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Shaw
Middle School

Presents:

“High Schooler for a Day”

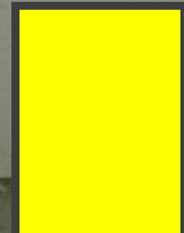
The Transition Experience

Field Trip

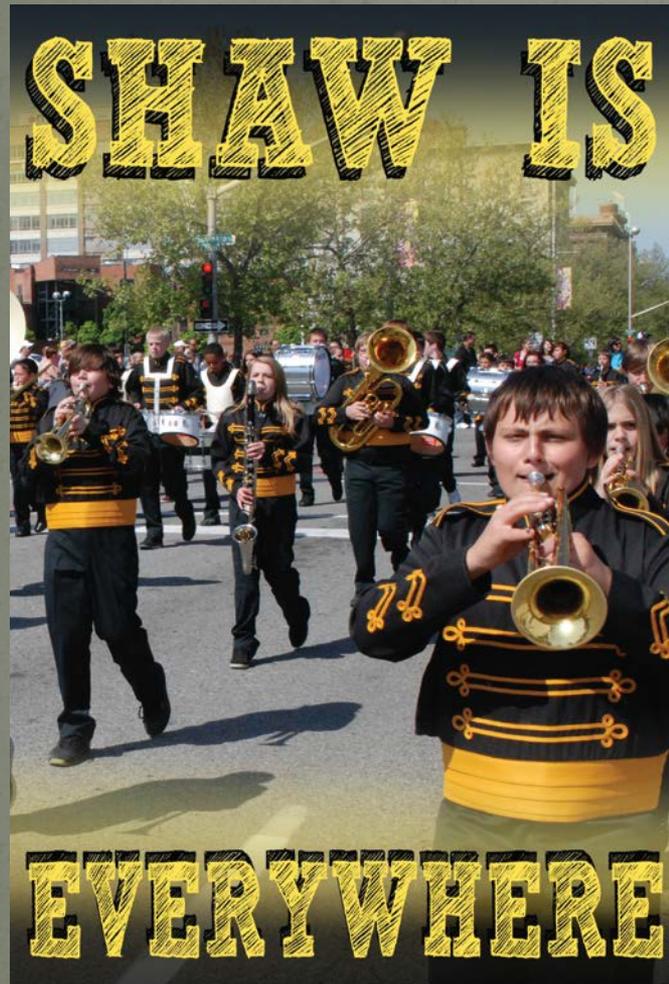
Why the focus on MS/HS transition?

**Ninth grade failures &
HS Dropout Rates
exceed all the other
grade levels.**

(Hertzog & Morgan, 1998; National Center for Education Statistics (NCES), 2003; Roderick & Camburn, 1999).



MS/HS Staff Relationships

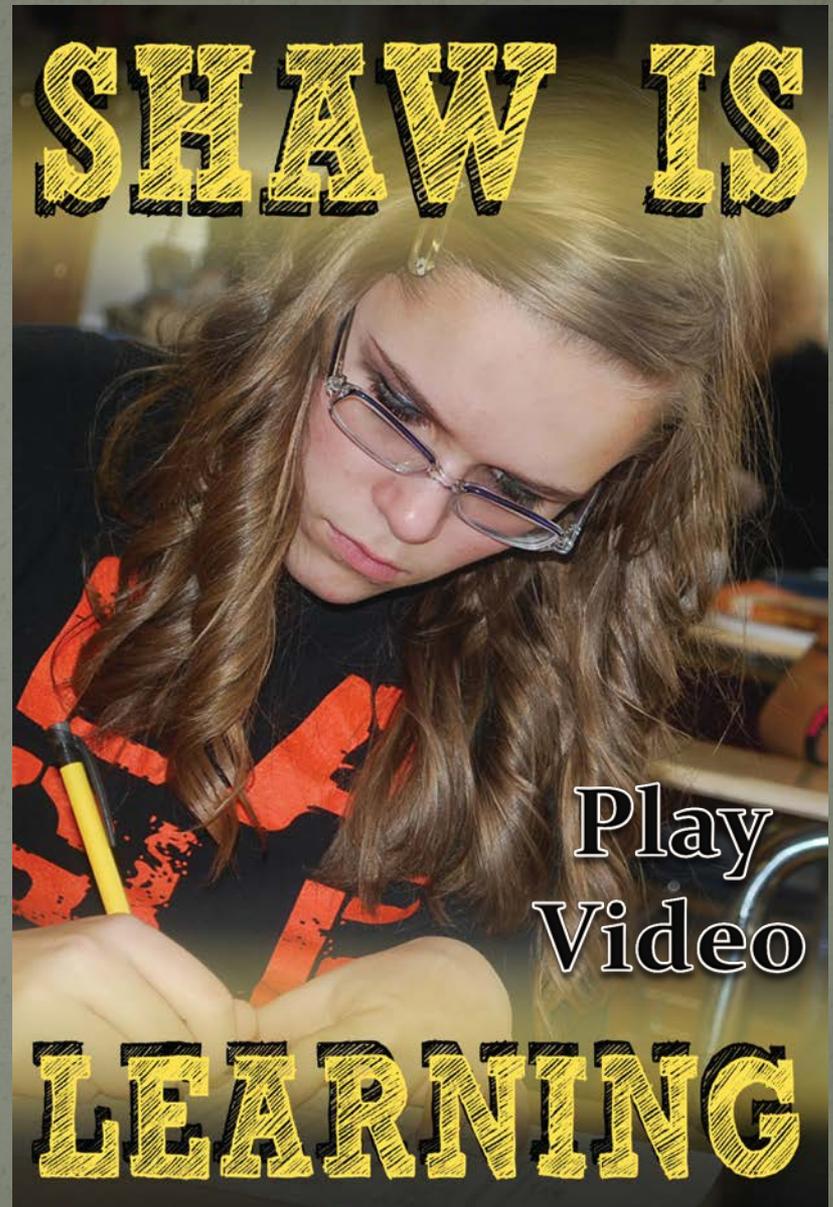


“A shared vision that guides decisions”

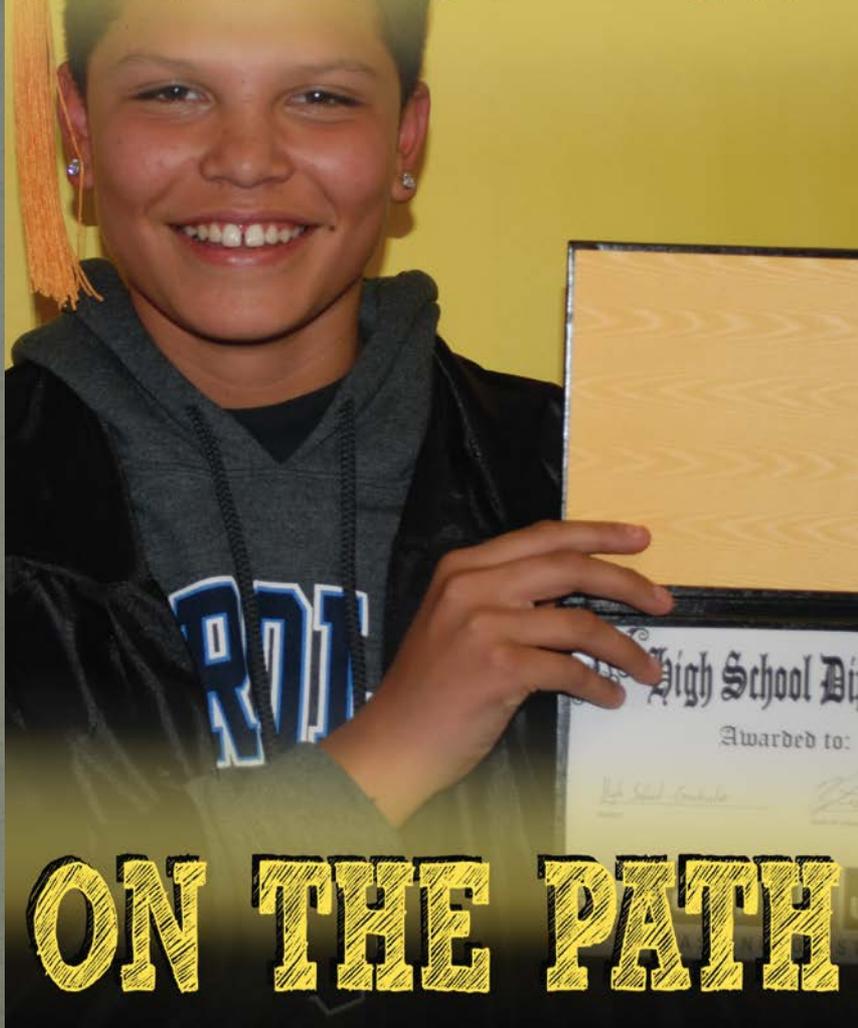
Perseverance

The Sales Pitch:

