

# Shelley High School Student Handbook 2018-2019

## DRUG FREE SCHOOL ZONE

SAFE SCHOOL HELPLINE  
800-418-6423 EXT. 359



570 W. Fir  
Shelley, ID 83274  
Phone: (208) 357-7400  
Fax: (208) 357-5585  
[WWW.SHELLEYSCHOOLS.ORG](http://WWW.SHELLEYSCHOOLS.ORG)  
Principal: Eric Lords  
Email: [elords@shelleyschools.org](mailto:elords@shelleyschools.org)

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Student # \_\_\_\_\_

E-Mail Address \_\_\_\_\_

**ALL VISITORS MUST CHECK IN WITH THE OFFICE**

## ***Shelley Joint School District #60***

*We want to welcome each of you back for a new and exciting year at Shelley High School. This includes a special welcome to our new students. We are honored to be associated with such a special group of faculty, staff, and students.*

*This student handbook has been prepared for the purpose of keeping all students informed concerning Shelley High School procedures. We realize the handbook cannot possibly cover every aspect. Therefore, as questions or situations arise, please contact the office for answers. Please familiarize yourself with the information; we hope it will be of help to you.*

### **Mission:**

**Discover your potential-See it, Believe it, and Reach it!**

### **Vision:**

**SHS recognizes that each child is an individual and all children need to succeed. We will provide a learning environment that will allow all students to reach their full potential. We are tomorrow.**

### **Belief Statement:**

- \* We believe in the worth of all students and believe that their worth will be increased by providing tools to be life-long learners
- \* We believe that students must understand that they are the ones ultimately responsible for their learning.
- \* We believe that diversity is a strength and should be celebrated, both in the content of our curriculum and the make-up of our student body.
- \* We believe that a safe, positive, and supportive atmosphere is invaluable.
- \* We believe that instruction should meet the needs of all students, regardless of the level of learning or the way in which they learn.
- \* We believe that technology positively impacts student achievements as it changes the teaching and learning environment..
- \* We believe that Respect, Attitude, Cooperation, Effort,, and Responsibility are integral to success, and we strive to model and teach these values as a part of our curriculum.
- \* We believe that all students and staff will benefit with collaboration at the school and district level.

***Shelley High School will provide a quality education for students through cooperation, mutual respect, and shared responsibility.***



# School Song

Three Cheers for ShelleyHigh School,  
Loyal and True.

Fight for our colors,  
Forever keep them true.

Fight for strength and courage,  
We'll do our best.

Help us go onward,  
And home to rest.

**S-H-E-LL-EY**

**S-H-E-L-L-E-Y**

**RAH, RAH, RAH, RAH**

**SHELLEY**



# **RESPECTFUL CLIMATE**

At Shelley High School it is our goal to maintain a respectful climate. All students and members of the Shelley High School faculty and staff deserve the opportunity to work and learn in an environment of mutual respect and trust. This requires that students and all members of our community regard each other with courtesy, consideration and appreciate and act accordingly.

## **Our Responsibilities as Members of the Shelley High School Community**

Creating and maintaining a school culture of respect demands that all individuals recognize disrespectful behaviors and take action. All students and members of the SHS faculty and staff have the potential and the responsibility to affect the school culture and is strongly urged to act in concert with the following guidelines:

- Treat others with courtesy, consideration and respect;
- Tell individuals behaving in a disrespectful manner toward you that you want them to stop. Use respectful language in doing so;
- Tell individuals behaving in a disrespectful manner toward someone else that you want them to stop;
- Report the behavior if it does not stop.

## **Definition of Disrespectful Conduct/Harassment/Bullying**

Disrespectful Conduct/Harassment is any form of behavior that interferes with another person's sense of safety, dignity, comfort, or productivity in the school environment. Prohibited conduct may include indiscriminant bullying in addition to, but not limited to, the following when it relates to a person's gender, race, color, ethnicity/national origin, religion, age, handicap/disability, sexual orientation, physical appearance, and physical/mental capacity, and when such conduct is unwelcome by the recipient or others:

- Name calling (verbal/written), teasing, mimicking, slurs, or other derogatory remarks;
- Offensive graffiti, symbols, posters, pictures, cartoons/caricatures, notes, book covers, or designs on clothing;
- Phone calls, e-mails, instant messages, video, photographs and/or social media;
- Touching of a person or touching a person's clothing;
- Words, pranks or actions which provoke feelings of embarrassment, hurt or intimidation;
- Stalking.

## **ADMINISTRATION**

BRYAN JOLLEY..... SUPERINTENDENT  
ERIC LORDS ..... PRINCIPAL  
BURKE DAVIS ..... ASSISTANT PRINCIPAL  
WADE MESSICK..... ATHLETIC DIRECTOR

## **SPECIAL SERVICES**

TAYLOR RICHARDSON..... COUNSELOR  
TROY COOK..... COUNSELOR  
MIKE MESSICK..... DIRECTOR, SPECIAL ED  
MARK GRAHM ..... SCHOOL PSYCHOLOGIST

## **OFFICE SECRETARIES**

JULIE HAWKINS..... DISTRICT SECRETARY  
STEPHANIE HARKER..... DISTRICT SECRETARY  
STEPHANIE JONES..... REGISTRAR & COUNSELOR SECRETARY  
CRISTY BURTON..... FINANCIAL SECRETARY  
CHERYL FOSTER ..... ATTENDANCE SECRETARY

## **SUPPORTIVE STAFF**

LANELL FARMER..... BUSINESS MANAGER  
RON SEARLE..... TRANSPORTATION  
JAKE JOHNSON ..... SRO  
DON WILDE..... MAINTENANCE  
JAMES TAYLOR ..... MAINTENANCE  
..... MAINTENACE  
TRISH FEILDING ..... LIBRARIAN  
PAUL SPARKS ..... CUSTODIAN  
..... CUSTODIAN  
TRAVIS BIRD..... CUSTODIAN  
MARIA VASQUEZ..... CUSTODIAN  
..... CUSTODIAN  
RON SEARLE..... TRANSPORTATION  
BARBARA PEARSON..... DISTRICT LUNCH DIRECTOR  
CHELSEA DUNCAN ..... FOOD SERVICE ASSISTANT  
KIM ARZOLA ..... COOK  
MONICA NELSON ..... COOK  
NATALIE WELLS..... MANGER  
STACEY HOKANSON ..... COOK  
..... COOK  
KIM ARZOLA ..... COOK  
JENNY PETTINGILL..... COOK

