

Shelley High School **Student Handbook** **2022-2023**

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
 Principal: Burke Davis
 Email: bdavis@shelleyschools.org
 Assistant Principal: Cortney Markham
 Email: cmarkham@shelleyschools.org

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 determined by the classroom teacher. Use of cellphones in class may 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 of being stolen. Use of these items is at your own risk.

Truancies

A truant is defined as a student who is absent from class without proper parent permission and verification. Failure to clear an absence with the attendance secretary within the week, may be classified as truancy. Truancies are handled by the

administration and the discipline may include: detention, Saturday school, out of school suspension, and referral to the school board.

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 Shelley High 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 are 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 indiscriminate 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.

DEPARTMENTS

***DEPARTMENT HEADS**

<u>ENGLISH</u> TERESA DYE MEGAN SANDERSON ANGELIE WALKER *CHRIS FLEMING BARBI BIORN TABIATHA FOSTER	<u>MATH</u> JUDY SMITH DREW WILSON *TRACI MCARTHUR MARIANNE FROST RYLEE WELLS CARMA RIOS
<u>SCIENCE</u> PORTER HARTWIG *ROBIN BENCH WADE MESSICK RAY MILLER	<u>SOCIAL STUDIES</u> ANDREW BALDWIN MCKAY MONSEN JACOB MONAHAN *LANCE BODRERO
<u>PHYSICAL EDUCATION</u> *WALLY FOSTER JOSH WELLS HAYLEY REMINGTON KELLI HOBBS BARRY JOHNSON	<u>CAREER & TECHNICAL EDUCATION</u> JUSTIN STAKER KYM DRAKE KAY HATHAWAY *PAM KANTACK
<u>FINE ARTS</u> *SARAH HARTWIG DANIEL BORUP ADRIAN ROSALES EMILY CRANER	<u>CTE-AG</u> LYLE ZAUGG *KODY HOWELLS VINCE WRAY
<u>SPECIAL EDUCATION</u> SIDNEY MUIR *RITA HAYMAN	

FACULTY ADVISORY ASSIGNMENTS

ACADEMIC TEAM
ART CLUB
DRAMA
BALLROOM
SPEECH
PEP BAND
CHOIR/SHOW CHOIR

A. BALDWIN
D. BORUP
S. HARTWIG
W. POPP
S. HARTWIG
A. ROSALES
E. CRANER

YEARBOOK	M. FROST
FCCLA	K. HATHAWAY
FFA	ZAUGG, WRAY, HOWELLS
BPA	K. DRAKE & P. KANTACK
KEY CLUB	T. DIAL
NATURAL HELPERS	T. DYE
NATIONAL HONOR SOCIETY	T. DYE
HALO CLUB	P. GIL
STUDENT COUNCIL	J. WELLS & M. FROST
CHEERLEADERS	R. WELLS
REDS	K. HOBBS
FOOTBALL	J. WELLS
VOLLEYBALL	S. LECKINGTON
GIRLS BASKETBALL	J. CARLSON/ J. CANNON
BOYS BASKETBALL	J. KOLSEN
WRESTLING	C. CALL
GOLF	W. FOSTER
BASEBALL	J. MAYNARD
TRACK	D. WILSON
SOFTBALL	K. BATEMAN
GIRLS SOCCER	B. IVINS
BOYS SOCCER	C. CRANDALL,
CROSS COUNTRY	J. IVINS
SWIM	T. RICKABAUGH
ESPORTS	J. STAKER
FRISBEE GOLF	P. HARTWIG
SPANISH CLUB	A. BALDWIN

SHELLEY HIGH SCHOOL STUDENT COUNCIL

STUDENT BODY PRESIDENT: KATE DRISCOLL
STUDENT BODY VICE PRESIDENT: BRAXTON TANNER
STUDENT BODY SECRETARY: BRYNLIE DAVIS
STUDENT BODY REPORTER: BEN HILL

SENIOR CLASS PRESIDENT: EMMETT FELSTED
JUNIOR CLASS PRESIDENT: HOLLY CRANDALL
SOPHOMORE CLASS PRESIDENT: GABE HUDMAN
FRESHMAN CLASS PRESIDENT: JENSEN HORLACHER

