

Mentor High School

**STUDENT-PARENT
HANDBOOK**



**MENTOR
CARDINALS**

2024-2025

MENTOR HIGH SCHOOL

6477 Center Street

Mentor, Ohio 44060

440.974.5300

mentorhigh.mentorschools.net

BOARD OF EDUCATION:

Mrs. Maggie Cook, Board Member

Mrs. Rose M. Ioppolo, Board Member

Ms. Virginia Jeschelnig, Board Member

Mrs. Lauren M. Marchaza, Board Member

Mrs. Annie Payne, Board Member

CENTRAL OFFICE

Mr. Craig Heath, Superintendent	440.974.5220
Mr. William Wade, Chief Financial Officer	440.974.5230
Mr. Timothy Hamman, Assistant Superintendent	440.974.5210
Mrs. Barbara Bonnes, Director of Curriculum	440.974.5207
Mrs. Kerry Bowser, Director of Student Services	440.974.5241
Mrs. Kathy Burnett, Director of Human Resources	440.974.5201
Ms. Kristen Kirby, Director of Community Relations	440.974.5249
Mr. Mike Lynch, Director of Innovation and Instructional Technology	440.974.5252
Ms. Heather Wisen, Coordinator of Transportation	440.974.5260

MENTOR HIGH SCHOOL ADMINISTRATION

Mr. Jason Crowe, Principal	440.974.5300
Mrs. Jaelyn Nemes, Assistant Principal	440.974.5217
Mr. Ryan McKnight, Unit Principal, Unit 1, A-E	440.974.5301
Mr. Chad Russo, Unit Principal, Unit 2, F-Ln	440.974.5302
Mr. John Fullerman, Unit Principal, Unit 3, Lo-Ror	440.974.5303
Mrs. Sianez Johnson, Unit Principal, Unit 4, Ros-Z	440.974.5304
Dr. Joseph Glavan, Director of CTE and Business Partnerships	440.974.5336
Mr. Jeffrey Cassella, Director of Athletics	440.974.5312

Unit 1:

Mr. Ryan McKnight, Unit 1 Principal	440.974.5301
Ms. Cindy Gomori, Counselor (A-Car)	440.974.5322
Mr. James McMahon, Counselor (Cas-E)	440.974.5339

Unit 2:

Mr. Chad Russo, Unit 2 Principal	440.974.5302
Mrs. Meagan Howell, Counselor (F-Hop)	440.974.5308
Mr. Marc Nemunaitis, Counselor (Hor-Ln)	440.974.5321

Unit 3:	
Mr. John Fullerman, Unit 3 Principal	440.974.5303
Ms. Kayla Loughry, Counselor (Lo-N)	440.974.5329
Ms. Catherine Krizan, Counselor (O-Ror)	440.974.5371

Unit 4:	
Mrs. Sianez Johnson, Unit 4 Principal	440.974.5304
Ms. Caroline Srsen, Counselor (Ros-S)	440.974.5316
Mrs. Miranda Rhodes, Counselor (T-Z)	440.974.5256

Ms. Hayley Beckwith, School Psychologist	440.974.5334
Mr. Bradley Bornancin, School Psychologist	440.974.5438
Ms. Kristen Merrill, School Psychologist	440.974.5332
Mr. Jack Skelly, Resource Officer/MPD	440.255.2818

Bell Schedules

Daily Schedule

Early Dismissal (Wednesday Only)

MOD

1 7:22 - 7:46

2 7:46 - 8:10

3 8:14 - 8:40

4 8:40 - 9:06

5 9:10 - 9:34

6 9:34 - 9:58

7 10:02 - 10:27

8 10:27 - 10:52

9 10:56 - 11:21

10 11:21 - 11:46

11 11:50 - 12:15

12 12:15 - 12:40

13 12:44 - 1:09

14 1:09 - 1:34

15 1:38 - 2:02

16 2:02 - 2:26

MOD

1 7:22 - 7:44

2 7:44 - 8:06

3 8:10 - 8:32

4 8:32 - 8:54

5 8:58 - 9:20

6 9:20 - 9:42

7 9:46 - 10:08

8 10:08 - 10:30

9 10:34 - 10:56

10 10:56 - 11:18

11 11:22 - 11:44

12 11:44 - 12:06

13 12:10 - 12:32

14 12:32 - 12:54

15 12:58 - 1:20

16 1:20 - 1:42

PLC 1:50 - 2:50

Announcements will be read at the BEGINNING of Mods 3-4.

Lunch mods 7-13

MENTOR PUBLIC SCHOOLS

MISSION STATEMENT

Inspiring Students Today to Reach Their Potential Tomorrow.

BOARD OF EDUCATION POLICIES

The Mentor Board of Education has adopted policies and regulations governing all aspects of the operation of the Mentor Schools. Board policies are available online on the Mentor Schools website and on BoardDocs.

I. GENERAL INFORMATION

ANNOUNCEMENTS/BULLETINS

Announcements of school activities, functions, meetings and reminders are posted on the school website and Schoology. It is the student's responsibility to be aware of these announcements.

BOOKSTORE

In the Bookstore students may buy activity tickets (athletic tickets sold in the athletic office), books, workbooks, school supplies, and/or pay fees. The Bookstore is located next to the GenYes desk in the Hub. Checks for purchases are made payable to Mentor High School.

STUDENT CENTER

Mentor High School has a closed lunch period and is NOT an open campus. Students do NOT have permission to leave the building during their lunch and come back to Mentor High School. Each student is assigned only one lunch period and the time is indicated on their schedule. **All students are expected to eat in the Student Center. No food is to be taken from the area into the halls or classrooms without permission from a staff member. No food/drinks are to be ordered for delivery to Mentor High School.** While in the Student Center, students are expected to behave in an orderly manner, respecting the rights of others. Students are expected to keep their tables clean, the chairs in line, and the floor cleared of food or paper. All disposable items are to be placed in waste cans provided throughout the room.

Juniors and seniors are not assigned to study halls, and may use the time when they are not scheduled in classes to go to the Hub, Student Center, Lower C-wing Junior/Senior Nook, and weather permitting the outdoor courtyard. The privilege of using these areas depends upon the responsibility shown by the student; if the privilege is abused, the student may be assigned to a study hall.

CARD PLAYING (games)- Students may play cards or games while in the school during the school day as long as it does not involve gambling. Any decisions made on card playing are left to administrative discretion.

CLINIC

One full-time registered nurse and one full-time health technician are available in the clinic during school hours. Emergency illnesses or injuries should be reported to them immediately. Students who are feeling too ill to attend class should report directly to the

clinic after receiving a pass from their classroom teacher. Students entering the clinic must sign in on the clinic sign in sheet, and sign out on the sheet when leaving the clinic. Failure to follow the correct procedure could result in the student being reported as truant from a class. If the clinic is closed, students are to report directly to their unit office. **Students may not leave school due to illness without being seen by the school nurse and receiving permission to sign out through security.**

CLOSING OF SCHOOL

In the event of bad weather conditions or other emergencies, the Superintendent makes the decision as to whether schools will be closed. This information will be posted to the district website and is relayed to local radio and TV stations prior to the start of school on such days. The District may also use an “Alert Now” phone system to notify students of school closure. In the event of an emergency occurring during the school day, the Superintendent will determine the action to be taken and school authorities will notify students.

When schools are closed due to weather conditions or emergency, all extra-curricular activities are also canceled. If school is canceled on a Friday, Saturday School will be canceled for that week and students will be rescheduled to another Saturday.

CALAMITY DAYS

PLEASE NOTE: Mentor Public Schools allows four (4) calamity days during the school year which do not have to be made up. After that, the days must be made up with the completion of on-line work or attendance at school on days that are added to the school calendar.

CRISIS RESPONSE

Mentor High School does have a Crisis Response Plan. The plan is discussed and practiced with students throughout the course of the school year.

SAFER OHIO SCHOOL TIP LINE

The Safer Ohio School Tip Line is a free safety resource available to all Ohio schools. The tip line is an anonymous reporting system that accepts both calls and texts 24 hours-a-day. This tip line allows students and adults to anonymously share information with school officials and law enforcement about threats to student safety — whether that involves a threatened mass incident or harm to a single student. Things to report to the tip line include (but are not limited to):

- Bullying incidents;
- Withdrawn student behaviors;
- Verbal or written threats observed toward students, faculty or schools;
- Hazing;
- Weapon/suspicious devices on or near school grounds;
- Gang related activities; Unusual/suspicious behavior of students or staff;
- Self-harm or suicidal sentiments; and
- Any other school safety-related concerns.

Calls or texts to 844-SaferOH (844-723-3764) are answered by analysts within Ohio Homeland Security.

DANCE GUIDELINES

1. All school rules are in effect, whether the dance is on school property or at another location.

2. Once a student or guest leaves the dance they are not allowed to return. No money will be refunded.
3. The police will hold any student or guest who is in possession of alcohol or drugs, or is found to have used said substances before or during the dance, until their parents can pick them up.
4. Students or guests, who do not comply with these rules, or the directives of dance moderators will be removed from the dance and will be subject to further disciplinary action.
5. Homecoming Dance - only current high school students. Guests must be a current high school student and the guest form must be completed by both schools.
6. Prom - no middle school students or individuals over the age of 20 may attend the dance. Guests must be a current high school student and the guest form must be completed and signed by the MHS student and an MHS administrator
7. All guests not attending MHS must be prepared to display a state issued I.D.