# **DEPARTMENTS**

## **LANGUAGE ARTS**

CAMILLE GOLD  
MARILYN JONES  
CHRIS FLEMING  
BARBARA BIORN  
TERESA DYE  
JAIMEE INGALLS

## **SOCIAL STUDIES**

LANCE BODRERO  
TRAVIS PEREZ  
JOSH STEWART  
JAKE MONAHAN

## **PROFESSIONAL TECHNICAL EDUCATION**

KODY HOWELS  
PAM KANTACK  
KAY HATHAWAY  
LYLE ZAUGG

## **PHYSICAL EDUCATION**

WALLY FOSTER  
BARRY JOHNSON  
KELLIE HOBBS  
HAYLEY REMINGTON

## **PARAPROFESSIONAL**

CHRIS STOMMEL  
BRITTNEY KIDMAN  
JOYCE CHRISTENSEN  
HEIDI DEGARLAIS  
KIM BATEMAN

## **SCIENCE**

JERRY PETTY  
ROBIN BENCH  
VINCE WRAY  
WADE MESSICK  
MARISSA MARECLE

## **MATH**

CHRIS SMITH  
SHARI MOULTON  
MARIANNE FROST  
DREW WILSON  
TRACI MCARTHUR  
TRINGLE WITT

## **SPECIAL EDUCATION**

LUELLA PETERSON  
LAURA METCALF-SEARLE  
CINDY STALEY

## **HUMANITIES**

DANIEL BORUP  
GARY PAWELKO  
JASON PETERS  
EMILY CRANER

## **ESL**

PATTY GIL  
VIVIAN GARCIA

## FACULTY ADVISORY ASSIGNMENTS

ACADEMIC TEAM.....	T. WITT
ART CLUB.....	D. BORUP
DRAMA.....	S. HARTWIG
BALLROOM.....	T.WATTS
SPEECH / DEBATE.....	
PEP BAND.....	G. PAWELKO
CHOIR/SHOW CHOIR.....	J. PETERS/CRANER
YEARBOOK.....	M.MARECLE
FCCLA.....	K. HATHAWAY
FFA.....	ZAUGG, WRAY, HOWELLS
BPA.....	P. KANTACK
KEY CLUB.....	C.FOSTER, L. SEARLE
NATURAL HELPERS.....	T. DYE
NATIONAL HONOR SOCIETY.....	T. DYE
SCREAM TEAM.....	J.MONAHAN
HALO CLUB.....	P. GIL
STUDENT COUNCIL.....	M. JONES
CHEERLEADERS.....	B.BIORN, B.HILL
DRILL TEAM.....	K. HOBBS, K.FRANKENBERRY
FOOTBALL.....	J. MONAHAN, J. STEWART, B. JOHNSON, W. FOSTER, A.RAY, T.SMITH,S.DYE, M.MACCORMACK, R.FERNANDEZ
VOLLEYBALL.....	D. COUSIN, T. MCARTHUR, M.GILLESPIE
GIRLS BASKETBALL.....	S.MOULTON, M.RAFFETTO, K.BATEMAN
BOYS BASKETBALL.....	W.FOSTER, D.WILSON, J. STEWART,
WRESTLING.....	R. COX, T. PEREZ
GOLF.....	T.HACKETT
BASEBALL.....	W.FOSTER, B. JOHNSON, J.COOK
TRACK.....	D. WILSON, T. MCARTHER, R. CAMPBELL, A. HANSON
SOFTBALL.....	T. PEREZ, C.FLEMING
GIRLS SOCCER.....	J. GREGORY
BOYS SOCCER.....	O. VEGA
CROSS COUNTRY.....	R. CAMPBELL, R.MURDOCH

## CLUB AND CLASS ADVISORS

The club advisor will oversee all budgetary items related to their assigned organizations. Elected Club/Class officers will meet with their advisor(s) at least once a month to coordinate events and discuss and approve plans for upcoming club/organization events.

Elected Club/Class officers will need to put in extra time during homecoming week activities, scheduled dances, concession assignments, and during club/organization elections.

**SHELLEY HIGH SCHOOL  
2018-2019 STUDENT COUNCIL**

STUDENT BODY PRESIDENT: MALCOM ARCHIBALD  
STUDENT BODY VICE PRESIDENT: REBECCA ERICKSON  
STUDENT BODY SECRETARY: ALLIE ELIZONDO  
STUDENT BODY REPORTER: AVERY DOWNS  
SPIRIT LEADER: LUKE MARSHALL/SYDNEY LEAL

SENIOR CLASS PRESIDENT: KENZIE PAYNE  
SENIOR CLASS VICE PRESIDENT: TIERNEY BILSTROM  
SECRETARY: BRYANNA THYBERG  
REPORTER: TY WRIGHT  
TREASURER: SAVANNAH WOOTAN  
SHS MASCOT: COLLIN KELLEY

JUNIOR CLASS PRESIDENT: SERGIO ROMERO  
JUNIOR CLASS VICE PRESIDENT: CIENNA PATCHIN  
SECRETARY: LEXIE WESTERGARD  
REPORTER: CARSON BALMFORTH  
TREASURER: JESSICA MARSHALL

SOPHOMORE CLASS PRESIDENT: TENLEE WILLIAMS  
SOPHOMORE CLASS VICE PRESIDENT: CHLOE HUDMAN  
SECRETARY: ABIGAIL WATTENBARGER  
REPORTER: ABBY DOWNS  
TREASURER: SYDNEY FACKRELL

FRESHMANCLASS PRESIDENT: TREAGAN WEBB  
FRESHMAN CLASS VICE PRESIDENT: HADLEY CARPENTER  
SECRETARY: HARLEY BRIGGS  
REPORTER: ABBEY HARDEE  
TREASURER: TAYLOR OTTLEY



## A-B DAY SCHEDULE MONDAY

<b>PERIOD</b>	<b>START</b>	<b>END</b>
<b>1 (A-B)</b>	<b>8:00</b>	<b>9:18</b>
<b>BREAK</b>	<b>9:18</b>	<b>9:23</b>
<b>2 (A-B)</b>	<b>9:23</b>	<b>10:43</b>
<b>BREAK</b>	<b>10:43</b>	<b>10:48</b>
<b>3 (A-B)</b>	<b>10:48</b>	<b>12:06</b>
<b>LUNCH</b>	<b>12:06</b>	<b>12:45</b>
<b>4 (A-B)</b>	<b>12:45</b>	<b>2:03</b>

## HOME ROOM SCHEDULE TUESDAY-FRIDAY

<b>PERIOD</b>	<b>START</b>	<b>END</b>
<b>1 (A-B)</b>	<b>8:00</b>	<b>9:26</b>
<b>NUTRITION BREAK</b>	<b>9:26</b>	<b>9:38</b>
<b>2 (A-B)</b>	<b>9:38</b>	<b>11:06</b>
<b>LUNCH</b>	<b>11:06</b>	<b>11:44</b>
<b>3 (A-B)</b>	<b>11:44</b>	<b>1:10</b>
<b>HOMEROOM</b>	<b>1:15</b>	<b>1:43</b>
<b>4 (A-B)</b>	<b>1:48</b>	<b>3:14</b>

## A-B DAY SCHEDULE BELL SCHEDULE CHANGES 2018-2019

30 MINUTE MORNING		
1st Period	8:00	9:13
ASSEMBLY	9:18	9:48
2 <sup>nd</sup> Period	9:53	11:06

46 MINUTE MORNING		
1st Period	8:00	9:05
ASSEMBLY	9:10	9:56
2 <sup>nd</sup> Period	10:01	11:06

32 MINUTE AFTERNOON		
3 <sup>rd</sup> Period	11:44	1:08
ASSEMBLY	1:13	1:45
4 <sup>th</sup> Period	1:50	3:14

46 MINUTE AFTERNOON		
3 <sup>rd</sup> Period	11:44	1:01
ASSEMBLY	1:06	1:52
4 <sup>th</sup> Period	1:57	3:14

25 MINUTE END OF DAY		
3 <sup>rd</sup> Period	11:44	1:12
ASSEMBLY	1:17	1:42
4 <sup>th</sup> Period	1:47	3:14

30 MINUTE MONDAY MORNING		
1 <sup>st</sup> Period	8:00	9:09
2 <sup>nd</sup> Period	9:14	10:24
ASSEMBLY	10:29	10:59
3 <sup>rd</sup> Period	11:04	12:14
LUNCH	12:14	12:53
4 <sup>th</sup> Period	12:53	2:03