COUNCIL MEMBERS:
ASHTYN DAVIS
AVA BUTTE
BRINLEY CANNON

DELANIE FOSTER
HAVEN IVINS
JADE KELLY
CLAIRE DRISCOLL
KYDEN DYE
LESLIE PALACIOS
MADILYN MESSICK
MADOLYN MURDOCH
OWEN GARDNER
OWEN MCLANE
PAIGE HORLACHER
PEYTON PACK
QUINCY DOWNS
SARAH MITCHELL
SOPHIE HILL
TIANNA MACIEL

BELL SCHEDULE

PERIOD	START	END
1	7:58	8:54
2 INCLUDING NUTRITION BREAK	8:58	10:03
HOMEROOM	10:07	10:27
3	10:31	11:27
4	11:31	12:27
LUNCH	12:27	12:58
5	1:02	1:59
6	2:03	3:00
7	3:04	4:01

Student ID and Activity Cards

Student activity and ID cards are issued by the office. All students involved in extracurricular activities must have a card.

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.

Athletic Eligibility

Refer to the Shelley School District Athletic Consent Form. Students participating in athletics are required to pay for an activity card, pay to play, and spirit packs prior to their first contest. Students must also be in accordance with the IHSAA academic eligibility guidelines.

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 released, 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. **Before classes start, students will have the ability to change their own schedules using the online program. Once classes start, they will have 5 school days to meet with a counselor to make any 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 Shelley School District has a zero tolerance for weapons. Please refer to the Shelley School District Policy: 3300 and 3340

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 readmitted, 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 may be confiscated by any school official. Cell phone use in the classroom is determined by the classroom teacher. Cell phone use between classes and breaks is allowed. Electronics are to be used only with teacher permission. Each classroom teacher will decide the limits of usage in their respective classes. Electronics are highly susceptible to be stolen and should be used at owner's discretion.

Chromebook Devices

Please see the District Chromebook Agreement Plan.

School Attendance Policy

Policy No. 3040

Absence Limit: According to Idaho and school board policy a student can only miss **7 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 7 days they will be required to make those days up in Saturday School, if a student misses 12 or more days in a class, they will be required to petition the Superintendent for credit.

SHS Attendance Procedures

*In accordance with Idaho State Code and Shelley School District School Board Policy, in order to obtain credit in a class, students must pass a class with a D (or higher) and **be in attendance at least 90%** of the time.

*Students will **automatically lose credit** in any class that they have **more than seven absences**. The following chart outlines what will be needed to fulfill building-level credit petitions to obtain credit back.

*Although Shelley High School may send alerts to students and parents concerning the loss of credit, the **student is responsible** for initiating the petition process to gain credit back.

Absences per class at the end of term	Action Needed to regain credit in class
8	1 hour of attendance make-up time
9	2 hours of attendance make-up time
10	3 hours of attendance make-up time
11	4 hours of attendance make-up time
12 or more	An appeal must be made to the Superintendent to determine if a student will regain credit in classes with more than 12 absences.

Make-up time: Students will have the opportunity to make-up attendance hours by attending make-up time sessions. Attendance Make-Up Sessions will be offered several times during a semester. Make-up session rules must be followed or no time will be granted towards credit recovery.

LCA (Loss of Credit due to Attendance): When a student reaches **eight** absences their letter grade on Powerschool will change to an LCA. If a student makes up the hours, the LCA will be cleared at the end of the semester.

What if the absence is verified by a Parent/Guardian? Parents/guardians should always verify an absence, this will keep your student from having a truancy, but these absences will still count towards the limit of **seven** absences.

What if I turned in a doctor's note? Although we appreciate your absence being verified, it will still count towards the limit of **seven** absences. Please keep any doctor notes, they will be useful if you need to petition the superintendent or school board for credit.

What if I have an extenuating circumstance for being absent? If this is the case, please speak with the Principal or Assistant Principal.

Reminder....Absences due to doctor visits, family vacations, illness, etc. will still count towards your limit of **seven** absences, per class, per semester. School excused absences (i.e. sports, music, field trips) do not count towards this limit.

Tardy Policy

A tardy is when a student is not in his/her assigned area at the time of the tardy bell. After 4 tardies the homeroom teacher will make contact home. At 8 tardies the student will automatically be assigned Saturday School from the office. Each tardy after 8 will result in Saturday school.

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 Second Chance School in Blackfoot or the Alternative Schools in Idaho Falls.