**** Any Mentor High School student that wishes to invite a non-Mentor High School student to a dance MUST have a Guest Permission Form completed before tickets can be purchased.****

**** All students and guests attending dances at Mentor High School will submit to a breathalyzer test upon entry by school administration.****

DIRECTORY INFORMATION

Information included in the student records referred to as "Directory Information" includes the following:

1. Student's Name
2. Address
3. Telephone Number
4. Date and place of birth
5. Participation in officially recognized activities and sports
6. Weight and height of members of athletic teams
7. Dates of attendance
8. Degrees and awards received
9. The most recent educational agency or institution attended by the student.

Although directory information will not be released to individuals or groups engaged in profit-making activities, school officials may selectively release directory information to the public (Examples of such releases include publication of honor rolls, disclosure of students' names engaged in extracurricular activities, etc.). Any parent or eligible student desiring that part or all of the directory information be withheld from public release must submit in writing to the principal of the student's school the specific information not to be disclosed. Requests to withhold directory information must be received by October 1 of each new school year.

DRIVING PRIVILEGES

When the Superintendent of the Mentor School District receives information that a student of compulsory school age has withdrawn from school, the Superintendent or his/her designee must, within two weeks after the withdrawal, notify the Registrar of Motor Vehicles and the Juvenile Judge of the county in which the school district is located. Such notification is not necessary if a student has withdrawn because of a

change of residence or the student is enrolled in and attending an approved program to obtain a diploma or its equivalent.

Notification to the Registrar of Motor Vehicles and the county judge must comply with O.R.C. 3319.321 and with the U.S. Family Educational Rights and Privacy Act of 1974 (FERPA) and accompanying regulations.

When a student has been absent, without legitimate excuse for more than 60 consecutive hours, or a total of at least 90 hours in a school year, the student's temporary instructional permit or driver's license will be suspended or the opportunity to obtain such permit or license will be denied.

In accordance with Ohio law, a student whose driving privileges have been denied can file a petition with the juvenile court in whose jurisdiction they reside.

ELECTRONIC DEVICE USE (Board policy 5136)

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until a parent/guardian picks it up, and may be directed to delete the audio and/or picture/video file while the parent/guardian is present. If the violation involves potentially illegal activity, the confiscated-PCD may be turned over to law enforcement.



**NO CELL
BELL TO BELL**

Classroom cell phone policy

- Phones must be put away and turned off, or on silent, from the beginning of the class period until the end (bell to bell).
- Permitted use of devices for academic purposes may occur with prior permission from the classroom teacher.

7540.03 Use of Artificial Intelligence/Natural Language Processing Tools For School Work

Students are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, “AI/NLP tools”) is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.
- C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
- D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

ENTERING AND EXITING THE BUILDING

Prior to the start of mods 1-2 students are required to enter the building through either the main entrance (door 1) or the F-wing entrance (door 10). After mods 1-2 begins, students must enter through the main entrance. Students may exit the building at the end of their school day through the main entrance (door 1) or the F-wing entrance (door 10). All other exits are for emergency use only before the conclusion of mods 15-16. Students will be assigned consequences for exiting a door during the day that is not the main entrance (door 1) or the F-wing entrance (door 10). Students leaving the building before the end of their school day (ex. doctor appointments) must check out at their unit office and exit the building through the main entrance.

FEE SCHEDULES FOR MENTOR HIGH SCHOOL

All fees and student expenses are to be paid in the Bookstore or paid online through Infinite Campus Parent Portal (go to www.mentorschools.net and click on “CardCredit Payment System”). Fees are assessed for the repair or replacement of school property, including textbooks, which the student has lost or damaged. Students who are in need of financial assistance when paying fees for workbooks, glasses for lab, etc. should see the principal.

2024-2025 MHS FEE SCHEDULE

Course	Amount	Course	Amount
3D Design Tech	\$40.00	English 12	\$22.00
Activity Fee - Grades 9-12	\$15.00	Environmental Science 1	\$5.00
AP Biology	\$19.00	Environmental Science 2	\$5.00
AP Chemistry	\$13.00	Fine Art 1	\$68.00
AP Literature	\$22.00	Fine Art 2	\$37.00

AP Physics	\$6.00	Fine Art 3	\$40.10
Art Exploration	\$36.94	Fine Art 4	\$37.55
Art Foundations	\$25.00	Freshman Band	\$20.00
Aviation Academy	\$79.00	Geometry	\$7.25
Bella Voice Choir	\$24.00	Geometry Honors	\$7.25
Biology	\$9.00	Gourmet Foods	\$25.00
Cantare Chorus	\$24.00	Honors Biology	\$11.00
Ceramics - Level 1-4	\$25.00	Honors Physics	\$6.00
Chemistry	\$13.00	Intro to my Engineering Design	\$30.00
Chemistry Honors	\$13.00	Metalsmithing/Jewelry - Level 1-4	\$53.80
Civil Engineering and Architecture	\$30.00	Orchestras (String Sinfonia, Concert & Symphony)	\$20.00
Concert Bands (Wind, Scarlett, Gray)	\$20.00	Physical Science	\$6.00
Concert Mixed (10-12)	\$24.00	Physics	\$6.00
Concert Treble Choir (10-12)	\$24.00	PLTW Human Body Systems	\$20.00
Construction Academy	\$110.00	PLTW Principles of Biomedical Science	\$20.00
Culinary Academy	\$75.00	Principles of Engineering	\$20.00
Digital Art - Level 1-4	\$40.00	Printmaking - Level 1	\$42.30
Digital Media Academy	\$90.00	Printmaking - Level 2	\$25.00
Digital Photography - Level 1-4	\$45.00	Printmaking - Level 3	\$25.00
Drawing - Level 1	\$23.00	Printmaking - Level 4	\$25.00
Drawing - Level 2	\$17.40	Sports Nutrition	\$25.00
Drawing - Level 3	\$12.40	Woodworking Tech 1	\$40.00
Drawing - Level 4	\$12.40	Woodworking Tech 2	\$60.00
Engineering the Future	\$5.00	Woodworking Tech 3	\$60.00
Fees are subject to change/Not all fees may be listed			

**2024-2025 Career Technical Education Fee Schedule
Mentor Programs**

Program Title	Amount
Advance Manufacturing 1	\$150.00
Advance Manufacturing 2	\$150.00
Allied Health 1	\$130.00
Allied Health 2	\$130.00
Automotive 1	\$150.00
Automotive 2	\$70.00
Construction Management 1	\$150.00
Construction Management 2	\$150.00
Early Childhood Education 1	\$67.00
Early Childhood Education 2	\$82.00
MBA 1: Business Foundations	\$17.00
MBA 2: Management Principles	\$35.00
Programming & Software Development 1	\$52.00
Programming & Software Development 2	\$17.00
Teaching Professions 1	\$17.00
Teaching Professions 2	\$17.00
Fire/EMT Academy	\$150.00
*** Fees will be posted by the district that houses the program***	

THE HUB

The Hub serves all students. New equipment and collections of non-print media extend its capabilities beyond those of the traditional library. The staff will assist you in any area. They will aid in your search for materials for an assignment and/or guide you in the use of the many resources. The Upper Hub is for instructional purposes and not open for students to use throughout the day. No food is permitted anywhere in the Hub.

HOVERBOARDS/BOARDS/BLADES

At no time are hoverboards, skateboards, rollerblades, or any form of wheeled transportation permitted inside Mentor High School without prior administrative permission.

IMMUNIZATION REQUIREMENTS

Students will not be permitted to attend school unless all immunization requirements required by section 3313.671 and 3701.13 of the Ohio Revised Code are met. If families are uncertain about required vaccinations or wish to update health records, they should contact the clinic at Mentor High School, 440.974.5340.

LEARNING NOOKS

Lower C Nook is accessible to students in grades 11 and 12 only as a place for students to work individually and quietly. Capacity is limited to the number of seats. Students must be seated. Students are not permitted to sit on the floor or move furniture around. No food allowed. All other learning nooks are used by teacher supervision and must be reserved in advance by the classroom teacher.

LOCKERS

Prior to the start of school, only 9th grade students will be assigned lockers and combinations for their freshman year. Students in the 10th, 11th, or 12th grade who want a locker will need to email their request to the unit principal and a locker will be assigned. Students will not get to select the location of their assigned locker. Lockers have built-in combination locks. Students should not share combinations with each other. Locks that are not assigned by the school will be removed. Writing on the outside and/or inside of a locker is prohibited and the student assigned will be subject to disciplinary action. Any damage occurred through carelessness, kicking, slamming, etc. will be considered as vandalism. Students are assigned lockers for their convenience; however, such assignment does not limit the right of the school officials to examine the lockers when they believe it is necessary for the safe operations of the school. The lockers supplied by the Board of Education and used by the students are the property of the Board of Education. Therefore, the student lockers and the contents of all the student lockers are subject to random search at any time without regard to whether there is a reasonable suspicion that any locker or its contents contains evidence of a violation of a criminal statute or a school rule. Random searches may include a search with the assistance of dogs trained to detect the presence of drugs. Materials left in lockers will be removed and disposed of at the end of the school year or athletic season. Note: Personal items of value (cell phones, earbuds, cameras, etc.) should not be brought to school since theft, damage, or the possibility of being lost can occur. The District is not responsible for lost or stolen items (including those in lockers).

