection and this is where you sign up to attend the sessions. They are also announced at O’Dea in the daily announcements in the fall.
- ❑ Plan to attend those visits to O’Dea by college representatives. Sign up for these in Family Connections.

Winter

- ❑ Register to take the SAT Reasoning Test and/or the ACT in winter or spring. A limited number of paper registration packets are available in the counseling office, but the best way to register is online. For the SAT Reasoning Test/SAT Subject Tests the website is: www.collegeboard.org and for the ACT test the website is: www.act.org. You should register early so you will be able to take it at the most convenient location for you.

- ❑ If you are fairly certain that you will apply to colleges that require SAT Subject Tests, plan on registering to take these in late spring.
- ❑ Keep your grades as high possible!
- ❑ During re-registration, you will receive a book that is written by the O'Dea Counselors, entitled The Road to College Admissions- Part II. You should read this book and use it frequently during your junior and senior years.
- ❑ When registering for senior year courses, you should consider exceeding the requirements for the college(s) that you wish to attend. For example, a university may only require that you have two years of international language but the admission committee may not look favorably on your application unless you have more than the minimum. Colleges are acutely aware of the “easy” courses available to students who are looking for a comfortable senior year. For the past three years you have taken a vigorous college prep curriculum and you have the skills to continue this curriculum for your final year. Impress the schools you are applying to by challenging yourself.

Spring

- ❑ Take the SAT Reasoning Test, SAT Subject Tests and/or the ACT. You should plan to take the SAT Reasoning Test or ACT at least twice. Some colleges accept the highest scores from each test but others will only take the scores from a single test.
- ❑ Begin focusing on what type of school you want to attend. Consider the following factors: degree program (2 years or 4 years), public or private, location, size, cost, curriculum, campus life, religious affiliation, sports program, study abroad, special programs, etc. Choose one or several of these factors that are clearly the most important to you, and begin to “screen” universities according to these criteria. If, after a thorough search, it becomes clear that you really want to attend a

particular school, you should consider applying early next fall to that college.

- ❑ In the spring, start visiting colleges' web sites and requesting applications.
- ❑ If you believe you are a recruitable athlete, ask your coach, the athletic director, and your counselor for guidance in the recruiting process. You may want to send a letter of introduction to coaches at the colleges that interest you. The athletic recruiting process can be complicated and sometimes disappointing for athletes. There are definite NCAA Clearinghouse guidelines that must be observed. The student-athlete who is being recruited by a Division I or II college must complete a registration with the NCAA Eligibility Center online- <https://web1.ncaa.org/eligibilitycenter/common/>. This should be completed after junior year.
- ❑ Ask two teachers in person if they will write letters of recommendation for you. You will then officially ask them in Family Connection. You must also complete a Teacher Recommendation form in Family Connections for each teacher. Thank them for their efforts!
- ❑ There are many different opportunities for summer college experiences in Family Connection. There is a listing of academic endeavors on many college campuses. This is an excellent way to experience college and to demonstrate to the college your interest. There are also many different camps, both academic and athletic, held on college campuses all over the country. It is to your advantage to avail yourself of as many of these opportunities as possible.
- ❑ Try to visit as many of the college campuses that you are interested in during this summer.

Senior Year

September-October

- ❑ Don't Procrastinate!!!

- ❑ Your acceptance to colleges may be dependent upon your first semester grades (many private colleges require a mid-year transcript after first semester grades have been posted), so do not develop an early and incurable case of senioritis!
- ❑ You should know what you are looking for in a college by now and have narrowed your list to 10-15 prospective colleges. You may want to apply to only 4-6 schools, or to as many as 8-10. Application fees average \$60 per college so this can be costly if you are applying to a large number of colleges. You should also consider the cost of submitting test scores from the testing companies to the colleges.
- ❑ Your list of schools should include at least one **“likely”** college—a college that you would be happy to attend, that you know will accept you and that you know your family will be able to afford.
- ❑ If you are applying early decision or early action to any colleges, you must begin working on your applications right away. Early Decision, Single Choice Early Action and Early Action deadlines are in early November, which means that you should aim to have your application completed by mid-October!
- ❑ There are several different ways to complete your applications online. The college’s specific application form is usually available from their website. You can either complete the form online or download a copy to complete as a paper application. You should investigate the options available for each college. Be sure to make copies of each completed application in case your application should somehow be lost.
- ❑ Take the SAT Reasoning Test, SAT Subject Tests and/or ACT again if you want to try to raise your scores. Some universities accept SAT and ACT scores from seniors through the December testing dates.
- ❑ You must have your standardized test scores sent by the testing company to each college to which you are

