

Elida High School

2026/2027

**INSPIRED BY TRADITION,
EDUCATING FOR TOMORROW**

ALMA MATER

Oh, come; let's sing Elida's praise,
And songs to alma mater raise,
While our hearts rebounding thrill
With joy which death alone can still.
Summer's heat and winter's cold.
The seasons pass, the years will roll,
Time and change will surely show
How firm our friendship – Black, Orange, Gold.

Property of: _____

Address: _____

Phone #: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



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TELEPHONE NUMBERS

High School Office	419-338-6801
High School Fax	419-338-6890
Athletic/Attendance Fax	419-338-6895
Central Office	419-338-6804
Transportation Office	419-338-6805

ELIDA HIGH SCHOOL

ADMINISTRATIVE STAFF

Krissa Worley, Principal
kworley@elida.k12.oh.us
Nick Morris, Assistant Principal
nmorris@elida.k12.oh.us
Dan Larimore, Athletic Director
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SCHOOL COUNSELORS

Katrina Schwinnen, Guidance
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Quez Prinwood, Guidance
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Stacy McAdams, Social Worker
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ADMINISTRATIVE ASSISTANTS

Ashley Young, Principal
Melody Newland, Attendance
Laura Fingerle, Guidance
Ashley Wiechart, Special Education
Jolene Sarno, Athletics

2026-27

ELIDA HIGH SCHOOL ACTIVITY CALENDAR

THE ACTIVITY CALENDAR WILL BE PROVIDED AT THE BEGINNING OF THE SCHOOL YEAR. IN ADDITION, IT WILL BE AVAILABLE ONLINE THROUGH THE SCHOOL WEBSITE AND SCHOODOLOGY.

STUDENT ORGANIZATIONS

FFA	Fellowship of Christian Athletes	Quiz Bowl
National Honor Society	Student Council	Jazz Band
FCCLA	Yearbook	Pep Band
E-Sports	Art Club	AP Club
Theater/Musical Theater		

This handbook replaces all prior handbooks and other written material on the same subjects. This handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board's policies and the school's rules. If any of the policies or administrative guidelines referenced herein are revised, the language in the most current policy or administrative guidelines prevails. Copies of current Board policies and administrative guidelines are available on the District's website.

REGULAR BELL SCHEDULE

Period	Begin	End
1	7:40 AM	8:23 AM
2	8:27 AM	9:09 AM
3	9:13 AM	9:55 AM
4	9:59 AM	10:41 AM
5	10:45 AM	11:27 AM
6	11:31 AM	12:13 PM
7	12:17 PM	12:59 PM
8	1:03 PM	1:45 PM
9	1:49 PM	2:33 PM

2-HOUR DELAY

Period	Begin	End
1	9:40 AM	10:09 AM
2	10:13 AM	10:41 AM
3	10:45 AM	11:13 AM
5	11:17 AM	11:47 AM
6	11:51 AM	12:21 PM
7	12:25 PM	12:55 PM
4	12:59 PM	1:27 PM
8	1:31 PM	1:59 PM
9	2:03 PM	2:33 PM

2-HOUR EARLY RELEASE

Period	Begin	End
1	7:40 AM	8:09 AM
2	8:13 AM	8:41 AM
3	8:45 AM	9:13 AM
4	9:17 AM	9:45 AM
8	9:49 AM	10:17 AM
5	10:21 AM	10:51 AM
6	10:55 AM	11:25 AM
7	11:29 AM	11:59 AM
9	12:03 PM	12:33 PM

1-HOUR DELAY

Period	Begin	End
1	8:40 AM	9:16 AM
2	9:20 AM	9:55 AM
3	9:59 AM	10:34 AM
4	10:38 AM	11:13 AM
5	11:17 AM	11:53 AM
6	11:57 AM	12:33 PM
7	12:37 PM	1:13 PM
8	1:17 PM	1:52 PM
9	1:56 PM	2:33 PM

ASSEMBLY SCHEDULE

Period	Begin	End
1	7:40 AM	8:17 AM
2	8:21 AM	8:58 AM
3	9:02 AM	9:39 AM
4	9:43 AM	10:20 AM
5	10:24 AM	11:01 AM
6	11:05 AM	11:42 AM
7	11:46 AM	12:23 PM
8	12:27 PM	1:04 PM
9	1:08 PM	1:45 PM
Assembly	1:49 PM	2:33 PM

LUNCH

- Lunch Periods will be scheduled during 5th, 6th, and 7th Periods of the day.
- Students will report for a short Homeroom period time as well during those periods for the Regular Bell Schedule, 1-Hour Delay Schedule, and Assembly Schedule.
- Students will **NOT** report to the Homeroom on 2-Hour Delay Schedule and 2-Hour Early Release Schedules.

STUDENT ARRIVAL / DISMISSAL

Students arriving before 7:25 AM will need to enter the Activities Entrance Doors and remain in the commons. At 7:25 AM a bell will ring, dismissing the students to enter the hallways.

Students will be dismissed by the bell at the end of the school day. In order to ride school transportation home, students at the high school must board the appropriate shuttle bus at the high school building. They will NOT be permitted to walk or ride to the Middle School to board the buses without prior authorization from the administration. Students are NOT permitted to enter the Middle School building once arriving without permission from the Middle School administration on-site.

SERVICE DIRECTORY

Elida Local Schools has provided this directory as a service for our students, parents and faculty. The numbers listed are not to be considered a complete list of services available, nor does the school district endorse any business/agency listed.

24 hr. Suicide/Crisis Hotline/Text line..... Call or Text 998

ADDICTION SERVICES

PASS-IMind	419-549-8530
A.C.C.E.S.S Center	419-227-5531
Lima UMADOP	419-222-4474
National Gambling Hotline	1-800-522-4700

MENTAL HEALTH

Path Behavioral	567-588-0400
Momentum Counseling.....	419-584-5123
Counseling Awareness Center	567-376-9235
Family Resource Center	419-222-1168
Health Partners of Western Ohio.....	419-221-3072
Ohio Behavioral Healthcare.....	419-222-7180
Professional Psychological Associates.....	419-999-2024
SAFY Behavioral Health	419-222-1527
We Care Crisis Center/PASS	419-549-8530
Mercy Health Psychologists	419-996-4008

MISCELLANEOUS

Allen County Children Services	419-227-8590
American Red Cross	419-227-5121
Bradfield Community Center	419-228-7766
Crime Victim Services	419-222-8666
Cross Roads.....	1-8777-228-4357
Guiding Light	419-236-7935
Health Department	419-228-4457
Jobs and Family Services.....	419-228-2621
Metropolitan Housing.....	419-228-6065
Ohio Means Jobs.....	419-999-0360
Pregnancy Help Center, Heartbeat of Lima.....	419-222-7945
Salvation Army.....	419-224-9055
Sisters in Shelter (Human Trafficking Hotline)	1-888-373-7888
West Ohio Food Bank	419-222-7946
WIC.....	419-224-8200
RTA.....	419-222-2782

RUNAWAYS

Children of the Night.....	1-800-551-1300
National Center for Missing and Exploited Children	1-800-843-5678
National Runaway Safe Line	1-800-786-2929

BE A BULLDOG

BE RESPECTFUL

Being respectful means treating others the way you want to be treated. This includes being truthful, listening, and taking into account others' feelings, thoughts, and needs. It also includes being considerate of the physical environment and possessions of those around you.

BE RESPONSIBLE

Responsibility begins with taking care of yourself and your belongings, working with a positive attitude, resolving conflicts peacefully, and owning up to mistakes. It also involves knowing what is expected, keeping commitments, trying hard, and not making excuses. Responsibility includes the willingness to accept the outcomes of your actions and choices.

BE SAFE

Safety is being protected from danger or harm from physical, social, and emotional environments. Safety supports learning by creating and promoting a comfortable and consistent climate for students, staff, and visitors.



RESPONSIBLE

A BULLDOG WILL...

- know and follow all expectations
- arrive on time and prepared for class
- stay on task
- complete their own work
- turn in quality assignments on time
- be actively engaged
- read and communicate feedback
- maintain access to Schoology
- maintain school hours
- use hall passes
- maintain two-way traffic in the hallway
- display affection in an appropriate manner
- keep possessions in their assigned locker
- clean up after them self
- stay in their seat
- use a bottle with clear liquid to and from the cafeteria
- dress appropriately
- cheer and act in a positive manner
- attend events and get involved
- follow the appropriate site guidelines off school property



RESPECTFUL

A BULLDOG WILL...

- honor the personal space and property of others
- engage in suitable conversation
- use appropriate volume and tone
- address peers and staff appropriately
- allow others to voice their opinions
- appreciate diversity in its many forms
- focus on who is speaking
- demonstrate good sportsmanship
- use proper etiquette
- represent the school and community with pride



SAFE

A BULLDOG WILL...

- report any unsafe environment or behavior
- learn and follow safety procedures
- report harassing behaviors and hazing activities
- keep personal information confidential
- walk in the hallway
- keep areas clean by disposing of trash properly
- follow all laws when traveling to and from school events



T.H.O.R. BADGE

THOR stands for Teachers Honoring Our Results. It is an incentive program for students to promote positive attendance, grades, and discipline at school. Students must be enrolled in at least five credits, either at Elida High School or in combination with CCP courses. CCP courses may count toward multiple credits based on the number of hours. **Making the Honor Roll does not necessarily qualify you for a THOR Badge.** The requirements for the THOR Badge are as follows:

Attendance: Students may not have more than three excused absences for the quarter. College visits, school sponsored activities and field trips do not count toward this total; however, vacations are counted as absences. Students are not eligible for the program if they have any unexcused absences during the quarter.

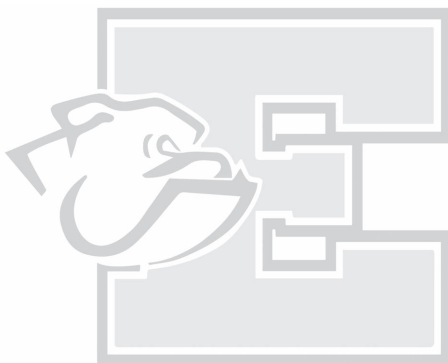
Grades: Students must have all "As" and "Bs" and no more than one "C", students cannot have any incomplete grades on their grade card.

Discipline: Students must not have more than one detention. This includes teacher or administrative detentions. Students assigned to a Tuesday-Thursday School, Saturday School or suspended are not eligible for the T.H.O.R. Reward Badge.

Appeal Process: Any student who did not receive a THOR Badge due to extenuating circumstances may file a written appeal with the Assistant Principal **within 3 days** of badge distribution. The written appeal and copies of grades and attendance will be given to a group of teachers to approve or deny the appeal. If appealing absences due to injuries received in school sponsored events, verification may be required from the school trainer or a physician.

All teachers will participate to the extent that their class curriculum enables them. **Advanced Placement, College Credit Plus courses, etc. may have requirements that do not allow for students to use homework passes and/or incentives.** Teachers will notify students as to how they will accept the THOR badge for use in their classroom.

Any student who earns a THOR badge for each of the first three quarters of the school year is eligible for an incentive reward at the year's end.



SECTION I: ATTENDANCE

A 24-hour attendance line at 419-338-6801, Option 1

A voice mailbox is provided for your convenience outside of school hours.

Regular school attendance is essential for students' academic success and overall well-being. In accordance with updated Ohio attendance laws, our school is committed to fostering strong attendance habits through early communication, supportive interventions, and partnerships with families. Ohio law emphasizes attendance not only as a legal responsibility but also as a key factor in student achievement, shifting the state's focus from reactive truancy procedures to proactive supports for students at risk of becoming chronically absent. Schools must prioritize early notification, monitoring, and tiered intervention strategies to reduce chronic absenteeism.

Regular attendance means that the academic learning process is not interrupted, less time is spent on make-up assignments, and students benefit from participation and interaction with others in class. All students are expected to be in all classes, including study halls and lunch. Many important lessons are learned through active participation in classroom and other school activities that cannot be replaced if not attending.

Both students and parents/guardians are bound by Ohio attendance requirements. Such requirements state that students must be present at school unless excused for one of the following reasons listed below. The determination as to whether an absence is excused or is unexcused rests with the building administration.

Notification of Absence

If a student will be absent, the parents must notify the School at 419-338-6801, Option 1 within 120 minutes of the start of the school day and provide an explanation. If contact is not possible, the parents should provide a written excuse as soon as possible after the student's absence. When no excuse is provided, the absence will be unexcused and the student will be identified as truant for that school day. If the offered excuse for a student's absence is questionable or if the number of student absences is excessive, the school staff will notify the parents of the need for improvement in the student's attendance.

Students with a health condition that causes repeated absences must provide the administration with an explanation of the condition from a registered physician. **Physician's notes must be an original or a verifiable fax from a physician's office.**

When a parent, guardian, or other person having care of a student has failed to initiate a telephone call or other communication notifying the school or building administration of the student's excused or unexcused absence within 120 minutes after the beginning of the school day, the attendance officer or designee for each school building shall make at least one (1) attempt to contact the parent, guardian, or other person having care of any student who is recorded as absent without legitimate excuse within 120 minutes after the beginning of each school day by a method designated by the Superintendent in accordance with Ohio law.

A student may have an excused absence for medical reasons, such as personal illness or a medical visit, subject to the following rules:

- Parents/Guardians may medically excuse without a doctor's note their student of ten (10) times during the school year. This policy will be extended beyond ten (10) instances if the student or someone in the student's family is in quarantine due to a recognized pandemic/epidemic (e.g., COVID-19) or experiencing symptoms of the pandemic/epidemic. After this threshold is met, a physician's note may be required. Once a student is required to have a physician's note, the Principal or the Assistant Principal would have to excuse any absence without documentation. Prolonged absences in a row for one illness may count as one absence instance that a parent/guardian may excuse their son/daughter if approved by the administration.
- A medical excuse for personal illness will be accepted in the form of a doctor's note within five (5) school days only if the absence or a parent call-in on the day of the absence is due to illness or a doctor's visit. **Physician's notes must be an original or a verifiable fax from a physician's office.**

EXCUSED ABSENCES

Students may be excused from school for one or more of the following reasons and will be provided an opportunity to make-up missed school work and/or tests:

- Personal Illness and/or medical appointments
- Severe illness in the immediate family
- Death in the family
- Necessary work at home due to absence/incapacity of parent(s)/guardian(s)
- Attendance at a driver's education course for up to 2 hours on no more than 4 days (8 hours total)
- Religious expression days
- Out of Stat travel for district-approved enrichment activities (maximum of 24 hours per year, unless accompanied by a classroom teacher)
- Medical necessary leave for a pregnant student in accordance with Policy 5751
- Service as a precinct worker
- College visitation with prior approval
- Family vacation with prior approval (no more than 5 days per year)
- Absences due to a student's placement in foster care, or a change in foster care placement, or any court proceedings related to their foster care status.
- Absences due to a student being homeless
- An emergency or set of circumstances, which in the judgment of the principal, constitutes a good and sufficient cause for absence

UNEXCUSED ABSENCES

Any student who is absent from school for all or any part of the day without a legitimate excuse shall be considered unexcused.

Unexcused absences include:

- Oversleeping/Sleeping In
- Missing the bus
- Car problems without a police report
- Truancy
- Any organized skip day
- Suspension
- 'Personal Reasons'
- Other absences as determined by the administration

A skipped class or missing part of the school day will be identified as a partial unexcused absence. Any student with a full or partially unexcused absence may be subject to disciplinary consequences.

TRUANCY

Any unexcused absence from school (truancy) is not acceptable. Students who are truant will receive reduced credit for school work that is missed. A student will be considered habitually truant if the student is of compulsory school age and absent without a legitimate excuse thirty (30) or more consecutive hours, or forty-two (42) or more hours in one (1) school month, or for seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student who is otherwise habitually truant include, but are not limited to:

- the student was enrolled in another school district;
- the student was excused from attendance in accordance with R.C 3321.04; or
- the student has received an age and schooling certificate.

If a student is habitually truant and the student's parent fails to cause the student to attend school, a complaint will be filed with the Judge of the Juvenile Court in compliance with State law and Board Policy 5200. Habitual truancy can also result in:

- The District's attendance officer shall file a complaint in the juvenile court against any student who is habitually truant unless the District or the student's school determines that the student and the student's family are making satisfactory progress in improving the student's attendance at school. If no determination of progress is made, or if the school determines that the student and the student's family have ceased to continue making progress in improving the student's attendance, the attendance officer shall proceed to file a complaint in juvenile court against the student. The complaint will allege that the child is unruly for being habitually truant, and the parent, guardian, or other person having care of the child has violated Revised Code 3321.38.
- If a student who is habitually truant violates the order of a juvenile court regarding the student's prior adjudication as an unruly child for being a habitual truant, the student may further be adjudicated as a delinquent child.
- If a student under the age of eighteen (18) is considered habitually truant they will be reported to the Judge of the Juvenile Court and to the Bureau of Motor Vehicles for suspension of their driver's license, if appropriate, as a result of this excessive absence.

CHRONICALLY ABSENT STUDENTS

Under Ohio law, chronic absenteeism is defined as missing 10% or more of the school year, regardless of whether absences are excused or unexcused. All absences contribute to this total, including medical, unexcused, and suspension-related absences. When a student of compulsory school age is absent from school in excess of forty-five (45) or more hours, the District or school shall notify the child's parent or guardian of the child's absence, in writing. At the same time written notice is given, any appropriate intervention strategy listed in Policy 5200 may be taken.

SUSPENSION FROM SCHOOL

Absence from school due to suspension shall be considered an authorized but unexcused absence.

A suspended student will be responsible for making up school work missed due to suspension. Assignments may be obtained by contacting their teachers using Schoology beginning with the first day of suspension. Make up of missed tests may be scheduled when the student returns from school.

The student must complete missed assignments during the suspension and turn them in to the teacher within two school days after their return from suspension. Credit during this time will be reduced to 67% of that which a student normally would have received.

APPOINTMENTS DURING SCHOOL HOURS

Medical, clinical, dental or legal appointments should be made after school hours. Because this is not always possible, the student will be excused from school with documentation from the professional staff regarding the appointment time and duration of the appointment. Documentation should be original and indicate the time/date of the office visit; a copy can be made at the school if you wish to keep the original. Documentation is due upon return to school or next morning. Backdated notes beyond 5 days may not be accepted. It should also be noted that there are many days during the school year that students are not required to attend (teacher work days, holiday breaks, etc) – this is a great time to schedule appointments in advance.

Students are expected to attend class before and after appointments. When leaving the building during the school day for an appointment, the student must sign out (with permission from parent/guardian) in the activities office. Upon returning to school from an appointment, the student must sign in at the activities office and receive an admission slip to class. Failure to adhere to the sign-in and sign-out policy may result in disciplinary action being taken,

ABSENCE AND EXTRA-CURRICULAR ACTIVITIES

A student's absence on the day of an athletic event, school production, or any other extracurricular activity will render the student ineligible for participation in that day's event (including practices and rehearsals). Students must be in attendance the last SIX regular class periods of the day to be eligible to attend and participate in school-sponsored and/or extracurricular activities that day.

Exceptions could be made for a documented appointment, funeral, or other justifiable absence other than illness that has been pre-approved by the athletic director or school administration. Participation in any extracurricular event will be denied if documentation is not delivered or emailed (jsarno@elida.k12.oh.us) to the Athletic Office before the start of that event, production, or activity.

ADVANCE ABSENCE NOTIFICATION FORM FOR VACATIONS, COLLEGE VISITS, | AND OTHER ABSENCES

The staff of Elida High School asks that parents make every effort to schedule their vacations in conjunction with the Board of Education adopted school calendar. Although students have the opportunity to make up work they missed, it is never possible to regain the information and learning experience provided by the daily classroom instruction and activities.

Any student wishing to be excused from school for a family vacation, college visitation, military meeting, or other pre-approved absence must obtain an Advance Notification of Absence Form from the Activities office or school website. This form must be filled out with teacher and parent's signatures and returned to the Activities Office at least 2 days prior to the vacation, college visitation, or other absence or the absence may be considered unexcused.

Students who take an extended vacation during the school year and follow the procedure for advanced notification will be excused one time for up to 5 consecutive days (the number of days may be extended at administration discretion) for a vacation. The hours from these absences will count towards a student's excessive absence threshold.

Students participating in the Allen County Fair must submit an Advance Absence Form to the Activities Office. Students will be encouraged to attend school during this time when able but will be excused from school when it is necessary they attend the Fairgrounds. This will be considered a Field Trip opportunity for those students and these hours will not count towards truancy.

College visits should be arranged in consultation with the student's guidance counselor. The student's counselor needs to sign the form indicating awareness and approval of the visitation. College visitations are limited to 3 days total per year and are only for 11th and 12th graders.

Students requesting absence prior to semester or final exams are discouraged due to the importance of the completion of these tests in a timely manner. Students will be required to fill out an additional form that they can get from the Activities Office that will layout the plan for the student to make up and complete their exams.

The request for excused absence may be denied for the following reasons:

- If the student's YTD grade average is below 70% in two or more classes
- If the student's current attendance percentage is below 90% (Chronically Absent)
- If the request for extended absence of more than five school days (additional days past 5 may be marked as unexcused)
- More than one request for an extended vacation absence in the school year
- It should be noted that the student may be required to hand in assignments or take tests on the day of his/her return to school. Teachers are not responsible for allotting time for tutoring upon their return to school. Students should make use of resources such as Schoology to communicate the need for additional instruction or clarification with their teacher ahead of time.

RELIGIOUS EXPRESSION DAYS

To receive accommodations for religious expression days, parents or guardians must submit written requests to the Principal within fourteen (14) days after the start of the school year or fourteen (14) days after a student is enrolled in the District. The requests must specify the religious expression day(s) to be approved. The Principal will approve the days without inquiring into the sincerity of a student's religious or spiritual belief system. If approved, the student will then complete an Advance Absence Notification Form.

Students who are absent on approved religious expression days will not face any academic penalties and will be provided with academic accommodations with regard to examinations and other academic requirements that are missed.

RELEASE TIME FOR RELIGIOUS INSTRUCTION

Students shall be provided "release time" during the school day to attend a course in religious instruction conducted by a private entity off District property, in accordance with the requirements of Policy 5223.

HOMEBOUND INSTRUCTION

The School may arrange for individual instruction at home for students who are unable to attend school because of an accident, illness, or disability. Such instruction may be arranged upon receipt of documentation of the student's condition from a physician. For more information, contact the principal.

QUARANTINE EXPECTATIONS

It may be necessary for the school to quarantine students from time to time due to health-related circumstances. If a student is asked to quarantine, they will be expected to complete their school-work remotely through Schoology. Student absences labeled quarantine do not count against a students' attendance excessive hours.

REMOTE LEARNING

If circumstances necessitate the need for the entire building to have a remote learning environment, Students and Parents will be notified by the administration. At this point, students will be expected to complete schoolwork through Schoology.

MAKE-UP OF TESTS AND OTHER SCHOOL WORK

Students who are absent from school with an excuse shall be given the opportunity to make-up missed work. The student should contact their teacher(s) as soon as possible to obtain assignments. The first day a student returns will be considered a "contact" day so that assignments and materials not available on Schoology may be obtained.

Any student who is absent only the day of a test/quiz will be expected to take the test/quiz the day he/she returns to school.

If a student is absent the day(s) before the test/quiz, it is the student's responsibility to set up a time to make-up the assessment with the teacher upon their return to school. If no new material was provided to students during the absence, they may be expected to take the test on the scheduled day at the teacher's discretion if notification of the assessment was available to them on Schoology.

The number of days for completion of make-up work will be equivalent to the number of excused days of absence.

If the student misses a State-mandated assessment test or other standardized test, the student should consult with the administration to arrange for administration of the test at another time.

MAKE-UP WORK FOR UNEXCUSED ABSENCES

If a student (including suspended students) has an unexcused absence, assignments will be made up, credit will be reduced to 67% of that which a student normally would have received. Students, except for students who have been suspended, have five school days to have an absence changed from unexcused to excused by providing proper documentation. A Student, except for a student who has been suspended, will follow the excused absence policy to determine when class-work and assignments are due. Suspended students' classwork and assignments will be due two school days after their return from suspension. The assignment(s) should be obtained by contacting the student's teacher through Schoology.

INCOMPLETE POLICY

An "I" (incomplete) may be given at the end of a grading period. The administration will determine the time frame that students must complete any coursework that caused a grade to be considered Incomplete. Any assignments not made up during that time period will result in a zero (0).

PERFECT ATTENDANCE AWARD

To qualify for a perfect attendance award, a student may not be out of school for more than one hour at any time during the school day for an excused appointment. Documentation must be returned to the office for any appointment upon return to school. College visits approved through the office do not count against perfect attendance. Student absences due to quarantine will not count against their perfect attendance provided they stay current on work through Schoology.

TARDY TO SCHOOL

Each student is expected to be in their assigned location throughout the school day. All students entering school after 7:40 am must report to the high school Activities Office, sign in, and receive an admission slip before going to class. Students arriving during first period will be considered tardy. Students arriving after first period will be considered Partial Day Unexcused and may receive a Tuesday/Thursday School assignment. The discipline procedure for Tardy to School will be as follows:

- 1st and 2nd Tardy to school in a semester may result in a warning
- Any additional tardy to school in a semester (i.e., 3rd, 4th, 5th, etc) by a student may be issued a lunch detention to be served that school day. The student may be asked to complete the work from their 1st period class during this time.