45 MINUTE MONDAY MORNING		
1 <sup>st</sup> Period	8:00	9:06
2 <sup>nd</sup> Period	9:11	10:17
ASSEMBLY	10:22	11:07
3 <sup>rd</sup> Period	11:12	12:18
LUNCH	12:18	12:57
4 <sup>th</sup> Period	12:57	2:03

LATE START: Due to Weather or Emergencies		
1 <sup>st</sup> Period	10:00	11:07
2 <sup>nd</sup> Period	11:12	12:19
LUNCH	12:19	12:57
3 <sup>rd</sup> Period	12:57	2:04
4 <sup>th</sup> Period	2:09	3:14

Early Release Bell Schedule		
1 <sup>st</sup> Period	8:00	8:59
2 <sup>nd</sup> Period	9:04	10:03
3 <sup>rd</sup> Period	10:08	11:07
4 <sup>th</sup> Period	11:12	12:10

## **Student ID and Activity Cards**

Student activity and IDcards are issued by the office. All students involved in extracurricular activities must have a card. Lost cards can be purchased in the office for \$3.00.

## **Lockers**

Lockers are provided as a convenience to students. However, lockers are the property of the school and the administration reserves the right to inspect the locker at any time without notice to the student. Students are responsible to keep their locker clean and orderly. No stickers will be allowed on the locker. Students are not to share their locker. Students are not to trade lockers. Locker assignments and changes will be handled in the main office. You will be charged for any damage or cleanup of the locker.

## **Eligibility Requirements**

If a student would like to participate in clubs and organizations, he/she must have a quarterly GPA of at least 2.0, and no "F's".

## **Athletic Eligibility**

Refer to the Shelley School District Policy #503.63. Students participating in athletics are required to pay for an activity card, pay to play, and spirit packs prior to their first contest.

## **Vehicles On Campus**

Driving on campus is a privilege and parking passes must be purchased and hung to avoid fines. Students will be held responsible for the safe operation of their vehicles while on campus. Minor infractions will be dealt with through a citation and fine system. Major infractions and repeat offenders will be dealt with through the normal school discipline system. Students may not drive their cars during class time.

## **Student Records**

The Family Education Rights and Privacy Act (FERPA) have specified that student records are confidential, with some exceptions. Directory information, which is information that is general not considered harmful or an invasion of privacy if release does not fall under FERPA regulations.

## **Assembly of Students**

Students have the right to peaceful assembly in school facilities generally available to the public at convenient hours that do not conflict with school functions or require staff on duty beyond regular hours, provided that such assembly shall be conducted in an orderly manner, not interfere with the educational process, and not impede the free movement of traffic.

## **Adding and Dropping Classes**

Careful planning by students during the registration process will prevent the need for changing classes. Once a semester begins, it is not in the best interest of student learning to change classes. We expect students to make a wise selection of classes, and while there may be extenuating circumstances that necessitate a schedule change, they are rare. **Students will have ten school days and one meeting with a counselor to make changes.** Please plan carefully!

## **Public Displays of Affection**

Respect for others includes being considerate of the embarrassment caused by excessive display of affection in public places. Students are expected to recognize that displays of affection may be considered excessive on the school grounds both during regular school hours and during extracurricular activities.

## **Student Possession of Weapons**

The ShelleySchool District has a zero tolerance for weapons. Please refer to the Shelley School District Policy: 502.23.

**Any student bringing a weapon to school or activity will immediately be relieved of the weapon and will be dealt with in the following manner:**

The student will be suspended from school and recommended to the Board of Trustees for expulsion from the district school system for a period of not less than one (1) year. The student will be referred to the criminal justice or juvenile delinquency system. If re-admitted, the student may be placed on probation for all future years in the school district.

## **Electronic Devices**

Cellular phones and other electronic devices may cause a disruption to the learning environment. Any such devices deemed to cause disruption or constitute a safety hazard will be confiscated by any school official. Cell phone use in the classroom is prohibited. Use of cell phones in class will result in confiscation. Cell phone use between classes and breaks is allowed. Music players are to be used only with teacher permission. Each classroom teacher will decide the limits of usage in their respective classes. Electronic devices are at great risk being stolen. Use of these items is at your own risk.

## **School Attendance Policy**

Policy No. 501.10

**Absence Limit:** A student can only miss **5 classes per semester** and still earn credit, unless there are extraordinary circumstances. All absences must be cleared in the office by parents prior to or the day of the absence. **Students must check out in the office before leaving the school during the day.** If a student leaves school without checking out they will be classified as truant. Parents should clear all absences the day the student is out of school. If a student misses more than 5 days they will be required to make those days up in Saturday School, if a student misses more than 7 days they will be required to petition for credit to the Assistant Principal.

### **Tardy Policy**

A tardy is when a student is not in his/her assigned area at the time of the tardy bell. After 3 tardies the student will have a detention of 15 minutes and the teacher will notify parents. After 4 tardies the student will have a 30 minute detention and parents will be notified by the teacher. After 5 tardies, each tardy will result in Saturday School. The Tardy Policy will start over every Semester.

### **Truancy Policy**

**Truancy:** A truant is defined as a student who is absent from school or class without proper authorization from the school. **Students must check out of the office when leaving campus.** An absence is judged to be truancy by an administrator. Truancies will be considered unexcused absences. A student who has demonstrated habitual truancy and poor academic performance will be counseled by the school administrator/counselor. Options may include the SecondChanceSchool in Blackfoot or the Alternative Schools in Idaho Falls.

### **Homeroom**

Every Tuesday through Friday between 1:15 PM and 1:43 PM, Shelley High School has set aside a time for homeroom. This time will be utilized a number of ways including but not limited to curriculum, school planning, and students working on grades. Students will receive a letter grade for the class. Students who miss homeroom without an excuse will serve one full Saturday School.

### **Saturday School**

From 8 AM-12 PM students must come prepared to work, and/or get caught up in all classes. **The student will have 2 weeks to attend Saturday School and make up time.** If the time isn't made up, the student will have 1 full day of Out Of School Suspension, plus the Saturday School time owed. If Saturday School is not attended and an attempt to notify the school is not made, this will result in 1 full day of Out of School Suspension, in addition to serving the Saturday School time owed.

## **Shelley Dress Standards**

**PURPOSE:**It is the desire of the Board of Trustees to promote pride in our schools, to provide an educational atmosphere conducive to learning and to protect the health, safety, and morals of students. It is in conflict with the educational mission of the school to promote controlled substances. Clothing and grooming habits must take into account the sensibilities of others.