applying. **O'Dea does not put any test scores on your transcript.**

- ❑ Write your personal essays and give them to an English teacher for proofreading and critiquing. Since you are not able to physically present yourself to the admissions committee, these statements are the only way to personalize your application and to offer the committee a sense of who you are. Therefore, these essays must be as close to perfect as possible!
- ❑ Make an appointment with Mrs. Eulberg to talk about your applications.
- ❑ Make sure you have completed the Student Questionnaire and Resume in Family Connection and that at least one of your parents have completed one of the parent questionnaires. Mrs. Eulberg will not write your letters of recommendation until those are completed
- ❑ You should have already asked two teachers in person if they would letters of recommendation for you. You officially ask them in Family Connection. You must ask for these recommendations at least four to six weeks before the O'Dea due date. You must also complete a Teacher Recommendation form in Family Connections for each teacher. Thank them for their efforts!
- ❑ Compile your co-curricular activities, community service, employment, honors, awards, and special skills from your freshman year through your senior year into the Activity Resume in Family Connection. You will use this resume for your applications and to admission representatives who are interviewing you.
- ❑ Be aware of all of your application deadlines. Washington State 4-year schools begin accepting applications for admission on October 1st.

November-December

- ❑ If you are still undecided where to apply, attend the National College Fair again and talk with your counselor and parents.
- ❑ You must submit all application materials by December 1st.
- ❑ The teachers and Mrs. Eulberg will not be doing any letters of recommendation over the Christmas break so you must get everything done by December 1st.
- ❑ Make sure that all applications are completed well before the deadlines. Missing deadlines will affect your application! Every year the University of Washington, in addition to many other universities in the nation, receives a greater number of applications than the year before but their class size remains the same. This means that colleges have more students applying than they can accept and are therefore, forced to consider only applications they receive on time. You do not want to lose your chance to attend the college of your dreams!

January-February-March

- ❑ You should be considering how you will pay for your college education. Complete the FAFSA (Free Application for Federal Student Aid) form and submit it as soon after January 1st as possible. Be sure to indicate every college you applied to on this form. The paper form is available in the counseling office but the FAFSA should be completed online.
- ❑ Some private colleges require the CSS PROFILE form in addition to the FAFSA. You can complete this form online, beginning September 15th.
- ❑ Watch financial aid deadlines as they may vary from school to school. It is imperative that these forms are submitted on time so that the financial aid office at the colleges you are applying to can formulate your aid package. If this data is late, the college may not have sufficient funds to fully meet your needs.

- ❑ You should have completed all college applications. Colleges with Rolling Admissions act on students' applications as soon as they are received. Therefore the earlier you apply the greater the potential for admission.
- ❑ A midyear transcript will be sent to every college to which the student has applied. These transcripts are sent as soon as the 7th semester (1st semester senior year) transcript is available. In addition to your most recent grades, notify schools of new honors or awards that you may have received.
- ❑ Look for scholarship opportunities available to you. You can learn of scholarship opportunities in Family Connection, in the counseling office, and over the Internet through all of the **free** scholarship search services. A word of warning: be cautious of any company that offers to find scholarships for you for a fee. Never pay for a scholarship search. They rarely discover anything that you cannot find yourself. There are many free scholarship search websites available.

April-May-June

- ❑ Decide what school you will attend. Some of your choices will accept you, while others may not. This does not mean that you are unworthy to attend those schools and it is not an insult. You will most likely find in the fall that where you ultimately decided to go was the best choice for you!
- ❑ Reply by May 1st, with a check or money order for your deposit. As with all of the deadlines and due dates in the college application process, this deadline is extremely important: if a college has not heard back from you by May 1st, they will assume that you are not interested in attending their school and they will give your spot to someone else!
- ❑ If you were wait-listed at a school, be sure to reply and inform the admissions committee that you still want to attend their school by writing a letter expressing your

desire. You should still accept the offer of admission at another college and mail in your deposit because it may turn out that the college where you were wait-listed will not be able to accept you.