Students will be told to report to the lunch detention location after getting their lunch, failure to do so may result in progressive discipline.

TARDY TO CLASS

For the purpose of consistency, classroom tardiness is defined as a student not being in his/her "assigned location" at the conclusion of the tardy bell. A teacher may define "assigned location" in her/his classroom rules. Students have the responsibility to be familiar with individual teacher expectations and teacher-imposed penalties for classroom tardiness. Discipline for Tardy to Class will be as follows:

- 1st and 2nd tardy to class in a semester may result in a warning.
- Any additional tardy to class in a semester (i.e., 3rd, 4th, 5th, etc) by a student may be issued a teacher detention.

Students failing to serve the teacher detention may be referred to the office for progressive discipline.

SECTION II: PERSONAL ELECTRONIC DEVICE

To support school environments in which students can fully engage with their classmates, their teachers, and instruction, the Board of Education of Elida Local School District has determined the use of cell phones and other personal communication devices by students during school hours is not permitted.

The objective of this policy is to strengthen Elida Local School's focus on learning, in alignment with our mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools.

For purposes of this policy, "personal communication device" (PCD) includes computers, tablets, electronic readers, cell phones, smartphones, smart watches, and any other web-enabled device of any type, unless they are school issued.

- I. Research shows that student use of cell phones in schools has negative effects on student performance and mental health. Cell phones, in particular, distract students from classroom instruction, resulting in smaller learning gains and lower test scores. Increased cell phone use has led to higher levels of depression, anxiety, and other mental health disorders in children.
- II. Applicability This policy applies to the use of cell phones and all other PCD's (such as watches, tablets, etc.) by students while on school property during school hours.
- III. Use of personal communication devices Students are prohibited from using cell phones and other devices at all times during the school day, including while on school sanctioned field trips.
- IV. Exception Nothing in this policy prohibits a student from using a cell phone or other personal communication device for a purpose documented in the student's individualized education program developed under Chapter 3323 of the Ohio Revised Code or a plan developed under section 504 of the "Rehabilitation Act of 1973," 29 U.S.C. 794. However, prior to possessing and using these in school, parents and/or students shall initiate a conversation with the building principal and the special education director to make sure all parties are on the same page regarding use, storage, etc. Students with health concerns that require the use of a personal communication device shall also have prior approval granted by the building administrator and building nurse. Also, students taking college credit plus courses may require the use of personal communication devices for authentication or course requirements. These shall be communicated and approved with the building principal in advance. In each of the instances mentioned above, the building principal will share the names of students who are provided with these exceptions to staff in their buildings. Students may only use their personal communication devices for the express reason that an exception has been made, and does not give them permission to access their devices for any other reason.
- V. Cell phone/device Storage Students shall keep their cell phones (or PCD) powered off in a secure place, such as the student's locker, a closed backpack, or in their locked vehicles, at all times when cell phone use is prohibited. This goes for all PCD's.
- VI. Discipline All students are given a verbal warning on the first day of school regarding the policy and consequences listed below. If a student violates this policy, a teacher or administrator shall take the following progressively serious disciplinary measures:
 - Place the student's cell phone (or PCD) in the school's building central office for the remainder of the school day. In the high school, this will be in the Academic Office. Student's may retrieve their device at the end of the school day for a first offense and let them know that the next incident will a parent/guardian to retrieve it.

- Place the student's cell phone (or PCD) in the school's central office to be picked up by the student's parent/guardian (or someone listed on the student's emergency contact list, if approved by the parent/guardian, one time only). In the high school this will be in the Academic Office.
- Further violations will result in additional discipline, up to and including suspension from school.
- Any student failing to immediately relinquish their cell phone when requested by administration or creates a disturbance/disruption may receive additional discipline up to, and including suspension.
- **Students are NOT permitted to use earbuds/air pod/headphones during the school day at Elida High School.**
- **Students are NOT permitted to use personal electronic devices for calculators, checking time, music, reading a book, checking their grades, or any other reason during school.**
- **Students are not allowed to use their personal electronic devices in restrooms.**
- **Students are not permitted to make personal calls at any time from their phones during the school day**, if they need to make a phone call they should come to an office.
- **Students are not permitted to use the photography or video applications of their cell phones or personal electronic device during the school day.**
- Students are prohibited from using personal electronic devices during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a personal electronic device to capture, record and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a personal electronic device to violate the privacy rights of another person may have their device confiscated. If the violation involves potentially illegal activity, the confiscated- personal electronic device may be turned over to law enforcement.
- Students are expressly prohibited from using covert means to listen-in or make a recording (audio or video) of any meeting or activity at school. This includes placing personal electronic devices, or other devices with one - or two-way audio communication technology (i.e., technology that allows a person off-site to listen to live conversations and sounds taking place in the location where the device is located), within a student's book bag or on the student's person without express written consent of the Superintendent. Any requests to place a recording device or other device with one- or two-way audio communication technology within a student's book bag or on a student's person shall be submitted, in writing, to the Principal. The District representative shall notify the parent(s), in writing, whether such request is denied or granted.
- Sexting: Students who create, send, share, receive, view, or possess sexually oriented content including both images or words via personal electronic devices, email, social media, or other online communities may be subject to school discipline. Students may also be subject to criminal charges as defined by the law. If there is a suspicion content of a personal electronic device could be a violation of any Federal or State law, then law enforcement may be contacted to investigate the situation.
- Students are not permitted to charge their devices unless they ask for and are granted permission by the classroom teacher.

Elida High School does not assume responsibility for any personal electronic devices, at any time, brought onto school property, permitted or otherwise, that become lost, confiscated, damaged or stolen.

Elida High School reserves the right to review this policy at any time.

TELEPHONES

The Activities office has a phone that may be for students in an emergency. If a student needs to make a personal call, they should come to the Activities office and ask for permission to use the phone. If a student wishes to use their own device to make an emergency call, they should first ask to come to the Activities office and receive permission. Students should NOT make any personal calls or their personal electronic device without first coming to the office to ask for permission.

SECTION III: STUDENT INFORMATION

DRESS CODE GUIDELINES

Elida High School is a place of business. We expect our students to dress in a manner that is not distracting to the business of education. In general, dress should be such that it ensures the health, welfare, and safety of the members of the student body. Dress should promote a positive image of students and our school. Dress and grooming may be regulated when it is offensive, disruptive, or distracting to the educational environment.

The final decision on appropriate dress shall rest with the building administration. **In all cases of questionable dress, the administrators reserve the right to make judgments and decisions regarding "appropriateness and acceptability" of such clothing.**

1. Dress and grooming will be clean and keeping with health, sanitary, and safety requirements and will not be such as to disrupt the teaching-learning process.
2. **Bottoms:** Pants/Skirts/Shorts should be worn at the waist. Dresses, skirts and shorts may be worn if they are fingertip length when standing up with arms at one's sides. Holes and tears that show skin must be at or below fingertip length.
3. **Tops:** Tops should be respectable and non-revealing. Backs, midriffs, and sides should all be covered. All undergarments should be covered. Tops that are see-through or transparent should have an appropriate top that meets the dress code underneath. Only commercially produced tops will be permitted and any groups/organizations wanting to create their own design(s) need to be approved by the administration.
4. Student will be asked to change if their clothing contains sexually suggestive language or pictures, inappropriate language or gestures, or promotes the use of tobacco, alcohol, drug use, or violence.
5. Hats, head coverings, hoods, bandanas, sunglasses, chains, studded bracelets or necklaces will not be permitted. Headbands that are determined to be unrelated to holding hair out of a students' face may be asked to be removed.
6. Shoes of some type must be worn at all times.
7. Coats and jackets intended to be worn outside during cold weather are not permitted in the classroom unless approved by the Principal or Assistant Principal. Students are encouraged to keep a sweatshirt or a light zip-up jacket in their locker in the event they feel the building is cold.
8. Students are prohibited from wearing clothing/apparel that is, or may be perceived as gang identification or affiliation.
9. Students may be required to wear a facemask by the administration.

Violations of the dress code may result in a warning, administrative detention, Tuesday-Thursday school assignment, Saturday School Assignment, or progressive discipline. A student may be asked to call home for a change of clothes or asked to wear other clothes that the school may provide. **A student who is sent home for a change in dress will be considered unexcused during his/her absence.**

BOOK BAGS

Students are only permitted to carry CLEAR BOOKBAGS to class at Elida High School. Mesh book bags are not considered the same as a clear book bag due to the fact that the mesh limits the visibility of the contents of the bag. All other bags should be stored in their locker during the school day. Exceptions to this rule can be granted by the principal's office. If a student has a reason that they feel they need a book bag that is not clear during the day, they should seek prior approval from the principal.

DANCES

1. All dances sponsored by the school will be under the direction of a sanctioned organization or class.
2. All rules and policies listed in the student handbook, the Student Discipline Code, and the Student Code of Conduct apply to student behavior at school dances.
3. Homecoming will be open to all Elida High School students.
4. ++Other planned Student Activities will be open to **ONLY** Elida High School students unless otherwise promoted by the Student Activities Committee.
5. The Prom will be open to all Elida High School Juniors and Seniors.

6. A student may bring one guest (cannot be older than 20, but of at least ninth grade status). The guest's ticket must be purchased prior to the day of the dance. Any student bringing a guest must pre-register the guest. Guests for the Prom must be 11th grade students or higher and a guest form will be required for all students who do not attend Elida High School. Any attendee that has already graduated from school may be required to provide a photo I.D. to enter the dance.
7. Students bringing a guest are responsible for informing the guest of school rules and policy. The host student is responsible for his/her guest's behavior.
8. Students/guests leaving a dance may not re-enter.
9. Students will not be admitted an hour after the posted start time.

The final decision on appropriate dress for any school dance shall rest with the building administration. **In all cases of questionable dress, the administrators reserve the right to make judgments and decisions regarding "appropriateness and acceptability" of such clothing.**

If a student or guest has dress that is considered to be inappropriate, they may be asked to leave the dance without a refund for the ticket.

CARD PLAYING/GAMBLING

Card playing, dice, and gambling of any type in school or on the school campus must be tied to academic instructional purposes and may only occur under the supervision of a staff member.

CAFETERIA RULES

The school cafeteria serves lunch each school day. Students are expected to act in a responsible manner and maintain a pleasant atmosphere in the cafeteria. To that end, the following rules need to be adhered to:

- Report directly to the cafeteria at the beginning of the scheduled lunch period.
- Form lunch line in single line along 200 N Hall (Ag/Construction Tech hallway)
- Stay in the lunch line and wait your turn.
- Return trays to designated area and leave tables neat and clean.
- Put trash in trash containers. Dispose of all trash items appropriately.
- Keep items on your tray. Do not throw or toss items at any time.
- Consume all food and drink in the cafeteria. Only bottled water in a clear container may be removed from the cafeteria.
- Keep noise to a minimum.
- Use restrooms adjacent to the cafeteria.
- Permission to leave the cafeteria must be given by the supervising teacher.
- Outside delivery of food is not permitted.
- Outside beverages brought in student lunches should be water or juices, pop or soda is discouraged.

Free lunches or reduced-cost lunches are available to students who are determined eligible following the return of applications. Applications are accepted all year at payschoolscentral.com or a paper application can be requested by contacting the school.

Elida High School offers breakfast each morning. Breakfast is offered to all students regardless of their meal status & is served every day, including delay days. The high school will offer breakfast in the commons area each morning 7:20am - 7:35am. Students wanting breakfast are to come directly to the cafeteria upon arrival at school. The USDA is an equal opportunity provider, employer and lender.

The cashier will notify students when their account reaches a low balance. Charging is strongly discouraged; a student may charge a meal when necessary. Negative account balances will be converted to school fees annually. (Policy 8500) Any credits will be carried over from year to year. Students may not purchase a la carte items unless their account is brought current. No cash change will be given to students for fifty-and- hundred-dollar bills. Any student giving the cashier a fifty or one-hundred-dollar bill will have it deposited directly into their student meal account. Debit or Credit cards are not accepted as forms of payment. A credit card online payment service is available at www.payschoolscentral.com. Contact the Food Service Supervisor (419-338-6847) for more information regarding this service. When depositing funds using this service, it may take up to one day for the funds to be available for student use.

FOOD AND BEVERAGE

- Food & Drink is only permissible in the commons, unless prior approval from administration.
- Items purchased in the cafeteria other than bottled beverages at breakfast or lunch should be consumed in the cafeteria or disposed of.
- No food or beverage should be stored in a student's locker during the school day unless it is their lunch.
- If a student is found to be in possession of and/or consuming food in the hallway, they will be reported to the office, and it may be confiscated by the administration until the end of the school day.
- Only the Administration can approve the outside delivery of food (Door Dash, Parent's delivering McDonalds, etc.)
- Outside beverages brought in student lunches should be water or juices. Pop, soda, coffee drinks, or energy drinks are discouraged.
- Students are responsible for any beverages they carry with them during the school day and may face disciplinary consequences if their food or beverage does not meet the expectations for school consumption.
- It is recommended that students use a container that will not spill if knocked over. A water bottle with a secure lid is preferred.
- Students should not bring food or beverage to school to pass out or sell without the administration's prior approval.

HALLWAY BEHAVIOR

The students have four minutes between periods, and halls should be cleared within that period of time. Students are to conduct themselves in an orderly manner in the halls at all times. Corridors should be open to traffic by walking to the right. Be aware of your surroundings and others when in the hallways. Be considerate of others when classes are in session.

INFOHIO (INFOHIO.ORG)

INFOhio is a statewide cooperative school library and information network that supports teaching and learning by providing access to quality resources for Ohio's PreK-12 community of students, educators and parents. The resources offered by INFOhio are exclusively for Ohio school districts.

LOST AND FOUND

All lost and found items, including books, should be taken to the assistant principal's office. Any student who has lost articles should report the loss to the office and check to see if they have been recovered. Articles not claimed within two weeks will be discarded.

PUBLIC DISPLAY OF AFFECTION

Students are to refrain from any type of physical affection while on school property or in attendance at any school event, with the exception of holding hands.

STUDENT PARKING LOT

The student parking lot is an **off-limits area** during the course of the school day. Any student who finds it necessary to go to the parking lot during school hours must first obtain permission from the principal's office. Students are not to park in designated staff or visitor parking areas.

STUDY HALL RULES

The purpose of a study hall is to provide an area where students may study. The following is a general list of study hall rules:

- Students are to bring books, assignments, and study material.
- Students who wish to use the Media Center must sign up in the MC before their study hall. Students should report directly to the Media Center rather than study hall.
- Students are to be quiet in order that others may study.
- Food or drink is not allowed in study hall.
- Studying with another student is allowed at the discretion of the supervisor.
- After arriving, students must remain in the study hall for the duration of the period. If a student leaves before the end of the period, a pass signed by a teacher must be presented to the study hall supervisor in order for the student to be released.
- Stay awake and use time responsibly.

MEDIA CENTER RULES & PROCEDURES

The Media Center is a “flexible” study hall area and is a privilege not a right. Students must sign up in the MC prior to coming during their assigned study hall period. Students have the option to participate in the many STEM activities planned weekly, use the 3D printer, or work on group projects.

- Student must be passing all classes to be admitted into the MC.
- Students are to bring books, assignments, and study material.
- Studying with another student is allowed at the discretion of the supervisor.
- Food or drink is not allowed in MC.
- After arriving, students must remain in the MC for the duration of the period. If a student leaves before the end of the period, a pass signed by a teacher must be presented to the MC supervisor in order for the student to be released.
- Inappropriate or disrespectful behavior will not be tolerated in the MC. Students who cannot meet the expectations of the room will be sent back to study hall and/or will not be allowed to return for an amount of time depending on the incident.

POSTING OF SIGNS OR POSTERS

Students wishing to display materials should present them to the principal at least 24 hours prior to display. Approved signs must be posted using bulletin boards and tack strips. Signs should not be taped or glued to walls or lockers.

WORK PERMITS

Forms are available to students in both the Academic and Activities offices. Necessary cards and information will be given to students upon request.

VISITORS

ADULT

Any adult or past graduate wishing to visit the school may do so by notifying the principal and receiving proper authorization. Failure to receive proper authorization may be construed as due cause for instituting trespassing charges. Visitors who would like to eat in the cafeteria with a student must request to do so through the administration at least 24 hours in advance.

STUDENT

Any student visitor to Elida High School during the school day must have prior approval of the building administration at least 24 hours in advance.

SECTION IV: DISCIPLINE

CLASSROOM RULES AND TEACHER AUTHORITY

Every student is under the jurisdiction of all teachers, regardless of whether or not the teacher has the student in class.

All students are expected to respect the authority of the teachers. Students should learn what each teacher expects in the classroom and adjust accordingly to the varying techniques used in teaching the different subjects. Both teachers and students should work toward establishing a mutual respect for each other's abilities, so that maximum educational benefits will be realized. **The teacher has the right to determine classroom rules in each class, and the organization and discipline that is most conducive to his/her method of teaching.**

DETENTIONS

Detentions are to be served when assigned by the teachers or administrators. The earliest imposition of a detention for an infraction will be for the afternoon of the day following the day on which the infraction occurred. Detention is to be served with the classroom teacher or administrator who has assigned the detention. Detention may be assigned in the A.M. (if that is the choice of the teacher) as long as one days' notice is given.

A student who fails to meet their obligation and responsibility to serve an assigned detention will meet with the teacher to determine why the student has failed to serve. The teacher may then refer the student to the office for failing to serve the detention.

FAILURE TO SERVE DISCIPLINE / ACCUMULATION OF DISCIPLINE

- **Failure to Serve Detention-** If a student does not serve his/her detention, a Tuesday or Thursday School will be assigned.
- **Failure to Serve Tues-Thurs School/Saturday School-** If a student does not attend Tuesday-Thursday School, he/she will be required to make up that assignment and may have additional Tuesday-Thursday School's assigned. Student may also be assigned a Saturday School
- **Violation of Tues-Thurs School/Saturday School Rules-** If a student is in violation of Tuesday-Thursday School rules, that student may be removed from Tuesday-Thursday school/Saturday School, have additional Tuesday-Thursday School's/Saturday School's assigned, or progressive discipline may be issued.
- **Accumulation of Tues-Thurs School/Saturday School assignments-** Once a student receives more than 8 Tues-Thurs School assignments; he/she may be suspended from school. Saturday School is equal to 2 Tuesday-Thursday School assignments.

DUE PROCESS

Due process in the context of quasi-judicial administrative proceedings, carried out by the school authorities, **does not mean that procedures used in courts or in juvenile proceedings must be followed exactly by school authorities when engaged in school-related disciplinary actions.** It does mean that clear, definite, and fundamentally fair rules of procedure must govern disciplinary actions taken by school authorities.

According to Ohio law, Section 3313.66 O.R.C., a student must be given written notice of intent to suspend, with reasons for the intended suspension, and an opportunity to explain his/her behavior to the school administrator. The Elida School District will follow Due Process procedures as outlined in the District NEOLA Policy 5611.

SUSPENSION AND EXPULSION

In accordance with Ohio law, Section 3313.66 O.R.C., the superintendent, the principal, or the assistant principal of a school may suspend a pupil from school for not more than ten days. In addition, the superintendent may expel a student from school for up to eighty days, unless otherwise provided for in policy, which may be for up to one year in accordance with Ohio law and Board Policy. Students who are suspended out of school or expelled may not be present on school property, participate or attend any school activities or contests, or be present at activities or on property controlled by the school. Any students who are suspended from school for 10 days may have their open enrollment terminated.

PERMANENT EXCLUSION

Sections 3313.66, .661 and .662 of O.R.C. have been expanded to incorporate changes for Ohio's exclusion law. A student may be permanently excluded from attending any Ohio Public School for certain very serious offenses.

TUESDAY-THURSDAY SCHOOL EXPECTATIONS

Elida Local District Schools uses the Tuesday-Thursday School Program to help students stay in school and provide an opportunity for supervised study. Arrangements must be made for students to be picked up by 5:05 P.M. The monitor will not stay to supervise students waiting for rides. We urge parents to pick up their students on time, especially in cold weather.

Rules for Tuesday-Thursday School

1. Tues-Thurs. School is held in the community room at the Elida High School from 3:00 P.M. until 5:00 P.M.
2. Arrive on time. Late arrivals are considered absent
3. Students assigned a Tuesday-Thursday school are responsible for bringing schoolwork to Tuesday-Thursday school. When students do not have enough homework for the two hours, they may also bring reading material (appropriate for school) to Tuesday-Thursday school. If schoolwork includes any drawing for an Art class, they must present the monitor with a signed note from the teacher as to what the assignment is and what they should be drawing.
4. Students are to be actively engaged in studying. Students are not allowed to sleep, draw, talk to others or write notes during the two-hour session. Student's personal electronic devices should not be used or visible without the permission of the monitor.
5. Students are expected to stay in the assigned location for the full 2-hour duration of the detention.

6. Students are allowed to bring water in clear bottles to drink.
7. If a student is absent or signs out of school on the day of an assigned Tuesday-Thursday school, he/she should see the assistant principal to reschedule the assignment upon his/her return to school. The student may be required to present documentation to validate their absence.
8. If the student misses a Tuesday-Thursday school assignment, they may be assigned additional detention dates.
9. Failure to comply with Tuesday-Thursday school attendance may result in progressive discipline with possible suspension from school for accumulation of violations of the code of conduct.
10. Removal from Tuesday-Thursday school for disciplinary reasons, i.e., not following directions and or causing a disruption, may result in additional Tuesday-Thursday school assignments or suspension from school.

If a student is removed from Tuesday-Thursday school, the supervisor follows the removal policy:

1. Upon being removed, a student shall use his/her cell phone to contact the parents. If no cell phone is available, students must use the phone in the community room.
2. If parent contact is made, students must wait in activities entrance while waiting on the ride
3. If no parent contact is made, the student will be instructed to sit at the back of the community room, continuing attempt to contact the parents. If no contact is made, the student will be released at 5:00 P.M. with the other students.

TENTATIVE TUESDAY-THURSDAY SCHOOL DATES FOR 2026-2027

9/8	9/10	9/15	9/17	9/22	9/24
9/29	10/1	10/6	10/8	10/13	10/15
10/20	10/22	10/27	10/29	11/3	11/5
11/10	11/12	11/17	11/19	12/1	12/3
12/8	12/10	12/15	12/17	1/5	1/7
1/12	1/14	1/19	1/21	1/26	1/28
2/2	2/4	2/9	2/11	2/16	2/18
2/23	2/25	3/2	3/4	3/9	3/11
3/16	3/18	3/23	3/30	4/1	4/6
4/8	4/13	4/15	4/20	4/22	4/27
4/29	5/4	5/6	5/11	5/13	5/18
5/20	5/25	5/27			

SATURDAY SCHOOL EXPECTATIONS

Elida Local District Schools uses the Saturday School detention to help students stay in school and provide an opportunity for supervised study by providing a consequence as an alternative to out of school suspension. Arrangements must be made for students to be picked up by 12:05 P.M. The monitor will not stay to supervise students waiting for rides. Parents are required to pick up their students on time, especially in cold weather.

Rules for Saturday School

1. A Saturday School assignment is four (4) hours 8:00 A.M.-12:00 P.M..
2. Saturday School is held in the commons or the monitoring teacher's classroom at Elida Middle School from 8:00 am-12:00 pm. Students are to enter at the south entrance and gather in the commons. If activities are scheduled in the commons, the monitor may move them to a classroom.
3. Students who are late will not be admitted and will be counted absent.
4. Students assigned a Saturday School are responsible for bringing schoolwork to Saturday School. Students will not be permitted to go to lockers. When students do not have enough homework for the four hours, they may also bring reading material (appropriate for school) to Saturday School. If schoolwork includes any drawing for an Art class, they must present the monitor with a signed note from the teacher as to what the assignment is and what they should be drawing.
5. Students are to be actively engaged in studying. Students are not allowed to sleep, draw, talk to others or write notes during the four-hour session. Students are not permitted to use personal electronic devices without the permission of the monitor.
6. Students are not allowed to leave during the four-hour session, except for scheduled breaks. Students need to address personal needs prior to entering the Saturday School assignment.
7. Students are allowed to bring water in clear bottles to drink.
8. Failure to comply with Saturday School attendance may result in progressive discipline with possible suspension from school for accumulation of violations of the code of conduct.
9. Removal from Saturday School for disciplinary reasons, i.e., not following directions and or causing a disruption, may result in suspension from school. If a student is removed from Saturday School, the supervisor will follow the removal policy:

Removal Policy

1. Upon being removed, a student shall use his/her cell phone to contact the parents. If no cell phone is available, students must use the phone in the detention room.
2. If parent contact is made, students must wait in the building's south entrance while waiting on the ride
3. If no parent contact is made, the student will be instructed to sit at the back of the Saturday School classroom, continuing attempt to contact the parents. If no contact is made, the student will be released at 12:00 pm with the other students.

POTENTIAL DATES FOR SATURDAY SCHOOL 2026-27

Dates will be determined at the time a student is issued with this disciplinary consequence.