**PROCEDURE:**Clothing or grooming habits that are disruptive of the educational process or that depict illegal or immoral acts are prohibited:

- Clothing that displays obscene, immoral, or indecent pictures or slogans
- Clothing that advertises alcoholic beverages, tobacco, or any other illegal drugs
- Clothing that depicts criminal activity or violence such as weapons or violent acts
- Clothing related to gang activities may not be worn. The School Resource Officer will provide the district with what the current gang related attire is.
- Clothing that through words or visualizations show disrespect towards any race, culture, religion, or gender
- Underwear that is being worn as an outerwear garment
- Skirts and Shorts will be at least mid-thigh
- Clothing that reveals the midriff
- Clothing such as tank tops, or spaghetti strap shirts
- Clothing must cover all undergarments
- Hats, hoodies, bandanas, and scarves shall not be worn in any school during school hours

If a student's attire or grooming habit is disruptive of the educational atmosphere, detrimental to the health or safety of the student or other students, or promotes illegal acts or controlled substances; that student will be required to change clothing to meet approved school standards.

**This will be done by one of the following:**

- School tee shirts will be available for use during the school day.
- A student may phone a parent and have a change of clothes brought.
- All time missed from classes for failure to adhere to this policy will be deemed unexcused absences.
- Students and parents or guardians may be required to meet with the principal to resolve the matter.

## **SHELLEY HIGH SCHOOL FIREDRILL PROCEDURES**

In the event of a fire, please follow the ensuing procedures:

1. Immediately have students exit your room/building and direct them to the proper exit, take ten seconds to look around to see if students and staff are okay. Please turn lights off and close doors where applicable. Evacuate the building using the fire escape routes.
2. Have students stay together on the outskirts of the high school property. Students should not stay by the building, even during cold temperatures.
3. Wait for administration to announce it is okay to re-enter the building.

### **Shelley High School Lockdown and Hall Check Procedures**

Lockdown shall be instituted at the discretion of the administration or administration designee for any situation posing a direct threat to the safety of students, staff, and of visitors.

1. The message to lock down the building will be broadcast over the intercom. The announcement will be Lockdown...Lockdown...Lockdown (administration and counselors will lock building up but teachers are encouraged to help out when possible, protect students and self, protect/secure building). Ag and Seminary will be responsible for locking up their perspective buildings. Information will be provided if appropriate.
2. All students in classrooms will move away from windows and take cover out of sight. Teachers and students are encouraged to take a proactive approach in the situation that an intruder enters the classroom.
3. Teachers should proceed to their classroom door and check the immediate area for students. Any students in the hallways should be directed to the nearest classroom.
4. Teachers should lock the door close blinds and turn off lights (door magnets are encouraged to lock door quickly).
5. Teachers should remain calm and maintain silence in so far as possible
6. Do not open a classroom door after it has been locked.
7. Communication will come from administration, administration designee, or police as quickly as possible.
8. If an evacuation needs to take place it will be conducted by law enforcement and or administration (fire drill routes will be followed).
9. If an evacuation takes place, roll will be taken to account for students.
10. Libraries, Cafeteria, and similar places need to be ready to lock up as best they can and provide hiding places for students that are unable to escape.
11. Lockdown in Place can only be terminated by administration, administration designee, or law enforcement by properly identifying self and opening each locked door.

### **Shelley High School Hall Check**

Hall check shall be instituted at the discretion of the administration or administration designee for any situation posing as an indirect threat to the safety of students, staff, and visitors or for other reasons necessary to clear hall areas.

1. The message for Hall Check will be broadcast over the intercom. The announcement will be Hall check, Hall check, Hall check (administration and counselors will lock the building up but teachers are encouraged to help out when possible, protect students and self, protect/secure building). Ag and Seminary will be responsible for locking up their perspective buildings. Information will be provided if appropriate.
2. The education process will take place during a Hall checks but students and faculty will minimize their time in the halls and will need to go directly to place of destination. Students can go to the restroom if needed but should be discouraged from being in the halls.
3. Administration will be responsible for opening the North and South East entrances during periods, which will allow Seminary and Ag students to enter the building. Ag and Seminary teachers will be responsible for opening Ag and Seminary doors during periods for students entering the Ag and Seminary building.
4. Teachers should remain calm and instruct normally in their classrooms.
5. Teachers should lock and keep doors shut.



6. If an evacuation needs to take place it will be conducted by law enforcement and or administration (fire drill routes will be followed).
7. **Hall check** can only be terminated by administration, administration designee, or law enforcement.

\*\*We encourage students and adults in the building to be free thinkers during the time of a crisis. In the event of a Lockdown, people in such areas as the library, cafeteria, and little theater are encouraged to do the following steps: flight, hide, fight or 1-get away from situation if possible 2- hide and get out of sight 3-fight back

\*\*Hall check, areas within the school will function as normal.

## **DISCIPLINE PROCEDURES**

<b>PROBLEM</b>	<b>1<sup>ST</sup> OFFENSE</b>	<b>2<sup>ND</sup> OFFENSE</b>	<b>3<sup>RD</sup> OFFENSE</b>
<b>CELL PHONE/ELECTRONIC DEVICE REFERRAL</b>	GIVEN TO AN ADMINISTRATOR. STUDENT PICK UP AT THE END OF THE SCHOOL DAY	GIVEN TO AN ADMINISTRATOR . PARENT CONFERENCE. PARENT MUST PICK UP DEVICE AT THE END OF THE DAY.	PARENT CONFERENCE. NO LONGER ALLOWED TO HAVE A CELL PHONE/ELECTRONIC DEVICE IN SCHOOL.
<b>TARDY REFERRAL</b>	(3) TARDIES DETENTION 15 MINUTES	(4) TARDIES DETENTION 30 MINUTES	(5) TARDIES 1 FULLSATURDAY SCHOOL
<b>FAILURE TO PROPERLY CHECK OUT OF SCHOOL</b>	TRUANCY 1 FULL SATURDAY SCHOOL, NOTIFY PARENT	TRUANCY-NON- EXCUSED ABSENCE. NOTIFY PARENT. 1-2 DAYS OUT OF SCHOOL SUSPENSION	3-5 DAYS OF OUT OF SCHOOL SUSPENSION, NOTIFY PARENT
<b>LEAVING CLASS WITHOUT PERMISSION</b>	1 FULL SATURDAY SCHOOL, NOTIFY PARENT	1 DAY-OUT OF SCHOOL SUSPENSION, NOTIFY PARENT	3-5 DAYS OF OUT OF SCHOOL SUSPENSION, NOTIFY PARENT
<b>TRUANCY</b>	1 FULL DAY OF SATURDAYSCHO OL. NOTIFY PARENT. NON- EXCUSED ABSENCE.	1-2 DAY OF OUT OF SUSPENSION. NOTIFY PARENT. NON-EXCUSED ABSENCE.	3-5 DAYS OUT OF SCHOOL SUSPENSION PARENT CONFERENCE
<b>FAILURE TO SERVE DETENTION</b>	2 HOURS OF SATURDAYSCHO OL, NOTIFY PARENT	1 FULL SATURDAY SCHOOL, NOTIFY PARENT	1 DAY OUT OF SCHOOL SUSPENSION, NOTIFY PARENT
<b>DISRUPTIVE BEHAVIOR</b>	DETENTION	1 FULL SATURDAY SCHOOL, NOTIFY	1-3 DAY OUT OF SCHOOL SUSPENSION.