- ❑ Sign up for Advanced Placement testing, if appropriate.
- ❑ Give Mrs. Eulberg copies of all scholarships and awards you have received so that she can add them to the Graduation Program.
- ❑ One last deadline to remember: return your housing forms and/or deposit promptly—you do not want to miss out on the best housing your college has available!
- ❑ Attend the “New Student Orientation” at the college you have selected. Have a great Freshman year!

WHERE SHOULD I APPLY?

Perhaps the most difficult aspect of the college application process is deciding where to apply. In the United States, there are thousands of universities, colleges and community colleges, both public and private. It is your task to determine what type of school is right for you based on your interests, expectations, abilities and needs.

Before you begin flipping the pages of college view books or meandering through web sites, picture yourself at a college and consider what elements would make your life there the most satisfying. Is class size important to you? Where do you want to live -- at home, on-campus or off-campus? After class, what do you like to do for fun? As you answer these questions, you will develop a clearer vision of your ideal college experience and be ready to consider some of the more practical aspects of the decision making process.

One of your first considerations may be the cost. The most selective colleges are also the most expensive. However,

it is important to realize that there is a wide range of financial aid options, and your goal is to find a college where you will receive the education you desire.

As you imagine your perfect college, begin by deciding which factors are most important to you. An example of this process could concern the size of university. Do you want to attend a large school (in the range of 15,000 or more students), a medium school (4,000-12,000 students) or a small school (less than 4,000 students)?

Aided by college profile books, free Internet resources and your counselor, you can feel less overwhelmed, and confused about making these preliminary decisions. After compiling a list of colleges that interest you, make an appointment to speak with your counselor. He/she will review your list of colleges and offer advice to help you with your choice of colleges. Once you have narrowed your search, it is time to begin requesting applications and view books from those colleges.

Criteria To Consider

Two Year or Four Year College

There are excellent opportunities in both the two-year and four-year institutions.

Two Year Colleges

Community colleges have an open admission policy. They accept any applicant who is a high school graduate. Tuition usually averages \$2000 to \$2500 per year. Course offerings allow students to enroll in day or evening classes. The predominant difference between community colleges and four-year colleges is that community colleges award Associate degrees upon completion of these programs. Associate degrees can be in traditional academic subjects or in career-oriented/vocational fields. A student who has

received an Associate degree at one of the state's community colleges can transfer into a public, four-year university with junior standing. This allows a student to graduate at an accredited public university with a Bachelor's degree in an additional two years, thus reducing the overall cost of education.

Four Year Colleges/University

Publicly funded, four-year, state universities are fully accredited institutions that award Bachelor degrees to students who have successfully completed the core curriculum requirements and fulfilled the major requirements for a specific academic subject.

For state residents, the cost of tuition, room/board averages approximately \$25,000 per year at Washington state universities. The cost of tuition, room and board for non-residents at another state's public university may average \$30,000 to \$35,000 per year.

Private universities, which receive most of their funding from non-governmental sources, offer an academic experience comparable to public universities. Some reasons students choose to attend private schools include: academic reputation, religious affiliation, or size. The cost of tuition, room and board can range from \$30,000 to \$60,000 per year; however many private colleges have financial aid offices that are capable of meeting some of the financial needs of their students.

Academic Atmosphere

What kind of atmosphere is best for you—challenging, intense, relaxed, supportive? Some colleges, especially smaller to medium sized liberal arts colleges, have a reputation for the quality of the education they offer, which often combines a difficult core curriculum with outstanding academic departments.

Academic Programs

Are you interested in pursuing a specialized professional education or a broad liberal arts education? Must students choose a major to be admitted? Are there opportunities to participate in ROTC, study abroad programs, or for freshmen to enroll in honors seminars?

Social Atmosphere

Are you seeking a residential or a “commuter” college? A small, close-knit community where the college is the “center” of the community or a large, diverse university? Politically active or unconcerned with politics? A strong Greek (fraternity/sorority) system? A “party” or academic atmosphere? The social culture of the college reflects the interests of the students. Consider the demographics of the college: With whom will you be attending classes? Single sex or coed? Diverse or homogenous? Are you seeking the support of an ethnic, regional or national population?

Housing

Do you want to live on-campus, off-campus or at home? Is housing guaranteed for four years if you decide you want to live on-campus? Is off-campus housing necessary, even if you want to live on-campus? If you want or must live off-campus, how available and affordable is it? Is there an active campus-housing agency that will help you find off-campus housing?

Cost

Is cost a major factor? Are you and/or is your family willing to take out loans to support the cost of your education? Remember, do not automatically exclude the possibility of attending a private college due to cost because you may qualify for financial aid or scholarships.