Cancellation Policy

Saturday School will automatically be cancelled in the event of a Level 1, Level 2, or Level 3 road advisory. You may check road conditions at:

<http://www.allen-ema.com/>

call (419) 222-3757

SECTION V: STUDENT & SCHOOL SAFETY

SCHOOL RESOURCE OFFICER INFORMATION

The mission of the SRO program is the reduction and prevention of school-related violence and crime committed by juveniles and young adults. The SRO program aims to create and maintain safe, secure, and orderly learning environments for students, teachers, and staff. The SRO will establish a trusting channel of communication with students, parents, and teachers. The SRO will serve as a role model to instill in student good moral standards, good judgement and discretion, respect for other students, and a sincere concern for the school community.

SURVEILLANCE CAMERAS AND DEVICES

For students' safety and welfare, video surveillance cameras, and other safety-monitoring devices are placed throughout the building, school grounds, and on buses. Students have NO reasonable expectation of privacy in their actions in public areas including but not limited to, common areas, hallways, cafeterias, classrooms and gymnasiums. The District may use video cameras in such areas and on all school vehicles transporting students to and from regular and extracurricular activities.

Actions recorded on these cameras may be used as evidence in disciplinary action. Any attempt to damage or interfere with the function of these devices will result in disciplinary action by the school and possible referral to local law enforcement agencies.

Due to privacy rights of students, these recordings are not open to public view.

SEARCH AND SEIZURE

To ensure the safety and well-being of all students, teachers, other school employees and guests, it is the policy of Elida Local School District to authorize its administrators to search the clothing and personal effects of students including vehicles, purses, backpacks, gym bags, etc.) with or without the student's consent whenever they reasonably suspect that a search will lead to the discovery of evidence of a violation of law or school rules. To conduct such a search, it is not necessary that the administrator has probable cause to believe that a crime or violation of a school rule has occurred. It is necessary only for the administrator to have reasonable grounds to believe that a search will produce evidence that a student has violated or is violating a law or school rule. If such reasonable grounds exist, an administrator may conduct a search of a student's person or personal effects. The search shall be reasonably intrusive in light of the age and sex of the student, and the nature of the possible infraction that may have or may be occurring. Unannounced and random canine searches may also be conducted. Anything that is found in the course of a search may be used as evidence of a violation of school rules or the law and may be taken, held or turned over to the police. The School reserves the right not to return items that have been confiscated.

NOTICE OF POLICY ON SEARCHING LOCKERS

Section 3313.20 O.R.C. authorizes a school board of education to adopt a policy, which authorizes the administrative staff to search any pupil's locker and the contents thereof. All lockers made available for pupil use are the property of Elida Local School District. All such lockers and the contents thereof are subject to random search at any time by appropriate school officials without regard to whether there is reasonable suspicion that any locker or the contents thereof contain evidence of a violation of a criminal statute or school rule. Canine units from local law enforcement agency may be used in conducting searches.

AUTOMOBILE SEARCHES ON SCHOOL PROPERTY

Students have been granted a revocable privilege of using school property for parking vehicles. Search of a student and his/her possessions, including vehicles may be conducted at any time the student is under the jurisdiction of the Board of Education, if there is a reasonable suspicion that the student is in violation of school rules. A search may also be conducted to protect the safety of others. Any student who exercises the privilege of parking an automobile on school grounds shall be considered to have given implied consent to a search of such automobile at any time a search is requested by the school administration. Failure to comply with a reasonable search will be considered insubordination. Unannounced and random canine searches may also be conducted.

STUDENT LOCKERS

Students' right to privacy with regard to hall lockers and gym lockers is limited to the concept that these lockers provide a secure place for students to store articles of personal clothing and scholastic materials. Hall and gym lockers are owned by the school district. They are provided to students for the aforementioned purposes. Students will be held responsible for the condition of their lockers. The school expects students to maintain their lockers in a manner befitting any school property. Graffiti, either inside or outside the lockers, is not allowed. Valuables are not to be stored in lockers. The school cannot be held responsible for loss of valuables stored in lockers. Valuables should be checked into the main office. Students should not share lockers or locker combinations. Such actions compromise the security of the student's lockers.

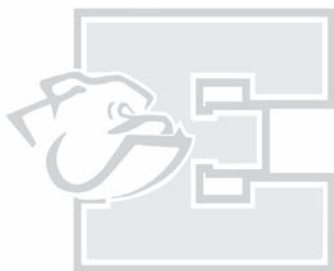
INTERROGATION OF STUDENTS

The school is committed to protecting students from harm that may be connected with the school environment and also recognizes its responsibility to be cooperative with law enforcement and public child welfare agencies. While the school believes these agencies should conduct their investigations off school property if possible, investigations can take place at school in emergency situations or if the violation being investigated occurred on school property. Before students are questioned as a witness or suspect in any alleged criminal violation, the building administrator will attempt to contact a parent/guardian prior to questioning and shall remain in the room during questioning unless compelling reasons for exclusion are provided by the agency. If the student is questioned as the subject of alleged child abuse or neglect investigation, the building administrator will attempt to contact a parent/guardian prior to questioning, and he/she (or designated school counselor) will remain in the room during questioning unless compelling reasons for exclusion are provided by the agency. If the agency investigating the alleged child abuse or neglect suspects the parent/guardian is the perpetrator, neither parent/guardian will be contacted prior to questioning, but the building administrator (or designated school counselor) will remain in the room during questioning unless compelling reasons for exclusion are provided by the agency. If law enforcement or children's services agency removes a student from school, the building administrator will notify the parent/guardian.

DRUG-FREE SCHOOLS

In accordance with Federal Law, the Elida Board of Education prohibits the use, possession, concealment, or distribution of drugs by students on school grounds, in school or school-approved vehicles, or at any school-related event. Drugs includes any alcoholic beverage, anabolic steroid, dangerous controlled substance as defined by State statute, or substance that could be considered a "look-a-like" controlled substance. Compliance with this policy is mandatory for all students. Any student who violates this policy will be subject to disciplinary action, in accordance with due process and as specified in the student handbooks, up to and including expulsion from school. When required by State law, the District will also notify law enforcement officials.

The District is concerned about any student who is a victim of alcohol or drug abuse and will facilitate the process by which s/he receives help through programs and services available in the community. Students and their parents should contact the school principal or counseling office whenever such help is needed.



SECTION VI: ACADEMIC INFORMATION

ACADEMIC/COURSEWORK POLICIES

Please reference the Elida High School Academic Handbook located on the guidance department webpage. Information on course offerings, graduation requirements, testing requirements, College Credit Plus, and GPA & Class Rank can be found in this document.

SCHEDULE CHANGES

Schedule changes, although rare, will be considered based on circumstances such as **inappropriate placement, lack of prerequisites, error in enrollment, or a scheduling conflict**. Because teacher assignments are based on original student course selections, changes usually cause class size problems and are discouraged. Refer to the Academic Handbook for further details or discuss with your Guidance Counselor.

GRADING SCALE

A+	100 – 97
A	96 – 93
A-	92 – 90
B+	89 – 87
B	86 – 83
B-	82 – 80
C+	79 – 77
C	76 – 73
C-	72 – 70
D+	69 – 67
D	66 – 63
D-	62 – 60
F	59 – 0

ACADEMIC DISHONESTY

Plagiarism is unknowingly or deliberately using another's work (author, critic, or peer) and passing it off as one's own work. Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, by any dishonest or deceptive means. Providing one's own work to another student to copy is also plagiarism/cheating.

1st Offense	–	"0" for the paper or test; the teacher will contact the parent/guardian; Office is notified of offense.
2nd Offense	–	"0" for the paper or test; the teacher will contact the parent/guardian; A Tuesday or Thursday School will be issued.
3rd Offense	–	"0" for the paper or test; the teacher will contact the parent/guardian; progressive discipline will be issued.

USE OF ARTIFICIAL INTELLIGENCE/NATURAL LANGUAGE PROCESSING TOOLS

Staff are permitted to use Artificial Intelligence and Natural Language Processing (NLP) tools (collectively, "AI/NLP tools") to accomplish their job responsibilities so long as the use is ethical, responsible, and does not violate any provisions of this policy – e.g., it does not infringe on students' or staff members' privacy rights, violate their duty to maintain confidentiality related to personally identifiable information, etc.).

With respect to students, it is the Board's policy that they are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, students are prohibited from using AI/NLP tools to complete school work. The use of AI/NLP tools without the express permission/consent of a teacher is considered to undermine the learning and problem-solving skills that are essential to students' academic success and that the staff is tasked to develop in each student. Consequently, students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools, and they are expected to ask their teachers when they have questions and/or need assistance. Students' unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using such tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

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

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

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

Users who violate this policy and its accompanying guidelines may have their use of technology privileges suspended or revoked, and disciplinary action taken against them. Students who use AI/NLP tools in a malicious manner may be suspended from school with a possible recommendation for expulsion. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

HONOR “E” AWARD

The Honor “E” awards are presented based on student achievement of being on Honor Roll I (3.667-4.5) 2 of the first 3 grading periods.

- First year award winners receive an Honor “E” letter (similar to athletic letter)
- Second year winners receive a service bar for their letter
- Third year winners receive a medal
- Fourth year winners receive an engraved plaque

HONOR ROLL REQUIREMENTS

Honor Roll 1: 3.667 - 4.5

Honor Roll 2: 3.0 - 3.666

NATIONAL HONOR SOCIETY

Membership in the Elida Chapter of the National Honor Society is based on four areas, Scholarship, Leadership, Service, and Character. In order to be considered for eligibility to NHS the applicant must have a 3.50 GPA at the end of their 10th grade year. Students meeting the minimum requirement of a 3.50 GPA will fill out an application and be evaluated by the faculty on the areas of Leadership, Character, and Service.

Students selected will be formally inducted into the NHS in the fall of their junior year. If juniors fail to be selected the junior year, he or she may reapply at the beginning of the senior year.

SECTION VII: MEDICAL/NURSE INFORMATION

STUDENT MEDICATION

If it is necessary for a student to take medication during the school day, including over-the-counter and prescription medication, the student must have a completed Medication Authorization Form on file with the principal/nurse. The forms are available in the principal's office and on the district's web site. The physician's signature and parent/guardian signature are required on the form. The prescription must be in the original container dispensed by the pharmacy. Over-the-counter medication must be in the original package. A new Medication Authorization Form must be submitted each school year.

Medication, except for a prescribed rescue inhaler, epi-pen, or diabetic supplies **must be kept in the clinic and may only be administered by a school official at the prescribed time. Medication may NOT be transported with the student via the school bus.** The only other exception will be throat lozenges or cough drops, in which case the parent/guardian must send a note giving permission for their use.

STUDENT IMMUNIZATIONS

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board of Education adopts policy (5320) regarding the immunization status of the students who attend Elida Local Schools.

COMMUNICABLE DISEASE NOTICES

The Board of Education recognizes that control of the spread of communicable disease spread through casual contact is essential to the well-being of the school community and to the efficient District operation.

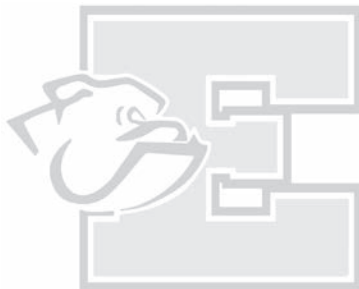
In order to protect the health and safety of the students, District personnel, and the community at large, the Board shall follow all State statutes and Health Department regulations which pertain to immunization and other means for controlling casual-contact communicable disease spread through normal interaction in the school setting.

If a student exhibits symptoms of a casual-contact communicable disease, district staff will isolate the student in the building and contact the parents/guardians. Protocols established by the State or County Health Department shall be followed.

EMERGENCY MEDICAL AUTHORIZATION FORM

Parents/Guardians are required by state law to complete an Emergency Medical Authorization

Form. This form will be completed through Final Forms at the beginning of the school year. This form must be on file in order for a student to participate in an activity off school grounds, including field trips, athletic and other extracurricular activities. The Emergency Medical Authorization is provided at the time of enrollment or each school year and must be completed every school year thereafter. Please note when listing person(s) as emergency contacts, it is recommended that those contacts are in close vicinity of the school building in the event that the student would need to be picked up from school if you are unable to be reached.

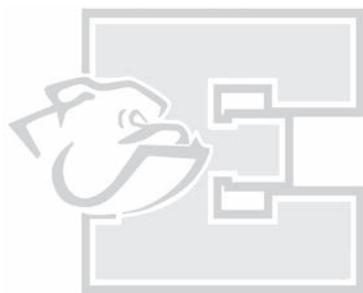


SECTION VIII: TRANSPORTATION

Students must ride their assigned bus. Bus passes may be requested from the transportation department. Riding the school bus is a privilege, not a right. In order to ensure the safety of all passengers, proper conduct is required. Students failing to conduct themselves according to the following rules will not be permitted to ride the bus. Remember all school rules continue to apply while you are on the bus.

BUS TRANSPORTATION RULES

1. Students shall arrive at the assigned bus stop **BEFORE** the bus is scheduled to arrive.
2. Students must wait in a location clear of traffic and away from where the bus stops. This location will be designated by the transportation department for each student.
3. Students must leave or board the bus at locations to which they have been assigned unless they have parental and administrative authorization to do otherwise.
4. Behavior at school bus stops must not threaten life, limb or property of any individual. While at the bus stop, students are to behave and conduct themselves in accordance with the Elida Student Code of Conduct and the Student Discipline Code.
5. Students are expected to enter and leave the bus in an orderly single file.
6. Students must go directly to an available or assigned seat.
7. Students should remain seated while on the bus at all times.
8. Students must keep aisles and exits clear.
9. Students must observe classroom-like conduct and obey the driver promptly and respectfully.
10. Students must not use profane language.
11. Students must refrain from eating and drinking on the bus except as required for medical reasons.
12. Students are expected to meet all school expectations when it comes to tobacco, nicotine, vaporizer devices, alcohol, and or drugs on the bus.
13. Students must not throw or pass objects on, from, or into the bus.
14. Students must keep all body parts in the bus at all times.
15. Students must be silent at railroad tracks until the crossing is completed.
16. Animals, firearms, ammunition, weapons, explosives, or other dangerous materials or objects are prohibited on buses.
17. Personal electronic devices are permitted on the bus; students are expected to make use of the device in accordance with school expectations.
18. Students will be permitted to carry aboard school buses all lab material required for their academic studies as long as they do not have any sharp points or edges and that materials will fit under the seat.
19. Students are not permitted to bring blankets on the bus.
20. Students are prohibited from recording photos, videos, or audio on the bus using any device, including cell phones.



SECTION IX: DISTRICT NOTICES

FERPA AND DIRECTORY INFORMATION

Each year the Superintendent shall provide public notice to students and their parents of the district's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information": a student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; or awards received. Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within five (5) days after receipt of the Superintendent's annual public notice, or a student's new enrollment date.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Elida Local School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
400 Maryland Avenue, SW
Washington, DC 20202-4650

PARENT RIGHTS TO REVIEW EDUCATIONAL RECORD

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

The term "parents" includes legal guardians or other individuals standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older, or a student of any age who is enrolled in a postsecondary institution.

NOTICE OF VIDEOS AND PICTURES

Throughout the year, the yearbook staff will be documenting activities using video and "still" pictures. The district may also have videos/pictures taken of activities to be included on the district website and/or multiple social media sites. If you are opposed to your child being included in these, please indicate your choice when completing information through Final Forms or submit your written request to be excluded to the principal's office by September 15 or ten (10) days after enrollment into Elida High School.

MCKINNEY-VENTO HOMELESS STUDENT NOTICE

The McKinney-Vento Act provides rights and services to children and youth experiencing homelessness. Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the district. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The district shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include children and youth who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. have a primary night time residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, or
- F. live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. Additionally, pursuant to Federal and State law, migratory children who are living in circumstances described in A-F above are also considered homeless.

The district will provide services to homeless students that are comparable to other students in the district. The Board designates the following individuals to serve as the District's Compliance Officer

Special Education Director
Gwen Johns
gjohns@elida.k12.oh.us
419-338-6840
401 E. North St.
Elida, OH 45807

NOTICE OF NONDISCRIMINATION AND OBLIGATIONS

Elida Local School District does not discriminate on the basis of disability in its programs and activities. The following person has been designated to handle inquiries regarding the Nondiscrimination policies:

Special Education Director
Gwen Johns
gjohns@elida.k12.oh.us
419-338-6840
401 E. North St.

TITLE IX - DISCRIMINATION/SEXUAL HARASSMENT

Under Policy 2266, the Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, military status, ancestry, genetic information (collectively, "Protected Classes"), or any other legally protected category, in its programs and activities, including employment opportunities. The Board of Education does not condone unwelcome sexual conduct that is severe, pervasive, and is objectively offensive that it effectively denies a person equal access to an educational program or activity.

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed below for the Title IX Coordinator.

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinator").

Director of Curriculum
Alison Sites
asites@elida.k12.oh.us
419-338-6804
4380 Sunnysdale
Elida, OH 45807

High School Principal
Krissa Worley
kworley@elida.k12.oh.us
419-338-6801
401 East North Street
Elida, OH 45807

CONTROVERSIAL ISSUES

The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools. For purposes of this policy, a controversial issue is a topic on which opposing points of view have been publicized and are likely to arouse both support and opposition in the community. Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

The Board will permit the introduction and educational use of controversial issues provided that their use in the instructional program:

- A. Is related to the instructional goals of the course of study and level of maturity of the students;
- B. Does not tend to indoctrinate or persuade students to a particular point of view;
- C. It encourages open-mindedness and is conducted in a spirit of academic investigation.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction, and it is not substantially disruptive to the educational setting. When controversial issues have not been specified in the course of study, the Board will permit the instructional use of only those issues which have been approved by the principal. In the discussion of any issue, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her point of view.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. All materials or activities proposed by outside sources for display on school property, at school events, for student or staff use shall be reviewed by the superintendent and/or principal related to education contribution to part or all of the school program and benefit to students, and no such approval shall have the primary purpose of advancing the special interest of the proposing group. Non-School Literature, Posters, Signs, Flags, and/or artistic depictions of these items are prohibited from being displayed and/or distributed on District Property if:

- A. The materials contain defamatory statements about public figures or others
- B. The materials advocate disruptive action and are likely to incite or produce such action
- C. There is reasonable cause to believe that the distribution or display of the material will cause a disruption to the educational environment because it contains content that one could easily believe to be aimed at creating hostility or violence towards individuals based on race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, or religion.

ANTI-HARASSMENT, INTIMIDATION, AND BULLYING POLICY

It is the policy (BOE Policy 5517) of the Board of Education to maintain an education and work environment that is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

Harassment means any threatening, insulting, or dehumanizing gesture, use of technology, or written, verbal or physical conduct directed against a student or school employee that:

- A. places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or an employee's work performance; or
- C. has the effect of substantially disrupting the orderly operation of a school.

Bullying rises to the level of unlawful harassment when one (1) or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- | | |
|-------------------|---|
| A. teasing; | G. physical violence; |
| B. threats; | H. theft; |
| C. intimidation; | I. sexual, religious, or racial harassment; |
| D. stalking; | J. public humiliation; or |
| E. cyberstalking; | K. destruction of property. |
| F. cyberbullying; | |

Students and/or their parents or guardians may file reports regarding suspected harassment, intimidation or bullying. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the compliance Officer(s) for review and action. These reports can be formal, informal or anonymous.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of aggressive behavior is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as aggressive behavior. Retaliation may result in disciplinary action as indicated above.

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s):

Director of Curriculum
Alison Sites
asites@elida.k12.oh.us
419-338-6804
4380 Sunnydale
Elida, OH 45807

High School Principal
Krissa Worley
kworley@elida.k12.oh.us
419-338-6801
401 East North Street
Elida, OH 45807

HAZING POLICY

Hazing activities of any type are inconsistent with and disruptive to the educational process, and prohibited at any time in school facilities, on school property, and/or off school property if the misconduct is connected to or associated with Board-sponsored activities (e.g., extracurricular teams, clubs, or groups) or incidents that have occurred on school property. No administrator, employee, faculty member, teacher, coach, consultant, alumnus, or volunteer of the District shall encourage, permit, authorize, condone, or tolerate any hazing activities. The preceding prohibition includes recklessly permitting the hazing of any person associated with the District. Additionally, no student shall plan, encourage, or engage in any hazing.

Hazing is defined as doing any act or coercing another, including the victim, to do any act of initiation into any class, team, or organization or any act to continue or reinstate membership in or affiliation with any class, team, or organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse. No person shall recklessly participate in the hazing of another. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Administrators, employees, faculty members, teachers, coaches, consultants, alumni, or volunteers of the District shall be alerted to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Superintendent. Additionally, no administrator, employee, faculty member, teacher, coach, consultant, alumnus, or volunteer of the District who is acting in an official and professional

capacity shall recklessly fail to immediately report the knowledge of hazing to a law enforcement agency in the county in which the victim of hazing resides or in which the hazing is occurring or has occurred. Students, administrators, employees, faculty members, teachers, and coaches who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil and criminal penalties in accordance with law. Likewise, consultants, alumni, and volunteers associated with the District who fail to abide by this policy may be prohibited from continuing their involvement and/or participation in activities associated with the District and may be held personally liable for civil and criminal penalties in accordance with law.

Board employees, consultants, and volunteers shall not intentionally remain ignorant of hazing or potential hazing activities

SELECTIVE SERVICES NOTICE

Federal Law requires nearly all male US citizens and male immigrants, 18 through 25, to register with Selective Service Registration is a way our government keeps a list of names of men from which to draw in case of a national emergency requiring rapid expansion of our Armed Forces. By registering all young men, Selective Service ensures that a future draft will be fair and equitable. Registering with Selective Service does not mean you are joining the military. Information is available through the guidance counselors.

TOXIC HAZARDS AND ASBESTOS NOTICE

The Board of Education is concerned for the safety of the students and staff members and will attempt to comply with all federal and state statutes and regulations to protect them from hazards that may result from industrial accidents beyond the control of school officials or from the presence of asbestos materials used in previous construction. Toxic hazards exist in chemicals and other substances used in the school setting such as in laboratories, science classrooms, kitchens, and in the cleaning of rooms and equipment.

MISSING CHILDREN NOTIFICATION

The Board believes in the importance of trying to decrease the number of missing children; therefore, efforts are made to identify missing children and notify the proper adults or agencies. School personnel are required by law to provide law enforcement officials access to a student's record when conducting a missing child investigation, providing they have the permission of the parents.

Whenever the District is notified by a law enforcement agency that a missing child report has been filed regarding a student who is currently, or was previously, enrolled in the District, the staff member in charge of admission at the school shall mark that student's records in such a manner that whenever a copy of or information regarding the records is requested, any school official responding to the request is alerted to the fact that the records are those of a missing child. Upon any request for a copy of or information regarding a student's records that have been so marked, the staff member in charge of admission immediately shall report the request to the law enforcement agency that notified the school that the student is a missing child. When forwarding a copy of or information from the student's records in response to a request, the staff member in charge of admission shall do so in such a way that the receiving district or school is unable to discern that the student's records are marked as identifying the student as a missing child.

RELIGIOUS LIBERTIES ACT

The Ohio Student Religious Act of 2019 defines religious expression as prayer, religious gatherings, and distribution of materials or literature, any activity of a religious nature, such as wearing symbolic clothing, expressing a viewpoint, provided that the activity is not vulgar, offensively lewd, or indecent. This allows a student enrolled in a public school to engage in religious expression before, during and after school hours in the same manner and to the same extent that a student is permitted to engage in secular activities. This gives the same access to school facilities to students who wish to conduct a meeting for the purpose of engaging in religious expression as is given to secular student groups, without regard to content of the student's or group's expression. The district shall not prohibit a student from engaging in religious expression in the completion of homework, artwork, or other written or oral assignments.

SECTION X: STUDENT CODE OF CONDUCT

It shall be the policy of Elida High School to encourage student conduct that will maintain a proper educational environment. This code of conduct is in effect while students are under the authority of school personnel or involved in any school activity. This includes but is not limited to school buses and property under the control of school authorities, and while at interscholastic competitions, extracurricular events, or other school activities or programs. In addition, the code of conduct applies to misconduct that occurs off school district property but is connected to activities or incidents that have occurred on school district property.

The Apollo Career Center is an extension of our school program; therefore, a student who elects to attend the career center are subject to disciplinary action based upon the Student Code of Conduct of either Elida High School and/or the Apollo Career Center. Consequently, conduct and/or involvement in any activity that may or does result in disciplinary action by one school may be grounds for similar disciplinary action by the other school.

Any Violation of the code of conduct may result in a verbal or written warning, referral to a guidance counselor or social worker, parental contact or conference, community service, detention, in-school alternative placement, Tuesday-Thursday school, Saturday school, denial of privileges, emergency removal, suspension, expulsion, or referral to law enforcement agencies. Criminal acts committed at or related to the School will be reported to law enforcement officials as well as disciplined at school. Certain criminal acts may result in permanent exclusion from school.

In addition to the above-mentioned types of disciplinary action, the administration may impose disciplinary measures in the nature of after schoolwork, repair of or payment for physical damage caused by the student, and revocation of the privilege of participation in school activities.

The administration reserves the right to exercise flexibility in the assignment of all disciplinary action and **any step found in the student code of conduct may be waived by the administration.** Individuality of the student infractions and other considerations may necessitate disciplinary action other than that specifically listed. Elida High School operates on the assumption that all disciplinary action functions on the philosophy of progression. Therefore, as referrals to the office mount, more severe penalties will be progressively implemented. The intent of this philosophy is to modify, and perhaps eliminate undesirable student behavior.