		PARENT	PARENT CONFERENCE
<b>DRESS CODE</b>	STUDENT ASKED TO CHANGE.	STUDENT ASKED TO CHANGE, 1 DAY OF SATURDAYSCHOOL. PARENT CONFERENCE	1 DAY OUT OF SCHOOL SUSPENSION.
<b>INAPPROPRIATE PUBLIC DISPLAY OF AFFECTION</b>	STUDENT CONFERENCE	STUDENT CONFERENCE, 1 DAY OF SATURDAYSCHOOL. PARENT CONFERENCE	1 DAY OUT OF SCHOOL SUSPENSION
<b>CHEATING</b>	1 DAY OF SATURDAYSCHOOL, PARENT NOTIFIED.	1-3 DAY SUSPENSION	LONG TERM SUSPENSION OR EXPULSION
<b>OBSCENE / ABUSIVE INAPPROPRIATE LANGUAGE OR BEHAVIOR</b>	1 DAY OF SATURDAYSCHOOL, STUDENT CONFERENCE, PARENT NOTIFIED	1DAY OF OUT OF SCHOOL SUSPENSION	1-3 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE
<b>BULLYING/HARASSMENT</b>	1 DAY OUT OF SCHOOL SUSPENSION, STUDENT CONFERENCE, PARENT NOTIFIED	2-5 DAY OUT OF SCHOOL SUSPENSION, PARENT CONFERENCE	LONG-TERM SUSPENSION OR EXPULSION
<b>INSUBORDINATION OR DISRESPECTFUL TO TEACHER</b>	1-3 DAY OUT OF SCHOOL SUSPENSION. PARENT NOTIFIED.	3-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE	LONG TERM SUSPENSION OR EXPULSION
<b>* FIGHTING / PHYSICAL VERBAL THREATS</b>	3 DAY OUT OF SCHOOL SUSPENSION. PARENT NOTIFIED. POLICE CHARGES POSSIBLE.	3-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE	LONG TERM SUSPENSION OR EXPULSION
<b>* TOBACCO / DRINKING</b>	1-3 DAY OUT OF SCHOOL SUSPENSION. PARENT NOTIFIED. POLICE CHARGES POSSIBLE.	3-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE	LONG TERM SUSPENSION OR EXPULSION
<b>* POSSESSING AND/OR USING ILLEGAL</b>	3-5 DAY OUT OF SCHOOL SUSPENSION	LONG TERM SUSPENSION OR EXPULSION	

<b>DRUGS</b>	PARENT CONFERENCE. POSSIBLE POLICE CHARGES.		
<b>* THEFT</b>	RESTITUTION 1-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE. POLICE CHARGES POSSIBLE.	RESTITUTION LONG TERM SUSPENSION OR EXPULSION	
<b>* VANDALISM</b>	RESTITUTION 1-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE. POLICE CHARGES POSSIBLE.	RESTITUTION LONG TERM SUSPENSION OR EXPULSION	
<b>* POSSESSION OF FIREARMS AND/OR WEAPON</b>	LONG TERM SUSPENSION OR EXPULSION		
<b>FAILURE TO SERVE SATURDAY SCHOOL</b>	1 DAY OUT OF SCHOOL SUSPENSION, IN ADDITION TO DESIGNATED SAT. SCHOOL TIME, NOTIFY PARENT	2-4 DAYS OUT OF SCHOOL SUSPENSION, IN ADDITION TO DESIGNATED SAT. SCHOOL TIME, NOTIFY PARENT	
<b>MISSED ENRICHMENT</b>	2 HOURS OF SATURDAY SCHOOL, PARENT NOTIFIED	2 HOURS OF SATURDAY SCHOOL, PARENT NOTIFIED	1 DAY OUT OF SCHOOL SUSPENSION, PARENT NOTIFIED

\*POLICE ACTION MAY BE TAKEN.

\*\*ATHLETES MAY REQUIRE ADDITIONAL DISCIPLINE

\*\*\* **PARENTS WILL BE CONTACTED IN THE DISCIPLINE PROCEDURE.**

## **Shelley School District #60 Athletic Consent Form**

We give our consent for \_\_\_\_\_ to participate in organized high school athletics, realizing that such activity involves the potential for injury, which is inherent in all sports. I/We acknowledge that even with the best coaching, use of the most advanced protective equipment and strict observance of rules, injuries are still a possibility. On rare occasions these injuries can be so severe as to result in total disability, paralysis or even death. I/We acknowledge that I/We have read and understand this warning.

This consent includes travel to and from athletic contests and practice sessions. I further consent to treatment deemed necessary by physicians designated by school authorities for any illness or injury resulting from his/her athletic participation.

My participation in interscholastic athletics for the above school is entirely voluntary on my part, and with the understanding that I have not violated any of the eligibility rules and regulations of the state association.

### **TRAINING RULES**

The coach can set rules for training as long as they do not conflict with school policy. Athletes are, because of their exposure to the public, ambassadors of the School District. The schools are often judged by the members of the community and in other communities by the actions of the young people who represent them in the athletic area. This is a weight, but nonetheless real, responsibility that we place on the shoulders of our young people.

Because of the representative role that our athletes must naturally assume, and because athletic programs are optional, it is expected that all athletes, both boys and girls, will adhere to certain minimum standards of behavior and scholarship as established by the Board, the building administration, and the coach.

Violation of these standards at any time during the sport season in question shall be considered in two categories to be defined as:

### **MAJOR OFFENSES:**

- a) Sale, use, or possession of drugs, alcohol, or tobacco,
- b) Felony offense,
- c) Petty theft,
- d) Other serious disruptive acts or repeated minor offenses

### **MINOR OFFENSES:**

All disruptive actions not listed above to include but not limited to:

- a) Unsportsmanlike actions;
- b) Insubordination;
- c) Violations of other rules and regulations as established by the coach and/or the building administration.

**Those individuals found to be guilty of violating the behavior standards shall be dealt with in the following manner:**

**Minor offenses should be handled by the coach and/or the building principals.**

**Major offenses are to be reviewed by the coach and principal.**

**First Violation: Suspension for 20% of the season’s scheduled games meant to be not less than one game. Students are expected to practice with teams during the suspension period.**

**If the offense occurs with less than 20% of the present season remaining, the suspension will then carry over to the next sport season in which the athlete participates. If the violation occurs between sport seasons, the 20% suspension will then carry over to the next sport season in which the athlete participates**

**Second Violation: Suspension from all activities for the remainder of that school year with forfeiture of all awards gained during that season.**

**If there should be subsequent violations, they will be treated the same as a second violation.**

**In the instance of extreme violations (such as felonies) any of the above steps may be bypassed.**

The above penalties and standards are to be considered as minimum only. Coaches and administrators may set more rigid standards of conduct and dress, and they may take more serious action as the circumstances indicate.

It shall be the responsibility of the principal or his designee, to see that every athlete has on file in the individual’s school office a letter signed by him/her and the parents indicating knowledge of these regulations.