A seamless activity that does NOT effect any of your regularly scheduled teaching OR student learning!



SHAW IS



ON THE PATH

Our Strategy:

A full immersion High School experience which keeps the numbers small (10 students/ 1 day per week) and disperses them over a long period of time.

The logistics:

8th grade students shadow their recognized leadership student at all times... teachers are asked to treat them like any other High School student.



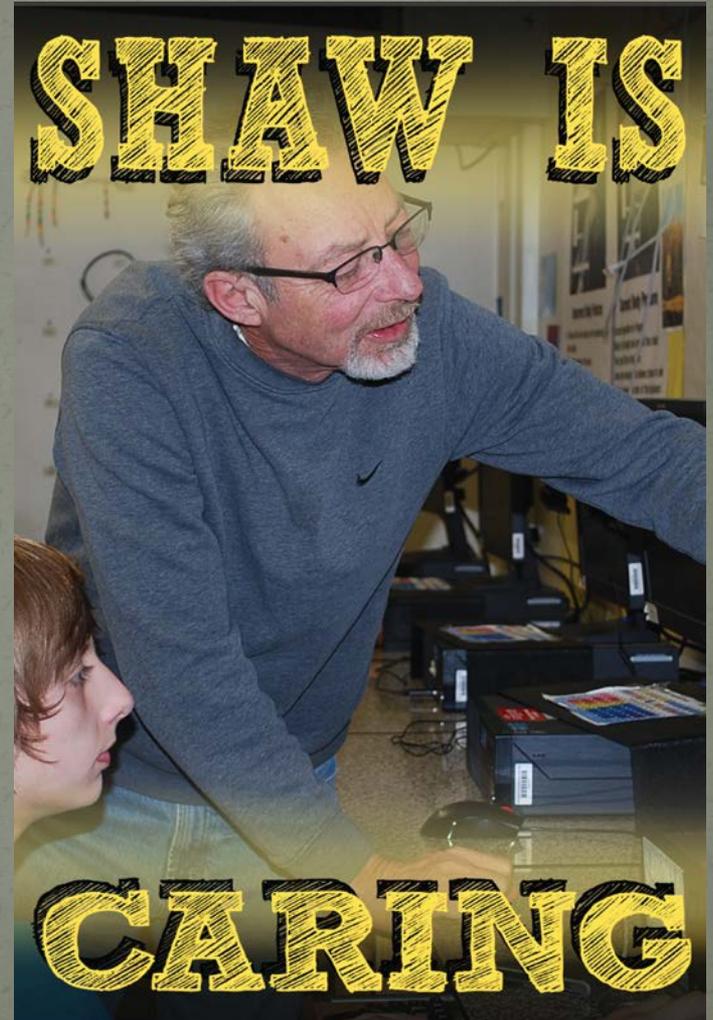


Desired Student Outcomes:

- Establish a future student advocate
- Learn to navigate the school (for real)
- Get acquainted with HS teachers
- Experience HS classes in session

Student Relationship's First

- One-on-One invites
- A written one-of-kind message on their confirmation card
- Groups of 10 students
- Follow up lunch
- “Thank you” notes



Is it sustainable?

Less than 2% of my total budget.

Thank You!
Thank You
Thank You



Shaw Middle School & Rogers High School

Pirate for a day!

the transition experience field trip

Your Date is:



Vikings Fall 2013
to *Pirates*

Are You Ready?

A Guide to High School

SHAW MIDDLE SCHOOL & John R Rogers High School

Bring you:

Pirate For a Day!

The Transition Experience Field Trip



Sponsored By:



Who can participate?

Only Future Pirates (according to the SPS District map) are allowed. Permission Forms must be completed, signed by Parents/Guardians, and submitted.

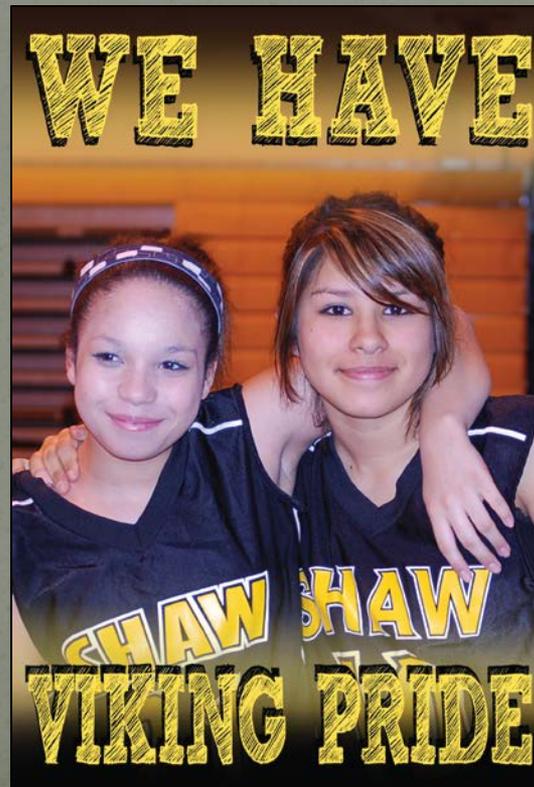


Thoughts,
comments,
questions...

*Kipton Solmonson
Shaw Middle School*

509 354 5803

kiptons@spokaneschools.org



The Quest awaits...



Vikings

Fall 2013

to

Pirates

Are You Ready?

A Guide to High School

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Dear Shaw Viking,

AAAARRRRRgghHH! Ahoy there!

You are officially a "Pirate for the Day"!

In order to ensure that you have a safe, fun, and meaningful experience for the day, you'll be partnered with an expert guide, a current Pirate in leadership. You will be with them your whole time at Rogers High School, 2nd period (9:20am) through 5th period (1:45pm) You are their shadow. Everything you need to be successful is outlined in this notebook, keep it with you at all times during the day.

Tips on being successful:

- ◇ Stay with your leadership student at all times (hallways, classrooms, lunch area, etc.)
- ◇ Pay attention during class, even if it's challenging, act like you know what's going on.
- ◇ Participate in class, be bold, don't hesitate to ask questions or answer them when the teacher asks.
- ◇ During appropriate times and places, talk with your leadership student, get to know the "in's and out's" of what it takes to be a successful Pirate!
- ◇ Connect with teachers, who knows, you may want to enroll in one of their classes in the future.
- ◇ If you feel lost or overwhelmed, just relax, you can do it, it's just one day.
- ◇ At all times: Avoid having the "Panic" look that many of this year's "sevies" had on their first days of school.