Homeroom

Every Monday through Thursday between 10:07 AM and 10:27 AM, Shelley High School has set aside a time for homeroom. This time will be utilized in a number of ways including but not limited to curriculum, school planning, and students working on grades. Students will receive a Pass/Fail grade for the class.

Saturday School

From 8 AM-12 PM students must come prepared to work, and/or get caught up in all classes. If Saturday School is not attended and an attempt to notify the school is not made, this may result in 1 day In-School suspension or Out of School Suspension.

Shelley Dress Standards

PURPOSE: It is the goal of Shelley High School 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.

PROCEDURE: Clothing or grooming habits that are disruptive of the educational process or that depict illegal or sexual content are prohibited:

Examples include but are not limited to:

- Clothing such as tank tops, or spaghetti strap shirts
- Clothing must cover all undergarments

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 accomplished 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.
- If there is a consistent issue, the student and parents or guardians may be required to meet with the principal to resolve the matter.

Hall Check:

A hall check enables a school to increase awareness of a potential threat or hazard inside the building by stopping all movement, securing all students in a safe location, and detecting any odd or unusual circumstances. A hall check allows staff and students to be secured in a safe location while instruction and educational activities continue.

Teachers:

1. Check halls and gather their students in their classrooms.
2. Lock classroom doors.
3. Take attendance to ensure all students are accounted for.
4. Report any missing students to the office.
5. Maintain a high level of active awareness.
6. Continue instructional activities and await further instructions.
7. Remain in Hall Check until notified by a reliable source.
8. Examples of when this command response would be used:
 - a. Disruptive person, unknown person on campus, out of control student, medical issue, or any other unknown situation in or around a school building.

Lock-Down:

Teachers:

1. Move, Secure, Defend
 - a. Move to where you feel it is most safe.
 - b. If students are in the hallway, ask them to join you.
 - c. Lock doors, turn off lights, close blinds, barricade entryway, silence. (hide-and-seek)
 - d. Wasp spray, bat, rock, golf club
2. If possible, keep communication open to building offices through classroom phone, email, text, or cell phone.
3. Take attendance and communicate to administration or secretary the names of missing students.
4. Remain in lock-down until notified by a reliable source.

Office staff and available staff members, follow the directions above and then, if safe:

1. Move, Secure, Defend
2. Contact law enforcement
3. Notify every building in the district of lock-down.
4. Check hallways, bathrooms, and computer labs.
5. Direct students, staff, parents, and visitors to the nearest office or classroom.

Recess Duty:

1. Move, Secure, Defend
 - a. Take all students to a location that is safe.

Lunchroom:

1. Move, Secure, Defend

Evacuation/Fire Drill

- Removing students and staff from dangerous situations inside a building.
- Staff are expected to be aware of their surroundings and make decisions based on active awareness of circumstances.
- Movement must be safe, controlled, and intentional.

Teachers:

1. Be alert. Look and listen to ensure your evacuation route is safe.
2. Shut off lights, close windows, close doors, leave doors unlocked
3. Carry class roll (including TA's)
4. Go to your assigned reporting area. Students in specialty classes should report to their normal teacher after evacuation.
5. If all students are present, the teacher will hold up the green sign. If a student is missing, the teacher will hold up the red sign.
6. Report to designated staff.
7. Evacuation will be complete when principal announces evacuation complete (repeated 3 times)

Office Staff:

1. Call fire station and security system
2. Double check rooms, bathrooms, etc. as assigned for lingering students.
3. Make contact with the building principal to identify missing students.



Discipline Philosophy

The goal of Shelley High School administration is to correct and change inappropriate behavior to increase student achievement and classroom efficiency. Our philosophy is that punitive action generally does not change long term behavior. The administration will utilize a number of strategies to help correct behavior including but not limited to: face-to-face conversations, frequent student check ins, counselor referral, response to intervention strategies, positive behavioral support interventions, parent involvement and district policies and procedures.