**We have read the training rules.**

**Parent or Guardian**

\_\_\_\_\_ **Date** \_\_\_\_\_

**Athlete**

\_\_\_\_\_ **Date** \_\_\_\_\_

**STUDENT-PARENT GUARDIAN  
DRUG TESTING CONSENT FORM**

SHELLEYJOINTSCHOOL DISTRICT #60  
545 SEMINARY AVE.  
SHELLEY, ID83274

WE, THE UNDERSIGNED STUDENT AND PARENT, UNDERSTAND THAT THE STUDENT'S PERFORMANCE AS A PARTICIPANT AND THE REPUTATION OF THE STUDENT'S SCHOOL ARE DEPENDENT, IN PART, ON THE STUDENT'S CONDUCT AS AN INDIVIDUAL.

WE, THE STUDENT AND PARENT, HEREBY AGREE TO ACCEPT AND ABIDE BY THE STANDARDS, RULES, AND REGULATIONS SET FORTH BY THE SHELLEYJOINTSCHOOL DISTRICT #60 BOARD OF TRUSTEES AND SPONSORS FOR THE ACTIVITY IN WHICH THE STUDENT PARTICIPATES.

STUDENTS PARTICIPATING IN ALL ATHLETICS, CHEERLEADING, DRILL TEAM, NATURAL HELPERS, AND STUDENT GOVERNMENT WILL BE SUBJECT TO RANDOM DRUG TESTING.

WE AUTHORIZE SHELLEYJOINTSCHOOL DISTRICT #60 TO CONDUCT RANDOM URINE ANALYSIS' TO TEST FOR ILLEGAL DRUG AND/OR ALCOHOL USE. WE ALSO UNCONDITIONALLY AUTHORIZE THE RELEASE OF INFORMATION CONCERNING THE RESULTS OF SUCH A TEST TO THE SHELLEYJOINTSCHOOL DISTRICT #60. WE UNDERSTAND THAT THE RESULTS WILL BE COMMUNICATED TO US IN A TIMELY MANNER.

**Parent or Guardian**

\_\_\_\_\_ **Date** \_\_\_\_\_

**Student**

\_\_\_\_\_ **Date** \_\_\_\_\_

## **LIBRARY RULES**

NO BACKPACKS

NO FOOD OR DRINKS

STUDENTS MUST HAVE THEIR STUDENT ACTIVITY OR ID CARD TO CHECKOUT BOOKS.

STUDENTS MUST HAVE A HALLPASS OR BE WITH A TEACHER TO BE IN THE LIBRARY.

STUDENTS MAY NOT CHECKOUT BOOKS IF THEY HAVE AN OVERDUE BOOK OR OWE A LIBRARY FINE FROM A PREVIOUS YEAR.

## **SHS CAFETERIA**

Students will use their student ID numbers for access to their lunch account. **PLEASE BE AWARE THAT LUNCH AND NUTRITION BREAK COME OUT OF THE SAME ACCOUNT.** Using another student's ID number for access to a lunch account will be considered fraud and WILL lead to disciplinary action.

**NO CHARGING OF MEALS OR ALA CARTE ITEMS WILL BE ALLOWED. THE COMPUTER IS SET UP TO ACCEPT NO CHARGES! A STUDENT MUST HAVE HIS MONEY IN ORDER TO PURCHASE A MEAL.**

Insufficient fund checks will be turned over to Bonneville Collections.

Applications for free and reduced price lunches are available at each cafeteria and in each school's office. Application may be made at any time during the school year. Please read and complete the application carefully. **Incomplete or incorrect applications will not be accepted.** Please return as soon as possible.

If you have any questions about the application, please contact the Shelley High School kitchen manager, Barbara Pearson, at 357-7435.



## School Computer Use

I understand and agree to follow the terms and conditions of the districts Internet Acceptable Use Policy.

The schools computers are for schoolwork only. Users are limited to 100 Megs of space. You may not store, download, or use any games, as well as any unnecessary videos, graphics, music files (MP3, WMA, or any other audio format unless needed for a PowerPoint Presentation with approval from teacher and IT staff). Also the following Illegal Activity is prohibited on school systems:

1. Illegal Activity is defined as:

- a. Sending, receiving, or accessing obscene or pornographic material is prohibited as well as sending, receiving or accessing harassing or objectionable material is prohibited and punishable by law.
- b. Using programs to infiltrate a computing system and or damage the software components and or network is prohibited.
- c. Attempting to log into the network or computer system using another user's account will result in termination of the perpetrators account.
- d. Users will not transmit materials, information, or software in violation of any local, state, or Federal law.
- e. Users will not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material, nor may they encourage the use of controlled substances.

I understand that any violation of the policy will result in the loss of Internet access and/or my member account, as well as disciplinary action and also may constitute a criminal offense. If you lose your computer access, you will be dropped from computer classes and receive an "F".

Computer Use may not be for private or commercial purposes. Users will not attempt to sell or offer for sale any goods or services that could be construed as a commercial enterprise, unless approved by the school board.

I agree to report any misuse of the Internet resources to my system administrator. I use the Internet entirely at my own risk and I hereby release the District from any claims arising from my use of the Internet.

This Contract will be placed in the member's permanent file

**Member Name (please print)**

---

**Member Signature**

---

**The sections below must be signed if applicant is a student of the District**

PARENT OR GUARDIAN (If you are under the age of 18, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read this district's policy entitled "Computer and Network Service." I understand that this access is designed for educational purposes and this district has taken available precautions to eliminate controversial material. **However, I also recognize it is impossible for this district to restrict access to all controversial materials, and I will not hold it responsible for materials acquired on the computer network service.** Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

**Parent or Guardian (please print):** \_\_\_\_\_

\_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## IMPORTANT DATES TO REMEMBER 2018-2019

<b>PROGRESS REPORTS DUE 8:00 A.M.</b>	<b>END OF QUARTERS &amp; SEMESTERS; IMPORTANT TEST DATES</b>	<b>GRADES DUE 8:00 A.M.</b>	<b>PARENT/TEACHER CONFERENCES</b>
TUESDAY, SEPTEMBER 18th			WEDNESDAY, September 19 <sup>TH</sup> , 3:30 – 7:30 P.M
	END OF 1 <sup>ST</sup> QTR Progress THURSDAY, November 1st		
		1 <sup>ST</sup> QTR. PROGRESS TUESDAY, NOVEMBER 6 <sup>TH</sup>	
TUESDAY, DECEMBER 4 <sup>TH</sup>			
	END OF 1 <sup>ST</sup> SEM. THURSDAY, JANUARY 10 <sup>TH</sup>		
		1 <sup>ST</sup> SEM. TUESDAY, JANUARY 15th	
TUESDAY, FEBRUARY 12 <sup>TH</sup>			WEDNESDAY, February 20 <sup>th</sup> , 3:30 – 7:30 P.M
	END OF 3 <sup>RD</sup> QTR. PROGRESS THURSDAY, MARCH 14 <sup>TH</sup>		
		3 <sup>RD</sup> QTR. PROGRESS TUESDAY, MARCH 26 <sup>TH</sup>	
	EARLY RELEASE TUESDAY NOVEMBER 20st		
	SENIOR PROJECT PUBLIC FORUM PRESENTATIONS MONDAY, NOVEMBER 12TH		
TUESDAY, APRIL 16 <sup>TH</sup>	EARLY RELEASE DECEMBER 21st		
	JUNIOR SAT TUESDAY, APRIL 9 <sup>TH</sup>		
	SENIOR TESTS MAY 16 <sup>TH</sup> -17 <sup>TH</sup>		
	LAGOON MAY 16 <sup>TH</sup> or 17 <sup>th</sup> ?		
	SENIOR GRADES MAY 17 <sup>TH</sup>		
	SOB ASSEMBLY MAY 20st		
	GRAD. PRACTICE MAY 20 <sup>th</sup> & 21 <sup>st</sup>		
	GRADUATION MAY 21 <sup>nd</sup>		
	SEMESTER TESTS MAY 22 <sup>nd</sup> -24 <sup>TH</sup>		
	EARLY RELEASE STUDENTS LAST DAY FRIDAY, MAY 24 <sup>TH</sup>		
		2 <sup>ND</sup> SEM. TUESDAY, MAY 28 <sup>TH</sup>	