Good Luck,

Kipton Solmonson

aka: The College Guy

John R. Rogers Bell Schedule

<u>Period</u>	<u>M,T,W,F</u>
1st	7:45-8:40
Window	8:45-9:15
2nd (Shaw Students Begin)	[9:20-10:15
3rd	10:20-11:15
Freshmen & Sophomores	
1st Lunch	11:15-11:45
4th	11:50-12:45
Juniors & Seniors	
4th	11:20-12:15
2nd Lunch	12:15-12:45
5th	12:50-1:45] (Shaw Students End)
6th	1:50-2:45
7th	2:50-3:45

Desired Outcomes for Students (Target's)

1. I will _____ with my leadership student, ultimately providing myself with a future _____.
2. I will navigate through the _____ quickly, familiarizing myself with the layout of the school and the _____ at which I must walk.
3. I will get acquainted with a variety of _____, and take notes of who they are to help me remember them.
4. I will _____ during each class, no matter how challenging it is, including staying _____, taking notes, and working in groups or individually.

I, _____ (Signature), am committed to these learning targets, because they will posture me for a successful day, future 9th grade transition, and overall High School experience.

JOHN R. ROGERS HIGH SCHOOL

Dress Policy

All students at Rogers High School are expected to dress appropriately for the school setting. Student dress should not distract from the learning environment.

The expectations for student dress include, but are not limited to the following:

- Clothing that reveals undergarments, bare midriffs, bare backs, or cleavage is not acceptable school attire.
- All tops must have over the shoulder straps that have a minimum of 1" width. If shirts are layered, then at least one of the tops must have the 1" width minimum.
- Bandanas and do-rags are not to be worn or seen.
- No clothing or accessories with derogatory, obscene, violent or suggestive statements or connotations.
- No clothing or accessories with endorsements of any illegal activity, or advertisements for tobacco, alcohol or drugs.
- Shorts, skirts and dresses must at least reach the fingertips when hands are extended at the sides.

Students not wearing appropriate clothing per the policy will be asked to change.

Repeated violations of the dress policy will result in disciplinary action

John R. Rogers High School

Behavioral Expectations

Demonstrate individual responsibility and self-management...

- Attend school – all classes – regularly, on-time, and when absent, clear all absences with parent/guardian permission.
- Achieve progress towards a diploma honestly.
- Behave maturely, with integrity; handle problems nonviolently.
- Remain on campus unless you are authorized to leave (this includes leaving campus to smoke or acquire food between classes). The only exception is during your assigned lunch break.
- Carry your school identification card with you at all times on campus and to all school activities off campus.
- Know that using or possessing tobacco, in any form, on school property or at any school event is prohibited by law. Comply with all laws of the State of Washington.

Demonstrate respect for self, other students, school personnel, parents, and guests.

- Use acceptable language.
- Abstain from using, being under the influence or, possession of, or sale of alcohol and illicit drugs.
- Abstain from harassing, intimidating or threatening any other persons.
- Refrain from inappropriate displays of affection.
- Park and drive automobiles in an appropriate and safe manner.

Comply with all reasonable requests from school district personnel, and identify yourself upon request.

Recognize others in relationship to race, gender and honor individual differences.

- Respect , religion, ethnic origin, disability, sexual orientation, and individual differences.

Refrain from slurs or jokes towards or about race, gender, religion, ethnic origin, disability, sexual orientation, and individual differences.

Demonstrate respect toward school property and the property of others...

- Maintain behavior that does not disrupt the educational process...
- Wear clothing which is appropriate for a public high school.
- Wear no clothing which displays pictures or writing that is vulgar, profane, or having to do with controlled substances or alcohol, or violence.
- Radio/stereo systems with external speakers are not permitted.
- Use of pagers which activate during class time. Any pager that activates in a classroom will be confiscated by the teacher and given to an administrator.
- The possession of a dangerous weapon or a firearm will result in expulsion.

Comply with individual teacher classroom expectations...

- WE "R" A CLASS ACT -

John R. Rogers High School

General Rules and Regulations

Bus Regulations

Riding the school bus is a privilege. Improper conduct on the buses may result in that privilege being denied. Students who come to school on the bus should return home on the bus. Only regularly scheduled bus students are eligible to ride the buses.

Cafeteria

The cafeteria is a place where you can go and enjoy breakfast or lunch with friends and fellow students. Because other students will be eating after you, please clear your tables of all leftover food, napkins and milk cartons, as well as your tray before you leave. Students are not to go into the areas where classes are being held during their lunch hours.

Convocations

At all times, student behavior should be cooperative and courteous. The pride you have in yourself and in your school is demonstrated by conduct shown at all student activities, including convocations. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct would include whistling, uncalled for clapping and talking during the program. Convocations are not optional and all students must attend all cons.

Student Identification Cards (ID Cards or Viking/Pirate Notebook)

All students will be issued an ID card. Students must carry their ID cards at all times while on campus or at any school function. Students will be required to show their ID cards in order to receive services.

Lost and Found

Articles found in and around the school should be turned into the Bookroom where the owners may identify and claim their property.

Personal Stereos/Pagers

Personal stereos may be used during, before/after school and lunchtime only. Electronic games and pagers are discouraged. They will be confiscated if they disrupt the educational process. Confiscated items may be retrieved from an administrator or security officer at the end of the regular school day. Parents/guardians may have to pick them up if there is a persistent problem. Boom boxes are not permitted at school.

Telephone

The student phone is located outside the Student Office. The phone inside the Student Office is for excusing absences/tardies only. In the event a student receives a call, she/he will be called out of class only in case of an emergency. Other messages will be handled between class, during lunch, or after school.

Tobacco

The State of Washington has a law regarding tobacco on school grounds. The law forbids possession, use, selling, buying, or attempting to buy any tobacco product on school grounds at all times.

Lighters

No lighters will be allowed on school grounds. In the event that a student brings a lighter to school, it will be confiscated and will not be returned.

Visitors

Guests or visitors of a student, including brothers and sisters, are not allowed at school. The school accepts only those adult visitors who have legitimate business at school. All visitors must check in at the Public Office and are expected to leave promptly when their business is complete.

Trust me...
you could
use some
advice from
current
freshmen
students!

Choose your friends wisely. They influence you and you may not realize it until you do something you would not have if you were not hanging out with them.

Study right after class so it stays in your brain.

Do all of your homework. I sometimes didn't and it really affected my grades. It counts a lot more than you think.

Been There.

Done That.

Get involved! Sports, clubs, and activities are fun, look good to colleges, give you a chance to meet new people, keep you out of trouble, and get you out of the house!

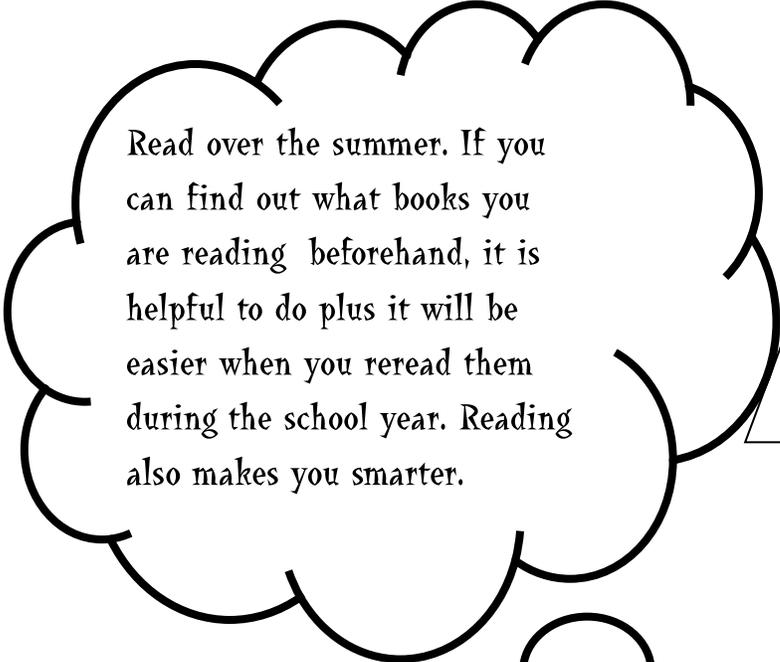
Don't procrastinate! You may think "well, I have two days to do it...", but when that last day rolls around and you can't hang out with friends you hate it.