LOST AND FOUND

A lost and found area is maintained for the purpose of encouraging honesty and as a medium through which lost articles may be returned to their owners. All valuables or articles found are to be taken to the Security Booth. The owner upon proper identification may claim property.

MEDICATIONS

Before any ***prescribed*** medication or treatment may be administered to any student during school hours, the Board shall require the written prescription from the child's physician accompanied by the written authorization of the parent. Both must also authorize any self-medication by the student. Before any ***non-prescribed*** medication or treatment may be administered, the Board requires the prior written consent of the parent along with a waiver of any liability of the District for the administration of the medication. No student is allowed to provide or sell any type of over-the-counter medication to another student.

OFFICE ASSISTANTS/AIDES

The school offices need student help for delivering passes. Any Mentor High School student who has available study hall or non-class periods and who wishes to become a student office aide should apply to the respective office during the first week of school.

OPEN CAMPUS

Mentor High School does NOT have an open campus. **At no time can students leave the building without permission and then return.** This includes during lunches, study halls, and free periods. Once on campus, during midterms and finals students MUST stay in the student center until they have completed all exams for the day.

PARENT-TEACHER CONFERENCES

Two Parent/Teacher Conference nights are scheduled in October and one in February. If you wish to discuss your child's behavior or class work with teachers or counselors at other times during the school year, please schedule an appointment. This is requested in order to avoid conflict with previously planned duties of the teacher or counselor.

**** THE MENTOR HIGH SCHOOL PARKING FEE IS \$50.00 FOR ALL STUDENTS. ****

- a. **Process:** Parking permits will be issued by using a seniority system for all seniors and juniors who qualify. If there are permits left after the start of school, sophomores who are eligible can request a parking permit. Freshmen do not have the privilege of driving to school due to lack of parking space. All students must have a valid MHS parking permit to park at Mentor High School. **Career Technical Education and CCP students will follow the parking guidelines for their programs.**
- b. **Criteria:** The following criteria have to be met to qualify for the privilege of a parking permit at Mentor High School: (1) At least a 2.00 cumulative grade point average. (2) Absent no more than 10 days of school. If a doctor's excuse has been presented to the unit office and is on file in the nurse's office, the dates covered by the note are not included in the 10 day total. (3) No more than one suspension.
- c. **Revocation/Suspension of Parking Privileges:** A parking permit may be revoked/suspended at the discretion of the school administration.
- d. **There will be no refunds of previously paid parking fees if a student has their permit revoked.**
- e. **Vehicles will be towed at the owner's expense as determined by school officials. These will include, but are not limited to, parking without a permit. Any vehicle which is parked on school property without a permit will usually first receive a warning by means of a parking "ticket." Additional violations will result in**

school disciplinary consequences. School officials, however, may tow a vehicle at any time, without prior warning.

PASSES

Students are expected and required to be in their assigned areas during the time designated on their schedules. When not in the assigned areas, they must have in their possession a valid pass permitting them to go to the area written on the pass. Except for CTE students who have been assigned job stations, under no circumstances are students permitted to leave the building without checking out through Security in the main entrance. When a student enters (or re-enters) during the day, he or she must check-in /out at the Security booth located in the vestibule at the main entrance.

PBIS: POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

PBIS is a general education initiative, supporting all children and youth. PBIS is defined as a decision making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. In general, PBIS emphasizes four integrated elements: data for decision making, measurable outcomes supported and evaluated by data, practices with evidence that these outcomes are achievable, and systems that efficiently and effectively support implementation of these practices. A key strategy of the PBIS process is prevention. Through instruction, comprehension and regular practice, all teachers and staff members will use a consistent set of behavior expectations and rules outlined in *Cardinal Pride*. A clear set of expectations are set for the overall high school community, including the classroom, The Hub, Student Center, restroom, and bus. The overall behavioral expectations will be consistent throughout the school and focus on being prepared as a student, being respectful to others, being involved and dedicated to learning and the school community, and working for excellence. The program is focused on acknowledging students for consistent positive behavior, both in and out of the classroom. Problem behavior will be responded to with consistent consequences that are focused on re-teaching the expected behaviors. Progress monitoring and additional supports and/or interventions will be provided for students to reach maximum academic success.

POSTERS/SIGNS

Students desiring to put up posters are required to come to the principal's office for approval. Posters not approved will be removed from the wall. Only Mentor High School organizations or groups with special permission from the Superintendent or his/her designee may post signs in the school. All signs/posters are to be placed in designated areas. School organizations posting signs are responsible for their prompt removal.

SCHOOL BUS RULES

Regular school rules are enforced on the bus. Violation of bus rules may result in the denial of the privilege of riding the bus or disciplinary action. The transportation office will answer questions regarding transportation at 440.974.5260.

SCHOOL PICTURES

Individual student pictures will be taken at the beginning of the school year for the yearbook. All students are photographed. Students may purchase school pictures at their expense.

SELECTIVE SERVICE REGISTRATION INFORMATION

Section 3 of the Military Selective Service Act requires that all male United States citizens and male aliens, except aliens lawfully admitted to the United States as nonimmigrant on visas (e.g., students, tourists, and diplomatic and consular personnel and their families), residing in the United States and its territories, who are 18 through 25 years of age, register with Selective Service. They must do so within the 30 days before or after their 18th birthday. Men may still register late, as long as they have not yet turned 26 years of age.

Men who fail to register, as required by law, may lose eligibility for valuable benefits or privileges, such as job training under the Federal Job Training and Partnership Act (JTPA) and student financial aid under Title IV of the Higher Education Act. Educational benefits include such need-based programs as Guaranteed Student Loans and Pell Grants. In addition, the opportunity to work for the Federal Government, including the U.S. Postal Service, or the privilege of becoming a United States citizen, may be denied to otherwise eligible men if they fail to register. Stop in the Records Office for more information.

STUDENT STUDY HALLS

Freshmen and sophomores are scheduled for class or study hall and are not to be in the Student Center except for lunch. Freshmen and sophomores must have a pass from a subject teacher to go to a classroom or the Hub during the study hall, and show the study hall teacher the pass before going to a classroom or the Hub. Study halls are considered an assigned class period; therefore, all students are to be in attendance daily. **All freshmen and sophomores must remain in their scheduled lunch/study hall.**

STUDENT RECORDS

Procedures to be followed when requesting access to Student Records:

Parents (or legal guardians) and eligible students (18 years of age or older) have the right to inspect and review the education record of the student. The procedure for gaining access to a student's education record is as follows:

- a. Parents or eligible students wishing to review student records may arrange for an appointment with the student's building principal by submitting a request for an appointment form. These forms are available in every school building and the Board of Education office.
- b. When possible, the record review will be scheduled within ten school days of the request. In no cases will the review be held later than 45 days from the date of the request.
- c. A designated school administrator and/or counselor will be present during all record reviews.
- d. School officials will explain areas of the cumulative record which are of concern to the parent or eligible student.
- e. When a student has reached 18 years of age, it becomes their sole right to review their student education record unless the student is financially dependent upon their parents. Parents of dependent students may review the records of a student 18 years

of age or older without the student's consent. Students under the age of 18 will not be permitted access to their records.

Copies of student records will be provided to parents or eligible students upon request as soon as possible but no later than 45 days after the request has been received.

Parents or eligible students have the right to challenge the contents of a student's education record if they believe specific information to be inaccurate or in violation of the rights of the student. Parents or eligible students asking that an education record be amended will submit a request form to either the student's building principal. Each request to amend a student's education record is reviewed, and parents or eligible students are notified of the decision. If the decision is to refuse the request to amend the education record, parents or eligible students are informed of their right to a hearing to further consider their request. Parents or eligible students desiring a hearing will submit a request form to the student's building principal.

After the hearing, the parent or eligible student will be informed in writing as to the information contained in the student's education record. The parent or eligible student will be informed of their right to place in the student's education record a statement of explanation or disagreement.

TEXTBOOK

All necessary textbooks are furnished by the Board of Education and are issued by subject teachers or school personnel. They are the property of the Board of Education. Students are responsible for their books/electronic devices. Any student who through neglect or carelessness who damages or loses any books belonging to the Board of Education may be fined the full current purchase price.

TOBACCO/VAPING

No pupil shall smoke, vape or use tobacco or possess any substance containing tobacco, or any alternative nicotine product, including electronic, vapor, or other substitute forms of cigarettes, or any tobacco or nicotine cessation product in any area under the control of the school board or at any activity supervised by any school operated by the Board. Mentor High School reserves the right to search students and their belongings due to suspicions of vaping and/or if they are in the restroom at a time when the vape detectors are activated.

VISITATION TO COLLEGE

Pre-arranged absence forms need to be completed one week prior to the visit and students must bring a letter from the admissions office indicating the date of the visit. Students are encouraged to make college visitations during times of non-school days such as scheduled remote days, PSAT testing day, and during the summer months. College visitations should not exceed two school days in a school year.

VISITORS TO MENTOR HIGH SCHOOL

All visitors must register and provide a Driver's license or state issued identification with the Mentor High School security booth upon entering the building. Upon entering the building all visitors will be subject to a background check using the Raptor system. Parents and other interested persons are encouraged to visit school as often as necessary to keep abreast of the student's progress, school adjustment, and the school program.