RULE #1 – THREAT OR AGGRESSION TOWARDS SCHOOL PERSONNEL

A student shall not threaten or attempt to cause physical injury or behave in a manner that could reasonably result in physical injury to any school employee. A student shall neither make what may reasonably be interpreted as a threat to do bodily harm to a school employee or his/her family, nor threaten to damage personal property of an employee in or out of the school setting. Assault of a staff member may result in criminal charges and shall subject the student to expulsion.

RULE #2 – DAMAGE TO SCHOOL OR PRIVATE PROPERTY

A student shall not damage or deface school property, or any other property, either on the school grounds or during a school activity, function, or event off school grounds. A student who accidentally defaces or damages school property or the property of another is obligated to notify the office of this damage and is liable to pay expenses. Failure to report damage may result in disciplinary action.

RULE #3 – THREATENING BEHAVIOR / INTIMIDATING ACTS

A student shall not verbally threaten or behave in such a way as to attempt to threaten, to cause physical injury to other students, school employees, or other persons while under the jurisdiction of the school and/or on school property.

RULE #4 – PHYSICAL AGGRESSION OR INAPPROPRIATE/UNWANTED PHYSICAL CONTACT

A Student shall not engage in inappropriate or unwanted physical contact with any member of the school community. Physical aggression or similarly inappropriate conduct including but not limited to inappropriate or unwanted touching, hitting, or making a physical threat towards another individual while on school property or under the jurisdiction of the school will not be permitted.

RULE #5 –FIGHTING

A student shall not engage in or be a participant in any kind of fight or fighting. Fighting is considered mutual combat in which both parties have contributed to the conflict by provocation or physical action. Any student promoting or instigating a fight through verbal actions or behavior will also be considered to fall under this category.

RULE #6 – DISRESPECTFUL BEHAVIOR

A student shall not behave in a disrespectful, belligerent, disruptive, or otherwise inappropriate manner toward other students, teachers, student teachers, substitute teachers, educational aids, bus drivers, principals, other appropriate school personnel, or any other member of the school community. A student should not behave in any way that is indecent, profane, unreasonably loud, or that otherwise tends to cause or provoke a disturbance.

RULE #7 –NON-COMPLIANCE

A student shall comply with the directives and reasonable requests of district staff and other appropriate school personnel, such as aides and substitute staff.

RULE #8 –DISRUPTION TO CLASSROOM

A student shall not behave in a disruptive or excessively loud manner that interferes with the educational environment.

RULE #9 – DISRUPTION OF SCHOOL

A student shall not by use of violence, force, noise, horseplay, coercion, threat, intimidation, fear, passive resistance, or any other conduct cause the disruption or obstruction of any lawful mission, process, or function of the school. **This would include a false alarm or some type of emergency disaster alarm.** Neither shall the student engage in such conduct for the purpose of causing the disruption or obstruction of any lawful mission, process, or function of the school if a substantial and material disruption or obstruction is reasonably certain to result from his/her urging.

RULE #10 – FAILURE TO ATTEND OR SERVE ASSIGNED DISCIPLINE

Failure to attend a detention or other assigned discipline on the assigned date(s), except in an extreme emergency approved by the principal, may result in further disciplinary action. Failure to serve the entire session of a detention may result in further disciplinary action. If a student is in violation of the rules of the detention room, that student may be removed from detention, resulting in further disciplinary action.

RULE #11 – DISHONESTY

Lying - A student shall not lie, fabricate, distort, or misrepresent information, whether verbal or written, to school employees.

Forgery - A student shall not forge the writing of another or falsely use the name or signature of another person. A student shall not falsify times, dates or other data on school forms or school related correspondence.

Plagiarism – A student shall not use another's work (author, critic, peer, or AI) and pass it off as one's own work. Students are expected to understand what constitutes plagiarism.

Cheating – A student shall not obtain or attempt to obtain, or aid another in obtaining credit for work, by any dishonest or deceptive means. Providing one's own work to another student to copy is also plagiarism and cheating.

RULE #12 – HARASSMENT / SEXUAL HARASSMENT/ DATING VIOLENCE / HAZING

A student shall not physically harass or verbally harass school personnel, students or visitors while under the jurisdiction of the school and/or on school property. Harassment includes but is not limited to: intimidation, insults, slurs, racially derogatory comments, jokes, and persistent annoying behavior, orally or in writing toward individuals based on race, color, sex, gender, ethnicity, religious belief, disability, or physical characteristics.

Sexual harassment includes (i) A Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct; (ii) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or sexual assault, dating violence, domestic violence, or stalking, as each is defined by federal law.

Students, Board members, and District employees are required, and other members of the School District community, and Third Parties, are encouraged, to report allegations of sex discrimination or Sexual Harassment promptly to the/a Title IX Coordinator or to any Board employee, who will in turn notify the/a Title IX Coordinator. Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

Students shall not plan, encourage, or participate in any form of hazing. Hazing is defined as any act of coercing another, including the victim, to do or initiate any act against any student or other organization which causes, or creates a substantial risk of causing, mental or physical harm to any person. Permission, consent or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Hazing activities of any type are inconsistent with the educational process and will be prohibited at all times. Violation may lead to suspension, recommendation for expulsion and/or legal action as contained in ORC 2307.44

RULE #13 – TRUANCY / UNEXCUSED ABSENCES / TARDINESS / LEAVING SCHOOL PROPERTY

A student shall not be truant, have an unexcused absence from school, or be tardy to school or classes. Excused absences from school must have appropriate school authorization and/or parental consent. Only the Legal Guardian of a student may call to excuse a student's absence from school or for early release from school due to an appointment.

Unexcused absence from school or class is declared when a student is absent from school, or any portion of the day, without school authorization and parental consent. This includes skipping any part of a class but staying on school grounds.

Leaving school property: While under the jurisdiction of school authorities, a student may not leave school premises without the proper authorization of an administrator or the school nurse. When leaving school, students are **required to sign out in the Activities Office with a secretary**. Failure to do so may result in an unexcused absence for the time missed.

RULE #14 – MISCONDUCT NON-INSTRUCTIONAL AREA

Student conduct in restrooms, corridors, cafeteria, on school grounds, and during school-sponsored activities on and off campus, is expected to reflect the rules of good taste and a respect for the welfare, rights and safety of others, and to comply with this Code of Conduct. Running, boisterousness, horseplay, and extreme loudness are not acceptable. Students are expected to comply with reasonable requests made by staff in all non-instructional areas, as willingly and as quickly as they are expected to do in the classroom. Students are expected to cooperate with custodians, secretaries, hall monitors, and cafeteria workers since these people have the necessary authority to fulfill their assigned responsibilities. Students should understand that the authority of the teacher does not end at the classroom door but extends to every inch of the building and grounds.

RULE #15 – INAPPROPRIATE BEHAVIOR AT ATHLETIC CONTESTS AND OTHER SCHOOL RELATED ACTIVITIES

Students attending school-sponsored events or activities shall not behave in any way that disrupts or tends to interfere with that activity. Inappropriate actions may result in denial of future attendance and/or participation at athletic contests and/or other school related activities. Additional disciplinary actions as determined by building administrators may be taken.

RULE #16 – MISCONDUCT AWAY FROM SCHOOL

The superintendent or his/her designee, pursuant to O.R.C. 3313.66, may suspend or recommend a student for expulsion if they determine:

1. That the student's continued presence in the school is reasonably certain to significantly disrupt or interfere with the educational process or significantly endanger the health or safety of the students or others.
2. That the student sold or distributed any controlled substance or drug-of-abuse off school property or at a non-school sponsored or related activity, function or event, or has engaged in an assault or battery upon a school employee or other student off school property.
3. That misconduct by a pupil that occurs off property owned or controlled by the district but that is connected to activities or incidents that have occurred on property owned or controlled by the district.

RULE #17 – SMOKING / TOBACCO PRODUCTS AND PARAPHERNALIA

Students shall not possess, consume, purchase or attempt to purchase and/or use tobacco or tobacco substitute products at any time (twenty-four (24) hours a day, seven (7) days a week) on District premises, in District-owned vehicles, within any indoor facility owned or leased or contracted for by the District, and/or used to provide education or library services to children, and at all District-sponsored events. This prohibition applies to any product that contains tobacco, is derived from tobacco, does or does not contain nicotine, e-cigarettes and other electronic smoking devices (including but not limited to "JUULs"), or other smoking paraphernalia such as lighters, matches, or other smoking-related items.

Students found to be in violation of this policy may be suspended.

RULE #18 – ALCOHOL, NARCOTICS, DRUGS, COUNTERFEIT CONTROLLED SUBSTANCES AND PARAPHERNALIA

To promote an alcohol and drug-free school system, Elida Local Schools enforce regulations which prohibit student contact with and/or consumption of alcoholic beverages, intoxicants, drugs-of-abuse, all products containing any amount of THC (including Delta 8), regardless of legal status, or a controlled substance consistent with Federal Law and Regulations. This provision shall be applicable to any conduct on school property, on school transportation, or at any school-related activities or event, before, during, and after school hours including weekends or days schools is not in session; off school grounds at a school-sponsored activity or event; on school transportation.

A student shall not possess, use, show evidence of consumption, transmit, sell, or conceal any alcoholic beverage, drug, drug-of-abuse instrument/paraphernalia including electronic smoking or vaporizing devices, any intoxicant, any look-a-like substance of abuse, or a controlled substance consistent with Federal Law and Regulations. Characteristics of consumption could include but are not limited to odor, reddened eyes, or any other sign or condition which a reasonable person would associate with use or consumption.

Students found in violation of this policy may be suspended and/or expelled from school. Additionally, depending upon the nature of the offense, the student may be referred to law enforcement where any potential criminal charges may be filed.

RULE #19 – PROFANITY AND/OR OBSCENE LANGUAGE OR GESTURE

A student shall not use profanity or obscene language, in written, verbal, or electronic communication. Included in this prohibition is the use of obscene gestures, signs, pictures, or publications.

Inappropriate displays of affection such as embracing, kissing, or caressing one another in a situation or other circumstances deemed inappropriate will be considered inappropriate gestures.

RULE #20 – REPEATED SCHOOL VIOLATIONS

A student shall not repeatedly fail to follow directions of from authorized school district personnel while under their supervision. A student shall not accumulate various infractions of the Code of Conduct.

Repeated offenses and violations of school rules and regulations may lead to a disciplinary progression of suspension from school with the possibility of an expulsion recommendation.

RULE #21 – SCHOOL TRANSPORTATION

Students riding the bus are under the authority of, and directly responsible to, the bus driver. The driver has the authority to enforce the established regulations for bus conduct. Violations of bus transportation rules or refusal to submit to the authority of the driver is sufficient reason for refusing transportation services or suspending transportation services to any student in accordance with the procedures described above. This applies to both daily transportation and any school sponsored trips.

RULE #22 – THEFT / ATTEMPTED THEFT / EXTORTION

A student shall not cause or attempt to take into possession the public property or equipment of the school district or the personal property of another student, teacher, visitor, or employee of the school district. In the event of theft, the student may be required to make full restitution. Criminal charges may be filed. Students shall not keep, conceal, or dispose of property they know, or have reason to believe, was stolen. No student shall obtain money, items of value, or special favors from anyone by implied force.

RULE #23 – ABUSE OF TECHNOLOGY

A student shall not abuse the school district's hardware or software. Violations include, but are not limited to, the following: unauthorized access; tampering with computer programs, data disks and hard drives; using equipment to make unauthorized or illegal duplicate copies of computer software; damaging or destroying computer hardware or software; and using school district computer facilities for purposes unrelated to the instructional program of the district, unless written permission from a school official has been obtained.

RULE #24 – WEAPONS AND DANGEROUS INSTRUMENTS

Students shall not possess, handle, transmit, or bring a weapon on school grounds or conceal any weapon, dangerous instrument, explosive device, counterfeit weapon or object which a reasonable person might consider, under the circumstances, capable of harming a person or property. Included in this prohibition is the possession or use of chemicals and gases, such as mace and stink bombs.

Other more commonplace devices, which are not normally considered weapons, may, under certain circumstances, be used as a dangerous weapon. If a student uses such a device in this fashion, it will be considered a violation of the rule on weapons.

This guideline applies on the school grounds; during, before, and after school hours, and off the school grounds, on a school bus, or rented carrier, at any school activity, function, or event.

RULE #25 – BULLYING/CYBERBULLYING

Harassment toward a student, whether by other students, staff, or third party is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal and psychological abuse and any speech or action that creates a hostile, intimidating or offensive learning environment.

Nonverbal harassment includes the posting of offensive objects, pictures, or graphic commentaries in the school environment or in other forums including any type of digital communication.

Aggressive behavior is defined as inappropriate conduct that is repeated enough to negatively impact a student's educational, physical, or emotional well-being.

Repeated offenses and violations of this rule may follow a disciplinary progression of suspension from school with the possibility of an expulsion recommendation.

Differentiating Bullying from Normal Peer Conflict or Mean Behavior

Normal Peer Conflict	Bullying
• Equal power or are friends, • Happens Occasionally, • Accidental, • Not Serious, • Not Seeking Power, • Remorse afterwards – will take responsibility, effort to solve the problem	• Imbalance of power, • Repeated, negative actions, • Intentional, • Physical/Emotional harm, • Seeking control/material things, • No remorse afterwards – blames the target, • No effort to solve the problem

RULE #26– BOMB THREATS, TERRORISTIC THREATS, OR OTHER FALSE ALARMS

Making a bomb or shooting threat directed at a school building or any location where a school activity is being held at the time a threat is made, or against other students and/or staff may be expelled for a period of up to one (1) school year. This includes, but is not limited to, threats made through social media use, texting, etc. Additionally, intentionally giving or interfering with a false fire alarm or any other type of threat is prohibited. Making threats either directly or indirectly to commit a crime of violence with the purpose of terrorizing others or with reckless disregard of the risk of causing terror is considered a terroristic threat and may be grounds for expulsion.

RULE #27– OTHER SITUATIONS

The administration has made every attempt to develop rules and regulations in the Student Code of Conduct, which would address most of the situations that could occur. It should be noted that other possible student conduct, not mentioned specifically in the “Student Code of Conduct”, but reaching the gravity outlined by these rules, in terms of persistent disobedience or gross misconduct as elsewhere defined may be grounds for disciplinary action. It is the responsibility of the building administration to take sensible and responsible action to protect the educational process from disruption and/or safety and welfare of students and staff in the school building.

SECTION XI: GIFTED INFORMATION

GIFTED IDENTIFICATION GUIDELINES AND SERVICE PLAN REVISED 01/26

Ohio defines a student who is gifted as one who “performs or shows potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment” (Ohio Revised Code 3324.01).

The district ensures equal opportunity for all district students identified as gifted to receive any services offered by the district to which they meet the criteria.

IDENTIFICATION

Once identified as gifted, a student retains that identification regardless of subsequent testing or classroom performance.

Ohio law defines the criteria school districts must use for gifted identification. Below is an overview of the criteria students must meet for each area of identification recognized by Ohio Law.

SUPERIOR COGNITIVE ABILITY

Students are identified as gifted in Superior Cognitive Ability if, within the previous 24 months, a student accomplishes any of the following:

- Scores two standard deviations about the mean, minus the standard error of measurement, on an approved standardized individual or group intelligence test;
- Performs at or above the 95th percentile on an approved basic or composite battery of a nationally normed achievement test; or
- Attains an approved score on one or more above grade-level standardized, nationally normed approved tests.

SPECIFIC ACADEMIC ABILITY

Students are identified as gifted in specific academic ability if, within the previous 24 months, a student performs at or above the 95th percentile at the national level in a specific academic ability field on an approved individual or group standardized achievement test.

CREATIVE THINKING ABILITY

Students are identified as gifted in Creative Thinking Ability, if with the previous 24 months, a student does both of the following:

- Scores one standard deviation above the mean, minus the standard error of measurement, on an approved standardized individual or group intelligence test; and
- Exhibits sufficient performance on either of the following:
 - An approved individual or group test of creative ability; or
 - A checklist of creative behaviors.

VISUAL OR PERFORMING ARTS ABILITY

Students are identified as gifted in Visual or Performing Arts Ability when a student does both of the following:

- Demonstrates superior ability in a visual or performing arts area through a display of work, an audition, or other performance or exhibition; and
- Exhibits sufficient performance on an approved checklist of behaviors related to a specific arts area.

APPROVED ASSESSMENTS UTILIZED BY ELIDA LOCAL SCHOOLS

Elida Local Schools recognizes all assessments approved by the state of Ohio. The district uses the following assessment instruments for screening and identification pursuant to Ohio Revised Code 3324.

All students in grades 2 and 4 are screened for giftedness in Superior Cognitive Ability and Specific Academic Ability in the areas of Reading and Math.

SUPERIOR COGNITIVE ABILITY

- Cognitive Abilities Test (CogAT)- Form 7, VQN Composite
 - Identification Score, Composite Standard Age Score 128

SPECIFIC ACADEMIC ABILITY

- IOWA Assessments- Form E
 - Identification Score, 95th Percentile

CREATIVE THINKING

- Gifted and Talented Evaluation Scales- Second Addition (GATES-2)

VISUAL OR PERFORMING ARTS ABILITY

- Audition, performance, display of work, exhibition, or checklist

REFERRAL

Children may be referred in writing on an ongoing basis based on the following:

- Child request (Self-referral);
- Teacher recommendation;
- Parent/guardian request;
- Child referral of peer; and
- Others (psychologists, community members, principals, gifted coordinators, etc.)

Upon receipt of a referral, the district will:

- Follow the process as outlined in this document; and
- Notify parents of the results of screening or assessment and identification within 30 days.

SCREENING

The district ensures equal access to screening and further assessment for all district children including those from culturally or linguistically diverse backgrounds, low socioeconomic backgrounds, with disabilities, and those for whom English is a second language.

REASSESSMENT

When the screening assessment has been completed, reassessment for possible identification occurs if the data is from an approved screening instrument or from an identification instrument on which the student is within a district-specified range below the identification score.

TRANSFER

The district ensures that any child transferring into the district will be assessed within 90 days of the transfer at the parent's request.

APPEAL PROCEDURE

Parents should submit a letter to the superintendent or district gifted coordinator outlining the nature of the concern. The superintendent or coordinator will convene a meeting with the parent/guardian, which may include other school personnel. The superintendent or coordinator will issue a final decision within 30 days of the appeal. This written notice will include the reason(s) for the decision.

WITHDRAWAL

If a student wishes to withdraw from gifted services, the parent or the student should submit a written request to the building principal or the gifted coordinator. If children request to withdraw, parents will be notified.

SERVICES

- Students in grades 2-6 who are identified in the areas of Superior Cognitive Ability or Specific Academic in the areas of Math and Reading are eligible to receive the following services:
 - Working in a small group with a Gifted Intervention Specialist in a resource room.
 - Participation in differentiated instruction and cluster grouping within the regular classroom setting.
 - Accelerated coursework.
- Students in grades 7-12 who are identified in the areas of Superior Cognitive Ability or Specific Academic in the areas of Math and Reading are eligible to receive the following services:
 - Participation in differentiated instruction and cluster grouping within the regular classroom setting.
 - Accelerated coursework.
 - Enrollment in advanced placement courses, independent studies, dual enrollment, and/or College Credit Plus options at the high school level.

Contact Information

Amy Wannemacher

Elida Local School Gifted Coordinator

awannemacher@elidaschools.k12.oh.us

SECTION XII: TECHNOLOGY ACCEPTABLE USE POLICY – 7540.03

To access and use District Technology Resources (see definition in Bylaw 0100), including a school assigned e-mail account and/or the Internet at school, students under the age of eighteen (18) must obtain parent permission and sign and return this form. Students eighteen (18) and over may sign their own forms. Use of District Technology Resources is a privilege, not a right. The Board of Education's Technology Resources, including its computer network, Internet connection and online educational services/apps, are provided for educational purposes only. Unauthorized and inappropriate use will result in loss of this privilege and/or other disciplinary action. The Board has implemented technology protection measures that protect against (e.g., block/filter) Internet access to visual displays/depictions/materials that are obscene, constitute child pornography, or are harmful to minors. The Board also monitors online activity of students in an effort to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Nevertheless, parents/guardians are advised that determined users may be able to gain access to information, communication, and/or services on the Internet that the Board has not authorized for educational purposes and/or that they and/or their parents/guardians may find inappropriate, offensive, objectionable or controversial. Students using District Technology Resources are personally responsible and liable, both civilly and criminally, for unauthorized or inappropriate use of the Resources. The Board has the right, at any time, to access, monitor, review and inspect any directories, files and/or messages residing on or sent using District Technology Resources. Messages relating to or in support of illegal activities will be reported to the appropriate authorities. Individual users have no expectation of privacy related to their use of District Technology Resources.

Teachers and building principals are responsible for determining what is unauthorized or inappropriate use. The principal may deny, revoke or suspend access to and use of the Technology Resources to individuals who violate the Board's Student Technology Acceptable Use, Safety Policy, and related Guidelines. The principal may take such other disciplinary action as is appropriate pursuant to the Student Code of Conduct

Acceptable Use Policy will be agreed to/accepted through Final Forms

CALENDAR YEARS

2026

January	S M T W T F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	March	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April	S M T W T F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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	MONDAY	10	TUESDAY	11	WEDNESDAY	12
DAILY EVENTS						

explicate v. – explain in detail. The students explicated each step of their science project.

This Week in History:

This Week in History:
August 15, 1914 – The Panama Canal opens, linking the Atlantic and Pacific oceans between Central and South America.

HALL PASS

[illegible]

This Week in History:

This Week in History:
August 21, 1911 – Three men steal the "Mona Lisa" from the Louvre after hiding overnight in a closet. It's recovered two years later.

HALL PASS

[illegible]

	MONDAY 24	TUESDAY 25	WEDNESDAY 26
DAILY EVENTS			

Mawlid al-Nabi begins at
sundown

August 28, 1922 – Americans hear the first radio commercial, launching radio as a major source for news, weather, and advertising.

[illegible]

	MONDAY	31	TUESDAY	1	WEDNESDAY	2
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
9TH PERIOD						
DAILY EVENTS						

abeyance n. – temporary suspension. Kara held her excitement in abeyance while waiting for the judge's score.

SEPTEMBER 2026							OCTOBER 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

This Week in History:
September 4, 1882 – Thomas Edison lights up 400 electric bulbs in lower Manhattan, the first large-scale use of electric street lighting.

[illegible]

018221 5176

1ST PERIOD	MONDAY	7	TUESDAY	8	WEDNESDAY	9			
2ND PERIOD									
3RD PERIOD									
4TH PERIOD									
5TH PERIOD									
6TH PERIOD									
7TH PERIOD									
8TH PERIOD									
9TH PERIOD									
DAILY EVENTS									

Labor Day

mollify v. – soothe; soften in feeling. He tried to mollify the wailing infant with a walk around the block.
sdb.plus

September 11, 2001 – Terrorists crash planes into the World Trade Center and Pentagon, killing thousands in the deadliest attack on U.S. soil.

[illegible]

*Patriot Day
Rosh Hashanah begins at
sundown*

-demos- (*people*) – *democracy, demagogue, epidemic*

	MONDAY	14	TUESDAY	15	WEDNESDAY	16
DAILY EVENTS						

ribald adj. – crude; profane. *His ribald stories offended the wedding guests.*

This Week in History:

This Week in History:
September 14, 1975 – The Roman Catholic Church canonizes Elizabeth Ann Seton, making her the first American-born saint.

19

20

Yom Kippur begins at sundown

HALL PASS

[illegible]

	MONDAY 21	TUESDAY 22	WEDNESDAY 23
DAILY EVENTS			
			First day of autumn

bifurcate v. – divide into two. Once another employee is hired, the company will bifurcate the bookkeeper's duties.

This Week in History:

September 23, 1806 – American explorers Meriwether Lewis and William Clark return to St. Louis after a two-year trek to the Pacific Ocean and back.

HALL PASS

[illegible]

	MONDAY	28	TUESDAY	29	WEDNESDAY	30
DAILY EVENTS						

mutable adj. – changeable. A folding screen creates a mutable partition in a large room.

SEPTEMBER 2026							OCTOBER 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

October 2, 1967 – Thurgood Marshall becomes the first African American justice of the U.S. Supreme Court.

[illegible]

018221 5176

	MONDAY	5	TUESDAY	6	WEDNESDAY	7
DAILY EVENTS						

canard n. – unfounded report; falsehood. *Her ridiculous excuse was clearly a canard.*

This Week in History:
October 7, 1955 – The world-famous
cellist Yo-Yo Ma is born in Paris.

[illegible]

🎵 📷 | @sdb.plus

OCTOBER

OCTOBER						2026
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER							2026
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

This Week in History:

This Week in History:
October 12, 1492 – Christopher Columbus lands at a Bahamian island, believing he has reached East Asia.

SATURDAY

SUNDAY

HALL PASS

[illegible]

dia- (across) – diagonal, diameter, diagram

	MONDAY	19	TUESDAY	20	WEDNESDAY	21
1ST PERIOD						
	2ND PERIOD					
3RD PERIOD						
	4TH PERIOD					
5TH PERIOD						
	6TH PERIOD					
7TH PERIOD						
	8TH PERIOD					
9TH PERIOD						
	DAILY EVENTS					

halcyon *adj.* – idyllic; calm. *Amidst the turmoil, she dreamily recalled her halcyon days on the beach.*

This Week in History:
October 24, 1945 – The United Nations officially comes into existence. Since 1948, United Nations Day has been celebrated every Oct. 24.