Advice from current freshmen students!

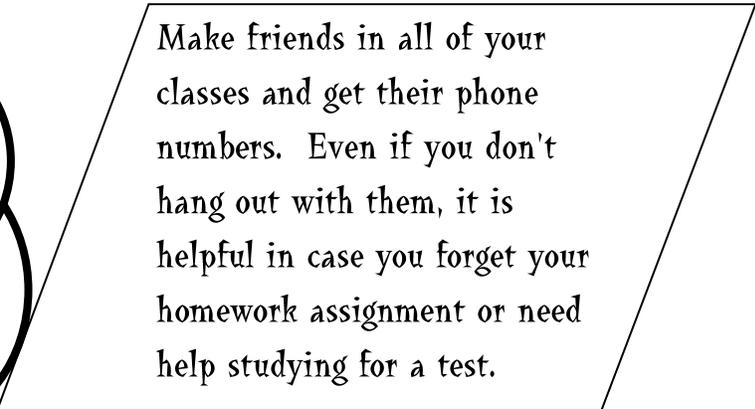
Give your progress reports to your parents. If you don't, the teacher calls home and they just find out anyhow.

Be very organized. I learned that just throwing my stuff into a binder really made me crazy and I lost stuff, only to later find it. Have separate binders, folders, and homework folders and be faithful to them!

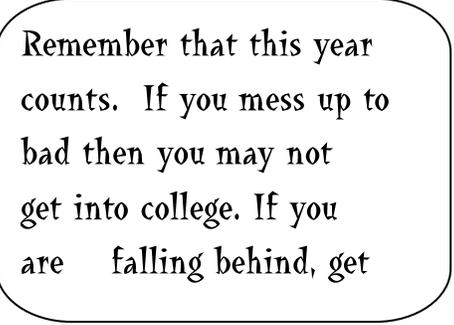
Ask questions and ask for help when you need it. I was shy with all of my teachers for most of the year and I wish I would have talked to them more. I realized that they are really cool the last week of school.



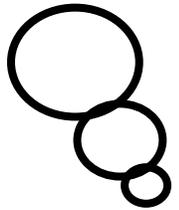
Read over the summer. If you can find out what books you are reading beforehand, it is helpful to do plus it will be easier when you reread them during the school year. Reading also makes you smarter.



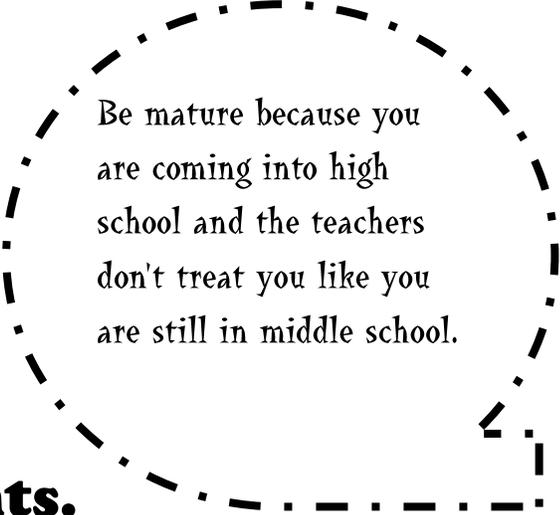
Make friends in all of your classes and get their phone numbers. Even if you don't hang out with them, it is helpful in case you forget your homework assignment or need help studying for a test.



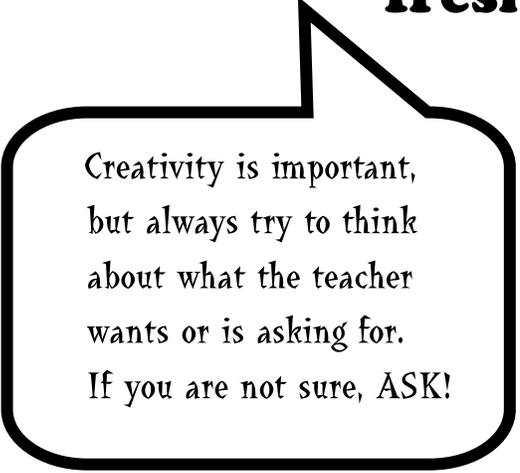
Remember that this year counts. If you mess up to bad then you may not get into college. If you are falling behind, get



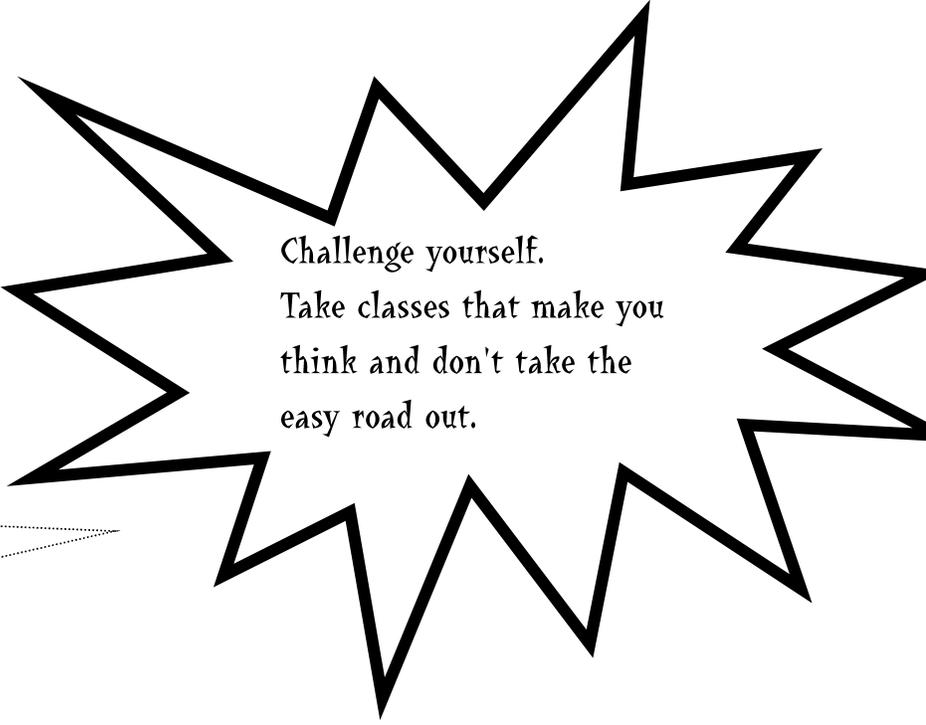
**More advice
from current
freshmen students.**



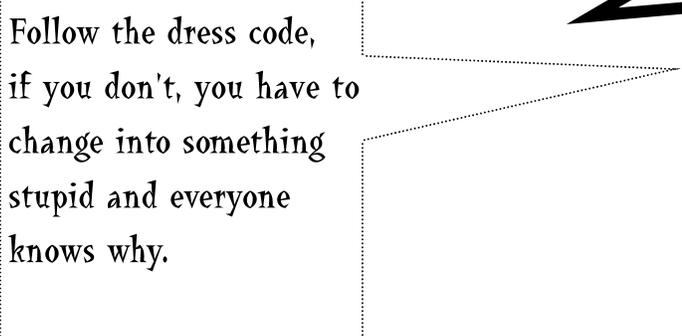
Be mature because you are coming into high school and the teachers don't treat you like you are still in middle school.