Athletics/Co-Curricular Activities

Are intercollegiate athletics important to you? Is it important for you to attend a Division I college? Are

athletic scholarships offered? Will you be able to play? How much? Are intramural sports important? When considering your ability to become involved in an intercollegiate athletic program, especially if you might like to pursue the possibility of being recruited, it is important that you see your counselor, your coach and the athletic director.

Are you interested in continuing any of your high school co-curricular activities while at college? What are the chances to get involved in your favorite organization? Is it important that there are good opportunities in drama, journalism, debate, radio, TV, politics, ethnic culture clubs, etc.? Many college representatives are very happy to discuss what student organizations there are on campus and their purpose or mission as a student group.

Geographic Location

Do you want to stay in Washington or go to school elsewhere? How important is it to be close to a particular environment—the ocean, skiing, large cities? Does climate matter—warm, cold, rain? Is college a time to explore and travel or to stay near home? Once you arrive at college, what will you do and where will you go with your new friends? Do you want the surrounding community to be a small town, metropolitan area, or a suburban city? Should the setting of the college be culturally stimulating, diverse, serene?

The Application Process

While deciding where to apply is difficult and confusing, the application process itself tends to be time-consuming.

One of the most important aspects of the application process is to learn and observe the due dates of the colleges to which you are applying. Colleges determine their application deadlines according to the number of applicants and the type of admission process they utilize. The standard admission processes are *Rolling*, *Regular* and *Early Action/Single Choice Early Action/Early Decision*.

If a college uses a **Rolling** admission process, the admission office begins accepting applications after a specific date (usually in September or October). They begin reviewing these applications immediately and make acceptance/denial decisions at that time. This continues until their final application deadline. In this process, there is a continual flow of applications and acceptance/denial decisions made over the course of several months. The **Regular** admission process differs in that admission committees do not review any applications until after the final deadline for submitting an application. After the final deadline, all the applications are reviewed and the acceptance or denial letters are sent at one time. The deadline for applications in this process is usually late December to mid-January, with applicants being notified in early April.

The **Regular and Rolling** admission processes are the most commonly used procedures among colleges.

The *Early Action/Single Choice Early Action/Early Decision* processes are usually practiced only at highly selective

private colleges and universities. All of these colleges also have a regular decision process. The deadline for an applicant's completed application is usually early November. The advantage of this option is that an applicant can affirm his strong desire to matriculate at a particular college by applying early. Admissions committees understand that applicants who apply early have decided that their college is the applicant's first choice school. Applicants should be confident that their application is strong in all aspects, especially test scores and grades. If you have any question about the strength of your application, you should see Mrs. Eulberg and discuss this option with her. Decision letters in this process are mailed in late December.

There is a very distinct difference between Early Action/Single Choice Early Action and Early Decision. **Early Action** is *non-binding*, which means if an applicant is accepted, he has until May to decide if he will enroll in that college. You may apply Early Action to more than one college. An example of a college that uses Early Action is the University of Notre Dame. **Single Choice Early Action** differs from Early Action in that a student may apply to only one college early if the college uses this procedure. The decision is also *non-binding*. An example of a college that uses this procedure is Stanford University.

Early Decision is *binding*. If an applicant is accepted, he must withdraw all applications at other universities. You may only apply to one college as an Early Decision applicant because of the binding contract. You should note that although an applicant applies early to one college, it is still necessary for him to apply regular decision elsewhere in case he is not accepted early. An example of a college that admits students using this policy is Whitman College. Remember, not all colleges have early admission policies.

Once you know the deadline for submitting your application materials you should not fall behind in preparing to meet them. Doing so could hurt the quality of your application and your chance for admission to the colleges of your choice. With the Internet, many new methods of applying to colleges have made the process easier and quicker. Many colleges now strongly encourage applications online through forms that can be accessed via the college's web-site. The traditional method of completing each college's paper application forms is still acceptable but delays the processing because the admission office must "hand-enter" all of the student's data.

There are many public and private colleges that accept the **Common Application**, which is a basic set of application forms that includes most of the information these colleges require. You should be aware that there might also be supplemental forms that may be required from the individual colleges.