HALL PASS

[illegible]

	MONDAY 26	TUESDAY 27	WEDNESDAY 28
DAILY EVENTS			
9TH PERIOD			
8TH PERIOD			
7TH PERIOD			
6TH PERIOD			
5TH PERIOD			
4TH PERIOD			
3RD PERIOD			
2ND PERIOD			
1ST PERIOD			

choleric adj. – irritable; short-tempered. *The children's exuberant play rankled their choleric neighbor.*

OCTOBER

OCTOBER 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER							2026
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

This Week in History:

This Week in History:
October 27, 1968 – Physicist Lise Meitner, whose research with Otto Hahn and Fritz Strassmann led to the discovery of nuclear fission, dies.

SATURDAY

31

Halloween

SUNDAY

1

Standard time begins

HALL PASS

[illegible]

dis-, dif- (not) – discord, differ, distrust

November 4, 1922 – English archaeologist Howard Carter discovers the entrance to King Tutankhamun's tomb in the Valley of the Kings, Egypt.

[illegible]

	MONDAY	9	TUESDAY	10	WEDNESDAY	11
DAILY EVENTS						
						Veterans Day

coterie n. – often exclusive group of persons with a similar purpose. The coterie of authors liked to discuss their favorite books.

NOVEMBER

NOVEMBER						2026
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

This Week in History:

November 11, 1918 – World War I comes to an end. Many countries recognize this day as Armistice Day; in the United States, it's known as Veterans Day.

SATURDAY

14

SUNDAY

15

HALL PASS

[illegible]

-domin- (to rule) – dominate, domain, dominant

	MONDAY 16	TUESDAY 17	WEDNESDAY 18
DAILY EVENTS			
9TH PERIOD			
8TH PERIOD			
7TH PERIOD			
6TH PERIOD			
5TH PERIOD			
4TH PERIOD			
3RD PERIOD			
2ND PERIOD			
1ST PERIOD			

diluvial adj. – pertaining to a flood. Saturday's rain brought yet another diluvial disaster to the region.

NOVEMBER

NOVEMBER							2026
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30						

DECEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

This Week in History:

November 19, 1969 – Eighty thousand fans cheer as Brazilian soccer star Pelé scores his 1,000th professional goal in Rio de Janeiro.

SATURDAY

SUNDAY

HALL PASS

[illegible]

	MONDAY	23	TUESDAY	24	WEDNESDAY	25
DAILY EVENTS						

ebullient adj. – exhilarated; enthusiastic. *The contestant was in an ebullient mood after winning the grand prize.*

NOVEMBER

NOVEMBER						2026
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

This Week in History:

November 26, 1789 – George Washington issues the first Thanksgiving Proclamation, recommending a national day of public thanksgiving.

SATURDAY

SUNDAY

HALL PASS

[illegible]

Thanksgiving

-ess (female) – goddess, lioness, actress, priestess

	MONDAY	30	TUESDAY	1	WEDNESDAY	2
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
9TH PERIOD						
DAILY EVENTS						

feckless adj. – ineffective; worthless. *His girlfriend's father felt he was feckless, even though he tried to find a job.*

This Week in History:
December 2, 1816 – The first savings bank in the United States, the Philadelphia Savings Fund Society, opens.

[illegible]

Hanukkah begins at sundown

DECEMBER

DECEMBER 2026							JANUARY 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						

This Week in History:

This Week in History:
December 7, 1941 – Two hundred Japanese aircraft attack the U.S. naval base at Pearl Harbor, Hawaii, pulling the United States into World War II.

SATURDAY

12

SUNDAY

13

HALL PASS[illegible]

This Week in History:

This Week in History:
December 17, 1903 – Orville and Wilbur Wright make the first powered flight, flying their biplane for 12 seconds near Kitty Hawk, North Carolina.

HALL PASS

[illegible]

	MONDAY 21	TUESDAY 22	WEDNESDAY 23
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
9TH PERIOD			
DAILY EVENTS	<i>First day of winter</i>		

laudatory adj. – praiseworthy. *The principal commended our laudatory work.*

This Week in History:
December 22, 1989 – The Brandenburg Gate in Berlin reopens, signifying the reunification of East and West Germany.

Kwanzaa begins

HALL PASS

[illegible]

-luc- (*light*) – *elucidate, lucid, translucent*

	MONDAY 28	TUESDAY 29	WEDNESDAY 30
DAILY EVENTS			
9TH PERIOD			
8TH PERIOD			
7TH PERIOD			
6TH PERIOD			
5TH PERIOD			
4TH PERIOD			
3RD PERIOD			
2ND PERIOD			
1ST PERIOD			

penury n. – poverty. The decrepit buildings gave the area a mark of penury.

DECEMBER

DECEMBER 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY						2027
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

This Week in History:

This Week in History:
December 29, 1890 – Under the direction of Col. James W. Forsyth, U.S. troops massacre more than 200 Sioux in the Battle of Wounded Knee.

SATURDAY

2

SUNDAY

3

HALL PASS

[illegible]

New Year's Day

This Week in History:
January 4, 1999 – The euro debuts as the chief financial unit of 11 European nations; the first time since Charlemagne's reign that Europe has a common currency.

[illegible]

ante- (before) – *antecedent, antediluvian, antenuptial*

JANUARY

JANUARY							2027	
S	M	T	W	T	F	S		
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								

FEBRUARY 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

This Week in History:

January 15, 1929 – Martin Luther King Jr., a Black civil rights leader, advocate of nonviolence, and Nobel Peace Prize recipient, is born.

SATURDAY

SUNDAY

HALL PASS

[illegible]

	MONDAY 18	TUESDAY 19	WEDNESDAY 20
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
9TH PERIOD			
DAILY EVENTS	Martin Luther King Jr. Day		

gustatory *adj.* – relating to sense of taste. Sara’s cooking was filled with gustatory delights.

JANUARY

JANUARY						2027	
S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

FEBRUARY 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

This Week in History:

This Week in History:
January 19, 1943 – Rock singer Janis Joplin is born. Known for "Piece of My Heart" and "Me and Bobby McGee," she dies at 27 from a drug overdose.

SATURDAY

SUNDAY

HALL PASS

[illegible]

aqua- (water) – *aqueduct, aquatic, aquarium*

	MONDAY	25	TUESDAY	26	WEDNESDAY	27
DAILY EVENTS						

retrogress v. – move backward. The project's failure forced the team to retrogress.

JANUARY

JANUARY							2027	
S	M	T	W	T	F	S		
					1	2		
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								

FEBRUARY 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

This Week in History:

January 27, 1945 – Soviet troops liberate over 7,000 prisoners from Auschwitz, where more than 1.1 million people, mostly Jews, were killed.

SATURDAY

30

SUNDAY

31

HALL PASS

[illegible]

-astr- (*star*) – *astronomy, astrology, astronaut, astrophysics, astrolabe*

	MONDAY	1	TUESDAY	2	WEDNESDAY	3
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
9TH PERIOD						
DAILY EVENTS			Groundhog Day			

beatific *adj.* – having a blissful appearance. The woman's beatific smile made her look years younger.

sdb.plus

FEBRUARY

FEBRUARY 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH						2027
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

This Week in History:

February 1, 1960 – Protesting racial segregation, four African Americans begin a sit-in at a segregated lunch counter in Greensboro, North Carolina.

SATURDAY

6

Lunar New Year

SUNDAY

7

Ramadan begins at sundown

HALL PASS

[illegible]

-aud-, -audit- (*hear*) – *audible, auditorium, audience*

	MONDAY	8	TUESDAY	9	WEDNESDAY	10
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
9TH PERIOD						
DAILY EVENTS						

Ash Wednesday

belfry n. – bell tower. Several times a year, the church belfry needed to be cleaned of cobwebs.
 sdb.plus

FEBRUARY

FEBRUARY							2027
S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28							

MARCH						2027
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

This Week in History:

February 8, 1973 – The U.S. Senate forms a committee to investigate the Watergate scandal, which eventually leads to President Nixon's resignation.

SATURDAY

SUNDAY

Valentine's Day

HALL PASS

[illegible]

Lincoln's Birthday

FEBRUARY

FEBRUARY 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH						2027
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

This Week in History:

This Week in History:
February 15, 1965 – Canada officially adopts the red maple leaf flag, one of the world's most recognizable national emblems.

SATURDAY

SUNDAY

HALL PASS

[illegible]

-belli- (war) – *bellicose, belligerent, rebellious*

FEBRUARY

FEBRUARY 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH						2027
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

This Week in History:

This Week in History:
February 24, 1786 – Wilhelm Grimm, the younger of the Brothers Grimm, is born in Hanau, Germany. Their folktales are later published as *Grimms' Fairy Tales*.

SATURDAY

27

SUNDAY

28

HALL PASS

[illegible]

bene-, bon- (*well, good*) – *benefactor, benevolence, bonus*

	MONDAY	1	TUESDAY	2	WEDNESDAY	3
DAILY EVENTS						

spurious adj. – false; not genuine. They made spurious claims of personal injury.

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

This Week in History:
March 1, 1961 – President John F. Kennedy creates the Peace Corps by executive order. Congress formally authorizes it later that year.

[illegible]

biblio- (*book*) – *bibliography, bibliophile, Bible*

	MONDAY	8	TUESDAY	9	WEDNESDAY	10
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
9TH PERIOD						
DAILY EVENTS						

Eid al-Fitr begins at sundown

gourmand n. – lover of fine food. Jeff became a real gourmand after years of peanut butter sandwiches.

MARCH

MARCH							2027
S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

APRIL 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

This Week in History:

This Week in History:
March 10, 1876 – Alexander Graham Bell makes the first telephone call – to his assistant, Thomas Watson – creating a milestone in communication history.

SATURDAY

SUNDAY

Daylight saving time begins

HALL PASS

[illegible]

	MONDAY 15	TUESDAY 16	WEDNESDAY 17
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
9TH PERIOD			
DAILY EVENTS			St. Patrick's Day

gregarious adj. – sociable. She was a gregarious, outgoing person even in new settings.

MARCH

MARCH						2027
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL						2027
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

This Week in History:

This Week in History:
March 16, 1964 – The Beatles release "Can't Buy Me Love." Breaking numerous records, it's the group's third consecutive single at No. 1 on the Billboard charts.

SATURDAY

20

First day of spring

SUNDAY

21

Palm Sunday

HALL PASS

[illegible]

bio- (life) – biology, biography, biochemist

	MONDAY 22	TUESDAY 23	WEDNESDAY 24
DAILY EVENTS			
9TH PERIOD			
8TH PERIOD			
7TH PERIOD			
6TH PERIOD			
5TH PERIOD			
4TH PERIOD			
3RD PERIOD			
2ND PERIOD			
1ST PERIOD			

adroit adj. – clever; skillful. The dancer was adroit enough to succeed in both tap and ballet.

MARCH

MARCH						2027
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL						2027
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

This Week in History:

This Week in History:
March 22, 1972 – The U.S. Senate approves the Equal Rights Amendment to ban sex discrimination, but it later falls short of the required 38-state ratification.

SATURDAY

27

SUNDAY

28

Easter

HALL PASS

[illegible]

-brev- (*short*) – *brevity, abbreviate, breviary*

	MONDAY 29	TUESDAY 30	WEDNESDAY 31
DAILY EVENTS			
9TH PERIOD			
8TH PERIOD			
7TH PERIOD			
6TH PERIOD			
5TH PERIOD			
4TH PERIOD			
3RD PERIOD			
2ND PERIOD			
1ST PERIOD			

fortuitous *adj.* – happening by chance. The collapse of its competitors brought fortuitous gains to the company.

This Week in History:
March 30, 1867 – U.S. Secretary of State William Seward reaches an agreement to purchase Alaska from Russia for \$7.2 million.

[illegible]

April Fools' Day

	MONDAY	5	TUESDAY	6	WEDNESDAY	7
1ST PERIOD						
2ND PERIOD						
3RD PERIOD						
4TH PERIOD						
5TH PERIOD						
6TH PERIOD						
7TH PERIOD						
8TH PERIOD						
9TH PERIOD						
DAILY EVENTS						

largess n. – generosity. *My grandpa showed great largess when he gave me his restored hot rod.*

APRIL

APRIL 2027							MAY 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2							1
3	4	5	6	7	8	9	2	3	4	5	6	7	8
10	11	12	13	14	15	16	9	10	11	12	13	14	15
17	18	19	20	21	22	23	16	17	18	19	20	21	22
24	25	26	27	28	29	30	23	24	25	26	27	28	29
							30	31					

This Week in History:

This Week in History:
April 8, 1974 – Hank Aaron hits the 715th home run of his career, breaking Babe Ruth's 1935 record. Aaron finishes his career in 1976 with 755 home runs.

SATURDAY

SUNDAY

HALL PASS

[illegible]

	MONDAY 12	TUESDAY 13	WEDNESDAY 14
1ST PERIOD			
2ND PERIOD			
3RD PERIOD			
4TH PERIOD			
5TH PERIOD			
6TH PERIOD			
7TH PERIOD			
8TH PERIOD			
9TH PERIOD			
DAILY EVENTS			

quell v. – to thoroughly overwhelm and reduce to passivity. Police were called in to quell the restless crowd.

APRIL

APRIL 2027							MAY 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

This Week in History:

This Week in History:
April 15, 1912 – The Titanic sinks after hitting an iceberg on its maiden voyage. Over 1,500 of the 2,200 passengers and crew lose their lives.

SATURDAY

SUNDAY

HALL PASS

[illegible]

	MONDAY 19	TUESDAY 20	WEDNESDAY 21
DAILY EVENTS			
			Passover begins at sundown

jocular *adj.* – playful; given to joking. The students were jocular as they counted down the hours until spring break.

APRIL

APRIL 2027							MAY 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

This Week in History:

This Week in History:
April 23, 1564 – While not confirmed, William Shakespeare is said to have been born on this date. He dies on April 23 in 1616.

SATURDAY

SUNDAY

HALL PASS

[illegible]

Earth Day

	MONDAY	26	TUESDAY	27	WEDNESDAY	28
DAILY EVENTS						

encomium *n.* – warmly enthusiastic praise. An encomium by the students ended the teacher's farewell dinner.

APRIL

APRIL 2027							MAY 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

This Week in History:
April 27, 1994 – South Africa holds its first
multiracial parliamentary election.

SATURDAY

1

SUNDAY

2

HALL PASS

[illegible]

circum- (around) – *circumnavigate, circumspect, circumscribe*

MAY

MAY 2027							JUNE 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

This Week in History:
May 5, 1862 – An outnumbered People's Army of Mexico defeats an invading French army in the Battle of Puebla.

SATURDAY

SUNDAY

Mother's Day

HALL PASS

[illegible]

DAILY EVENTS	MONDAY	10	TUESDAY	11	WEDNESDAY	12

lugubrious *adj.* – melancholy; sorrowful. *His lugubrious attitude showed he was upset.*

MAY 2027							JUNE 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

This Week in History:

This Week in History:
May 10, 1869 – The transcontinental railroad is ceremoniously completed when workers drive a golden spike into the rail line at Promontory Summit, Utah.

Eid al-Adha begins at sundown

HALL PASS

[illegible]

-clam- (to cry out) – clamorous, declamation, acclamation

	MONDAY 17	TUESDAY 18	WEDNESDAY 19
DAILY EVENTS			
9TH PERIOD			
8TH PERIOD			
7TH PERIOD			
6TH PERIOD			
5TH PERIOD			
4TH PERIOD			
3RD PERIOD			
2ND PERIOD			
1ST PERIOD			

ameliorate v. – improve. Foreign aid is badly needed to ameliorate the effects of the drought.

MAY 2027							JUNE 2027						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28	29	30			
30	31												

This Week in History:

This Week in History:
May 21, 1927 – Charles Lindbergh makes the first solo transatlantic flight. In 1932, Amelia Earhart becomes the first woman to complete the same journey.

HALL PASS

[illegible]

	MONDAY 24	TUESDAY 25	WEDNESDAY 26
DAILY EVENTS			
9TH PERIOD			
8TH PERIOD			
7TH PERIOD			
6TH PERIOD			
5TH PERIOD			
4TH PERIOD			
3RD PERIOD			
2ND PERIOD			
1ST PERIOD			

bovine adj. – cowlike; dull. The travelers wore bovine expressions while waiting in the airport.

MAY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

This Week in History:

May 24, 1883 – The Brooklyn Bridge, connecting Brooklyn to Manhattan over the East River in New York City, opens.

HALL PASS

[illegible]

	MONDAY	7	TUESDAY	8	WEDNESDAY	9
DAILY EVENTS						

facetious adj. – *inappropriately flippant. He showed his disapproval with facetious remarks.*

JUNE							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4 5					1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24
27	28	29	30				25	26	27	28	29	30	31

This Week in History:

This Week in History:
June 7, 1958 – The American musician formerly known as Prince is born in Minneapolis. His given name: Prince Rogers Nelson.

HALL PASS

[illegible]

-pel-, -puls- (to drive) – *repel, expel, propellant, compulsion, pulsate*

LANGUAGE ARTS *punctuation*

PERIOD .

Use: to end a sentence that makes a statement or that gives a command not used as an exclamation.

→ *Example:* Go to your room, and do not come out until dinner.

Use: after an initial or an abbreviation.

→ *Examples:* Mary J. Jones, Mr., Mrs., Ms.

COMMA ,

Use: to separate words or groups of words in a series.

→ *Example:* I used *worms, minnows, larva, bread balls, and bacon* for bait.

Note: Some stylebooks and teachers require a comma before “and” in a series.

→ *Example:* He *ran, jumped, and yelled*.

Use: to separate an explanatory phrase from the rest of the sentence.

→ *Example:* Escargots, *or snails*, are a delicacy that I relish.

Use: to distinguish items in an address and in a date.

→ *Examples:* John Doe, 290 Main St. Midtown, IN 48105
September 20, 1960

Use: to separate a title or an initial that follows a name.

→ *Example:* Joseph Jones, Ph.D.

QUESTION MARK ?

Use: at the end of a direct or indirect question.

→ *Example:* Did your relatives invite you to visit them this summer?

Use: to punctuate a short question within parentheses.

→ *Example:* I am leaving tomorrow (is that possible?) to visit my cousins in France.

APOSTROPHE ’

Use: to show that one or more letters or numbers have been left out of a word to form a contraction.

→ *Examples:* do not = don’t | I have = I’ve

Use: followed by an *s* is the possessive form of singular nouns.

→ *Example:* I clearly saw this young *man’s* car run that stop sign.

Use: possessive form of plural nouns ending in *s* is usually made by adding just an apostrophe. An apostrophe and *s* must be added to nouns not ending in *s*.

→ *Example:* bosses = bosses’, children’s

COLON :

Use: after words introducing a list, quotation, question, or example.

→ *Example:* Sarah dropped her book bag and out spilled everything: books, pens, pencils, homework, and makeup.

SEMICOLON ;

Use: to join compound sentences that are not connected with a conjunction.

→ *Example:* It’s elementary, my dear Watson; the butler is clearly responsible.

Use: to separate groups of words.

→ *Example:* I packed a toothbrush, deodorant, and perfume; jeans, a raincoat, and sweatshirts; and boots and tennis shoes.

QUOTATION MARKS “ ”

Use: to frame direct quotations in a sentence. Only the exact words quoted are placed within the quotation marks.

→ *Example:* “I don’t know,” she said, “if I will be able to afford the vacation.”

Use: to distinguish a word that is being discussed.

→ *Example:* Mr. Jones suggested I replace the word “always” with “often” in my theme.

Use: to indicate that a word is slang.

→ *Example:* Julie only bought that outfit to show that she’s “with it.”

Use: to punctuate titles of poems, short stories, songs, lectures, course titles, chapters of books, and articles found in magazines, newspapers, and encyclopedias.

→ *Examples:* “You Are My Sunshine,” “Violence in Our Society,” “The Road Not Taken”

SINGLE QUOTATION MARK ’

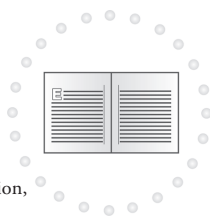
Use: to punctuate a quotation within a quotation.

→ *Example:* “My favorite song is ‘I’ve Been Working on the Railroad,’” answered little Joey.

EXCLAMATION MARK !

Use: to express strong feeling.

→ *Example:* Help! Help!



LANGUAGE ARTS *frequently confused words*



accept | to agree to something or receive something willingly

except | not including

→ *Examples:* Jonathon will *accept* the job at the restaurant.

Everyone was able to attend the ceremony *except* Phyllis.

capital | chief, important, excellent. Also the city or town that is the official seat of government of a state or nation

capitol | the building where a state legislature meets
the Capitol | the building in Washington, D.C., in which the United States Congress meets

→ *Examples:* The *capital* of France is Paris.

The *capitol* of Indiana is a building in Indianapolis. The vice president arrived at the *Capitol* to greet the arriving senators.

hear | to listen to

here | in this place

→ *Examples:* Do you *hear* that strange sound?

The juice is right *here* in the refrigerator.

it's | the contraction for *it is* or *it has*

its | shows ownership or possession

→ *Examples:* *It's* nearly time to leave for the football game.

The wagon lost *its* wheel in the mud.

lead | a heavy, gray metal

lead | to go first, guide

led | the past tense of *lead*

→ *Examples:* Water pipes in many older homes are made of *lead*.

This path will *lead* us to the waterfall.

Bloodhounds *led* the police to the hideout.

loose | free or not tight

lose | to misplace or suffer the loss of something

→ *Examples:* Since she lost weight, many of her clothes are *loose*.

If you *lose* your money, you will not be able to get into the park.

principal | the first or most important. It also refers to the head of a school.

principle | a rule, truth, or belief

→ *Examples:* Pineapple is one of the *principal* crops of Hawaii.

One *principle* of science is that all matter occupies space.

quiet | free from noise

quite | truly or almost completely

→ *Examples:* Our teacher insists that all students are *quiet* during a test.

This enchilada is *quite* spicy.

their | belonging to them

there | at that place

they're | the contraction for *they are*

→ *Examples:* *Their* new puppy is frisky.

Please place all of the newspapers over *there*.

They're coming over tonight.

to | in the direction of

too | also or very

two | the whole number

between one and three

→ *Examples:* The paramedics

rushed *to* the scene of the accident.

This meal is delicious, and it is low in fat, *too*.

Only *two* of the 10 runners were able to complete the race.

weather | the state of the atmosphere referring

to wind, moisture, temperature, etc.

whether | a choice or alternative

→ *Examples:* We are hoping for warm, sunny *weather* for our family reunion.

We cannot decide *whether* we will drive or fly to the reunion.

Who's | the contraction for *who is* or *who has*

Whose | the possessive form of *who*

→ *Examples:* *Who's* in charge of the lighting for the stage?

Whose bicycle is out in the rain?

you're | the contraction for *you are*

your | the possessive form of *you*

→ *Examples:* She called to ask if *you're* planning to attend the party.

Your term paper will be due four weeks from today.

LANGUAGE ARTS *frequently misspelled words*

absence	climbing	equipped	hungry	opportunity	reservoir	trouble
absorb	clothes	escape	identify	opposite	restaurant	truly
accept	colonel	especially	imagine	original	rhyme	two
accidentally	college	etc.	immediate	other	rhythm	unique
accompany	column	everybody	immediately	pageant	ridiculous	until
accuse	commercial	everywhere	immensely	pamphlet	running	unusual
ache	committee	exaggerate	incident	parallel	safety	usually
achieve	completely	exceed	independent	parents	Saturday	vaccinate
acquaintance	concentrate	excellence	Indian	parliament	scent	vacuum
acquire	conscientious	excellently	innocent	particular	schedule	vegetable
affect	conscious	except	instead	passed	scissors	village
afraid	continue	excitement	intelligence	peculiar	search	villain
against	continuous	exciting	intelligent	perform	secret	weather
aggression	convenience	existence	interpret	permanent	secretary	Wednesday
aggressive	convenient	expense	interrupt	persuade	semester	weight
all right	counterfeit	experiment	introduce	phenomenon	sense	weird
a lot	countries	experience	its	piece	separate	were
already	courage	familiar	it's	pilot	separation	we're
always	courageous	families	jealous	plain	sergeant	where
amateur	courteous	fascinate	knew	plane	shepherd	whether
ambition	cried	fasten	know	planned	shining	which
among	criticism	fatigue	knowledge	pleasant	sincerely	whole
apology	criticize	favorite	laboratory	poison	soldier	whose
apparent	curiosity	fiction	laid	possess	sophomore	witch
appearance	debt	fictitious	leisure	possession	spaghetti	woman
appreciate	deceive	field	library	possible	speak	women
arctic	decide	finally	lightning	practically	speech	wonderful
argument	definite	first	literature	prairie	sponsor	wreck
article	definitely	forecast	lonely	precede	squirrel	writing
associate	describe	descend	loose	preferred	stationery	written
athlete	description	foresee	lying	prejudice	stepping	wrote
attendance	desert	forest	magazine	preparation	stopping	yolk
attitude	dessert	foretell	magnificent	principal	stories	your
author	destroy	formerly	many	principle	strengthen	you're
awful	develop	forty	marriage	privilege	stretch	
beautiful	dictionary	fragile	mathematics	probably	studies	
beauty	didn't	freight	meant	profession	studying	
because	difficult	friend	medicine	prophecy	succeed	
beginning	believe	front	millionaire	psychologist	successful	
benefit	dining	fulfill	miniature	psychology	suggest	
bicycle	disappear	government	minute	pursue	summarize	
biscuit	disappoint	governor	mischievous	quantity	summary	
boundary	discipline	grabbed	model	quiet	superintendent	
Britain	discussion	grammar	mosquito	quite	suspense	
brilliance	disease	grateful	narrative	raspberry	suspicion	
brilliant	dissatisfy	guarantee	necessary	realize	swimming	
bureau	doctor	guard	neighbor	really	synagogue	
business	does	guess	nervous	receive	temperament	
captain	doesn't	guest	niece	receiving	themselves	
career	dropping	handsome	nineteen	recess	there	
carrying	during	happen	ninety	recognize	therefore	
cemetery	easier	happiest	notice	recommend	they	
certain	easiest	happily	noticeable	reference	they're	
challenge	easily	happiness	nuisance	referring	thief	
chief	effect	hear	obedience	rein	thoroughly	
children	either	height	occasion	reign	thought	
chocolate	embarrass	here	occur	relative	through	
chosen	enough	history	occurred	relief	tobacco	
Christian	entertain	hoping	occurrence	religion	together	
cinnamon	envelope	hospital	occurring	remember	tomorrow	
climbed	equip	humor	often	repetition	tragedy	
		humorous	opinion	repellent	tried	



LANGUAGE ARTS *common editing marks*

↑ | *insert a comma*

→ Her husband, Andy, decided to open his own repair business.