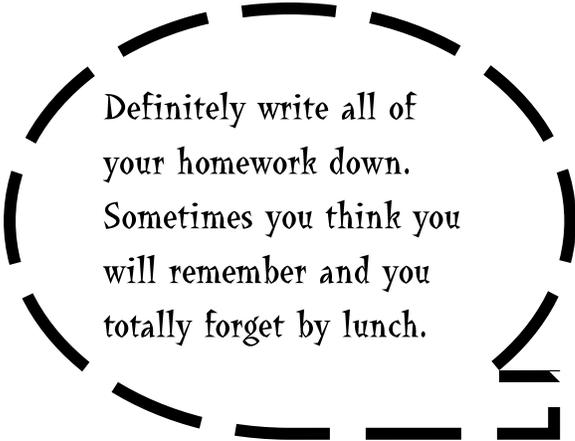
Creativity is important, but always try to think about what the teacher wants or is asking for. If you are not sure, ASK!



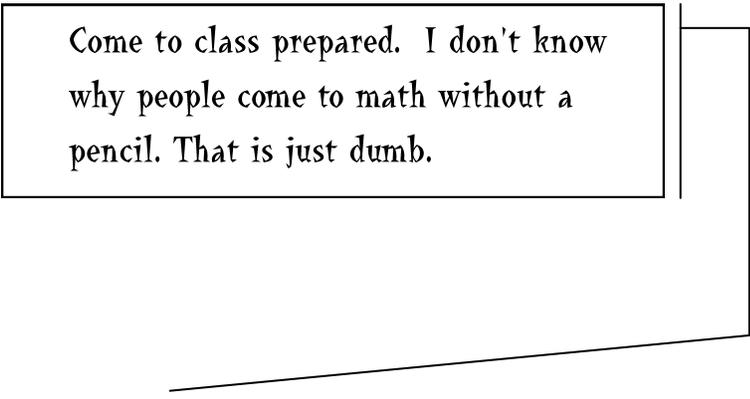
Challenge yourself. Take classes that make you think and don't take the easy road out.



Follow the dress code, if you don't, you have to change into something stupid and everyone knows why.

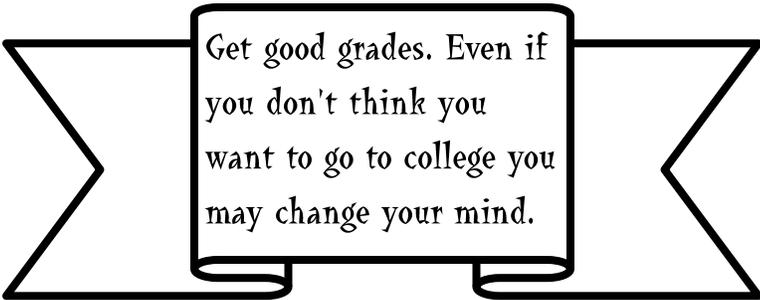


Definitely write all of your homework down. Sometimes you think you will remember and you totally forget by lunch.

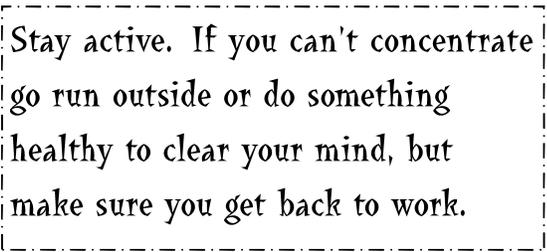


Come to class prepared. I don't know why people come to math without a pencil. That is just dumb.

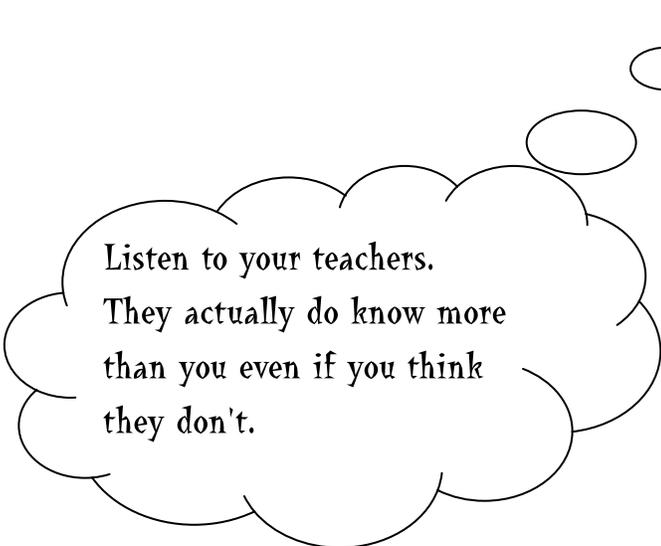
**Even
more advice
from current
freshmen students.**



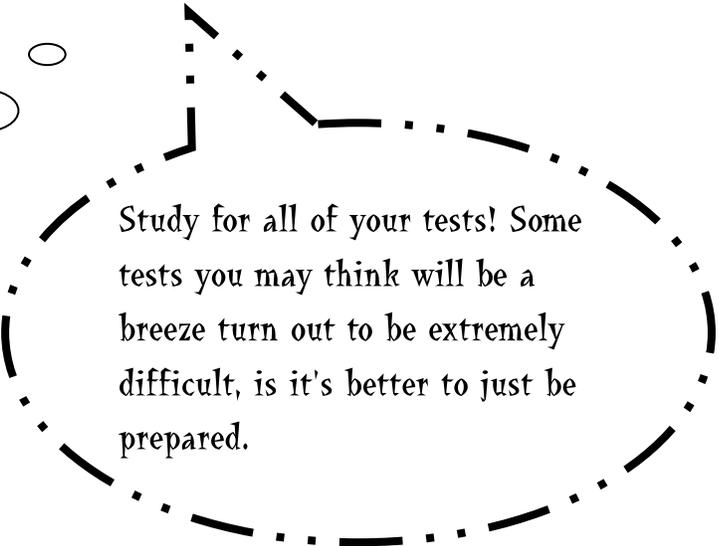
Get good grades. Even if you don't think you want to go to college you may change your mind.



Stay active. If you can't concentrate go run outside or do something healthy to clear your mind, but make sure you get back to work.



Listen to your teachers. They actually do know more than you even if you think they don't.



Study for all of your tests! Some tests you may think will be a breeze turn out to be extremely difficult, is it's better to just be prepared.

Describe your favorite Rogers High School teacher...

what is it about them and their classroom that you like most?

Mrs. Doctorman:

She gets you involved and pushes you to succeed.

She's helpful and her classroom is very spirited.

She keeps me working hard and staying focused. She's fun and gets me involved.

She's funny, nice, and helps you out. She's also very understanding and very involved which gets you involved.

Her class is fun, she expects a lot and she's just amazing!

She is super involved in our school and her classroom is full of RHS spirit!

Mr. Rice:

He plays music in his class and we converse about random things while working, but we still get everything done.

Mrs. Oleson:

She's very energetic and happy. Her classroom atmosphere is welcoming and gets you ready to learn!

She sets standards high, but only because she knows you'll have success!

Ms. Gillespie:

She's the German teacher and is cheerful and happy. But, she can be strict when people are talking, which I prefer.

Mr. Hoard:

He has been helping me out since freshman year.

Mr. Harrison:

He's strict, but pushes students to do the best they can.

Mrs. Knudson:

She's always there to listen and talk. Her classroom is fun and we get our work done at the same time.

Mr. Hughes:

His classroom has a relaxed feel and lots of life lessons.

Mr. Dewey:

He's really fun and makes learning entertaining. He pushes you to be your best and meet your full potential. He's always there for students.

He's more than just a teacher, he's a person who really cares about your learning and understanding and who you are as a person.

He's fun but can control a class. He is constantly teaching us new life lessons.

He's a great teacher because he compares the lessons in the classroom to real life lessons and he is a great motivator.