The truly challenging and crucial task of the application process is presenting yourself to the admissions committee in the best possible way. Because there are many factors that influence admission decisions, applications are composed of several important parts. Some sections of the application are objective, such as grades and test scores. Other sections are more subjective, such as the personal essay, extra-curricular activities, and the counselor and teacher recommendations. You should place great importance on the entire application. Admission committees learn something about you from each part. Therefore, you will want to be as clear and informative as you can, concentrating carefully on the quality of your responses to each section.

You may feel overwhelmed with the amount of information you are expected to provide the admissions committee. There can be some anxiety over the way you are being

judged. There are many students every year who attend their first choice school and many that are rejected from their first choice. But only a small fraction of college freshmen are not happy with the college that they ultimately attend. Indeed, many have such a great time that they wonder why they had been so passionate about their first choice school.

Components of an Application

Cumulative GPA

The grades you earned for each semester, freshman through senior year, will be evaluated not only for the actual grade point earned but also for the quality of the courses that you have taken. More emphasis is placed on the grades earned in the academic subjects, especially if those classes were Honors or Advanced Placement classes. Admission committees expect that you have taken the most challenging academic courses that you can. An impressive transcript usually reflects a student who was enrolled in a rigorous curriculum and earned good grades. Your transcript is typically the single most important aspect of your application.

Test Scores

Four-year colleges require at least the SAT Reasoning Test or ACT test, and some also require the SAT Subject Tests. It is imperative that you have taken the required tests well before the college application deadline! You want to give yourself the opportunity to re-take them, and

make sure that colleges will receive your test scores before the deadline. While test scores are very important, admission committees recognize that sometimes they do not accurately reflect an applicant's potential. Therefore, some committees do not place as much emphasis on test scores as they do on your transcript. Sometimes admission committees use a formula to combine these two factors into a single admissions index number.

Class Rank

Some high schools rank students according to their cumulative GPA. O'Dea High School, however, does not utilize the class ranking system, and will indicate this on any student's application that requires class rank. This will not negatively affect your chances for admission because your counselor will use the appropriate areas on the counselor recommendation form to indicate the student's percentile in comparison to his classmates.

Counselor Recommendation

In addition to this type of data, the counselor recommendation is also an opportunity to convey your unique qualities, character, and promise of future personal and intellectual growth. You should spend some time with your counselor discussing your endeavors, what you have learned, and what you are still desiring to discover. Forming a personal relationship with your counselor will invariably help you in all aspects of the application process.

Teacher Recommendation

Choosing teachers who know you and who you feel will represent you in the best light is essential in providing the admissions committee with your academic and personal qualities. There are some important points to remember when asking for a recommendation from a teacher:

- Be polite when asking for a recommendation
- Ask the teachers at least four to six weeks before the recommendations are due

- Complete a Teacher Recommendation questionnaire in Family Connection for each teacher
- Complete your Activity Resume in Family Connection
- Follow up with the teachers—they can be very busy during recommendation season and are usually thankful for a reminder
- Do not forget to say thank you!
- After you have made your final decision, send a thank you note to your counselor and the teacher/s who wrote letters for you

Co-Curricular Experiences, Work, Awards

The activities that you choose to participate in during high school reflect some of your personal characteristics. Your activities represent what is meaningful in your life, how you decided to prioritize your commitments outside of the school day, the skills you have developed (athletic, musical, intellectual, responsibility, commitment, etc.). All of these co-curricular experiences help to form you as a unique individual. Your co-curricular activities can be a valuable resource from which interesting and revealing aspects about your values, interests and personality can be drawn.

Working to earn money tells the admission committee that you share the responsibility of financial burdens. Working also indicates that you are able to be responsible and reliable.

Awards and honors are a means to demonstrate that you have accomplished something special, but they are not absolutely necessary to be admitted to college.

Personal Statement and Essay

These sections of the application are perhaps the most important parts of a student's application. The admissions committee expects to discover who you are through your thoughts, as well as your ability to think and write clearly. To further explain the weight of the personal statement, the following has been quoted from the University of California—Berkeley application guidelines:

“The personal statement gives you the opportunity to tell the admission office about circumstances in your background that may not be evident in other parts of the application...Reviewed together, your academic record and your personal statement, along with your list of accomplishments and activities, helps us gain insight into your level of academic, personal and extracurricular achievement. We look for the following personal characteristics: creativity; intellectual curiosity and achievement; exceptional personal or academic recognition; unusual talent or ability; initiative; motivation; leadership; persistence; service to others; special potential; substantial experience with other cultures; and your ability to overcome or manage unusual circumstances, challenges or hardships. Your personal statement helps us to discover a sense of you as an individual and to envision the contributions you might make...”