Discipline Procedures

Classroom Discipline Procedure

Relationships are the foundation for having good classroom management and can limit the amount and severity of discipline problems within a classroom. Teachers and students will partner together to create a classroom environment that is conducive to learning and positive experiences. Classroom expectations will be communicated and reviewed frequently. The following teaching strategies will be utilized by educators when student's behavior needs to be redirected:

1. Use proximity
2. Call student by name
3. Relocate student(s) by assigning a different seat.
4. Have a discussion with the student one-on-one in the hallway or at appropriate times (discussion could include but not limited to finding out their why, finding out their story, and gaining background information). Set goals for improvement, be specific and communicate what is needed; ask the student what their needs are.
5. Communicate with parents/guardians (first preference is a phone call or in person get together, second is email or leaving a message).
6. Work with RTI teams, counselors, and other teachers to find corrective solutions.
7. When previous measures are exhausted, involve administration.

Minor Discipline Problems

The following types of student conduct, while under the supervision of the school (which includes extra or co curricular activities) on or off school grounds, will constitute a minor discipline problem:

1. Bullying, initiation, or harassment. (may be considered major or minor)
2. Using profanity, vulgarity, abusive, obscene, or inappropriate language. (may be considered major or minor)
3. Insubordination, defiance, being disrespectful, willful disobedience or failing to comply with reasonable directions of a staff member. (may be considered major or minor)
4. Unauthorized parking in fire lane, driveway, faculty parking, or use of student's vehicle during school hours

5. Truancy, not being where you are supposed to be, including being in the hallway during class time without a hall pass. (may be considered major or minor)
6. Dress code violation.
7. Failure to serve detention or suspension.
8. Not riding school approved transportation to school activities.
9. Public display of affection.
10. Class disruption.
11. General inappropriate or unacceptable behavior. (may be considered major or minor)
12. Cheating and plagiarism.

Procedure for Handling Minor Discipline Problems

The procedure for handling minor discipline problems will be as follows: Any steps may be skipped and action initiated at a subsequent step if the seriousness of the behavior warrants. Police involvement and/or charges may be possible depending on the situation.

1 st Offense	A number of different strategies could be utilized including but not limited to: Face-to-face conversations, frequent student check in, counselor referral, RTI program, student/principal conference. Parents may be notified, detention or Saturday school may be assigned, or another special assignment.
2 nd Offense	A number of different strategies could be utilized including but not limited to: Face-to-face conversations, frequent student check in, counselor referral, student/principal conference, RTI program, one to two day out of school suspension or in-school suspension, Saturday School, or special assignment. Parents may be notified.
3 rd Offense	A number of different strategies could be utilized including but not limited to: Face-to-face conversations, frequent student check in, counselor referral, student/principal conference, RTI program, two to three days out of school suspension or in-school suspension, Saturday School, or special assignments. Parents may be notified.
4 th Offense	A number of different strategies could be utilized including but not limited to: Face-to-face conversations, frequent student check in, counselor referral, student/principal conference, MDT referral, RTI program, school psychologist involvement, three to five days out of school suspension or in-school suspension, parents will be notified and the superintendent may be involved in evaluating possible further discipline measures.
5 th Offense	A number of different strategies could be utilized including but not limited to: parent meeting, MDT referral, school psychologist involvement, alternative placement, referral to the Board of Trustees for possible expulsion. Students may serve an in-school suspension and/or be out of school suspended until the hearing with the Board.

Major Discipline Problems

The following types of student conduct, while under the supervision of the school (which includes extra or co curricular activities) on or off school grounds, will constitute a major discipline problem:

1. Bullying, initiation, or harassment. (may be considered major or minor)
2. Using profanity, vulgarity, abusive, obscene, or inappropriate language. (may be considered major or minor)
3. Insubordination, defiance, being disrespectful, willful disobedience or failing to comply with reasonable directions of a staff member. (may be considered major or minor)
4. Intimidation of any person with the threat of bodily harm.
5. Disruption of school related activities by depriving others of the use of school buildings, school grounds, or parts thereof, through violence, force, noise, threat, passive resistance, or other conduct which interferes with the educational activities as organized by the school officials.
6. Vandalism or graffiti.
7. Computer Intrusion or Misuse (may be considered major or minor)
8. Truancy (may be considered major or minor).
9. Gambling, stealing, or extortion.
10. Intentionally causing, attempting to cause, or behaving in such a way as to cause physical injury to any student or school employee.
11. Fighting, punching, kicking, shoving, hitting, or in any way causes physical abuse.
12. Being sent to the office by classroom teacher after teacher has followed the classroom discipline procedure.
13. Possessing, handling, or transmitting any object which may be reasonably considered a weapon or perception of a dangerous object.
14. Possessing, using, selling, transmitting, or being under the influence of any drug, alcohol, intoxicant of any kind, tobacco, unauthorized prescriptions, possession of drug paraphernalia or vaporizer smoking devices.
15. Any action that would threaten the health, safety, and well-being of students, teachers, employees, or parents.
16. Fake phone calls, or forgery
17. Inappropriate or unacceptable behavior (may be considered major or minor)

Procedure for Handling Major Discipline Problems

The procedure for handling major discipline problems will be as follows: Any steps may be skipped and action initiated at a subsequent step if the seriousness of the behavior warrants. Police involvement and/or charges may be possible depending on the situation.