↵ | *insert an apostrophe*

→ Mary hadn't planned on a sixth party guest.

“ ” | *insert quotation marks*

→ The students were required to read the poem "Howl."

^ | *insert written suggestion*

→ Jean-Pierre said his favorite country to visit was the States.

◉ | *use a period*

→ Mark likes scrambled eggs. He does not like hard-boiled eggs.

↗ | *delete*

→ Jim warned me that that magnet might harm my CD.

↔ | *transpose elements*

→ The team could have also placed first in the tournament.

⌢ | *close up this space*

→ Milo retreated to his dog house.

| *insert single space*

→ Jeff didn't mind waiting, but he was running out of time.

¶ | *begin new paragraph*

→ "Who's that?" Missy asked. "Her name is Beth," said Brenda.

No ¶ | *no new paragraph*

→ "I'm tired," said Kevin.

"I'd like to go home."

≡ | *capitalize*

→ They traveled to the capitol to meet the vice president.

ℓ | *lowercase*

→ Tim fondly remembers playing football in High School.

sp | *spell out*

→ It was Kim's 1st trip to the U.K.

stet | *stet (let it stand)*

→ I don't like to hurt other people's feelings.



LANGUAGE ARTS *MLA style of documentation*

YOUR WORKS-CITED LIST	Your works-cited list should appear at the end of your essay. It provides the information necessary for a reader to locate and retrieve any source you cite in the essay. Each source you cite in the essay must appear in your works-cited list; likewise, each entry in the works-cited list must be cited in the text.
------------------------------	---

According to the *Modern Language Association Handbook for Writers of Research Papers, 9th edition*:

- {1} Double-space all entries.
- {2} Begin the first line of an entry flush with the left margin, and indent lines that follow by one-half inch.
- {3} List entries in alphabetical order by the author's last name. If you are listing more than one work by the same author, alphabetize the works according to title. Instead of repeating the author's name, type three hyphens followed by a period, and then give the title.
- {4} Italicize the titles of works published independently. Books, plays, long poems, pamphlets, periodicals, and films are all published independently.
- {5} If the title of a book you are citing includes the title of another book, italicize the main title but not the other title.
- {6} Use quotation marks to indicate titles of short works included in larger works, song titles, and titles of unpublished works.
- {7} Separate the author, title, and publication information with a period followed by one space.
- {8} Use lowercase abbreviations to identify parts of a work (for example, vol. for volume), a named translator (trans.), and a named editor (ed.). However, when these designations follow a period, the first letter should be capitalized.
- {9} Use the shortened forms for the publisher's name. When the publisher's name includes the name of a person, cite the last name alone. When the publisher's name includes the name of more than one person, cite only the first of these names.
- {10} Use the phrase, "Accessed 5 Jan. 2019" instead of listing the date or the abbreviation, "n.d."

ANY CITATION (GENERAL GUIDELINES)	Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs, URL, or DOI). 2nd container's title, Other contributors, Version, Number, Publisher, Publication date, Date of Access (if applicable).
PAGE ON A WEBSITE	"How to Change Your Car's Oil." <i>eHow</i> , 25 Sept. 2018, www.ehow.com/how_2018_how-oil.html. Accessed 5 Jan. 2019.
ARTICLE IN A JOURNAL FROM A WEBSITE (ALSO IN PRINT)	Doe, Jim. "Laws of the Open Sea." <i>Maritime Law</i> , vol. 3, no. 6, 2018, pp. 595-600, www.maritimelaw.org/article. Accessed 8 Feb. 2017.
ARTICLE IN A PERIODICAL (GENERAL GUIDELINES)	Author's last name, first name. "Article title." <i>Periodical title</i> , Day Month Year, pages.
BYLINED ARTICLE FROM A DAILY NEWSPAPER	Barringer, Felicity. "Where Many Elderly Live, Signs of the Future." <i>New York Times</i> , 7 Mar. 2018, p. A12.
UNBYLINED ARTICLE FROM A DAILY NEWSPAPER	"Infant Mortality Down; Race Disparity Widens." <i>Washington Post</i> , 12 Mar. 2018, p. A12.
ARTICLE FROM A MONTHLY OR BIMONTHLY MAGAZINE	Willis, Garry. "The Words that Remade America: Lincoln at Gettysburg." <i>Atlantic</i> , June 2019, pp. 57-79.
ARTICLE FROM A WEEKLY OR BIWEEKLY MAGAZINE	Hughes, Robert. "Futurism's Farthest Frontier." <i>Time</i> , 9 July 2019, pp. 58-59.
EDITORIAL	"A Question of Medical Sight." Editorial. <i>Plain Dealer</i> , 11 Mar. 2019, p. 6B.

LANGUAGE ARTS *MLA style of documentation*

BOOK (GENERAL GUIDELINES)	Author's last name, first name. <i>Book title</i> . Publisher, publication date.
BOOK BY ONE AUTHOR	Wheelen, Richard. <i>Sherman's March</i> . Crowell, 1978.
TWO OR MORE BOOKS BY THE SAME AUTHOR	Garreau, Joel. <i>Edge City: Life on the New Frontier</i> . Doubleday, 1991. ---. <i>The Nine Nations of North America</i> . Houghton, 1981.
BOOK BY TWO OR THREE AUTHORS	Purves, Alan C., and Victoria Rippere. <i>Elements of Writing About a Literary Work</i> . NCTE, 1968.
BOOK BY FOUR OR MORE AUTHORS	Pratt, Robert A., et al. <i>Masters of British Literature</i> . Houghton, 1956.
BOOK BY A CORPORATE AUTHOR	The Rockefeller Panel Reports. <i>Prospect for America</i> . Doubleday, 1961.
BOOK BY AN ANONYMOUS AUTHOR	<i>Literary Market Place: The Directory of the Book Publishing Industry</i> . 2003 ed., Bowker, 2002.
BOOK WITH AN AUTHOR AND AN EDITOR	Toomer, Jean. <i>Cane</i> . Edited by Darwin T. Turner, Norton, 1988.
A WORK IN AN ANTHOLOGY	Morris, William. "The Haystack in the Floods." <i>Nineteenth Century British Minor Poets</i> , edited by Richard Wilbur and W. H. Auden, Dell, Laurel Edition, 1965, pp. 35-52.
AN EDITION OTHER THAN THE FIRST	Chaucer, Geoffrey. <i>The Riverside Chaucer</i> . Edited by Larry D. Benson. 3rd ed., Houghton, 1987.
SIGNED ARTICLE IN A REFERENCE BOOK	Wallace, Wilson D. "Superstition." <i>World Book Encyclopedia</i> . 1970 ed., vol. 2, Macmillan, 2019.



LANGUAGE ARTS *APA style of documentation*

YOUR REFERENCE LIST

YOUR REFERENCE LIST SHOULD APPEAR AT THE END OF YOUR ESSAY. IT PROVIDES THE INFORMATION NECESSARY FOR A READER TO LOCATE AND RETRIEVE ANY SOURCE YOU CITE IN THE ESSAY. EACH SOURCE YOU CITE IN THE ESSAY MUST APPEAR IN YOUR REFERENCE LIST. LIKEWISE, EACH ENTRY IN THE REFERENCE LIST MUST BE CITED IN THE TEXT.

BASIC RULES

According to the seventh edition of the *Publication Manual of the American Psychological Association*:

- Indent your reference list one-half inch from the left margin, excluding the first line of each reference, which should remain flush left. This is called a hanging indent.
- Double-space all references.
- Capitalize only the first word of a title or subtitle of a work. Capitalize all major words in journal titles. Italicize titles of books and journals. Note that the italicizing in these entries includes commas and periods.
- Invert authors' names (last name first); give last name and initials for all authors of a particular work, unless the work has more than six authors (in this case, list the first six authors and then use et al. after the sixth author's name to indicate the rest of the authors). Alphabetize by authors' last names letter by letter. If you have more than one work by a particular author, order them by publication date, oldest to newest (thus a 2014 article would appear before a 2015 article). When an author appears as a sole author and again as the first author of a group, list the one-author entries first. If no author is given for a particular source, alphabetize by the title of the piece in the reference list. Use a shortened version of the title for parenthetical citations within the text.
- Use "&" instead of "and" before the last author's name when listing multiple authors of a single work.

BASIC FORMS FOR SOURCES IN PRINT

An article in a periodical (such as a journal, newspaper, or magazine)

- Author, A. A., Author, B. B., & Author, C. C. (publication year, month day). Title of article.

Title of Periodical, volume number (issue number), pages.

You need to list only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then you should list the issue number as well → *Title of Periodical*, volume number (issue number), pages.

A nonperiodical (such as a book, report, brochure or audiovisual media)

- Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle* (Edition). Publisher.

Do not include the location of the publisher in the citation

Part of a nonperiodical (such as a book chapter or an article in a collection)

- Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Publisher.

When you list the pages of the chapter or essay in parentheses after the book title, use "pp." before the numbers: (pp. 1-21). This abbreviation, however, does not appear before the page numbers in periodical references, except for newspapers.

BASIC FORMS FOR ELECTRONIC SOURCES

A web page

- Author, A. A. (Date of publication or revision). *Title of page*. Site name. URL

An online journal or magazine

- Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number (issue number), page range. doi:00000000/000000000000

Since online materials can potentially change URLs, APA recommends providing a Digital Object Identifier (DOI), when it is available, as opposed to the URL. DOIs are unique to their documents and consist of a long alphanumeric code.

An online journal or magazine (with DOI assigned)

- Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal*, volume number (issue number), page range. URL

Email

Because email is a personal communication, not easily retrieved by the general public, no entry should appear in your reference list. Instead, parenthetically cite in text the communicator's name, the fact that it was personal communication, and the date of the communication: The novelist has repeated this idea recently (S. Rushdie, personal communication, May 1, 2015).

LANGUAGE ARTS *APA style of documentation*

EXAMPLES



Journal article, one author

- Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles.

Journal of Comparative and Physiological Psychology, 55, 893-896.

Journal article, more than one author

- Kernis, M. H., Cornell, D. P., Sun, C. R., Berry, A., & Harlow, T. (1993). There's more to self-esteem than whether it is high or low: The importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

Work discussed in a secondary source

- Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source. For example, if Seidenberg and McClelland's work is cited in Coltheart et al. and you did not read the original work, list the Coltheart et al. reference in your reference list. In the text, use the following citation:

- In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993), ...

Magazine article, one author

- Henry, W. A., III. (1990, April 9). Making the grade in today's schools. *Time*, 135, 28-31.

Book

- Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. American Psychological Association.

An article or chapter of a book

- O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107-123). Springer.

A government publication

- National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). U.S. Government Printing Office.

A book or article with no author or editor named

- *Merriam-Webster's collegiate dictionary* (11th ed.). (2005). Merriam-Webster.
 - New drug appears to cut risk of death from heart failure. (1993, July 15). *The Washington Post*, p. A12.
- For parenthetical citations of sources in text with no author named, use a shortened version of the title instead of an author's name. Use quotation marks and italics, as appropriate. For example, parenthetical citations of the two sources above would appear as follows: (Merriam-Webster's, 2005) and ("New Drug," 1993).

A translated work and/or a republished work

- Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). Dover. (Original work published 1814).

A review of a book, film, television program, etc.

- Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book *The self-knower: A hero under control*]. *Contemporary Psychology*, 38, 466-467.

An entry in an encyclopedia

- Bergmann, P. G. (1993). Relativity. In *The new encyclopaedia britannica* (Vol. 26, pp. 501-508). Encyclopaedia Britannica.

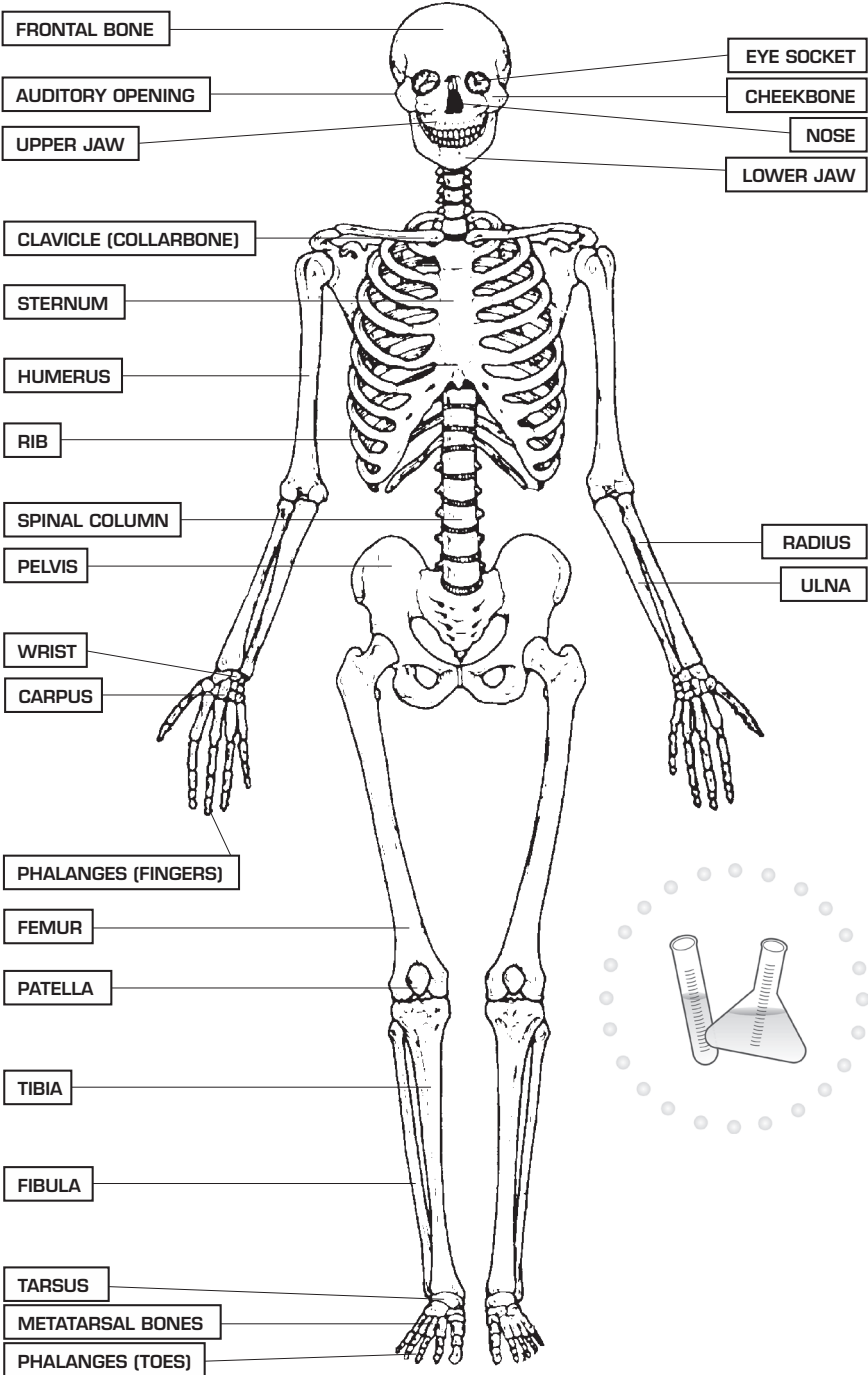
An online journal article (no DOI assigned)

- Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8. <http://www.buddhistethics.org/2/inada1>

A web page

- Daly, B. (1997). *Writing argumentative essays*. <http://www.ltn.lv/~markir/essaywriting/frntpage.htm>

SCIENCE *the human skeleton*



[illegible]

SCIENCE *physics laws & formulas*

Mass Density

$$\text{mass density} = \frac{\text{mass}}{\text{volume}}$$

Speed

$$\text{average speed} = \frac{\text{distance covered}}{\text{elapsed time}}$$

Acceleration

$$a = \frac{\Delta v}{\Delta t} \quad \text{or} \quad \frac{v_F - v_I}{t_F - t_I}$$

(a=average acceleration; v=velocity;
t=time; v_F =final velocity; v_I =initial velocity;
 t_F =final time; t_I =initial time)

Law of Universal Gravitation

$$F = G \frac{m_1 m_2}{d^2}$$

(F=force of attraction; m_1 and m_2 =the masses of the two bodies; d=distance between the centers of m_1 and m_2 ;
G=gravitational constant)

Work Done by a Force

$$\text{work} = (\text{force})(\text{distance})$$

Power

$$\text{power} = \frac{\text{work}}{\text{time}} \quad (\text{see above formula for work})$$

Kinetic Energy

$$KE = \frac{mv^2}{2}$$

(KE=kinetic energy; m=mass; v=velocity)

Specific Heat

$$Q = cm\Delta t$$

(Q=quantity of heat; c=specific heat;
m=mass; Δt =change in temperature)

Electric Current - Strength

$$I = \frac{Q}{t}$$

(I=the current strength; Q=quantity of charge;
t=time)

Momentum

$$\text{momentum} = (\text{mass})(\text{velocity})$$

Mass-Energy Equivalence

$$E = mc^2$$

(E=the energy [measured in ergs] equivalent to a mass m [measured in grams]; c=speed of light [measured in centimeters per second])

Power Expended in an Electric Appliance

$$P = IV$$

(P=power in watts; I=current; V=voltage)

Newton's Second Law of Motion

$$\text{force} = (\text{mass})(\text{acceleration})$$

Torque

$$T = FR$$

(T=torque; F=force; R=radius)

Boyle's Law when temperature constant:

$$p_1 V_1 = p_2 V_2$$

(p_1 =original pressure; p_2 =new pressure;
 V_1 =original volume; V_2 =new volume)

Wave Motion

$$V = n\lambda$$

(V=wave velocity; n=wave frequency;
 λ =wavelength)

Illumination on a Surface Perpendicular to the Luminous Flux

$$E = \frac{I}{r^2}$$

(E=illumination; I=intensity of the source;
r=distance from source to surface perpendicular to the beam)

Focal Length of Mirrors and Lenses

$$\frac{1}{f} = \frac{1}{d_o} + \frac{1}{d_i}$$

(f=focal length; d_o =object distance;
 d_i =image distance)

Images in Mirrors and Lenses

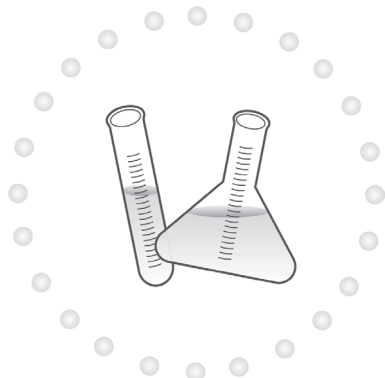
$$\frac{h_i}{h_o} = \frac{d_i}{d_o}$$

(h_i =image height; h_o =object height;
 d_i =image distance; d_o =object distance)

Ohm's Law

$$I = \frac{V}{R}$$

(I=strength of the current flowing in a conductor; V=the potential difference applied to its ends; R=its resistance)



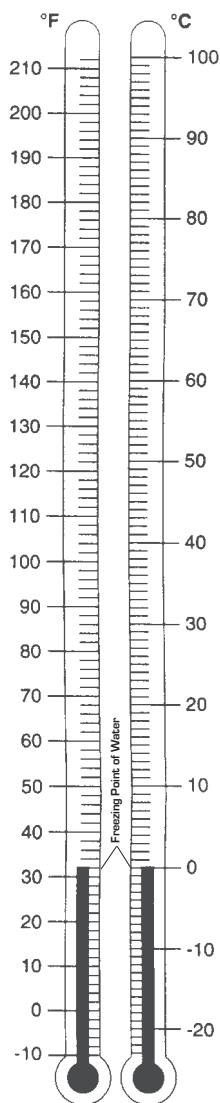
SCIENCE *unit conversions*

ENGLISH TO METRIC CONVERSIONS

<i>To Convert→</i>	<i>Multiply By→</i>	<i>To Find→</i>
AREA		
square inches	6.45	square centimeters
square feet	0.09	square meters
square miles	2.59	square kilometers
acres	0.40	hectares
LENGTH		
inches	2.54	centimeters
feet	0.30	meters
yards	0.91	meters
miles	1.61	kilometers
MASS AND WEIGHT		
ounces	28.35	grams
pounds	0.45	kilograms
pounds-force	4.45	newtons
short tons	0.91	metric tons
VOLUME		
cubic inches	16.39	cubic centimeters
cubic feet	0.03	cubic meters
quarts	0.95	liters
gallons	3.79	liters

METRIC TO ENGLISH CONVERSIONS

<i>To Convert→</i>	<i>Multiply By→</i>	<i>To Find→</i>
AREA		
square centimeters	0.16	square inches
square meters	10.76	square feet
square kilometers	0.39	square miles
hectares	2.47	acres
LENGTH		
centimeters	0.39	inches
meters	3.28	feet
meters	1.09	yards
kilometers	0.62	miles
MASS AND WEIGHT		
grams	0.04	ounces
kilograms	2.20	pounds
metric tons	1.10	short tons
newtons	0.23	pound-force
VOLUME		
cubic centimeters	0.06	cubic inches
cubic meters	35.31	cubic feet
liters	1.06	quarts
liters	0.26	gallons



TEMPERATURE

Fahrenheit to Celsius:
subtract 32,
then multiply by 5
and divide by 9.

Celsius to Fahrenheit:
multiply by 9,
divide by 5,
then add 32.