To write the most effective essay, it is important to start early. After completing your first draft, have someone who knows you well review it for content. Have you done an accurate job of portraying your ideas? Do you represent yourself in a positive and authentic manner? Ask an English teacher to proofread and edit your subsequent drafts. Correct all grammatical, spelling and formatting errors. The essay itself, substantive content and physical appearance, should be as perfect as you can make it.

Interview

Some college and university admission officers interview applicants on campus, or set up a hometown interview with an alumni representative. The purpose of an interview is to provide a personal impression of the applicant, and to give the applicant the opportunity to ask questions about the school. The interviewer will write an evaluation and send it to the admissions office to become part of the application. You should spend some time preparing yourself for the interview by predicting the interviewer's questions and deciding how you will answer. The interviewer will probably ask what you think of the academic courses at your high school, and what you hope to do and learn at the school they represent. The interview may also contain questions about the reasons you participated in certain co-curricular activities and what you gained from the experience. Be honest and authentic; interviewers know all of the cliché answers! You can use the interview to learn about the college from a personal perspective rather than a booklet of pictures and quoted responses from students and faculty.

The Cost of Higher Education

The cost of higher education can be intimidating. Fortunately, there are many types of financial assistance packages that enable most students to attend private or public colleges. These range from free scholarship search services on the Internet to federal loans and grants. You should never rule out the possibility of attending a college because of the overall yearly cost. Wait until you have been accepted, look at your financial aid package and

explore alternate forms of financial assistance before deciding you cannot afford attending that college.

The financial aid package is an integral aspect of your final college selection. You apply for financial assistance when you apply for admission. All colleges require that you complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1st so that the financial aid amount can be computed and the award can be mailed following your acceptance letter. You can get the paper FAFSA form from the counseling office, but the best way to complete it is online at <http://www.fafsa.ed.gov>. The federal government uses the information you provide to calculate how much aid you should receive and sends it to the colleges to which you are applying. Your financial aid package is a combination of grants, scholarships, loans and/or work-study.

In addition to the FAFSA, colleges may require other financial aid forms, including their own or the CSS PROFILE. Private colleges and universities typically require the CSS PROFILE, which is administered by a private organization known as the College Board (the same people who administer the SAT and Advanced Placement exams). PROFILES must be completed online at <http://www.collegeboard.org>. Be sure to check with the colleges when you apply to determine if there are additional forms to file for consideration of financial assistance.

Pay close attention to the deadlines because missing them could either render you ineligible for financial assistance or drastically reduce the financial aid package offered to you.

While your financial aid package will comprise the foundation of your financial assistance, there are many free scholarship search services on the Internet that you can use to find additional scholarship sources. It is unwise and unnecessary to pay anyone to search for scholarships.

The free online scholarship search engines frequently find the same scholarships that you would be paying someone else to find for you. There are literally thousands of scholarships available and the vast majority of them are very easy to find.

Military ROTC (Reserve Officer Training Corps) programs are very popular for students looking to acquire significant financial assistance. Through ROTC, students train while in college in preparation for service as officers after graduation. In exchange, students receive scholarships from the service branches. If you are interested in pursuing this option, your counselor office can give you detailed and pertinent information about ROTC.

Conclusion

The college application process can be a very confusing and intimidating procedure. This manual attempts to alleviate some of these anxieties. In the spring, each sophomore and junior will receive a more comprehensive book entitled, The Road to College Admissions. It has been written and produced by the Counseling Department and contains both general and specific advice for O'Dea students. It is essential that students take the opportunity to meet frequently with their counselors throughout their high school years. We welcome all opportunities to meet with both the student and his parents.

Glossary of Terms

Accreditation: Recognition of a college or university by any of the regional or national accrediting bodies, indicating that the institution as a whole has been judged to be meeting its objectives.

ACT Assessment (ACT Test): A standardized test administered by ACT (American College Testing) and required or recommended by most colleges as part of the admission process. The tests measure educational development in English, mathematics, reading, and science.

Admission Index (AI): Universities in Washington state use an index scale based on a student's cumulative GPA and standardized test scores to make admissions decisions.

Advanced Placement: Granting of credit and/or assignment to an advanced course on the basis of evidence that the student has mastered the equivalent of an introductory course.