Visits should be scheduled at least one day in advance by contacting the appropriate administrator.

Student visitors are not permitted.

WITHDRAWAL

No pupil shall be permitted to withdraw from school except for the following reasons:

- A. Graduation from high school.
- B. Attainment of age eighteen (18).
- C. Attainment of age sixteen (16) with parent permission, full time job and permission from Superintendent or designee.
- D. Transfer to another appropriate educational placement.
- E. Change of residence of the parent(s) as defined by O.R.C. §3313.64 from an attendance area or the school district.

Upon withdrawal from school, student records shall be completed and closed. If a student has withdrawn for a reason other than those listed above, the Superintendent will then notify the Department of Motor Vehicles and the Judge of the Juvenile Court, as required by law.

WORK PERMITS

All students 14 to 18 years of age must have a work permit to be legally employed. Applications can be picked up in unit offices and completed online.

SURVEILLANCE CAMERAS

For students' safety and welfare, video surveillance cameras are placed throughout the building and school grounds and on buses. Actions recorded on these cameras may be used as evidence in disciplinary action. Any attempt to damage or interfere with the function of these devices will result in disciplinary action by the school and possible referral to the local law enforcement agencies.

II. COUNSELING

COUNSELING SERVICES

The counselors provide the following services:

- a. Academic Development
- b. Career Development
- c. Social/Emotional Development

The student body is divided equally among the counselors. Students are assigned to counselors by grade level and alphabetically. If there is a problem a student wishes to discuss with a particular counselor, he/she should feel free to schedule an appointment. Students are to schedule appointments during non-class times.

FINANCIAL AID FOR POST-SECONDARY EDUCATION

Lake-Geauga Educational Assistance Foundation (LEAF)

LEAF is a private, non-profit college action agency that assists students with the financial aid and planning process associated with post-secondary education. A LEAF representative is available on most days in the main office during school hours. The LEAF phone number is 440.255.2947.

Scholarships

Seniors are encouraged to become familiar with the scholarship drawer which is located in the guidance office (A-114). Scholarship information is also available through the MHS website and on Schoology. Throughout the school year, applications for scholarships offered by many national, state and local organizations as well as from 2 and 4-year colleges/universities and technical schools are available.

HONORS DIPLOMA

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an honors diploma. Students have the opportunity to pursue any of the following honors diploma types:

- *Academic Honors Diploma*
- *Career Technical Honors Diploma*
- *STEM Honors Diploma*
- *Arts Honors Diploma*
- *Social Science and Civic Engagement Honors Diploma*

For further information on the individual Honors Diplomas, please refer to the Mentor High School Program of Studies 2023-2024 located on the district website.

ACADEMIC LETTER PROGRAM

Each May we will hold an Underclassmen Awards Ceremony to recognize outstanding academic achievement. Academic letter awards for full-time MHS students will be based on the grade point average from students’ first three grading periods. Full-time CCP student awards will be calculated using first semester grades earned at the college. Part-time CCP student awards will be calculated using a combination of the first three quarter MHS grades and the first semester college grades. Letter criteria are as follows:

Year	GPA	Award
1 st	3.5 or above	Class Numerals and Certificate
2 nd	3.5 or above	Academic Letter and Certificate
3 rd	3.5 or above	Lamp of Knowledge Pin and Certificate
4 th	3.5 or above	Lamp of Knowledge Pin and Certificate

SENIOR AWARDS

Summa Cum Laude (cumulative GPA of 3.8+), Magna Cum Laude (cumulative GPA of 3.5-3.799), and Cum Laude (cumulative GPA of 3.0-3.499) awards will be based on academic achievement during the first seven semesters of a student’s high school career.

If a student’s standing changes once the final grades from the eighth semester have been posted on the student transcript, the student may appeal to the school to receive alternate honors if the student’s status has changed as a result of the final semester.

2024-2025 Test Dates
American College Test (ACT)
Test Center code 182620 – www.actstudent.org

Test Dates:	Registration Deadlines:
September 14, 2024	August 9, 2024
October 26, 2024	September 20, 2024
December 14, 2024	November 8, 2024
February 8, 2025	January 3, 2025
April 5, 2025	February 28, 2025
June 14, 2025	May 9, 2025

SAT Reasoning and SAT Subject
Test Center Code 36-480 - www.collegeboard.com

SAT	Test Dates:	Registration Deadlines:
Reasoning/Subject	August 24, 2024	August 9, 2024
Reasoning/Subject	October 5, 2024	September 20, 2024
Reasoning/Subject	November 2, 2024	October 18, 2024
Reasoning/Subject	December 7, 2024	November 22, 2024
Reasoning/Subject	May 3, 2025	April 18, 2025
Reasoning/Subject	June 7, 2025	May 22, 2025

School Wide Testing Dates (Subject to Change):

**PSAT 8/9 and Preliminary Scholastic Aptitude Test/National Merit Scholarship
Qualifying Test (PSAT/NMSQT) (Grade 10/11):**
October 9, 2024

Ohio's State End of Course Exams Fall Testing Windows:
December 2, 2024 - January 17, 2025
15 consecutive school days

Ohio's State End of Course Exams Spring Testing Windows:
ELA: March 24, 2025 - April 25, 2025 (15 consecutive school days)
Math/Science/Social Studies March 31, 2025 - May 9, 2025 (15 consecutive school days)

Armed Service Vocational Aptitude Battery Test (ASVAB):
October 9, 2024 and April 4, 2025

SAT Test (Grade 11 only)
March 5, 2025

Advanced Placement Tests (AP):
May 5-16, 2025

III. ACADEMIC INFORMATION

ACADEMIC MISPLACEMENT

Academic Placement versus Academic Misplacement

To maximize a student's educational potential, a student should be placed in courses equal to their capability. At times, students may enroll in courses surpassing their capability and even with a great amount of effort and support, they are unable to succeed. This would be an "Academic Misplacement." Prior to being removed from a class for academic misplacement the following should be attempted (this is not an inclusive list):

- Student and/or Parent speak with the teacher to create a plan for extra help or isolate the reason(s) for struggles and how to best attempt to address those areas of concern.
 - Students who do not have work completed may not be considered for "Academic Misplacement". A student must put forth the necessary effort to determine if misplacement is a result of their ability.
- Student participates in extra help with the teacher, tutor (i.e. peer tutor, math lab, etc.) or some other resource (i.e. worked with guidance counselor, online support, etc.).
 - This extra help should be over a period of time to determine if the interventions are assisting the student in being more successful.

Academic Misplacement Procedure

If after substantial attempts to improve their performance a student is still not being successful in a course and the student, parent and teacher feel all options have been exhausted, a student may be declared academically misplaced. If this occurs the student should pursue the following procedures:

1. The student should meet with the counselor to review their current progress and interventions tried to improve performance.
2. The counselor will speak to the teacher and parents to review the current progress (i.e. speak to the current teacher, review the student's records, etc.).
3. If findings indicate an "Academic Misplacement", the counselor will give the student the Academic Misplacement Form.
4. Student follows the form for signatures:
 - Parent signature
 - Teacher signature and agreement or disagreement
 - Counselor signature and agreement or disagreement
 - Principal signature and makes the final decision
5. If the Academic Misplacement is granted:
 - Counselor will change the student's schedule as appropriate.
 - Teachers will transfer grades if necessary.
 - Counselor will make copies of the Academic Misplacement Form for all appropriate teachers and a copy of the form will be placed on file.

Reasons Considered Inappropriate for Academic Misplacement

1. Teaching Style Preference Conflict
2. Unnecessary Class for Graduation
3. Class Preference Change
4. Scheduling Conflict (i.e. coming to school late, leaving early, etc.)

DROP AND ADD REGULATIONS

Students are required to take a minimum number of courses each year. This "minimum course load" includes both required and elective courses. With the guidance of parents and counselors, students select these courses during the registration period. In addition to the required courses, students have an opportunity to select elective courses. The program of studies is available to students and parents online at www.mentorschools.net.

During the time between registration and the end of the school year (end of May), students and parents may request changes in these courses. After the end of the school year, schedule changes will not be made unless:

1. A technical error was made in the process of scheduling the student's requests.
2. The student has been clearly academically misplaced.

Schedule changes **will not** be made for:

1. Teacher preference
2. Late arrival or early dismissal to or from school
3. Work considerations
4. Transportation
5. Special lunch requests

Due to scheduling complications, once courses are selected they may not be dropped due to student change in preference.

Courses may be **added** after the close of school in the spring and during the next school year during the first two weeks of each semester if the class the student wishes to take is not filled.

EARLY GRADUATION

Sixth Semester Graduation Grade 11/Seventh Semester Graduation Grade 12

A student may be eligible for early graduation either at the end of the junior year (sixth semester) or at the end of the first semester of the senior year (seventh semester). Students and families should contact their school counselor during their Freshman or Sophomore year to begin planning. Early graduation must be approved by an administrator, counselor and parent.

GRADING

Purpose of Grading

Mentor High School believes that the purpose of grading is to measure and communicate student achievement and preparedness to students, teachers, parents, and community members. Grades also:

- Monitor student progress against established standards
- Guide teacher instruction
- Identify students for available educational opportunities
- Provide information that students can use for self-evaluation and growth

Key Terms for Consideration

Graded Course Objectives

A graded course objective is used to assess what a student knows and can do using specific knowledge and skills. Graded course objectives may include tests, quizzes, projects, performances, compositions, research papers, reports, presentations, homework

and other activities based on the Ohio Academic Content Standards and/or stated course objectives.