Mr. Carney:

He's laid back and makes you take responsibility for your actions.

Mrs. Freeland:

She's like a second mom. She's personable and fun, but knows how to get to work.

Time Management Tips for High School Students

It's 10:00 -- Do You Know Where Your Homework Is?

Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.

1. Make a "To Do" List Every Day.

Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

2. Use Spare Minutes Wisely.

Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.

3. It's Okay to Say "No."

If your boss asks you to work on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

4. Find the Right Time.

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

5. Review Your Notes Every Day.

You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

6. Get a Good Night's Sleep.

Running on empty makes the days seem longer and your tasks seem more difficult.

7. Communicate Your Schedule to Others.

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7:00 to 8:00 p.m. It may sound silly, but it helps.

8. Become a Taskmaster.

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

9. Don't Waste Time Agonizing.

Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

10. Keep Things in Perspective.

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.

Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

Reflection Notes

Please bring to lunch on Friday.

One thing I noticed about being in High School that will help me be successful is...

My leadership student _____ (Name)
gave me some valuable advice, it was...

I connected with Mr. or Mrs. _____ (Teacher's Name)
because....

Notes for Period 2:

Today's Topic:	Subject:
	Teacher:

Essential Question:

Questions:

Notes:

Summary:

Notes for Period 3:

Today's Topic:	Subject:
	Teacher:

Essential Question:

Questions:

Notes:

Summary:

Notes for Period 4:

Today's Topic:	Subject:
	Teacher:

Essential Question:

Questions:

Notes:

Summary:

Notes for Period 5:

Today's Topic:	Subject:
	Teacher:

Essential Question:

Questions:

Notes:

Summary:

Keep Your Dream:

I have a friend named Monty Roberts who owns a horse ranch in San Ysidro. He has let me use his house to put on fund-raising events to raise money for youth at risk programs.

The last time I was there he introduced me by saying, "I want to tell you why I let Jack use my horse. It all goes back to a story about a young man who was the son of an itinerant horse trainer who would go from stable to stable, race track to race track, farm to farm and ranch to ranch, training horses. As a result, the boy's high school career was continually interrupted. When he was a senior, he was asked to write a paper about what he wanted to be and do when he grew up.

"That night he wrote a seven-page paper describing his goal of someday owning a horse ranch. He wrote about his dream in great detail and he even drew a diagram of a 200-acre ranch, showing the location of all the buildings, the stables and the track. Then he drew a detailed floor plan for a 4,000-square-foot house that would sit on a 200-acre dream ranch.

"He put a great deal of his heart into the project and the next day he handed it in to his teacher. Two days later he received his paper back. On the front page was a large red F with a note that read, 'See me after class.'

"The boy with the dream went to see the teacher after class and asked, 'Why did I receive an F?'

"The teacher said, 'This is an unrealistic dream for a young boy like you. You have no money. You come from an itinerant family. You have no resources. Owning a horse ranch requires a lot of money. You have to buy the land. You have to pay for the original breeding stock and later you'll have to pay large stud fees. There's no way you could ever do it.' Then the teacher added, 'If you will rewrite this paper with a more realistic goal, I will reconsider your grade.'

"The boy went home and thought about it long and hard. He asked his father what he should do. His father said, 'Look, son, you have to make up your own mind on this. However, I think it is a very important decision for you.' "Finally, after sitting with it for a week, the boy turned in the same paper, making no changes at all.

He stated, "You can keep the F and I'll keep my dream."

Monty then turned to the assembled group and said, "I tell you this story because you are sitting in my 4,000-square-foot house in the middle of my 200-acre horse ranch. I still have that school paper framed over the fireplace." He added, "The best part of the story is that two summers ago that same schoolteacher brought 30 kids to camp out on my ranch for a week." When the teacher was leaving, he said, "Look, Monty, I can tell you this now. When I was your teacher, I was something of a dream stealer. During those years I stole a lot of kids' dreams. Fortunately you had enough gumption not to give up on yours."

"Don't let anyone steal your dreams. Follow your heart, no matter what."

Thanks for the time

It had been some time since Jack had seen the old man. College, girls, career, and life itself got in the way. In fact, Jack moved clear across the country in pursuit of his dreams. There, in the rush of his busy life, Jack had little time to think about the past and often no time to spend with his wife and son. He was working on his future, and nothing could stop him.

Over the phone, his mother told him, "Mr. Belser died last night. The funeral is Wednesday."

Memories flashed through his mind like an old newsreel as he sat quietly remembering his childhood days.

"Jack, did you hear me?"

"Oh sorry, Mom. Yes, I heard you. It's been so long since I thought of him. I'm sorry, but I honestly thought he died years ago," Jack said.

"Well, he didn't forget you. Every time I saw him he'd ask how you were doing. He'd reminisce about the many days you spent over 'his side of the fence' as he put it," Mom told him.

"I loved that old house he lived in," Jack said.

"You know, Jack, after your father died, Mr. Belser stepped in to make sure you had a man's influence in your life," she said.

"He's the one who taught me carpentry," he said. "I wouldn't be in this business if it weren't for him. He spent a lot of time teaching me things he thought were important... Mom, I'll be there for the funeral," Jack said.

As busy as he was, he kept his word. Jack caught the next flight to his hometown. Mr. Belser's funeral was small and uneventful. He had no children of his own, and most of his relatives had passed away.

The night before he had to return home, Jack and his Mom stopped by to see the old house next door one more time.

Standing in the doorway, Jack paused for a moment. It was like crossing over into another dimension, a leap through space and time.

The house was exactly as he remembered. Every step held memories. Every picture, every piece of furniture... Jack stopped suddenly.

"What's wrong, Jack?" his Mom asked.

"The box is gone," he said.

"What box?" Mom asked.

"There was a small gold box that he kept locked on top of his desk. I must have asked him a thousand times what was inside. All he'd ever tell me was 'the thing I value most,'" Jack said.

It was gone. Everything about the house was exactly how Jack remembered it, except for the box. He figured someone from the Belser family had taken it.

"Now I'll never know what was so valuable to him," Jack said. "I better get some sleep. I have an early flight home, Mom."

It had been about two weeks since Mr. Belser died. Returning home from work one day Jack discovered a note in his mailbox. "Signature required on a package. No one at home. Please stop by the main post office within the next three days," the note read.

Early the next day Jack retrieved the package. The small box was old and looked like it had been mailed a hundred years ago. The handwriting was difficult to read, but the return address caught his attention.

"Mr. Harold Belser" it read.

Jack took the box out to his car and ripped open the package. There inside was the gold box and an envelope. Jack's hands shook as he read the note inside.

"Upon my death, please forward this box and its contents to Jack Bennett. It's the thing I valued most in my life." A small key was taped to the letter. His heart racing, as tears filling his eyes, Jack carefully unlocked the box. There inside he found a beautiful gold pocket watch.

Running his fingers slowly over the finely etched casing, he unlatched the cover. Inside he found these words engraved:

"Jack, Thanks for your time! -Harold Belser."

"The thing he valued most...was...my time."

Jack held the watch for a few minutes, then called his office and cleared his appointments for the next two days. "Why?" Janet, his assistant asked.

"I need some time to spend with my son," he said. "Oh, by the way, Janet... thanks for your time!"

- Author Unknown

The Important Things in Life.

A philosophy professor stood before his class with some items on the table in front of him. When the class began, wordlessly he picked up a very large and empty mayonnaise jar and proceeded to fill it with rocks, about 2 inches in diameter.

He then asked the students if the jar was full. They agreed that it was.

So the professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the rocks.

He then asked the students again if the jar was full. They agreed it was.

The professor picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else. He then asked once more if the jar was full. The students responded with a unanimous "Yes."