## SHELLEYHIGH SCHOOL SENIOR PROJECT 2018-2019

**Objective:** Students will be able to show real-world application and understanding of skills obtained during the course of their high school education that goes beyond classroom instruction.

**Scope:**

- Part of 11<sup>th</sup> grade and throughout 12<sup>th</sup> grade
- Moderate use of technology
- Community mentor/professional contact
- Audience: school and community

**Design:**

- Students will select topics (if a student decides to job shadow, they must include a gap analysis. The analysis is a separate paper (one page minimum) describing the students current skill set as well as the skills needed to obtain a job in the field of the job shadow.
- Teachers and mentors will evaluate outcomes
- Students, mentors, and teachers will define the products and activities
- Teacher advisors will approve project by evaluating introduction paragraph

**Skills:** The Senior Project introduces, reinforces, and refines the following skills:

- Ability to work without supervision
- Information acquisition and literacy
- Reading for understanding
- Research skills and informational literacy
- Writing in a variety of modes
- Questioning and problem solving strategies
- Critical, creative, and innovative thinking
- Interpersonal/intrapersonal skills
- Oral communication
- Presentation
- Adaptability and flexibility
- Attention to detail
- Conscientiousness, punctuality, and efficiency
- Decision-making
- Ethical practices
- Goal setting
- Prioritizing
- Task analysis
- Time management
- Organization
- Appropriate professional business dress and grooming
- Self-confidence
- Self-discipline and self-management
- Self-evaluation

## Shelley High School Senior Project Requirements

### Professional Contact

- Interview someone who is in the field or an expert with the project subject that you have selected.
- Prove they are an expert (credentials qualifications achievements etc.)
- IT MAY NOT BE YOUR PARENTS. If your parents are experts then they certainly know someone who is. One of the purposes of the assignment is to get you to stretch your comfort level.
- You are required to ask at least five questions (more when appropriate)
- Questions should be about your project, the subject or field that you are involved in.
- Record time and date of interview and Type notes summarizing the interview and write a reflection on what you learned.

### Hours Log and Journal

- 15 Hour Requirement (Log hours in journal), advise meetings and all time spent on the project count toward overall hours (meetings, phone calls, researching, typing, etc.)
- Weekly journal with picture or documentation (7 total Entries with 7 pictures)
- Entries must be at least a paragraph in length and contain a description of activity, time, and a reflection
- Final time log/journal must be signed by mentor

### Portfolio

- Paper (6 Paragraphs typed double spaced)
- Hours Log and Journal Entries (At least seven typed entries with evidence of total hours)
- Pictures or Documentation (At least seven matched to the journal entries)
- Personal Information Attributes and Skills Section (resume, a get to know me letter, use of pictures to describe, etc.)
- The top 10 projects performed on schedule and displayed at PTC will be recognized and rewarded (Teachers nominate and a panel will decide).

**Oral Process Presentation (Must Include a Visual and be 5-7 Minutes in Length) will be delivered in Homeroom. Grade of pass/fail will be given by advisor in Homeroom and not Government, English, or computer teacher during SECOND QUARTER**

- Explain what the project is and why it was selected
- Show documentation of the process
- Show accomplishment (What did I learn?)
- 

### Public Forum

Display to the public your product using a visual (PTC)

### Check Points and Process Paper (DTBD)

#### Meeting #1

Meet with Advising Teacher

Review Project or Project Selection  
 Assign Part I Process Paper (see page 3) **(In order to work on project over the summer part one of the process paper must be submitted to advising teacher before summer break)**

Assign Journal

### Meeting #2

Check and Revise Process Paper Paragraphs 1-3

Check #1 Journal Entry

Discuss Professional Interview and Approve Contact

### Meeting #3

Check #2 Journal Entry

Discuss personal information, attributes, and skills. (resume, a get to know me letter, use of pictures to describe, etc.)

### Meeting #4

Check #3 Journal Entry

Check Proof of Professional Interview

### Meeting #5

Check #4 Journal Entry

Check personal information, attributes and skills

### Meeting #6

Check #5 Journal Entry

Assign Process Paper Part II and Part III

### Meeting #7

Check #6 Journal Entry

Check and Revise Process Paper Paragraphs 4-6

Discuss Public Forum Presentation

Student Set up: 3:10-3:30

Teacher Walk Thru- 3:30-4:00

Public Forum- 4:00-6:30

### Meeting #8

Check #7 Journal Entry

Assemble Portfolio

### Meeting #9

Public Forum Preparation (**Public forum will take place during the 1<sup>st</sup> semester. Students who are not able to present at that time will present to the school board or possibly an athletic event). Advisors will set expectations for public forum. Students can fail if the expectations are not met and will need to redo the public forum at a future time.**)

Oral presentation to occur in Homeroom Class during the second quarter

Completed portfolio and evidence of public forum and oral presentation handed to advising teacher when complete

**Students' need to write their name on their presentation or items displayed so bystanders can identify project with student. Because this is a pass fail grade, all requirements must be completed in full or credit will not be given. (Example: seven journal entries, seven pictures, six paragraphs in process paper, public presentation, oral presentation, evidence of hours, evidence of interview)**

### Public Forum

**Date: TBD**

## Senior Project Essay

### Part One- Introduction Paragraph **(need approval from advisor before moving on)**

- What you decided to do for your project?
- What made you think of this or inspired you to do it?
- What do you wish to accomplish or learn?
- How will this benefit myself or others?

**Part Two- Process BODY Paragraph(s)**

- You can use your timeline and photo journal entries here to recreate the process
- Tell how you got started, who you met with or who helped you
- Give a DETAILED explanation of the final product in this section
- Basically, these are the steps that you took to complete your project/product. Tell what worked and what didn't in this section

**Part Three – Conclusion Paragraph**

- What was learned or accomplished?
- How did this benefit myself or others?