Graded Course Supports

A graded course support should provide information regarding a student's progress, guide teacher instruction, and give various types of feedback to allow for reflection on learning. These supports may include assignments, activities and other related work that can be graded for completion **or** accuracy. Some examples include, but are not limited to, pre-assessments, homework, class discussions, entry and exit slips, bell work and other instructional activities. These may vary from subject to subject.

GRADING GUIDELINES

The following guidelines will be used by all teachers to arrive at a student's final mark. These guidelines ensure that the purpose of grading established in the grading protocol is reflected in the reporting of student learning. Teachers still have the flexibility to work within these guidelines to develop the most appropriate grading model for their particular grade, course, or group of students.

Guideline 1:

Students will earn letter grades based off the following scale:

Letter Grade	Descriptive Grade	Numeric Grade
A	Excellent Academic Performance	$\geq 90\%$
B	Good Academic Performance	$80\% \leq \text{score} < 90\%$
C	Satisfy Academic Performance	$70\% \leq \text{score} < 80\%$
D	Poor Academic Performance	$60\% \leq \text{score} < 70\%$
F	Has Not Met Minimum Academic Requirements	$< 60\%$

The rounding of quarter grades is not permitted.

Guideline 2:

Teachers will base the vast majority of a student's final grade on assessments that directly measure the content standards and course objectives. The balance of the grade will be based on work done to support the learning of these content standards and course objectives.

Teachers will base a minimum of 70% of a student's final grade on graded course objectives and a maximum of 30% on graded course supports. More specifically, each department has its own percentages to which the department members will adhere. They are:

● Art	70% Graded Course Objectives	30% Graded Course Supports
● Social Studies	70% Graded Course Objectives	30% Graded Course Supports
● FCS	70% Graded Course Objectives	30% Graded Course Supports
● Business/Comp Science	70% Graded Course Objectives	30% Graded Course Supports
● Math	80% Graded Course Objectives	20% Graded Course Supports
● Tech Education	70% Graded Course Objectives	30% Graded Course Supports

● English	80% Graded Course Objectives	20% Graded Course Supports
● World Language	70% Graded Course Objectives	30% Graded Course Supports
● Science	80% Graded Course Objectives	20% Graded Course Supports
● Music	70% Graded Course Objectives	30% Graded Course Supports
● PE/Health	100% Graded Course Objectives	
● Career Tech	100% Graded Course Objectives	

Guideline 3 - Classroom Conduct

Appropriate classroom conduct is expected of all students, including regular attendance, being punctual and respectful, and following all rules in the student handbook. Classroom conduct will not be included in an academic grade unless otherwise stated in the standard. Performance(s) may be included in a student's grade if it is the actual standard being taught or measured.

Guideline 4 - Group Grades

Cooperative learning is a powerful teaching/learning strategy when it combines individual accountability and positive interdependence. Teachers will hold students accountable as individuals while assessing the performance of the group.

Guideline 5 - Extra Credit

If it is offered, extra credit is curriculum-based work offered to all students in order to earn additional credit or provide a learning opportunity beyond traditional curriculum.

Extra credit is intended to support and supplement the curriculum and cannot replace required assignments nor be offered merely to adjust a grade. Extra credit should not exceed 3% of the overall grade earned.

Guideline 6 - Student Late Work and Zeroes

Students are expected to complete all assignments and need to be given opportunities to submit late work for credit during a current unit of instruction, thereby providing evidence of their learning. Students and teachers will work together to develop a plan to complete work in a timely manner.

Teachers will accept late assignments with a grade reduction of up to 50% of the grade earned to align with the primary purpose of grading.

Unexcused absences from class and academic dishonesty will result in a serious disciplinary consequence and up to a 50% reduction in a student's grade.

Incomplete Grades (I) for 9 weeks, Semester or Year:

Students receiving an incomplete (I) grade on their report cards shall complete the work. If work is not completed in a timely manner, a grade of "F" shall be given for the missing work. Incomplete grades may influence/determine student eligibility for athletics/activities/etc.

Guideline 7 - Weighted Grades

Weighted grades, grades 9-12, are based upon the impact that weighting will have on the predictive value on the grade point average for college admissions purposes. A weighted grade gives additional point value for the grade achieved in a specific course. For example, an "A" is worth 4.0 in a non-weighted system. In a weighted grade system certain courses would be worth "A" - 4.5; "B" - 3.5; "C" - 2.5. Weighted grades do not change the letter grade, but do change the point value. Classes that shall be designated as

weighted are Honors Level courses, level 3 foreign language courses, and Advanced Placement Courses. These courses shall be weighted by a (.5) factor. Students earning below a grade of "C" in a course designated as weighted will not be given the (.5) value. Students must earn a grade of "C" or above in order to receive the (.5) value on their transcript. College Credit Plus (CCP) classes from subject areas taught at Mentor High School that have courses that follow a weighted grading scale will be weighted using the same scale.

MINIMUM COURSE LOAD

Ninth grade students are required to take a minimum of six courses each semester. English, math, science, World History, health, and physical education must be included in the minimum course load.

Tenth grade students are required to take a minimum of six courses each semester. English, math, science, U.S. History, financial literacy and physical education must be included in the minimum load.

Eleventh grade students are required to take five courses one semester and six courses in the other semester. English, math, science and American Government must be part of the course load.

Twelfth grade students are required to take five courses each semester. English, math and Economics are required in the twelfth grade and any other graduation requirements not met in previous years.

To be eligible for athletics, you must have received passing grades in a minimum of **five (5) one-credit courses**, or the equivalent, in the immediately preceding grading period. Physical Education or Condition classes do not fulfill this requirement.

GRADUATION REQUIREMENTS

The State of Ohio and the Mentor Exempted Village Board of Education have prescribed minimum unit requirements for a diploma. All credits completed in grades 9-12 are counted toward meeting the graduation requirements. It is the student's responsibility to see that requirements for graduation are met. The School will make every effort to keep up-to-date records and to keep students and parents informed about the status of progress toward graduation.

Subject	Units of Credit	Course
English/Language Arts	4	By Grade Level
Social Studies	1	United States History
	1/2	American Government
	1/2	Economics
	1	Social Studies Elective
Science	1	Physical
	1	Biological
	1	Science Elective
Mathematics	4	Including 1 unit of Algebra II
Health	1/2	
Physical Education	1/2	2 semesters with each course earning 0.25 credits.
Business/Technology/Fine Arts/Foreign Language	1	1 credit from any listed area

Electives	5	Any area Class of 2026 and Beyond will take a required 0.5 credits of Financial Literacy and 4.5 elective credits.
Total	21	Needed for Graduation

Complete information about the academic program of Mentor High School including information about course descriptions and grading can be found in the [Program of Studies](#).

Graduation Requirements for the Class of 2023 and Beyond

The Ohio Department of Education made changes to the graduation requirements for the classes of 2023 and beyond.

- **Cover the Basics**
 - Students must earn their 21 credits required for graduation.
- **Show Competency**
 - Students must show competency by earning a passing score on the Algebra 1 and English Language Arts II state tests.
 - Students who do not show competency in the Algebra 1 and English Language Arts II test will be offered additional support and must retake the test at least once.
 - IF students retake and still do not pass they may demonstrate two career-focused activities OR enlist in the military OR complete college coursework
- **Show Readiness**
 - Earn TWO diploma seals, one of which must be Ohio-designed.

****This information is subject to change**

WEIGHTED GRADES

Weighted grades, grades 9-12, are based upon the impact that weighting will have on the predictive value on the grade point average for college admissions purposes. A weighted grade gives additional point value for the grade achieved in a specific course. For example, an "A" is worth 4.0 in a non-weighted system. In a weighted grade system certain courses would be worth "A" - 4.5; "B" - 3.5; "C" - 2.5. Weighted grades do not change the letter grade, but do change the point value. Classes that shall be designated as weighted are Honors Level courses, level 3 foreign language courses, and Advanced Placement Courses. These courses shall be weighted by a (.5) factor. Students earning below a grade of "C" in a course designated as weighted will not be given the (.5) value. Students must earn a grade of "C" or above in order to receive the (.5) value on their transcript. College Credit Plus (CCP) classes from subject areas taught at Mentor High School that have courses that follow a weighted grading scale will be weighted using the same scale.

IV. ATTENDANCE GUIDELINES

COMPULSORY SCHOOL ATTENDANCE

A child between six (6) and eighteen (18) years of age is "of compulsory school age" for the purpose of O.R.C. §§3321.01 to 3321.13, inclusive. A child under age six (6) who has been enrolled in kindergarten also shall be considered "of compulsory school age" unless at any time the child's parent or guardian, at the parent's or guardian's discretion and in consultation with the child's teacher and principal, formally withdraws the child from kindergarten. All children of compulsory school age whose parents, as defined in O.R.C. §3321.01, reside in the Mentor Exempted Village School District shall be compelled to attend the schools of this district or another school that conforms to the minimum standards prescribed by the State Board of Education, or otherwise be instructed in accordance with law until one (1) of the following occurs:

- a. The child receives a diploma granted by the Board of Education or other governing authority, successfully completes the curriculum of any high school, or successfully completes the individualized education program (IEP) developed for him/her by any high school pursuant to O.R.C. §3323.08
- b. The child receives an age and schooling certificate as provided in O.R.C. §3331.01
- c. The child is excused from school under standards adopted by the State Board of Education or if in need of special education, the child is excused from such programs, pursuant to O.R.C. §3321.04.