"Now," said the professor, "I want you to recognize that this jar represents your life. The rocks are the important things – your family, your partner, your health, your children – things that if everything else was lost and only they remained, your life would still be full.

The pebbles are the other things that matter – like your job, your house, your car.

The sand is everything else. The small stuff."

"If you put the sand into the jar first," he continued "there is no room for the pebbles or the rocks. The same goes for your life.

If you spend all your time and energy on the small stuff, you will never have room for the things that are important to you. Pay attention to the things that are critical to your happiness. Play with your children. Take your partner out dancing. There will always be time to go to work, clean the house, give a dinner party and fix the disposal.

Take care of the rocks first – the things that really matter. Set your priorities. The rest is just sand."

- Author Unknown

The Elephant Rope:

As a man was passing the elephants, he suddenly stopped, confused by the fact that these huge creatures were being held by only a small rope tied to their front leg. No chains, no cages. It was obvious that the elephants could, at anytime, break away from their bonds but for some reason, they did not.

He saw a trainer nearby and asked why these animals just stood there and made no attempt to get away. "Well," trainer said, "when they are very young and much smaller we use the same size rope to tie them and, at that age, it's enough to hold them. As they grow up, they are conditioned to believe they cannot break away. They believe the rope can still hold them, so they never try to break free."

The man was amazed. These animals could at any time break free from their bonds but because they believed they couldn't, they were stuck right where they were.

Like the elephants, how many of us go through life hanging onto a belief that we cannot do something, simply because we failed at it once before?

Failure is part of learning; we should never give up the struggle in life. - Author Unknown

Strongest Dad in the World

I try to be a good father. Give my kids mulligans. Work nights to pay for their text messaging. Take them to swimsuit shoots. But compared with Dick Hoyt, I'm lousy. Eighty-five times he's pushed his disabled son, Rick, 26.2 miles in marathons. Eight times he's not only pushed him 26.2 miles in a wheelchair but also towed him 2.4 miles in a dinghy while swimming and pedaled him 112 miles in a seat on the handlebars — all in the same day. Dick's also pulled him cross-country skiing, taken him on his back mountain climbing and once hauled him across the U.S. on a bike. Makes taking your son bowling look a little lame, right? And what has Rick done for his father? Not much — except save his life.

This love story began in Winchester, Mass., 43 years ago, when Rick was strangled by the umbilical cord during birth, leaving him brain-damaged and unable to control his limbs. "He'll be a vegetable the rest of his life," Dick says doctors told him and his wife, Judy, when Rick was nine months old. "Put him in an institution." But the Hoyts weren't buying it. They noticed the way Rick's eyes followed them around the room. When Rick was 11 they took him to the engineering department at Tufts University and asked if there was anything to help the boy communicate. "No way," Dick says he was told. "There's nothing going on in his brain." "Tell him a joke," Dick countered. They did. Rick laughed. Turns out a lot was going on in his brain.

Rigged up with a computer that allowed him to control the cursor by touching a switch with the side of his head, Rick was finally able to communicate. First words? "Go Bruins!" And after a high school classmate was paralyzed in an accident and the school organized a charity run for him, Rick pecked out, "Dad, I want to do that." Yeah, right. How was Dick, a self-described "porker" who never ran more than a mile at a time, going to push his son five miles?

Still, he tried. "Then it was me who was handicapped," Dick says. "I was sore for two weeks." That day changed Rick's life. "Dad," he typed, "when we were running, it felt like I wasn't disabled anymore!" And that sentence changed Dick's life. He became obsessed with giving Rick that feeling as often as he could. He got into such hard-belly shape that he and Rick were ready to try the 1979 Boston Marathon. "No way," Dick was told by a race official.

The Hoyts weren't quite a single runner, and they weren't quite a wheelchair competitor. For a few years Dick and Rick just joined the massive field and ran anyway, then they found a way to get into the race officially: In 1983 they ran another marathon so fast they made the qualifying time for Boston the following year. Then somebody said, "Hey, Dick, why not a triathlon?" How's a guy who never learned to swim and hadn't ridden a bike since he was six going to haul his 110-pound kid through a triathlon? Still, Dick tried.

Now they've done 212 triathlons, including four grueling 15-hour Ironmans in Hawaii. It must be a buzzkill to be a 25-year-old stud getting passed by an old guy towing a grown man in a dinghy, don't you think? Hey, Dick, why not see how you'd do on your own? "No way," he says. Dick does it purely for "the awesome feeling" he gets seeing Rick with a cantaloupe smile as they run, swim and ride together.

This year, at ages 65 and 43, Dick and Rick finished their 24th Boston Marathon, in 5,083rd place out of more than 20,000 starters. Their best time? Two hours, 40 minutes in 1992 — only 35 minutes off the world record, which, in case you don't keep track of these things, happens to be held by a guy who was not pushing another man in a wheelchair at the time. "No question about it," Rick types. "My dad is the Father of the Century." And Dick got something else out of all this too. Two years ago he had a mild heart attack during a race. Doctors found that one of his arteries was 95% clogged. "If you hadn't been in such great shape," one doctor told him, "you probably would've died 15 years ago."

So, in a way, Dick and Rick saved each other's life. Rick, who has his own apartment (he gets home care) and works in Boston, and Dick, retired from the military and living in Holland, Mass., always find ways to be together. They give speeches around the country and compete in some backbreaking race every weekend, including Father's Day. That night, Rick will buy his dad dinner, but the thing he really wants to give him is a gift he can never buy. "The thing I'd most like," Rick types, "is that my dad sit in the chair and I push him once."

Written by Rick Reilly of Sports Illustrated
Sports Illustrated Issue date: June 20, 2005, p. 88

Father's Eyes

This story is about a skinny young boy who loved football with all his heart. Practice after practice, he eagerly gave everything he had. But being half the size of the other boys, he got absolutely nowhere.

At all the games, this hopeful athlete sat on the bench and hardly ever played. This teenager lived alone with his father, and the two of them had a very special relationship. Even though the son was always on the bench, his father was always in the stands cheering. He never missed a game.

This young man was still the smallest of the class when he entered high school. But his father continued to encourage him but also made it very clear that he did not have to play football if he didn't want to. But the young man loved football and decided to hang in there. He was determined to try his best at every practice, and perhaps he'd get to play when he became a senior.

All through high school he never missed a practice or a game but remained a bench-warmer all four years. His faithful father was always in the stands, always with words of encouragement for him.

When the young man went to college, he decided to try out for the football team as a walk-on. Everyone was sure he could never make the cut, but he did. The coach admitted that he kept him on the roster because he always puts his heart and soul to every practice, and at the same time, provided the other members with the spirit and hustle they badly needed.

The news that he had survived the cut thrilled him so much that he rushed to the nearest phone and called his father. His father shared the son's excitement and received season tickets for all the college games.

This persistent young athlete never missed practice during his four years at college, but he never got to play in a game. It was the end of his senior football season, and as he trotted onto the practice field shortly before the big playoff game, the coach met him with a telegram.

The young man read the telegram and he became deathly silent. Swallowing hard, he mumbled to the coach, "My father died this morning. Is it all right if I miss practice today?" The coach put his arm gently around his shoulder and said, "Take the rest of the week off, son. And don't even plan to come back to the game on Saturday."

Saturday arrived, and the game was not going well. In the third quarter, when the team was ten points behind, a silent young man quietly slipped into the empty locker room and put on his football gear.

As he ran onto the sidelines, the coach and his players were astounded to see their faithful team-mate back so soon. "Coach, please let me play. I've just got to play today," said the young man. The coach pretended not to hear him. There was no way he wanted his worst player in this close playoff game. But the young man persisted, and finally, feeling sorry for the kid, the coach gave in. "All right," he said. "22 You can go in."

Before long, the coach, the players and everyone in the stands could not believe their eyes. This little unknown, who had never played before was doing everything right. The opposing team could not stop him. He ran, he passed, blocked, and tackled like a star. His team began to triumph. The score was soon tied.