Student Name: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_  
Email: \_\_\_\_\_

Project: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Professional Contact: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_  
Email: \_\_\_\_\_



Meeting 1	<input type="checkbox"/> Meet with Advising teacher <input type="checkbox"/> Project Selection: <hr/> <input type="checkbox"/> Part 1 of process paper/ <b>approved</b> <input type="checkbox"/> Journal assignment
Meeting 2	<input type="checkbox"/> Check and revise Process Paper Paragraphs 1-3 <input type="checkbox"/> Check Journal Entry #1 <input type="checkbox"/> Approve Contact: _____ <input type="checkbox"/> Discuss Professional Interview
Meeting 3	<input type="checkbox"/> Check Journal Entry #2 <input type="checkbox"/> Discuss personal information, attributes, and skills. (resume, a get to know me letter, use of pics to describe, etc)
Meeting 4	<input type="checkbox"/> Check Journal Entry #3 <input type="checkbox"/> Proof of Professional Interview: <hr/>
Meeting 5	<input type="checkbox"/> Check Journal Entry #4 <input type="checkbox"/> Check personal information, attributes, and skills: <hr/>
Meeting 6	<input type="checkbox"/> Check Journal Entry #5 <input type="checkbox"/> Assign Process Paper Part 2 and Part 3
Meeting 7	<input type="checkbox"/> Check Journal Entry #6 <input type="checkbox"/> Check and Revise Process Paper Paragraphs 4-6 <input type="checkbox"/> Discuss Public Forum Presentation
Meeting 8	<input type="checkbox"/> Check Journal Entry #7 <input type="checkbox"/> Assemble Portfolio
Meeting 9	<input type="checkbox"/> Public Forum Presentation Review and expectations (1 <sup>st</sup> Qtr PTC) <input type="checkbox"/> Oral Presentation to occur in <b>Homerroom</b> (2 <sup>nd</sup> Qtr) <input type="checkbox"/> Completed portfolio, evidence of public forum, and oral presentation will be handed in when SP is complete. <input type="checkbox"/> All requirements must be met: 7 journal entries, 7 pictures, 6 paragraphs in process paper, public presentation, oral presentation, evidence of hours, and evidence of interview.
Public Forum	<input type="checkbox"/> Date -YTBD– 3:15 to 3:50 Setup, 4:00-4:30 Teacher Walk Around <input type="checkbox"/> 4:00 to 6:30 – Public Presentation
Final Check	<input type="checkbox"/> 7 Journal Entries <input type="checkbox"/> 7 Pictures <input type="checkbox"/> Process paper (6 paragraphs) <input type="checkbox"/> Public Presentation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Evidence of hours <input type="checkbox"/> Evidence of interview

## Oral Presentation Guidelines

### 1. Visual Aid

- Visual aid should be something that helps your audience understand your presentation and your explanation of your project.
- Visual aid should demonstrate considerable time and effort.
- The focus of your visual aid should be **substance**, not just show. **Include information from your research with your actual hands-on project.**
- The visual aid should assist you in keeping your speech **organized**. Random information should not be slapped onto a poster. It needs to have a meaning and an order of information.
- The visual aid might be (but is not limited to) one of the following: flip-chart, transparencies, handout, presentation board, PowerPoint, photographs, video/ DVD, demonstration, or the project itself. Be cautious when using technology; sometimes it's temperamental.

### 2. Content

- Your speech should anticipate questions that might be asked about your project. You should be prepared to answer the following questions:
  - Why did you choose this topic for your research and project?
  - What did you hope to learn from your research?
  - What did you actually learn?
  - How did you connect your project to your research paper topic?
  - How did this research paper and project help you “stretch”?

### 3. Delivery and Appearance

- Note cards may be used, but don't just stand up and read them.
- You can walk as you speak, but within a defined area.
- Use your hands to gesture for emphasis.
- Use voice inflection to highlight important points and to keep the audience interested.
- Enunciate clearly.
- Make eye contact with your audience.
- Be clean and well-groomed.
- Wear neat, professional business clothing such as pressed dress pants or skirt, tie, button-up collared shirts or shirt/blouse, and nice shoes, unless you need to be in a costume for a performance. No Levis, sweats, or any type of lounge clothing is acceptable.
- No excessive or distracting jewelry.
- Demonstrate good grammar and usage.
- Speak clearly and confidently.

### 4. Use of time

- Keep your presentation within the 6-8 minute limit (including questions).
- Use the time wisely to show what you have learned.

### Oral Presentation Rubric

Name \_\_\_\_\_

Element	4Advanced	3Proficient	2Basic	1Below Basic
<b>Visual Aid(s)</b> <b>25 POINTS</b>  Score _____	Complement the project, reinforce main points; show significant time and effort; do not detract or replace student's voice as focus of presentation; neat, orderly, organized, professional; includes some research.	Related to the project; include critical elements that reinforce the main points of the project; does not replace the student's voice as the focus of the presentation; does not include much research.	Related to project, but are overly elaborate (so busy that it is distracting from the presentation or looks like it is trying to replace content) or they demonstrate little concern for preparation.	Not related to project; poorly, carelessly prepared (looks like it is thrown together); lacks neatness.
<b>Articulation</b> <b>25 POINTS</b>  Score _____	Student does all as described in category three, plus uses appropriate terminology associated with the topic; seems exceptionally well prepared and confident. Student has very few uses of um... and... like... etc. and makes eye contact with the audience most of the time.	Student uses no slang; proper grammar; seems confident and prepared; able to convey the basic idea of the project. Student includes few uses of um... and... like... etc. and makes eye contact with the audience most of the time.	Student uses little or no slang; mostly proper grammar; speaks with little or no hesitation. Student includes some use of um... and... like... etc. and makes little eye contact with the audience.	Student uses poor grammar or slang; speech is halting or unable to convey his/her ideas; seems unprepared. Student includes an abundant use of um... and... like... etc. and doesn't make eye contact with the audience.
<b>Use of Time</b> <b>10 POINTS</b> Score _____	Student uses 6-8 minutes of time; no wasted time.	Student uses 4-6 minutes; little wasted time.	Student used 3-4 minutes or is 8-10 minutes.	Student presentation is under 3 minutes.
<b>Appearance</b> <b>20 POINTS</b>  Score _____	Student is tidy; clothing is clean, pressed, appropriate for professional business setting; hair combed or styled; no excessive jewelry; significant effort to make a good impression. (e.g. dress pants or skirt, button-up collared shirts or shirt/blouse, nice shoes). Complies with dress code.	Student is tidy; clothing is clean and appropriate for a casual business setting; hair is combed or styled; overall student is semi-dressed up. (e.g. khakis or casual skirt [denim], casual shirt, casual shoes). Complies with dress code.	Student is tidy; clothing is clean, but normal or casual. (e.g. jeans and a casual shirt). Complies with dress code.	Student is slovenly or untidy; shows apparent lack of concern. (e.g. jeans with holes, dirty, wrinkled clothing). Does not comply with dress code.
<b>Content</b> <b>30 POINTS</b>  Score _____	Student has prepared clear, concise ideas uniquely; gives the audience significant information about the project by including research and specific experiences while doing the project. The effort made on the project is obvious.	Student has prepared to anticipate the audience's informational needs by including some research. Student presents some superficial information about the project.	Student has given superficial thought to what the audience might want to know about the project. Very little research information is included. Student gives the bare-bones of the project.	Student has given no thought to the presentation, not anticipated questions, and not organized verbal material. Student only explains poster without extensive explanation. It is clear the project took little effort.

Final score \_\_\_\_\_

Evaluator's signature \_\_\_\_\_