SCIENCE *weights & measures & formulas*



WEIGHTS AND MEASURES

ENGLISH

Area

1 square foot (ft ²)	-----	144 square inches (in ²)
1 square yard (yd ²)	-----	9 square feet
1 acre	-----	43,560 square feet
1 square mile (mi ²)	-----	640 acres

Capacity

1 cup (c)	-----	8 fluid ounces (fl oz)
1 pint (pt)	-----	2 cups
1 quart (qt)	-----	2 pints
1 quart	-----	4 cups
1 gallon (gal)	-----	4 quarts

Length

1 foot (ft)	-----	12 inches (in)
1 yard (yd)	-----	36 inches
1 yard	-----	3 feet
1 mile (mi)	-----	5,280 feet
1 mile	-----	1,760 yards

Time

1 minute (min)	-----	60 seconds (s)
1 hour (h)	-----	60 minutes
1 day (d)	-----	24 hours
1 week (wk)	-----	7 days
1 year (yr)	-----	12 months (mo)
1 year	-----	52 weeks
1 year	-----	365 days
1 century (c)	-----	100 years

Weight

1 pound (lb)	-----	16 ounces (oz)
1 short ton (T)	-----	2,000 pounds

FORMULAS

Perimeter of a rectangle	-----	$P = 2(l + w)$
Perimeter of a square	-----	$P = 4s$
Perimeter of a regular polygon	-----	$P = ns$ (n = number of sides)
Area of a rectangle	-----	$A = lw$
Area of a square	-----	$A = s^2$
Area of a parallelogram	-----	$A = bh$
Area of a triangle	-----	$A = \frac{1}{2}bh$
Area of a trapezoid	-----	$A = \frac{1}{2}h(b_1 + b_2)$
Area of a circle	-----	$A = \pi r^2$
Circumference of a circle	-----	$C = \pi d$, or $2\pi r$
Volume of a rectangular prism	-----	$V = lwh$
Volume of any prism	-----	$V = Bh$
Volume of a cylinder	-----	$V = \pi r^2h$
Volume of a pyramid	-----	$V = \frac{1}{3}Bh$
Volume of a cone	-----	$V = \frac{1}{3}\pi r^2h$
Surface area of a cylinder	-----	$SA = 2\pi r^2 + 2\pi rh$
Pythagorean Theorem	-----	$a^2 + b^2 = c^2$ (sides of a right triangle)

Simple interest----- $I = prt$

Distance----- $d = rt$

METRIC

Area

1 sq centimeter (cm ²)	-----	100 sq millimeters (mm ²)
1 sq meter (m ²)	-----	10,000 sq centimeters
1 hectare (ha)	-----	10,000 square meters
1 sq kilometer (km ²)	-----	1,000,000 sq meters

Capacity

1 milliliter (ml)	-----	.001 liter (L)
1 centiliter (cl)	-----	.01 liter
1 deciliter (dl)	-----	.1 liter
1 dekaliter (dal)	-----	10 liters
1 hectoliter (hl)	-----	100 liters
1 kiloliter (kl)	-----	1,000 liters

Length

1 millimeter (mm)	-----	.001 meter (m)
1 centimeter (cm)	-----	.01 meter
1 decimeter (dm)	-----	.1 meter
1 dekameter (dam)	-----	10 meters
1 hectometer (hm)	-----	100 meters
1 kilometer (km)	-----	1,000 meters

Mass/Weight

1 milligram (mg)	-----	.001 gram (g)
1 centigram (cg)	-----	.01 gram
1 decigram (dg)	-----	.1 gram
1 dekagram (dag)	-----	10 grams
1 hectogram (hg)	-----	100 grams
1 kilogram (kg)	-----	1,000 grams
1 metric ton (t)	-----	1,000 kilograms

FORMULA KEY

A	=	area
b	=	base, length of any side of a plane figure
B	=	area of base
d	=	diameter
h	=	height, perpendicular distance from the furthest point of the figure to the extended base
l	=	length
P	=	perimeter
r	=	radius
s	=	side
sa	=	surface area
V	=	volume
w	=	width

I = interest, p = principal, r = rate, t = time

d = distance, r = rate, t = time

MATHEMATICS *squares & square roots*

SQUARES & SQUARE ROOTS

N	N ²	$\sqrt{N}$
1	1	1.00
2	4	1.41
3	9	1.73
4	16	2.00
5	25	2.24
6	36	2.45
7	49	2.65
8	64	2.83
9	81	3.00
10	100	3.16
11	121	3.32
12	144	3.46
13	169	3.61
14	196	3.74
15	225	3.87
16	256	4.00
17	289	4.12
18	324	4.24
19	361	4.36
20	400	4.47
21	441	4.58
22	484	4.69
23	529	4.80
24	576	4.90
25	625	5.00
26	676	5.10
27	729	5.20
28	784	5.29
29	841	5.39
30	900	5.48
31	961	5.57
32	1,024	5.66
33	1,089	5.74
34	1,156	5.83
35	1,225	5.92
36	1,296	6.00
37	1,369	6.08
38	1,444	6.16
39	1,521	6.24
40	1,600	6.32
41	1,681	6.40
42	1,764	6.48
43	1,849	6.56
44	1,936	6.63
45	2,025	6.71
46	2,116	6.78
47	2,209	6.86
48	2,304	6.93
49	2,401	7.00
50	2,500	7.07

N	N ²	$\sqrt{N}$
51	2,601	7.14
52	2,704	7.21
53	2,809	7.28
54	2,916	7.35
55	3,025	7.42
56	3,136	7.48
57	3,249	7.55
58	3,364	7.62
59	3,481	7.68
60	3,600	7.75
61	3,721	7.81
62	3,844	7.87
63	3,969	7.94
64	4,096	8.00
65	4,225	8.06
66	4,356	8.12
67	4,489	8.19
68	4,624	8.25
69	4,761	8.31
70	4,900	8.37
71	5,041	8.43
72	5,184	8.49
73	5,329	8.54
74	5,476	8.60
75	5,625	8.66
76	5,776	8.72
77	5,929	8.77
78	6,084	8.83
79	6,241	8.89
80	6,400	8.94
81	6,561	9.00
82	6,724	9.06
83	6,889	9.11
84	7,056	9.17
85	7,225	9.22
86	7,396	9.27
87	7,569	9.33
88	7,744	9.38
89	7,921	9.43
90	8,100	9.49
91	8,281	9.54
92	8,464	9.59
93	8,649	9.64
94	8,836	9.70
95	9,025	9.75
96	9,216	9.80
97	9,409	9.85
98	9,604	9.90
99	9,801	9.95
100	10,000	10.00

N	N ²	$\sqrt{N}$
101	10,201	10.05
102	10,404	10.10
103	10,609	10.15
104	10,816	10.20
105	11,025	10.25
106	11,236	10.30
107	11,449	10.34
108	11,664	10.39
109	11,881	10.44
110	12,100	10.49
111	12,321	10.54
112	12,544	10.58
113	12,769	10.63
114	12,996	10.68
115	13,225	10.72
116	13,456	10.77
117	13,689	10.82
118	13,924	10.86
119	14,161	10.91
120	14,400	10.95
121	14,641	11.00
122	14,884	11.05
123	15,129	11.09
124	15,376	11.14
125	15,625	11.18
126	15,876	11.22
127	16,129	11.27
128	16,384	11.31
129	16,641	11.36
130	16,900	11.40
131	17,161	11.45
132	17,424	11.49
133	17,689	11.53
134	17,956	11.58
135	18,225	11.62
136	18,496	11.66
137	18,769	11.70
138	19,044	11.75
139	19,321	11.79
140	19,600	11.83
141	19,881	11.87
142	20,164	11.92
143	20,449	11.96
144	20,736	12.00
145	21,025	12.04
146	21,316	12.08
147	21,609	12.12
148	21,904	12.17
149	22,201	12.21
150	22,500	12.25

MATHEMATICS *algebra & mathematical symbols*

ALGEBRA

Expanding

- {1} $a(b+c) = ab+ac$
- {2} $(a+b)^2 = a^2+2ab+b^2$
- {3} $(a-b)^2 = a^2-2ab+b^2$
- {4} $(a+b)(a+c) = a^2+ac+ab+bc$
- {5} $(a+b)(c+d) = ac+ad+bc+bd$
- {6} $(a+b)^3 = a^3+3a^2b+3ab^2+b^3$
- {7} $(a-b)^3 = a^3-3a^2b+3ab^2-b^3$
- {8} $a^2-b^2 = (a+b)(a-b)$
- {9} $a^3+b^3 = (a+b)(a^2-ab+b^2)$
- {10} $a^3b-ab = ab(a+1)(a-1)$
- {11} $a^2-2ab+b^2 = (a-b)^2$
- {12} $a^3-b^3 = (a-b)(a^2+ab+b^2)$

Laws of Exponents

- {1} $a^r a^s = a^{r+s}$
- {2} $a^r/a^s = a^{r-s}$
- {3} $a^r a^s/a^p = a^{r+s-p}$
- {4} $(a^r)^s = a^{rs}$
- {5} $(ab)^r = a^r b^r$
- {6} $(a/b)^r = a^r/b^r (b \neq 0)$
- {7} $a^0 = 1 (a \neq 0)$
- {8} $a^{-r} = 1/a^r (a \neq 0)$

if r and s are positive integers

Logarithms

- {1} $\text{Log}(xy) = \text{Log } x + \text{Log } y$
 - {2} $\text{Log } x^r = r \text{Log } x$
 - {3} $\text{Log } x = n \iff x = 10^n$ (Common log)
 - {4} $\text{Log}_a x = n \iff x = a^n$ (Log to the base a)
 - {5} $\text{Ln } x = n \iff x = e^n$ (Natural log)
 - {6} $\text{Log}(x/y) = \text{Log } x - \text{Log } y$
- $e = 2.71828183$

Quadratic Formula

When given a formula in the form of a quadratic equation→

$$ax^2+bx+c=0$$

The solution can be derived using the quadratic formula→

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

MATHEMATICAL SYMBOLS

+	plus	>	greater than	○	circle
−	minus	<	less than	⌒	arc of circle
±	plus or minus	≥	greater than or equal to	□	square
×	multiplied by	≤	less than or equal to	▭	rectangle
÷	divided by	∞	infinity	▭	parallelogram
=	equal to	:	is to (ratio)	△	triangle
≠	not equal to	::	as (proportion)	∠	angle
≈	nearly equal to	π	pi (−3.14159)	⊥	right angle
√x	square root of x	∴	therefore	⊥	perpendicular
∛x	--- root of x	∵	because		parallel
%	percentage	x	absolute value of x	°	degrees
Σ	sum of	...	and so on	'	minutes

MATHEMATICS *fractions & percentages & multiplication table*

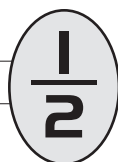
FRACTIONS AND PERCENTAGES

1	=	1.0	=	100%
3/4	=	0.75	=	75%
2/3	=	0.667	=	66.7%
1/2	=	0.5	=	50%
1/3	=	0.333	=	33.3%
1/4	=	0.25	=	25%
1/5	=	0.2	=	20%
1/6	=	0.167	=	16.7%
1/7	=	0.142	=	14.2%
1/8	=	0.125	=	12.5%
1/9	=	0.111	=	11.1%
1/10	=	0.1	=	10%
1/11	=	0.091	=	9.1%
1/12	=	0.083	=	8.3%

WORKING WITH FRACTIONS

The top number of a fraction is called the **numerator**.

The bottom number of a fraction is called the **denominator**.



To multiply:

$$\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$$

To divide, multiply the first fraction with the reciprocal of the other:

$$\frac{2}{3} \div \frac{1}{6} = \frac{2}{3} \times \frac{6}{1} = \frac{12}{3} = 4$$

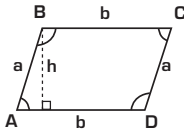
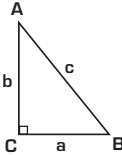
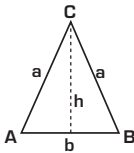
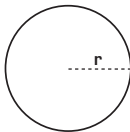
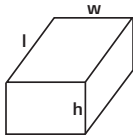
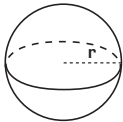
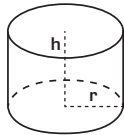
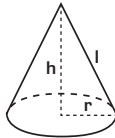
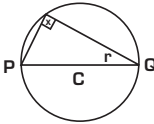
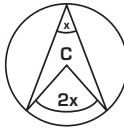
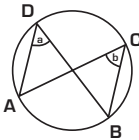
To add or subtract, first find the common denominator:

$$\frac{1}{3} + \frac{2}{5} = \left(\frac{1 \times 5}{3 \times 5}\right) + \left(\frac{2 \times 3}{5 \times 3}\right) = \frac{5}{15} + \frac{6}{15} = \frac{11}{15}$$

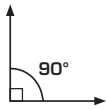
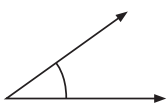
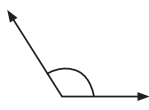
MULTIPLICATION TABLE

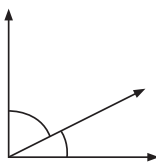
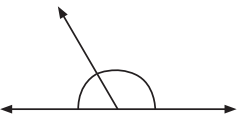
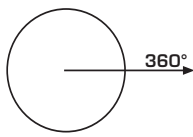
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2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45	48	51	54	57	60
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96	102	108	114	120
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105	112	119	126	133	140
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120	128	136	144	152	160
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135	144	153	162	171	180
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165	176	187	198	209	220
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180	192	204	216	228	240
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208	221	234	247	260
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210	224	238	252	266	280
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225	240	255	270	285	300
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240	256	272	288	304	320
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255	272	289	306	323	340
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270	288	306	324	342	360
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285	304	323	342	361	380
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300	320	340	360	380	400

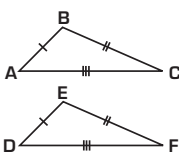
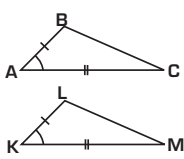
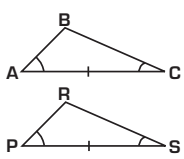
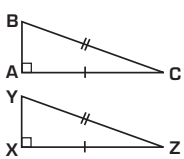
MATHEMATICS *area & volume*

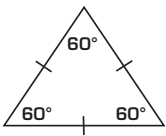
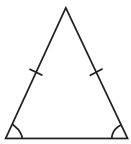
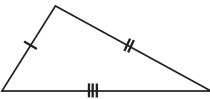
PARALLELOGRAM  Area of ABCD = bh	RECTANGLE  Perimeter = $2(l + h)$ Area = $l \times h$	RIGHT TRIANGLE  Area = $ab/2$ $c^2 = a^2 + b^2$ (Pythagorean Theorem)	
ISOSCELES TRIANGLE  Area = $bh/2$	CIRCLE  Circumference of a circle = $2\pi r$ Area of a circle = πr^2	RECTANGULAR PRISM  Surface area of a prism = $2(wl + lh + wh)$ Volume of a prism = $l \times w \times h$	
SPHERE  Surface area of a sphere = $4\pi r^2$ Volume of a sphere = $4\pi r^3/3$	CYLINDER  Surface area of a cylinder = $2\pi rh + 2\pi r^2$ Volume of a cylinder = $\pi r^2 h$	CONE  Surface area of a cone = $\pi rl + \pi r^2$ (l=slant height) Volume of a cone = $\pi r^2 h/3$	PYRAMID  Surface area of a pyramid = $B + \text{Lateral Area}$ (Lateral area = sum of triangular faces) Volume of a pyramid = $Bh/3$ (B = area of base)
CIRCLE THEOREMS  $\angle x = 90^\circ$ (PQ is the diameter)	 C is the center of the circle	 $\angle a = \angle b$ (Both angles intercept arc AB)	

MATHEMATICS *geometric angles & congruence cases*

GEOMETRIC ANGLES			
 A right angle is exactly 90°	 An acute angle is less than 90°	 An obtuse angle is greater than 90°	 A straight angle is exactly 180°

 Complementary angles add up to 90°	 Supplementary angles add up to 180°	 One complete angle of rotation = 360°
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GEOMETRIC CONGRUENCE CASES			
S.S.S. POSTULATE	S.A.S. POSTULATE	A.S.A. POSTULATE	H.S. POSTULATE (RIGHT Δ 'S ONLY)
 Side-Side-Side $\triangle ABC \cong \triangle DEF$	 Side-Angle-Side $\triangle ABC \cong \triangle KLM$	 Angle-Side-Angle $\triangle ABC \cong \triangle PRS$	 Hypotenuse-side $\triangle ABC \cong \triangle XYZ$

EQUILATERAL TRIANGLE	ISOSCELES TRIANGLE	SCALENE TRIANGLE
 3 Sides of Equal Length 3 Angles of 60° Each	 2 Sides of Equal Length 2 Base Angles are Equal	 3 Unequal Sides 3 Unequal Angles

MATHEMATICS *trigonometry*

TRIGONOMETRIC RATIOS

$$\sin(A+B) = \sin A \cos B + \cos A \sin B$$

$$\sin(A-B) = \sin A \cos B - \cos A \sin B$$

$$\cos(A+B) = \cos A \cos B - \sin A \sin B$$

$$\cos(A-B) = \cos A \cos B + \sin A \sin B$$

$$\tan(A+B) = \frac{\tan A + \tan B}{1 - \tan A \tan B}$$

$$\tan(A-B) = \frac{\tan A - \tan B}{1 + \tan A \tan B}$$

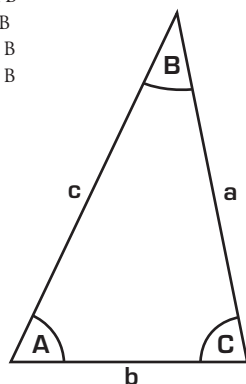
$$\tan \theta = \frac{\sin \theta}{\cos \theta}$$

$$\sin^2 \theta + \cos^2 \theta = 1$$

$$\cos^2 \theta - \sin^2 \theta = \cos 2\theta$$

$$\tan^2 \theta + 1 = \sec^2 \theta$$

$$\cot^2 \theta + 1 = \csc^2 \theta$$



TRIGONOMETRIC RATIOS

Law of Sines

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

Law of Cosines

$$a^2 = b^2 + c^2 - 2bc(\cos A)$$

$$b^2 = a^2 + c^2 - 2ac(\cos B)$$

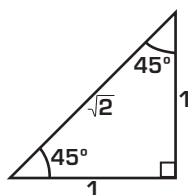
$$c^2 = a^2 + b^2 - 2ab(\cos C)$$

Law of Tangents

$$\frac{a-b}{a+b} = \frac{\tan \frac{1}{2}(A-B)}{\tan \frac{1}{2}(A+B)}$$

$$\frac{b-c}{b+c} = \frac{\tan \frac{1}{2}(B-C)}{\tan \frac{1}{2}(B+C)}$$

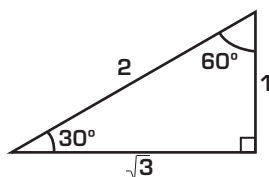
$$\frac{c-a}{c+a} = \frac{\tan \frac{1}{2}(C-A)}{\tan \frac{1}{2}(C+A)}$$



$$\sin 45^\circ = \frac{1}{\sqrt{2}}$$

$$\cos 45^\circ = \frac{1}{\sqrt{2}}$$

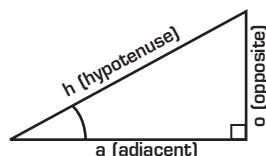
$$\tan 45^\circ = 1$$



$$\sin 30^\circ = \frac{1}{2} \quad \sin 60^\circ = \frac{\sqrt{3}}{2}$$

$$\cos 30^\circ = \frac{\sqrt{3}}{2} \quad \cos 60^\circ = \frac{1}{2}$$

$$\tan 30^\circ = \frac{1}{\sqrt{3}} \quad \tan 60^\circ = \sqrt{3}$$



$$\sin \theta = \frac{o \text{ (opposite)}}{h \text{ (hypotenuse)}} = \frac{1}{\csc \theta}$$

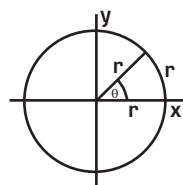
$$\cos \theta = \frac{a \text{ (adjacent)}}{h \text{ (hypotenuse)}} = \frac{1}{\sec \theta}$$

$$\tan \theta = \frac{o \text{ (opposite)}}{a \text{ (adjacent)}} = \frac{1}{\cot \theta}$$

VALUES OF TRIGONOMETRIC RATIOS

θ	0	$\pi/2$	π	$3\pi/2$	2π
$\sin \theta$	0	1	0	-1	0
$\cos \theta$	1	0	-1	0	1
$\tan \theta$ ($\sin/\cos$)	0	∞	0	$-\infty$	0
$\sec \theta$ ($1/\cos$)	1	∞	-1	∞	1
$\csc \theta$ ($1/\sin$)	∞	1	∞	-1	∞
$\cot \theta$ ($1/\tan$)	∞	0	$-\infty$	0	∞

note: ∞ denotes undefined or infinite

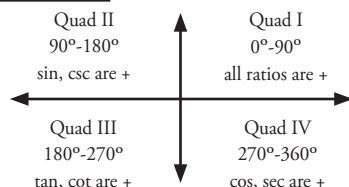


$$\theta = 1 \text{ radian}$$

$$\pi \text{ radians} = 180^\circ$$

$$2\pi \text{ radians} = 360^\circ$$

QUADRANTS



CIVICS *Bill of Rights*

AMENDMENT I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT II

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

AMENDMENT III

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV

The right of the people to be secure in their persons, houses, papers and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

AMENDMENT VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.



FACT AND FICTION:

Substances and your body

Home is where the heart is.

Your body is your home. A home you can't move out of, trade, or replace. Unlike a home made of lumber and nails, what you do in your home can't be repaired. It stays with you forever. The consumption of alcohol, tobacco, and/or drugs makes our homes grow old faster. Things can begin to break, look worn, and fall into disrepair surprisingly quickly. Since substances can make a person feel good for a little while, they can make a user forget the damage they are doing.

Alcohol

A legal intoxicant that is unarguably the most dangerous drug on the planet. Each year, more people are injured or die from Alcohol-related accidents or illnesses than any other drug.

Drinking...

...makes skin brittle and dry, causing cracking, blemishes, and bloating of the skin; especially in the face and stomach regions.

...harms every organ in the body. Alcohol damages the entire digestive system. It can cause scarring of the liver and eventually lead to liver disease. Alcohol can cause your brain chemistry to change, causing memory loss and sudden mood swings.

...is packed with empty calories. Alcoholic beverages are very high in calories and can cause weight gain and increase the risk of diabetes, even if taken in moderation!

Learn More At:
www.alcohol-facts.net

Tobacco

A leafy plant which contains nicotine, an addictive stimulant. Out of 20 often-used drugs, nicotine ranked third most addictive, just behind Heroin and Cocaine.

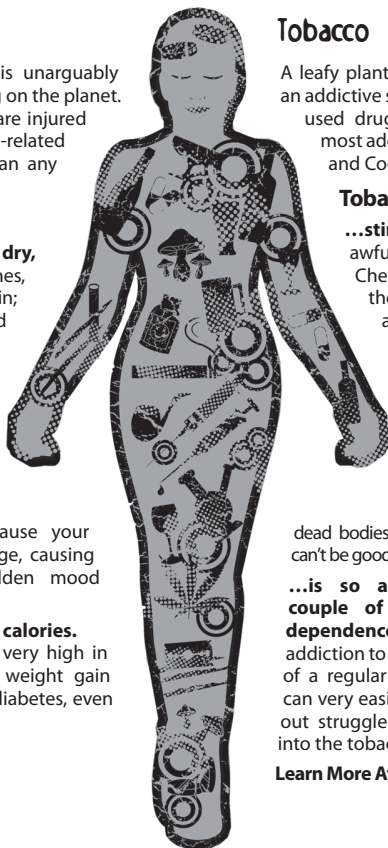
Tobacco...

...stinks. Smoking smells awful and pollutes the air. Chewing tobacco can stain the teeth, cause bad breath and gum recession.

...has tons of harmful chemicals. If you smoke, you are coating your lungs with tar, hydrogen cyanide (rat poison), benzene (a gasoline additive), and formaldehyde (a chemical used to preserve dead bodies), just to name a few. That can't be good for anyone.

...is so addictive that even a couple of cigarettes can cause dependence. Studies have shown this addiction to be just as powerful as that of a regular smoker! "Just this once," can very easily become a long, drawn-out struggle with nicotine. Don't fall into the tobacco trap!

Learn More At: www.acde.org/



"Addiction" Defined:

...to be "addicted" is to be chemically dependent. When addicted, a person will compulsively seek out a substance despite knowing and experiencing its harmful effects upon themselves and those around them.

Be careful and treat your body with respect!

wellness

BREAKFAST

Myths & Facts

Breakfast is the most misunderstood meal. All kinds of negative rumors about it may prompt you to skip what's actually the most important meal of the day. You've probably heard these myths. Make sure you know the true facts!

MYTH: *I'll lose weight if I don't eat breakfast.*

FACT: *An empty stomach soon growls to be filled. Those who have skipped breakfast often consume extra calories later in the day to make up for an empty feeling that would have been curbed by a few bites.*

MYTH: *My stomach can't handle food in the morning.*

FACT: *Your body may not be interested in spicy, heavy foods, but it can handle — and really wants — cereal, toast, an egg, and/or some fruit.*

MYTH: *Breakfast will make me hungry later.*

FACT: *You'll get hungry later in the day with or without breakfast. Eating doesn't make you hungry. An empty stomach does!*

MYTH: *Breakfast will put me to sleep in class.*

FACT: *Eating too much, especially at lunchtime, can make you sleepy. But energizing breakfast foods perk you up and fuel your body for the morning's activities.*

MYTH: *Breakfast can't be that important.*

FACT: *Skipping morning nutrition can affect your ability to focus and learn and leave you listless.*

What's on the World's Menu?

From light fare to full hot meals, here's a sampling of what's often served for breakfast around the globe:

ALGERIA: French bread

ARGENTINA: Ham and cheese tostados

AUSTRALIA: Eggs, sausage, and tomatoes

BULGARIA: Yogurt

CHINA: Rice dumplings

ITALY: Bread and jam

JAPAN: Rice and seafood

NETHERLANDS: Poached eggs, green herring

PHILIPPINES: Garlic fried rice, eggs

RUSSIA: Black bread, sausage

SCOTLAND: Oatcakes, scones

SPAIN: Roll with butter and jam

TURKEY: White cheese, tomatoes, black olives, bread

WALES: Laverbread (from seaweed) and cockles

What's on Your Menu?

This morning I ate _____ .

Tomorrow, I'm going to eat _____ .

My favorite weekday breakfast is _____ .

My favorite weekend breakfast is _____ .

wellness

SLEEP

Getting Enough ZZZs?

Sleeping through first and fifth periods means you only need six hours more at night, right? If only.

When you doze off in class, you're missing the value of continuous sleep. Because your body goes through different cycles while you sleep, and these each take a certain amount of time, you need a single stretch of time to get the full benefit of sleep, doctors say.

Late Nights Natural for Teens

For teens, there's an added challenge when it comes to a good night's sleep. It's called the circadian factor.

During your teen years, your circadian rhythm, an internal clock, is reset. Its ticking keeps you awake later in the evening than it did when you were a young child, and that prompts you to want to sleep later in the day. The challenge for teens is that alarms ring earlier than your body naturally wants to get up for those early morning classes.

Training for Sleep

That makes creating a habit of getting to bed 8.5 to 9 hours before you need to get up all the more important. Think of it as training, much like you would for sports.

Wind down earlier, eat only a light snack in the evening, and make sure your room is dark and cool. If you have trouble getting to sleep, read a while. Surely one of your textbooks will help you nod off!

Despite the temptation, try to go to bed and get up at the same time on the weekends. It makes the weekday early alarm all the easier to respond to. And bodies love the steady routine.