STUDENT ABSENCES AND EXCUSES

Absences for the following reasons shall be considered as excused:

1. Personal illness
2. Serious illness or death of a family member
3. Funeral
4. Medical appointments that cannot be arranged during non-school hours
5. Unusual or emergency situations at home
6. Religious holidays and activities
7. Authorized school activities
8. Approved college visits
9. Acts of God
10. Quarantine.

An absence for any reason other than those listed above shall be classified as unexcused. A student shall have the opportunity to make up school work missed due to an excused absence; however, it shall be the responsibility of the student to initiate a make-up procedure and schedule with his or her teacher(s). All make-up work shall be completed within a reasonable time following the excused absence. A student shall receive full credit for school work made up pursuant to an excused absence. The principal or his or her designee may request written verification of a student's illness from a physician licensed to practice medicine in the state in the event of frequent or extended absences attributed to personal illness. A student must be in attendance at school for half of the school day in order to participate in any school-sponsored activity that is conducted on that day; in cases of emergency the principal or his/her designee may grant an exception to this limitation.

Classroom Level Attendance: The classroom teacher has the responsibility to record and monitor each student's attendance in class. The Daily Absence Report is the teacher's official notification of student absence and will indicate whether or not an absence is

considered excused or unexcused. All students listed on the Report will be considered excused unless otherwise noted. Teachers may not permit “make-up” work credit for any work missed due to an unexcused absence. In the case of a suspension (In-school Restriction or Out-of-school), however, credit shall be given for work missed, and eventually completed, due to out-of-school suspension without a point reduction stemming from the suspension. For an in-school restriction, credit will be given for all assessments and classroom assignments that can be completed during the in-school restriction or as homework.

Building Level Attendance: Building level administrators have the responsibility to record student attendance in regard to the total number of days absent and present in school. Records regarding excused or unexcused absence will not specifically be monitored at the classroom level. Each building principal shall work with their administrative and professional staff to develop systems within the building whereby the absence of any student from any scheduled period, module, or block of time is reported to the administrator in charge of attendance. Each building will inform parents of the requirement to call the school on days their child will be absent. The school will attempt to communicate with those parents on an absence day within two hours of the daily start time.

STUDENT DISMISSAL

No staff member shall excuse any student from school prior to the end of the school day, or into any person’s custody, without the direct prior approval and knowledge of the building principal. The building principal shall not excuse a student before the end of the school day without a request for the early dismissal by the student’s parents or the request of the student if they are eighteen (18) or older. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student’s parent or guardian. Additional precautions shall be taken by the administration which are appropriate to the age of students, and as needs arise. Justifiable reasons shall be determined by the building administrator. If one parent has been awarded custody of the student by the courts, the parent of custody shall provide the school with a copy of the custody order and inform the school in writing of any limitations in the rights of the non-custodial parent. Absent a custody order, the school will presume that the student may be released into the care of either parent. No student shall be released to anyone whose signature authorizing such custody is not on file in the building.

ABSENCE FROM SCHOOL

Parents/guardians **must call** the appropriate Unit Office by **9:00 a.m.** on the day of the absence. The telephone numbers for the individual unit offices are:

- Unit 1 – 440.974.5301
- Unit 2 – 440.974.5302
- Unit 3 – 440.974.5303
- Unit 4 – 440.974.5304

All medical notes from a doctor should be given to the Unit Office. If a student is absent and the Unit Office has not received a phone call by 9:00 a.m. on the day of the absence, the appropriate Unit Office staff will attempt to contact the parent(s) or guardian at home or work. If, after two days, the Unit Office is not notified of an absence or the school has

not been able to make verbal contact with a parent or guardian, the student will be considered truant and the Unit Principal will administer the appropriate consequences.

A series of letters will be sent to parents and to the student to alert them to excessive absences. This will be done according to the schedule listed below. Absences due to suspension or illness for which written verification is obtained from a doctor are not included in the number of days absent to determine Habitually Truant. Other absence letters include all absences, excused or unexcused.

- Letter after 6 absences
- Excessive Absence Letter sent when
 - o Absent 38 or more hours in one school month *with* or *without* a legitimate excuse (7 days for elementary, 6 days for secondary);
 - o Absent 65 or more hours in one school year *with* or *without* a legitimate excuse (11 days for elementary, 10 days for secondary)
- Letter after 12 absences
- Letter after 18 absences
- Habitually Truant Letter sent when:
 - o Unexcused absent 30 or more consecutive hours (5 days)
 - o Unexcused absent 42 or more hours in a month (6 days)
 - o Unexcused absent 72 or more hours in a school year (11 days)

Over 18 Absences:

1. A note from a doctor must accompany each absence. Without a note, the absence will be considered unexcused.
2. File in juvenile court if appropriate. * When meets HB410 criteria

The student has the right to a hearing in order to appeal the determination of the number of days of absence. The administrator in charge of attendance at each building will conduct this hearing.

This procedure is designed to provide a means of accounting for student attendance and encouraging students to attend in a regular manner. The procedure is also designed with intent to confront and curtail an attendance problem at its onset.

In all cases, building administrators will make determinations regarding whether or not an absence is considered excused or unexcused. The administrator may deny pre-arranged absence requests if he/she believes an absence is unjustified, or if he/she feels that the student has exceeded a reasonable limit of absences. In making any determinations, however, the administrator will use the criteria listed above.

The administrator may deny pre-arranged absence requests if he/she believes an absence is unjustified, or if he/she feels that student has exceeded a reasonable limit of absences. In making any determinations, however, the administrator will use the criteria listed above.

LONG TERM ABSENCE

Parents who know that because of illness a student will be absent for twenty or more consecutive school days are encouraged to contact the unit principal to explore the possibility of the student receiving home tutoring.

EXTRACURRICULAR PARTICIPATION

In order to participate in an extracurricular activity or function, a student must be in school for a minimum of one-half (1/2) day on the day of the event.

APPOINTMENTS (MEDICAL/DENTAL)

Efforts should be made to arrange appointments during non-school hours. If your child has a morning doctor or dentist appointment, an excuse from the doctor is required so that the tardiness will be medically excused. The tardiness to school will be considered unexcused if there is no confirmation of an appointment.

PRE-ARRANGED ABSENCE

Pre-arranged absences are for appointments, personal business or other reasons not excused by the state. Students requesting permission to be excused from school must bring a written request signed by a parent or guardian. The request must state:

1. Reason
2. Time of desired dismissal
3. Tentative time of return, and
4. Phone number where parent may be reached.

The early dismissal request should be presented to the Unit Office at least one full day prior to the time requested. The appointment will be verified and the student's name will be listed along with the time of leaving when the daily attendance sheet is prepared for all teachers. Students pick up exit passes in the Unit Office when they leave for their appointment. Students must exit at the main entrance. Should students return to school after their appointment, they are to check in with Security where the time of re-entry will be recorded. We strongly urge doctor and dentist appointments to be made outside school hours.

For vacation requests, students should contact the Unit Office at least one week prior to the proposed absence. Teachers' and administrators' signatures on vacation absence requests do **NOT** constitute approval by the school for the absence but simply confirm proper notification of the reason for this absence. Teachers are not obligated to permit make-up work for full credit if proper arrangements have not been made **prior** to departure. Teachers shall allow the student to make up any work missed due to an excused absence as determined by the Unit Office. Assignments during a Pre Arranged Absence are due on the day the student returns to school, unless other arrangements have been made with the teacher affected. A teacher may choose not to give full-credit for work turned in after the due date.

TRUANCY

HOUSE BILL 410

The Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive absences and truancy. After careful review, the Mentor School District is implementing guidelines contained in House Bill 410 in order

to help support academic success of our students and partner with families to identify and reduce barriers to regular school attendance.

A. Definition of Truancy and Excessive Absences*

- The definition of “**habitual truant**” will be changed from days to hours. The new definition is:
 - Absent 30 or more consecutive hours without a legitimate excuse (5 days for both elementary and secondary);
 - Absent 42 or more hours in one school month without a legitimate excuse (7 days for elementary, 6 days for secondary);
 - Absent 72 or more hours in one school year without a legitimate excuse (12 for elementary, 11 for secondary);
- Definition of “**excessive absences**”
 - Absent 38 or more hours in one school month *with or without* a legitimate excuse (7 days for elementary, 6 days for secondary);
 - Absent 65 or more hours in one school year *with or without* a legitimate excuse (11 days for elementary, 10 days for secondary)
- Definition of “**chronic absenteeism**”
 - Absent 92 or more hours *with or without* a legitimate excuse (16 days or elementary, 14 days for secondary)

**Notifications to the family will be sent prior to the triggering absences above through Infinite Campus messages.*

If a student is "habitually truant" our district will follow these guidelines to work with the student and their families.