Candidate's Reply Date: A policy among subscribing institutions that permits students to wait until May 1st to choose, without penalty, among offers of admission/financial aid.

CEEB (College Entrance Examination Board) code: Identification number for individual high school and colleges. **O'Dea High School's CEEB code is: 481-130.**

CSS (College Scholarship Service) Profile: Financial aid form used by many colleges and universities to help them award non-federal student aid funds.

Deferred Admission: The practice of some colleges to allow an accepted student to postpone enrollment for one year.

Early Action (EA): An application process that permits students to make application to a college of preference and receive a decision in December, well before the normal response dates in the spring. The candidate is not committed to enroll at that particular college.

Early Decision (ED): An application process in which the student makes a commitment to the institution that, if admitted, the student will enroll. Students who can make a deliberate and well-reasoned final decision are the only ones who should consider applying Early Decision because this is considered a binding contract.

Financial Aid Package: A combination of aid, possibly including a scholarship, grant, loan and work study, determined by a college financial aid office.

Free Application for Federal Student Aid (FAFSA): The application required for students to be considered for federal student financial aid. The FAFSA is processed free of charge and most state agencies and colleges use its data.

Freshman Admission Review: Some of the state universities use an admissions index scale to make an admission decision. The freshman review is a process by which applicants who were not admitted solely on the basis of their admission index number are reviewed in greater depth. Academic and personal qualities are considered, and the personal essay becomes influential in determining the admission decision. The University of Washington and Western Washington University do not use this system—they review the entire application for each applicant.

Grants: Monetary awards based on financial need that do not require repayment. Grants are available through the federal government, state agencies and educational institutions.

Honors program: Any program offering the opportunity for superior students to enrich their educational experience through independent, advanced or accelerated study.

Major: The subject of study in which the student chooses to specialize in a series of related courses, usually declared in the junior and senior years.

Mid-Year Grade Report Form: Some colleges require applicants to submit their grades through the first semester of their senior year. Admissions committees use these grades to ascertain students' potential for "slacking off." This form is sent to colleges along with a transcript after 1st semester senior year grades have been posted.

Open admissions: The policy of some colleges of admitting virtually all high school graduates, regardless of academic qualifications.

PROFILE: see CSS Profile.

Regular Admission: An admission procedure whereby admissions committees do not begin to review applications until after the due date. All applicants are then notified of the admission decision at the same time, usually around April 1.

Rolling Admission: An admission procedure by which the college considers each application as soon as all required materials have been received. The college then notifies each applicant of acceptance or rejection as soon as possible.

SAT Reasoning Test: A test of reading, writing and mathematical abilities given by the College Board, which is required or recommended by many colleges as part of the admission process.

SAT Subject Tests: Tests on numerous specific subjects given by the College Board, any two or three of which may be required by some highly selective colleges.

Scholarships: Monetary awards to students based on athletic ability, merit, and/or need. These awards do not need to be repaid.

School Code: The specific number used for identification of each individual high school. **O’Dea’s High School Code is: 481-130**

Single Choice Early Action: A variant of the Early Action admission process in which a student may apply only to one college that utilizes this procedure. This process is non-binding.

Transcript: The official record of high school or college course grades, generally required as part of the college application.

Wait List: A term used by colleges to describe a process in which they delay offering admission. Colleges may offer admission to wait list candidates if insufficient numbers of regularly admitted candidates accept their offers of admission.

Work-study programs: Jobs that allow students to earn money toward their education while they are enrolled in school.

Internet Resources

College Search, Application, and Testing

ACT

www.act.org

SAT (College Board)

www.collegeboard.org

Common Application

www.commonapp.org

Minority Online Information Service

www.molis.us

Virtual Campus Tours

www.campustours.com

Financial Aid

Commercial

FastWeb

www.fastweb.com

FinAid

www.finaid.org

Minority Scholarships

www.fie.com/molis/scholar.htm

Wired Scholar

www.wiredscholar.com

Government

FAFSA

www.fafsa.ed.gov

Funding (Dept. of Education)

http://www.ed.gov/prog_info/SFA/FYE/index.html

Student Guide (Dept. of Education)

http://www.ed.gov/prog_info/SFA/StudentGuide/index.html

Athletics

National Collegiate Athletic Association (NCAA)

<http://www.ncaa.org/wps/portal>

NCAA Initial Eligibility Center

<https://web1.ncaa.org/eligibilitycenter/common>