1 st Offense	A number of different strategies could be utilized including but not limited to: student/principal conference, parent notification and/or conference, Saturday school, special assignments, 1 to 3 days out of school or in-school suspension.
2 nd Offense	A number of different strategies could be utilized including but not limited to: student/principal conference, parent notification and/or conference, Saturday school, special assignments, 3 to 5 days out of school or in-school suspension. parents will be notified and the superintendent may be involved in evaluating possible further discipline measures

3 rd Offense	A few different strategies could be utilized including but not limited to: special assignments, 3-5 days out of school or in-school suspension, possible referral to the Board of Trustees for expulsion. Students may serve an in-school suspension or out of school suspension until the hearing with the Board.
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In-school Suspension

The student will be able to make up all missing work following the makeup policy.

Out of School Suspension

The student will be able to make up all missing work following the makeup policy.

Students who are in out of school suspension are not permitted to participate in or attend any school-sponsored activities during the period of suspension. They are not allowed on school district property during the suspension without permission from administration.

*Video surveillance is used on Shelley School District #60 properties. Shelley High School also follows all Shelley School Board discipline policies.

Shelley School District 60

Student-Parent-Teacher-Compact

As a student, I will:

- Do my best
- Respect school staff and property
- Finish and return my homework

As a parent, I will:

- Communicate with my student's teacher(s)
- Stay up to date on my students' academic progress
- Help my student understand the importance of attendance
- Help ensure my student finishes and returns homework

As a staff, we will:

- Maintain open communication with students and their parents
- Provide resources for parents to assist their child's learning
- Respect the individuality of everyone
- Provide high-quality curriculum and instruction
- Provide a supportive and effective learning environment

LIBRARY RULES

NO BACKPACKS

NO FOOD OR DRINKS

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

STUDENTS MUST HAVE A HALL PASS 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 ITEMS WILL BE ALLOWED.

Applications for free and reduced price lunches are available at each cafeteria and in each school's office or online at shelleyschools.org. Application may be made at any time during the school year.

If you have any questions about the application, please contact the Shelley High School kitchen manager, Charlotte Haderlie, at 208-357-7435.

School Computer Use

I understand and agree to follow the terms and conditions of the district's Internet Acceptable Use Policy.

The school 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 2021-2022

September 21st-Parent/Teacher conferences 4:30pm-7:30 pm

January 13th-End of semester

January 14th-Grades due by 4:00 pm

February 23rd-Parent/Teacher conferences 4:30pm-7:30 pm

April 13th-SAT Day Juniors only

May 19th-Senior grades due

May 23rd-SOB Assembly

May 23rd & 24th-Graduation Practice

May 24th-Graduation

May 26th-End of semester

May 27th-Grades due by 4:00 pm

SHELLEY HIGH SCHOOL SENIOR PROJECT

2021-2022

***** Details yet to be determined for this years senior project**

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 11th grade and throughout 12th 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 1st 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

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

Students' need to write their name on their presentation or items displayed so bystanders can identify project with student. Because this is

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: _____ <input type="checkbox"/> Part 1 of process paper/approved <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:
Meeting 5	<input type="checkbox"/> Check Journal Entry #4 <input type="checkbox"/> Check personal information, attributes, and skills:
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 st Qtr PTC) <input type="checkbox"/> Oral Presentation to occur in Homeroom (2 nd 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
Visual Aid(s) 25 POINTS 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.
Articulation 25 POINTS 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.
Use of Time 10 POINTS 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.
Appearance 20 POINTS 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.
Content 30 POINTS 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 _____

Journal Evidence of Project and Interaction with Mentor

(Student's name)

(Mentor's name)

Date	Time In	Time Out	Description	

Total hours

Mentor Signature

Date

*Sign upon completion