In the closing seconds of the game, this kid intercepted a pass and ran all the way for the winning touchdown. The fans broke loose. His team-mates hoisted him onto their shoulders. Such cheering you never heard.

Finally, after the stands had emptied and the team had showered and left the locker room, the coach noticed that this young man was sitting quietly in the corner all alone. The coach came to him and said, "Kid, I can't believe it. You were fantastic! Tell me, what got into you? How did you do it?" The young man looked at the coach, with tears in his eyes, and said, "Well, you knew my dad died, but did you know that my dad was blind?"

The young man swallowed hard and forced a smile, "Dad came to all my games, but today was the first time he could see me play, and I wanted to show him I could do it."

Author Unknown

Don't bother getting a pen and paper... just read... if you can't answer them, just keep going.

1. Name the five wealthiest people in the world.
2. Name the last five Heisman trophy winners.
3. Name the last five winners of the Miss America contest.
4. Name ten people who have won the Nobel or Pulitzer prize.
5. Name the last five Academy Award winners for Best Actor and Actress.

How did you do?

The point is, none of us remembers the headliners of yesterday. These are no second-rate achievers. They're the best in their fields. But the applause dies. Awards tarnish. Achievements are forgotten. Accolades and certificates are buried with their owners.

Now here's another quiz. See how you do on this one:

1. Name three teachers who aided your journey through school.
2. Name three friends who helped you through a difficult time.
3. Name five people who have taught you something worth while.
4. Think of a few people who have made you feel appreciated and special.
5. Think of five people you enjoy spending time with.

Easier?

The lesson?

The people who make a difference in your life aren't the ones with the most credentials, the most money, or the most awards. They're the ones who care.

Dear RHS Staff Member,

I'm a Shaw Middle School Viking here on a transitional field trip experience called "Pirate for a Day".



- I understand it's a privilege to be herein your school and more importantly your classroom.
- I'm prepared for class, willing to try my best and participate, and I want you to treat me like any other RHS student.

Lastly, THANK YOU for this opportunity!

If you have a questions, concerns, or emergency please contact:

- 1.) My HS Student Leader: Named _____
- 2.) RHS Assistant Principal Mike Syron 509 354 5790
- 3.) Shaw MS GEAR UP Liaison, Kipton Solmonson 208 699 6330

SHAW MIDDLE SCHOOL &

**John R Rogers
High School**

Bring you:

*Pirate
For a Day!*

The
Transition
Experience
Field
Trip



Sponsored By:



Who can participate?

Only Future Pirates (according to the SPS District map) are allowed. Permission Forms must be **completed, signed by Parents/Guardians, and submitted.**

Tuesday Trip Itinerary:

Meet in Room 152 by	8:45am
Depart Shaw	9:00am
Begin classes @ RHS	9:20am
Lunch in cafeteria	11:15am
Dismissal from RHS	1:45pm
Bus back to Shaw	1:55pm
Go to 6th period	2:15pm

Follow-up Friday Itinerary:

Lunch with Kipton in Room 152



Cut Here: Return to Kipton

Shaw Middle School

**Kipton Solmonson
GEAR UP Liaison
4106 N Cook St
Spokane, WA 99207**

Phone: 208 699 6330

E-mail: kiptons@spokaneschools.org

Parent/Guardian Instructional Field Trip Permission Form

In the event of an emergency, I hereby authorize the chaperone attending to my child on the trip to secure medical attention or hospitalization for my child.

My child's physician is: (Name) _____ at _____ (Phone)

My phone numbers at: (Home) _____ (Work) _____ (Cell) _____

Alternative Emergency Contact: (Name) _____ (Phone) _____

I understand the school district does not provide medical insurance for my child for purposed of this trip, and I am solely responsible for providing such insurance and for payment of any medical treatment expenses for my child that are not covered by insurance.

I have read the foregoing information, verifying it's accuracy, and agree to the statements made:

X _____
Parent/Guardian Signature

Date Signed

Cut Here: Return to Kipton



The Logistics...

"Pirate for a Day"

In an effort to strengthen the transition between Shaw MS and Rogers HS we are inviting 8th grade Vikings to shadow a recognized leadership student at a 1:1 ratio for an entire school day.

Between the months of October through February, every Tuesday we'll bring a group of ten 8th grade students to Rogers HS. By keeping the numbers small, and dispersing them over a long period of time, we can create a much more accurate experience for each student to learn from.



They will accompany them at all times, experiencing hall passing periods,

participating in classes, eating lunch in the cafeteria, etc.

Basically, everything their HS student does, they do it with them.

Desired Outcomes:



- Establish a future student advocate.
- Learn to navigate through Rogers HS.
- Get acquainted with HS teachers.
- Experience HS classrooms in session.

Attention!

Permission Slip Required

Date: Do to limited spacing, a date will be assigned after the permission slip is processed.

You will receive a confirmation letter specifying when your child will be a Pirate.

Return to Kipton Solmonson; GEAR UP Liaison

Student Name: _____

Parent/Guardian Name: _____

I, the undersigned parent/guardian of the above named student give permission for my student to participate in a "Pirate for a Day" Transition Experience Field Trip.

Date of trip: TBD - A Tuesday will be assigned according to available dates. **You will receive a confirmation letter with the exact date.**

Departing Shaw @ 9:00am returning to Shaw @ 1:55pm.

Destination: Rogers High School, 1622 E. Wellesley Avenue, Spokane, WA 99207 Office Phone: 509 354 6600

Please list any Health Concerns: _____



**Shaw Middle School &
Rogers High School**

Pirate for a day!

*the
transition
experience
field
trip*

Your Date is:



Shaw Middle School

Kipton Solmonson
4106 North Cook Street
Spokane, WA 99207
Phone: 509-354-5803
Email: kiptons@spokaneschools.org

Dear Parent/Guardian,
We have received your permission
slip for _____
to be a Pirate for a Day!

Your child will be participating in
this field trip on _____.

Remind them to go to room 152 by
8:45am on this day. Thank you!



Thank You!

Thank You!

Thank You!

Shaw Middle School

Kipton Solmonson
4106 North Cook Street
Spokane, WA 99207

Phone: 509-354-5803

Email: kiptons@spokaneschools.org



Thank You!

Thank You!

Thank You!

Shaw Middle School

Kipton Solmonson
4106 North Cook Street
Spokane, WA 99207

Phone: 509-354-5803

Email: kiptons@spokaneschools.org

Pirate for a Day helps calm stormy seas



Shaw students, armed with their "Guide to Rogers High School," get ready to become pirates for the day.

The GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant targets the class of 2017 at Glover, Shaw and Garry, following them through middle and high school.

A focus of the grant is to help ease the transition from middle to high school. At Shaw, GEAR UP has created "Pirate for a Day" transition experience field trips. Each Tuesday from November through March, eighth graders are escorted to Rogers High School where they are paired with a Rogers leadership student for the school day.

The program helps Shaw students establish a future student advocate, learn to navigate high school hallways, get acquainted with teachers, and experience rigorous high school classes. Shaw's GEAR UP liaison Kipton Solmonson said the willingness of Rogers teachers and administrators to support the program is helping to make it a success.

Feedback has been overwhelmingly positive. Shaw student Traie Krogstad said, "I can't wait to go back to RHS. I want to be a Pirate right now!"

Eighth grader Charley Jordan said, "Before going, I was really, really scared. On a scale of 0-10, with zero being petrified, I was like a 2. Now, I'd say the school is super nice and I had so much fun. We'd have to use a broken scale because now I feel like I'm over a 10!"

Solmonson said he asks all the students at the end of the day, "Who wants to do it again?" Without exception, they all do. His response: "Perfect. I'll take each of you again the last week in August 2013."