1. Within **seven** calendar days of the triggering absences, our absence intervention team will notify the family *in writing*.
2. Within **ten** calendar days of the triggering absence, the student will be assigned to an absence intervention team that will include two district representatives and the child's parent or guardian. If families are not responsive to at least three good faith attempts by the district to engage them in the absence intervention team process, the district may file a report to the county children services agency for abuse or neglect.
3. Within **14** school days after the assignment of the team, a student-centered absence intervention plan will be developed with and for the student containing an agreed-upon strategy for getting the student to school every day and may provide supportive services to families that could include counseling, education and parenting programs, mediation, or intervention programs available through juvenile authorities.
4. If the student does not make progress on the plan or continues to be excessively absent, the district will file a complaint in the juvenile court.

These changes are taking place because we know that it is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. We also know that there are many reasons students miss school and want to make sure we are identifying and supporting students who may need extra support and services. We are sure these changes will help increase attendance rates to help students' progress in mastering

knowledge and skills necessary to graduate from high school prepared for higher education and the workforce.

Other changes that are implemented due to House Bill 410 related to **student discipline** include:

- Students cannot be expelled or suspended out of school due to excessive absences for truancy.
- Students are permitted to make up missed work due to out-of-school suspensions
- Students may be required to participate in community service or an alternative consequence for the number of hours equal to the time left on a suspension in a school year.

TARDINESS

School begins at 7:22 a.m. Students arriving after 7:22 and prior to 7:40 should report directly to their 1-2 class. Students arriving after 7:40 MUST report to the security booth and receive a blue tardy pass prior to reporting to their 1-2 class. A student who fails report to the security booth to check in after 7:40 will be considered unexcused. Tardiness to class is the responsibility of the classroom teacher. Teachers will determine consequences for tardiness. Problems of excessive tardiness will be referred to the appropriate unit principal. Students late because of talking with a teacher, etc., should go directly to class with a pass from that teacher.

TARDY TO SCHOOL CONSEQUENCES

Tardy to School Prior to 7:40 a.m.	
1 - 2 tardies	Warning
3 - 4 tardies	Teacher/Office Detention
5 th and subsequent tardies	ASR/Saturday School

Tardy to School After 7:40 a.m.	
1-3 tardies	ASR
4 th and subsequent tardies	Saturday School

V. Board of Education Policies & Student Code of Conduct

All updated Board-approved NEOLA policies can be found on mentorschools.net. On the district homepage, hover over **About Our District**. Click on **Board of Education**. Click on **Board Policies**. [Mentor Board of Education Student Code of Conduct Student Rights and Responsibilities 2024-2025](#).

VI. ATHLETICS

The administration and coaching staff of the Mentor Public Schools believe that a code of conduct is essential for athletes. Each student athlete is expected to conduct himself/herself in an exemplary manner while a member of a Mentor team. By participating in athletics to the maximum of their ability the athlete contributes to the reputation of their school. They assume a leadership role when on the athletic squad. The student body and citizens of the community know the athletes. They are on stage with the spotlight on them. The student body, community, and other communities judge a school by the athlete's conduct and attitudes both on and off the field. Because of this leadership role, athletes can contribute greatly to school spirit and community pride.

The athletic rules and regulations of the Mentor Schools and the Ohio High School Athletic Association are established yearly. However, the expectations/standards of the coach(s) are enforced on a seasonal basis and may or may not be included in official Mentor Schools or OHSA policy documents. Nevertheless, the athlete is expected to fully comply with coach(s) expectations/standards with regard to but not limited to: practices, dress/appearance, language, curfew, proper conduct, care of equipment, respectful behavior, transportation, practice/contests, and locker room demeanor.

The Mentor Public Schools and Department of Athletics strongly believes in the "NO USE" position for tobacco, alcohol, drugs and steroids. The athlete is clearly not to use, possess, or transmit any tobacco, alcohol, or illegal/illicit drugs including any product that may enhance or inhibit performance and/or modify behavior.

ELIGIBILITY REQUIREMENTS

The Ohio High School Athletic Association eligibility standards for participation in athletics are as follows: In order to be eligible in grades 7-12, a student must be currently enrolled and must have been enrolled in school the immediately preceding grading period.

During the preceding grading period, the student enrolled in grades 9-12 must have received passing grades in a minimum of five (5) one-credit courses, or the equivalent, which counts toward graduation. **Physical Education Class does not meet the one credit equivalent.** Students in grades 7 or 8 must be currently enrolled and must have been enrolled in school the immediately preceding grading period and received passing grades during that grading period in 75% of those subjects carried.

The Mentor Board of Education eligibility standards for participation in interscholastic athletics and extra-curricular activities require that a student achieve a grade point average of 2.0 or more the **preceding 9 weeks grading period**.

*****PROBATION:** Students who achieve a grade point average of 1.0 but less than 2.0 the preceding grading period may apply for probation status. If you apply for probationary status, you may participate in extra-curricular activities or interscholastic athletics under the conditions specified in the probationary status agreement. If you do not apply for probationary status, you will remain ineligible for the duration of the nine-week period. If you apply for probation, your grades will be monitored at interim report time and, if you achieve a 2.0 grade point average or above, you will remain eligible for the remainder of the nine-week grading period. If however, your grades continue to be below a 2.0 grade point average, you will be declared ineligible for the remainder of the nine-week period. You may not apply for probation two consecutive nine-week periods.

BOTH OHSAA AND MENTOR BOARD OF EDUCATION REQUIREMENTS MUST BE MET.

PRE-PARTICIPATION

Parents/guardians shall be responsible for signing a copy of the athletic code of conduct prior to participation in that sport and paying the appropriate pay-to-participate fee.

RULES AND REGULATIONS

1. The athlete will comply with the rules and regulations set forth at all times both on and off school property, during the seasons of preparation and participation, including pre-school practice and vacation periods.
2. If the violation to the discipline code occurs during the pre-school practice or vacation periods when practice for a sport is officially begun, according to OHSAA rules, the period of denial of participation will begin upon the effective date of the denial and will include the first or next regularly scheduled interscholastic contest or contests held within that particular denial period.
3. Violation(s) of the athletic rules and regulations may result in denial of participation including disciplinary action ranging from immediate and/or temporary removal to permanent exclusion from the team and/or Mentor athletic program.

VII. ACTIVITIES/CLUBS

These groups offer opportunities for pursuing special interests, for learning to work with others and for forming friendships. Each student is encouraged to learn about the programs of the different clubs and organizations and to participate in those in which they feel an interest. If any of the clubs or activities listed are of interest to you please contact the sponsor of the activity or your Unit Principal as they will be able to give you specific information on how to become a member and details of the kinds of activities in which the club participates. A list of advisors for each activity is located in the office to enable the student to go directly to that sponsor for information.

ELIGIBILITY

Students are eligible to participate in extracurricular activities (including athletics) only if they meet both of the following criteria: (a) they pass five credits per quarter and; (b) they achieve a grade point of 2.0 or higher. Students who do not pass five credits may not participate in extracurricular activities during the following quarter.

*****PROBATION:** Students who do pass five (5) credits, but whose grade point average is between .80 and 2.0 may apply for probationary status. Students who are granted probationary status will have their grades monitored at interim report time. If the grade point has increased to 2.0 or higher, and five (5) credits are still being passed, the student shall be eligible for the remainder of the grading period. However, if the grade average continues to be below 2.0, the student will be declared ineligible for the remainder of the

grading period. Students may not apply for probation during two consecutive grading periods.

Students should be aware that eligibility for any given grading period is determined by their grades in the preceding grading period. This means that students who wish to participate in fall activities must meet the two (2) criteria listed above at the conclusion of the fourth (4th) nine (9) weeks (spring quarter) of the preceding year. Students should also be aware that exam or summer school grades do not affect eligibility. The Athletic Office will answer questions regarding eligibility. In addition to state standards, Mentor High School requires a 2.0 or higher grade point average to be eligible.

BEAUTY OF DIVERSITY

The Beauty of Diversity Club was created to ensure that all students, especially those of color, can have a safe place to openly talk about societal issues surrounding race and ethnicity. We discuss real life issues and how to solve them. Through this new club, we want to show that there is beauty in diversity.

BUCKEYE BOYS' AND GIRLS' STATE

The American Legion and Auxiliaries sponsor juniors to attend a week-long program in the summer. Buckeye Boys' and Girls' State gives students the opportunities to learn about local and state government through first-hand experience. Interviews are held in the early spring.

CARDINAL NATION (ON-LINE SCHOOL NEWSPAPER)

The students who work on the Cardinal Nation staff have an interest in journalism, the arts, current events, humor, reviews, and much, much more! They publish articles, photography, reviews and opinion pieces on a continuous basis.

CARDINAL NOTES (YEARBOOK)

The Mentor High School yearbook, Cardinal Notes, is planned and designed to give a complete and lasting record of school functions and activities to the students. Staff members must have a sense of responsibility, leadership, and be able to accept and follow through with assigned tasks. Some of the activities are picture taking, reporting, creative writing, designing layouts, drawing, creative thinking, and selling advertisements and yearbooks.

CARDS

Mentor High School's bullying prevention club. The central mission of this group is to change the culture of the school through promoting bullying prevention.

CHESS CLUB

Students get together to play chess after school. All levels of experience are welcome.

CLASS OFFICERS

Each class at Mentor High School is an organization in itself with class officers, activities, and projects. The purpose of these class functions is to provide a feeling of unity among class members. Traditional class activities are associated with each year of a student's high school career and they are encouraged to participate in the functions of their class. The class officers work with interested class members to organize and

complete class activities. The class officers are the spokespersons for the members as their elected officials. Freshman Class officers are elected in the fall of each year, while officers for the upper class are elected in the spring. Information about becoming a candidate will be announced.

COLOR GUARD AND MAJORETTES

Each spring tryouts are held to select the Color Guard and Majorettes who perform with the Marching Band at football games, other athletic events, and parades. Practices are held in the summer, and often those selected will attend summer camp.

COMMUNITY SERVICE

Community service is a great way to help others and improve your community, and it can also help you gain skills and experience to include on your resume and college applications. Students who earn at least 30 hours of Community Service by the end of their senior year receive an Honor Cord at Graduation.

CREATIVE WRITING CLUB

If you like to write creatively, this club is for you. This club will conduct activities to inspire writing, complete fun exercises to strengthen our craft, write to intriguing prompts, and search for contests to enter. If you like poems, short stories, novels, satirical essays, an/or feature stories we would love to have you in our club.

CROCHET CLUB

Learn beginning crochet techniques or work on current projects if you already know how to crochet.

CROSS COUNTRY SKI CLUB

The Cross Country Ski Club is for any staff and students who have a desire to learn the basics of a new sport, improve their technique, or just break up the boredom of long winter days by trying something new. This is NOT a competitive program. The purpose is educational and fun.

ENVIRO-MENTOR CLUB

The Environmental Club is for those students interested in earning Community Service Hours and participating in responsible stewardship of our planet. The main activity is supporting the recycling program at Mentor High School and the Board of Education. Additionally, participants may have opportunities to get involved in community outreach programs or other programs of interest.

FASHION CLUB

The Fashion Club enables students with fashion-related interests to explore the ever-evolving industry. We analyze current trends, observe new designers, repurpose garments, create fashion accessories, and facilitate clothing drives for organizations in need.

FISHING CLUB

The Fishing Club is for beginners to veterans who share a common interest in all things fishing.

FLY FISHING CLUB

The Fly Fishing Club activities include fly tying, how to cast and tie knots. Opportunities will be planned for catch and release at local ponds with proper fish handling as well as several spring trips to creeks.

FUTURE LEADERS CLUB

The Future Leaders Club promotes leadership through school and community activities. These include the senior citizen dinner dance, student recognition program, and leadership conferences.

GAMERS/ANIME CLUB

Club members meet bi-monthly. Animers share pictures, videos, etc. Gamers play video, online, handheld or card games. The club offers students a chance to share common interests with their peers.

GREEN TEAM CLUB

Green Team is a club where we strive to make a difference in the community and in the world as it pertains to concerns and issues about the environment. We organize and attend events in the surrounding area with the idea of either learning how to make a difference in the world, or actively making one. If saving the world sounds cool, then this could be the club for you.

IMPROV CLUB

Improv is a form of live comedy-based theater where the plot, characters, and dialog of a game/scene are made up on the spot. Members of the audience can (but don't have to) volunteer to be actors for a role. The actors will take a suggestion from the audience, or draw on some other source of inspiration to get started with the scene. Improv is spontaneous, entertaining, and fun! If you think you might be interested, come join us! No previous acting experience is necessary and remember, you can just sit and be part of the audience if you'd like.

INDIAN STUDENT ASSOCIATION (ISA)

Join us in celebrating India through food, dance, music, games, and art through the Indian Student Association. This club will act as the primary gateway that connects the Indian community to our school's mainstream. This club holds a collection of cultural and social events representing Indian heritage, culture, and each other. We hold events such as monthly movie nights packed with henna, delicious Indian food, and a time to relax and have fun!

INDOOR TRACK

Students begin practice in January at Spire and run in a variety of meets through February/March.

INTRAMURAL SPORTS PROGRAM

For those with an interest in athletics and don't have the needed time for practice and competition should join the Intramural Sports Program. The Program offers group competitions in bowling, basketball, flag football, soccer, wallyball, softball, table tennis, ultimate Frisbee, golf, and tennis.

JAZZ BAND

Jazz Band is a select group of students from the Instrumental Music Department. Students are selected through auditions in the fall of each school year. Rehearsals are held after school.

MANNHEIM ORCHESTRA

Mannheim Orchestra is a select string group of students from the Instrumental Music Department. Students are selected through auditions in the fall of each school year. Rehearsals are held after school.

MARCHING BAND

The Fighting Cardinal Marching Band (FCMB) is the pride of Mentor High School. The band performs at all football games as well as various local and state competitions and festivals.

MATH LEAGUE

Students who are interested in problem solving meet on Tuesdays after school. The students will compete in a series of six contests through the school year. The contests require no knowledge beyond secondary school mathematics.

MENDING MINDSETS

Mending mindsets is an organization dedicated to helping other students in need with a focus on suicide prevention. This group typically meets weekly afterschool.

MENTOR THEATRE

Students are involved in acting, and in technical areas of lighting and sound, in addition to set design and construction. The Drama Club performs at least one major play and one musical each year, with one-act plays included in their schedule.

MOCK TRIAL TEAM

Mock Trial Team members are given mock court cases dealing with a topic relevant to students. They study the case, then present it as lawyers and witnesses and compete with other schools.

MODEL UN

Model UN is an organization that seeks to promote students' awareness and understanding of international affairs.

NATIONAL HONOR SOCIETY

The National Honor Society recognizes academic achievement, citizenship, and service. Students are informed if they meet the eligibility requirement of a 3.5 grade point average and are told how to apply for membership into NHS. Induction is held in the fall of each year.

PRIDE CLUB

The PRIDE Club honors and recognizes the diversity of all people. The club demonstrates and teaches tolerance for all people and groups.

REFUGE

Refuge is a student-led and student-taught Bible study from a Christian perspective. The group meets on Mondays after school. The basic components include Bible study, prayer, eating, and fun.

RPG CLUB (ROLE PLAYING/PEN AND PAPER GAMES)

The RPG (Role Playing Games) Club mainly plays Dungeons & Dragons 5th edition, but are open to other games such as Pathfinder, Traveler, Shadowrun, among others. Role playing games blend many skills such as: Acting, Collaboration, Improv, Strategy, Teamwork, Diversity, and Humor into a fun game with friends. It is a cooperative storytelling venue that lets students exercise their imaginations. They teach empathy and tolerance. Role playing games synthesize learning the student has already achieved and encourages them to learn more about different subjects, time periods and personal interactions. It encourages preparedness, and innovation while promoting a well-rounded education and incorporating problem solving skills in a variety of situations to accomplish wide ranging goals. The games encourage teamwork and tolerance of diverse personality types. They are also a whole lot of fun.

SCIENCE OLYMPIAD

Science Olympiad is a 23 event science and technology competition.

SKI/SNOWBOARD CLUB

The Mentor High Ski/Snowboard Club is organized in October to provide lessons and/or practice time for our students. Ski Club is an excellent opportunity to learn to ski or even just ski with your friends at a reasonable cost.

SPANISH CLUB

In Spanish club we get to practice the Spanish language, and explore the various Spanish-speaking cultures outside of the classroom. Examples of activities include: having a food day, where a person brings in a dish that's typical of a Spanish-speaking country of choice; playing various games specific to Spanish, having a Latin dance day. If you're interested, join us! All are welcome regardless of speaking ability!

SPARKLE CHEERLEADERS

The Sparkle Cheerleaders team is an inclusive team of students with and without disabilities. Our goal is to give more students an opportunity to be part of the MHS Spirit Program and to promote a culture of awareness and acceptance throughout the school and community.

SPEECH/DEBATE TEAM

The Speech/Debate Team helps members learn effective oral communication through competition. It helps develop skills to express and defend your ideas clearly and successfully.

SPORTS

Baseball, Basketball, Cross Country, Football, Golf, Gymnastics, Ice Hockey, Lacrosse, Soccer, Softball, Swimming & Diving, Tennis, Track and Field, Volleyball and Wrestling.

STUDENT ATHLETIC TRAINERS, STATISTICIANS AND MANAGERS

Each head coach and head trainer needs assistance from students who are willing to give up their time to assist. Trainers assist the head trainer in all aspects of his job,

statisticians' record play and keep records, and managers assist with equipment. Sign up with the coaches if you are interested.

STUDENT GOVERNMENT

Student Council is the elected government organization that serves as a liaison among the student body, faculty, and administration. It sponsors a number of traditional social activities and conducts student elections and charity drives. Election of officers is held in the spring.

TOP 25 SHOW CHOIR

The Mentor Top 25 is a select group of students from the Vocal Music Department. The singers are chosen for their singing and dancing ability. Auditions are held in the spring for the following school year.

VIDEO PRODUCTION CLUB

Students with a desire to film and edit will assist in filming events around the school district. They will learn proper framing and recording techniques and even be allowed to edit. Students will need to be trustworthy, good communicators and eager to learn! Once basic skills are acquired - students can create their own school appropriate content covering school events for Cardinal TV.

VOCAL CHAMBER

Qualified students are accomplished and flexible in tone production, proficient in sight-reading, and interested in studying a wide variety of music literature. Students must audition and be enrolled in a curricular performing ensemble. Rehearsals are once a week after school. There are approximately 8-10 performances per year.