Too Little Sleep Takes Its Toll

If your night's sleep isn't as long as your body needs, you're shortchanging yourself. Not enough sleep could mean:

- Performing poorly in school
- Nodding off during class
- Giving a sluggish sports performance
- Feeling irritable and out of sorts
- Not being able to pay close attention when you're driving

"Sleeping is no mean art: for its sake one must stay awake all day."

— Friedrich Nietzsche

wellness

STRESS

Signs of Stress

- Feeling irritable
- Always rushing
- Forgetting things
- Grinding your teeth at night
- Feeling like you're being picked on
- Getting a sore neck or shoulder
- Losing stuff
- Feeling sad or anxious

Chill Out

- ✓ Take deep breaths
- ✓ Step away from the situation
- ✓ Go for a walk
- ✓ Take a break
- ✓ Get good rest
- ✓ Eat healthy foods
- ✓ Get some exercise
- ✓ Find someone to listen
- ✓ Give yourself positive messages
- ✓ Set priorities

What Causes Your Stress?

What's stressful for some is nothing to others and vice versa. What sets you on edge?

How Will You De-stress?

When you're as taut as a rubber band, what's going to help you relax?

"The greatest weapon against stress is our ability to choose one thought over another."

— William James



SOCIAL MEDIA SAFETY FOR TEENS

NetSmartz.org/TipSheets

A program of the



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Center for Missing & Exploited
Children. All rights reserved.

THE FOLLOWING CHECKLIST CAN HELP YOU TAKE STEPS TO KEEP YOURSELF SAFER ONLINE.

○ CHECK YOUR COMMENTS AND IMAGES.

Have you posted anything inappropriate or illegal, like threats, nudity, alcohol, or drugs?

○ TALK TO YOUR FRIENDS ABOUT WHAT'S OK TO POST.

Agree that you won't post embarrassing or hurtful comments or images of each other. Be clear that you'll delete – or if needed, report – any posts that are inappropriate, illegal, or threatening or could get you in trouble.

○ REVIEW YOUR ACCOUNT SETTINGS.

Go through each option slowly. Always ask yourself – what is on my profile and who can see it?

○ KNOW YOUR FRIENDS, CONTACTS, AND FOLLOWERS.

These are the people who can see, share, and comment on what you post so you want to be sure you can trust them. Block and report anyone who makes harassing, threatening, or inappropriate comments.

○ KEEP AN EYE ON 3RD PARTY APPS.

Some of these apps will give companies access to your personal information. Always read the fine print before deciding to add one.

○ DON'T FORGET MOBILE.

When you use mobile devices like smartphones and tablets to post something or check in, you could also be sharing your location. Check your settings to make sure you're only sharing what you want to.

○ REPORT.

You have the right to be safe online. If anyone cyberbullies you, make a report to the website or app. If anyone shares or asks you to share sexual messages or images, make a report to www.CyberTipline.com.

NetSmartz Workshop

For more resources visit NSTEENS.ORG

tips to prevent **SEXTING** 101 **TEENS**

NetSmartz.org/TipSheets

NetSmartz® Workshop
A PROGRAM OF THE
NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN®



THINK ABOUT THE CONSEQUENCES

of taking, sending, or forwarding a sexual picture of someone else, even if it's of you. You could get kicked off of sports teams, face humiliation, lose educational opportunities, and even face a police investigation.



NEVER TAKE

images of yourself that you wouldn't want everyone — your classmates, your teachers, your family, or your employer — to see.



BEFORE HITTING SEND

remember that you can't control where this image may travel. What you send to a boyfriend or girlfriend could easily end up with their friends' friends, and so on.



IF YOU FORWARD

a sexual picture of someone without their consent, you are violating their trust and exposing them to potential ridicule. It's not up to you to decide who should see their body, so don't forward the image to anyone.



IF ANYONE PRESSURES

you to send a sexual picture, don't give in and talk to an adult you trust. Remember that anyone who tries to get you to do something you are uncomfortable with is probably not trustworthy.

Watch Real-Life Stories at **NSTEENS.ORG**

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EVALUATING INTERNET SOURCES

Not everything you see online is true. That's why it's so important to screen websites before you use them to help with homework or for information in a school report.

Use this checklist ☒ to figure out if the online source you're using is reliable.

Evaluate the WEBSITE

- ☐ **What is the domain?** Look at the Web address for clues about what kind of website you're using.

✓ **Reliable**

.edu: a school, college, or university
.gov: a government agency

? **Check carefully**

.com: a commercial business
.net: a network
.org: an advocacy group

- ☐ **Is it easy to navigate?** A reliable website will make it easy to find what you need.
- ☐ **Are there a lot of errors?** Spelling and grammar mistakes probably mean it's not trustworthy.

Evaluate the AUTHOR

- ☐ **Is there an author listed?** The author should be easy to identify and contact.
- ☐ **Is he/she an expert?** The author should be qualified to write on this subject.
- ☐ **What else has he/she published?** An author is more reliable if he or she has published other works.

Evaluate the INFORMATION

- ☐ **Is it current and accurate?** The information should be up to date and include references.
- ☐ **Can you find it on other sites?** Make sure the information appears in other reliable sources, including websites, books, and articles.
- ☐ **Is it fact or opinion?** Be sure to note when you're using someone's opinion and when you're using proven facts.

Hint

Trust your gut! If something doesn't seem right, it probably isn't.

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ASL
AMERICAN ASSOCIATION
OF SCHOOL LIBRARIANS



IDENTIFYING UNHEALTHY RELATIONSHIPS: HOW TO PREVENT EXPLOITATION AND TRAFFICKING

Throughout high school, you have an awesome opportunity to engage with your peers and form friendships and dating relationships. But it's important to know the difference between what healthy relationship behavior is and what it is not.

Red Flags for Unhealthy Relationships:

- **CONTROLLING:** demands all your time and attention, demands to know where you are at all times, isolates you from others
- **DISHONEST:** lies about who they're with and where they are, denies their actions are abusive, lies about their age or identity
- **DISRESPECTFUL:** calls you names, belittles you, accuses you of things you didn't do
- **PRESSURING:** pressures you to send sexual images or videos of yourself, asks you forcefully to do sexual acts you aren't ready to do, asks you to do sexual acts for others as a favor or to pay a debt

Spotting these red flags early on in your relationship, or your friend's relationship, could lead to preventing a potential serious crime – Human Trafficking. Human Trafficking is the recruitment of people by means of force, fraud, or coercion for the purpose of exploitation. The signs of human trafficking can be subtle and sometimes the victim isn't even aware they are involved in human trafficking.

Here are some important definitions and tips:

RECRUITMENT is the way in which a trafficker finds their victim. A trafficker can pose as someone online who wants to get to know you in a romantic way or they could be an older individual at a party who asks to see you again. Whether it's online or in-person, traffickers are often master manipulators making it easy to believe their intentions are pure.

- **TIP #1:** NEVER respond to someone you don't know online, even if they claim to know you or say they have mutual friends.
- **TIP #2:** Think before you send nude images. Even in the heat of the moment, try to remember that what you send online, STAYS online and can easily spread beyond the person it was intended for.
- **TIP #3:** It is NEVER too late to ask for help. Find a trusted adult to help you navigate a threatening or potentially dangerous situation if you believe you are going to be exploited online or in person.

You should tell a trusted adult if you or someone you know is involved in an unhealthy relationship. You can also access the resources below if you need immediate help or advice:

CYBER TIPLINE: www.cybertipline.org

- If an adult or older teen sends you sexual images or videos of a minor, report it online here.

HUMAN TRAFFICKING HOTLINE: 1-888-373-7888

- Call the number above or text "HELP" to 233733 to report suspected cases of human trafficking.

LOVE IS RESPECT HOTLINE: 1-866-331-9474

- Call the number above or text "LOVEIS" to 22522 to talk with someone about dating violence and healthy relationships.

CHARACTER *defining character*

C H A R A C T E R

What's **CHARACTER** all about?

"Character is power." ~ BOOKER T. WASHINGTON

"What lies behind us and what lies before us are small matters compared to what lies within us." ~ RALPH WALDO EMERSON

As you wind your way through this world, you inevitably come to a fork in the road: You can either be noted *for* your character – or be known *as* a character, to paraphrase a high school principal's advice to his graduating class.

Your character determines whether your friends, classmates, and family members see you as a leader, respect you as a role model, and ultimately, feel their interactions with you help them become better people.

But what values and personal attributes comprise character? To name just a few, character is defined by:

- C** **CARING** Caring and concern for others are at the root of the Golden Rule – "Treat others as you want them to treat you."
- H** **HONESTY** Be honest with yourself and with others in every interaction. Honesty and integrity are the core values that make respect, courage, and trustworthiness possible.
- A** **ACTIONS** Your actions – not your intentions or words – are what define your character. Often, these become acts of courage, such as taking a stand against injustice, prejudice, cruelty, and other inhumane behaviors.
- R** **RESPONSIBILITY** Your sense of responsibility is what compels you to do the right thing, follow through on your promises, and be accountable for your actions. Personal rights are only possible if they're accompanied by responsibility.
- A** **ACCEPTANCE** Character demands that we accept others' differences and appreciate how diversity strengthens our society.
- C** **CITIZENSHIP** People of strong moral character don't sit on the sidelines. Contribute your "fair share" – participate fully as a concerned student, volunteer, and voter.
- T** **TRUSTWORTHINESS** Trust can't be granted; it can only be earned. Deliver on your promises. Act honestly at every turn.
- E** **EMPATHY** When you empathize with others, you go beyond kindness and caring; you truly begin to see the world from someone else's perspective.
- R** **RESPECT** Respect for yourself and for others is an integral component of character. Without respect, caring and empathy are empty expressions. Respect is what enables us to accept and appreciate others' differences.

Giving back feels great!

Volunteering is an awesome way to fill up a few open hours. All kinds of wonderful things happen when you donate your time, skills, insight, sweat and compassion to someone else. + And given all the groups out there, you'll have plenty of outlets to explore. You can, for example, volunteer to help care for kids or deliver meals to shut-in seniors or make a few furry friends at your local animal shelter. Regardless of your interests or the particular needs in your community, volunteering is a sure and satisfying way to:

- Help those who need help.
- Make new friends.
- Develop new skills, such as teamwork, collaboration, problem solving, fundraising and time management.
- Experience and learn to appreciate more diverse groups of people.
- Discover the power of people working together for a common cause.
- Make connections in your community's social service and business networks.
- Build your resume.
- Promote the causes you consider important.
- Feel good about yourself!
- Stretch yourself while you explore something new and exciting.

VOLUNTEER
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CHARACTER *types of bullying*

STOP BULLYING

PHYSICAL BULLYING: Hitting, poking, pinching, pulling hair, or damaging someone else's things are all examples of physical bullying. Hurting someone physically is never ok, even if they do it first.

VERBAL BULLYING: Teasing, name-calling, spreading rumors, insulting, mean jokes, threats, or other verbal attacks that make us feel hurt or threatened. The old adage, "Sticks and stones may break my bones but words will never hurt me" is not true. Verbal torments can lead to depression, in some cases. If you wouldn't want someone to say something to you, then don't say it to them.

SOCIAL BULLYING: Excluding or teasing others who are different from you and your friends (What a geek!). Or, picking someone last or not at all for kickball, just because you don't like them or they are unpopular among your friends.

CYBERBULLYING: Using the internet or electronic devices to engage in verbal or social bullying. Spreading rumors on social media sites and sending hurtful text messages or emails are a few examples. In some states, cyberbullying is now illegal. For more information, visit: www.cyberbullying.org.

Have I ever ...

hurt someone else's feelings because I was jealous?
made fun of someone because it made me feel better about myself?
joined in with my friends' taunts, even though I didn't actually want to participate?
pinched, slapped, or physically hurt someone else because they were different?
damaged someone's property on purpose to make them upset?
sent hurtful text messages, emails, or spread online rumors?
made fun of someone else simply because I could?

Do I
BULLY?

Sometimes a bully cannot recognize that they are being a bully.>



When we routinely hurt others on purpose, we become bullies.

REFLECT:

Describe a time you or another person were bullied:

.....
.....
.....

Given what you've learned, what would you have done differently?

.....
.....
.....

CHARACTER *traits of good character*

RESPECT

Respect in Your World

Early on we learn when to say “please” and “thank you,” but showing respect isn’t always clear cut. What kinds of words and actions convey respect when:

- Some of your friends are teasing the new kid at school and giving him a hard time?
- You disagree with the grade you received on an essay?
- You attend your younger sibling’s school talent show?
- A classmate you don’t know very well calls you names in the hallway?

What’s Your Take?

- Bullies use threats and intimidation to get “respect.” Is that really respect, or is it fear? Can violence be used as a means to get respect?
- Do teachers, principals, coaches and other adults in leadership roles automatically warrant respect? Why or why not?
- When was the last time you were disrespectful to someone else? What was the other person’s reaction?
- How do you feel when someone is disrespectful toward you?
- What can you do to make your school environment more respectful? What about your home?
- How were you respectful toward someone else today?
- How did you show respect for yourself today?

Me First

You’ve probably heard the saying that you have to be a friend to yourself before anyone else will be-friend you. It’s true! Use the following exercise to build your self-respect.

I excel at _____

I’m a good _____

I’m proud of my ability to _____

I can teach others how to _____

My favorite thing about me is _____



“If you want to be respected by others the great thing is to respect yourself.”

— Fyodor Dostoyevsky

CHARACTER *traits of good character*

RESPONSIBILITY

My Responsible Roles

As you grow older, your level of responsibility changes. When you are responsible others can rely on you to do your part – whether it’s participating in a class discussion, watching your younger siblings after school, or completing your paper route on time. List some of them here:

Test Your Responsibility

- When you make a mistake, do you
- a. Blame someone else?
 - b. Admit the mistake and try to correct it?

- When you get up in the morning, do you
- a. Make your bed?
 - b. Leave your bed a mess and hope someone else makes it?

- On group assignments, do you
- a. Follow through with what you told the group you would do?
 - b. Hope someone else in the group does your part?

- When you are at school, do you
- a. Arrive to class on time, listen attentively and turn in your assignments on time?
 - b. Come to class after the bell, talk, pass notes, and finish up assignments in class?



I Am Accountable

- How do you take responsibility for your words and actions?
- How do you feel when you are acting in a responsible manner?
- How are others responsible for you?
- Who can take responsibility for your success?
- When have you been irresponsible? What were the circumstances? What was the outcome?
- How are we responsible for the environment? As individuals? As a nation?

CHARACTER *traits of good character*

INTEGRITY

Character In Action

You're alone in a classroom and you see the answers to an upcoming test on the teacher's desk. There is no way you will get caught if you look at them. You could "ace" the test without studying, but you would be cheating. What do you do?

Think carefully, your answer to this question indicates whether or not you have integrity.

If you do the right thing and don't look at the test – you are of high integrity.

If you look at the answers so you can do well on the test, you are of low integrity.

- What does your answer say about your character?
- What would you do if you walked in on another student who was snooping for the answers?
- Is it more important to win the game or ace the test? Or is it more important to play fairly and not cheat?
- What have you done today to show your integrity?

Looking for Inspiration

A person with integrity is honest, truthful and is considerate of others. People with no integrity will lie, cheat and steal to take advantage of others.

Who do you know with integrity?

1. _____
2. _____
3. _____
4. _____
5. _____

Integrity Is ...

If you have integrity you are:

- Truthful
- Honest
- Virtuous
- Conscientious

If you don't have integrity, you:

- Lie
- Cheat
- Steal
- Take advantage
- Pass Blame

"If you have integrity, nothing else matters. If you don't have integrity, nothing else matters."

— ALAN K. SIMPSON



CHARACTER *traits of good character*

HONESTY

Honest or Dishonest?

Think about these situations and decide what you think is honesty or dishonesty:

Turning in a paper from an internet source that you created by changing some words, paragraph order, and a couple of examples.

Telling your aunt you like the poster she gave you for your birthday even though you no longer like the band.

Telling your parents you're an hour late because your friend had car trouble when the problem was needing to stop for gas, which only took a few minutes.

Letting the umpire call you safe when you know the shortstop tagged you.

Assuring your little sister that the noise she just heard was really the cat when you have no idea what it was.

Keeping the extra dollar you got in change rather than telling the clerk about his mistake.

Nagging Feelings

How does it feel when someone isn't honest with you?

How do you feel after you haven't been honest with someone?

"Truth burns up error."

— SOJOURNER TRUTH

Is honesty always best?

What do I do if the truth might hurt someone's feelings?

Background Info

What it means to be honest:

Training Scenario

A friend asks to copy your science homework. What do you do?

Mission Accomplished

I was honest this week when:



CHARACTER *traits of good character*

PERSEVERANCE

Winners Despite Rejections

If you're brainy enough to write a book – and persevere through that long process – surely you can count on getting it published, can't you? Not necessarily. It's after the writing is done that you need perseverance the most, many authors who've faced rejection letters will tell you.

Dr. Seuss Persevered

If Dr. Seuss quit after his first or even his 10th rejection, you'd never have read *Green Eggs and Ham* or *Go Dog Go*. His first book, *To Think That I Saw It on Mulberry Street*, was rejected more than two dozen times. He went on to write nearly 50 children's books, many loved by adults, too.

If he hadn't persevered, you wouldn't have the promise of his tale, *Oh the Places You'll Go*.

So Did Emily Dickinson

Emily Dickinson, a 19th century U.S. poet, saw just seven of her poems published in her lifetime. But she kept on writing – more than 1,700 poems in all. Today, her work is studied and revered by many.

Without her perseverance, you wouldn't be inspired by her words, "Hope is the thing with feathers/That perches in the soul" or "As imperceptibly as Grief/The summer lapsed away."

"If you can somehow think and dream of success in small steps, every time you accomplish a small goal, it gives you confidence to go on from there."

— JOHN H. JOHNSON

They Kept At It

Those who quit don't make history. Those who stick to it, like these folks, are remembered:

- Charles Schulz
- Elizabeth Cady Stanton
- Shirley Chisholm
- Lewis and Clark

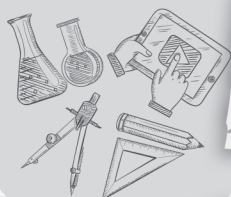
Who Do You Know Who Never Gives Up?

People who persevere are all around you. Who's your favorite:

- In sports?
- In the music world?
- In the movie industry?
- In your family?
- At school?
- In your neighborhood?



STEM What is STEM?



STEM is an acronym that stands for **science, technology, engineering, and math**. Rather than teaching each of these subjects on its own, STEM education takes a more inclusive approach, integrating all four areas into lessons and experiments. It teaches students how to solve tough problems, gather evidence and data, and understand new information.

Many Americans want to see more STEM in the classroom. In 2015, then-President Barack Obama said, “[Science] is more than a school subject, or the periodic table, or the properties of waves. It is an approach to the world, a critical way to understand and explore and engage with the world, and then have the capacity to change that world.”



STEM FUN FACTS

16%

In 2014, only 16 percent of students were interested in a STEM career, according to the U.S. Department of Education.



Among STEM jobs, occupations in technology, such as computing and software development, are in the highest demand.



STEM “hard skills” also need “heart, soul, beliefs, and value,” says Jack Ma, founder of Alibaba. That underscores how STEM occupations focus on humanity and improving lives.

And Now STEAM

A movement is underway to add “A” to the acronym, making it **STEAM**, and many are adopting it. The “A” represents “art” and its creative disciplines, adding to the mix to reflect the role of artists and designers in innovation. Two examples of art’s influence: a pacemaker based on a musical metronome; and medical stents that were inspired by origami.



STEM Engineering Design Process



We use the four fields of STEM (science, math, engineering, and technology) to solve real-world problems, or challenges. STEM challenges have five distinct tasks: **ask**, **imagine**, **plan**, **create**, and **improve** – known as the **Engineering Design Process (EDP)**. It acts as a cycle. Once you build a solution, you will find ways to improve it, create a new plan, build a new model, and retest it until you find a solution that works.

Practice going through the **EDP** steps yourself! Get a deck of cards and a roll of tape. Find a way to build a house that stands up to strong winds.



ASK

Define the problem and constraints.

Practice: What is the problem? What might stop you from coming up with the best solution?



IMAGINE

Brainstorm – how can you solve this problem?

Practice: Write down all your possible ideas for how to use the cards and tape to build the house. Sketches are OK!



IMPROVE

Find a way to make your plan even better.

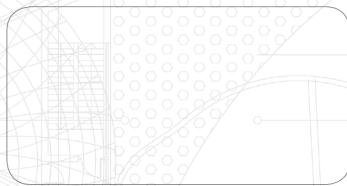
Practice: Test it by either blowing air onto the card house or putting a fan up to it. How will you change it in the future to help it stand longer?



PLAN

Pick your best idea, & plan your solution.

Practice: Use a detailed drawing to show your plan.



CREATE

Build a model of your solution.

Practice: Build your card house!

STEM Interesting Inventions



Wheel (3500 B.C.E.)

- Invented by our ancestors
- Today's adaptations: used on trains, automobiles, bicycles, robots



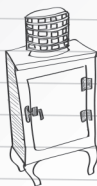
Telephone (1876)

- Invented by Alexander Graham Bell
- Today's adaptations: landlines, cell phones, fax machines



Light Bulb (1879)

- First commercially viable bulb invented by Thomas Edison
- Today's adaptations: incandescents, fluorescents, LED lights



Refrigerators (1914)

- Before Florence Parpart created the electric model, people used blocks of ice in wooden boxes to keep food cold
- Today's adaptations: content tracking and beepers alerting you the door has been open too long



COBOL Computer Programming (1959)

- Work by Grace Hopper on the early Mark I computer led to this high level code
- Today's adaptations: Updated COBOL and creation of countless other languages



Internet (1960s)

- Developed over time — first used by the government during the Cold War
- Today's adaptations: search, education, online shopping and advertising

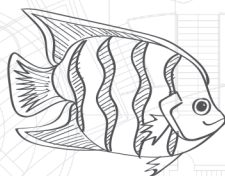
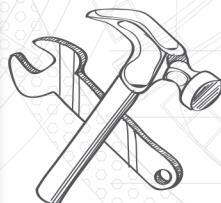
STEM Careers

AGRICULTURAL ENGINEER | Agricultural engineers bring technology to traditional agriculture by improving methods for livestock raising and crop production. They aim to improve yield (how many crops are produced), safety, and available feed and food supplies. These engineers may introduce advances in existing machining, create new equipment and design state-of-the-art facilities. They also study ways to ensure water quality and pollution management.



FOOD SCIENTIST | Food scientists study food's nutrients and other contents. They identify new food sources and improve methods for processing and preserving food. They also address the world's hunger, needs with solutions for growing, storing, packaging, and distributing food supplies.

MECHANIC | Care, maintenance, and repairs are all on a mechanic's to-do list. These professionals know every detail of the machines and equipment they work on. Most specialize in key areas — cars, airplanes, refrigeration, office machines — anything that operates mechanically. Because equipment is always changing and being invented, mechanics must continually learn new techniques and procedures.



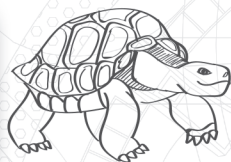
AQUARIUM DIRECTOR | An aquarium director oversees everything in the aquarium, coordinating the business office, planning, fundraising, and care of marine life, with staff for specific tasks. Directors also get involved in educational programs and participate in advocacy activities.

OPTOMETRIST | Optometrists are medical professionals who provide primary vision care. They test vision, prescribe eyeglasses and contacts, perform eye exams, and diagnose and manage diseases of the eye.



STEM Careers (pg. 2)

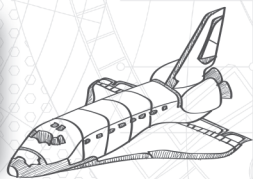
EVOLUTIONARY BIOLOGIST | Evolutionary biologists study changes that occur in plants and animals over time. They look at processes that produce diversity, and they study natural selection and common ancestry.



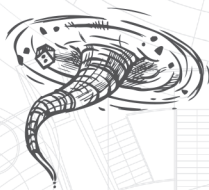
WILDLIFE TECHNICIAN | Wildlife technicians study wildlife and their habitats, behaviors, populations, and health, providing education about wildlife to the public. They collect data in various areas; tag and release animals; and take blood or tissue samples. They also monitor habitats, collect water and soil samples, and identify problems that wildlife may encounter.



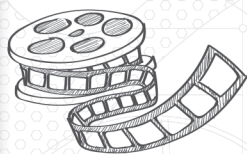
AEROSPACE ENGINEER | Aircraft and spacecraft are the domains of aerospace engineers. They form mathematical models, analyze them with computers, build prototypes, and conduct environmental, operational, and stress tests.



METEOROLOGIST | Meteorologists study weather patterns and the atmosphere. They identify trends, pending changes, and how those might affect people. That's especially important when predicting severe weather. Meteorologists also conduct research on climate change and provide information that farmers and businesses can use to make decisions based on expected weather.



DIGITAL ANIMATOR | Digital animators create interesting, moving visuals and visual effects for digital communications. Many work in the entertainment, education, and advertising industries. The animations they create attract attention and can increase the impact of the message or commercial.



CLASS SCHEDULE *first & second semester*

FIRST SEMESTER

Period	Subject	Teacher	Room

SECOND SEMESTER

Period	Subject	Teacher	Room



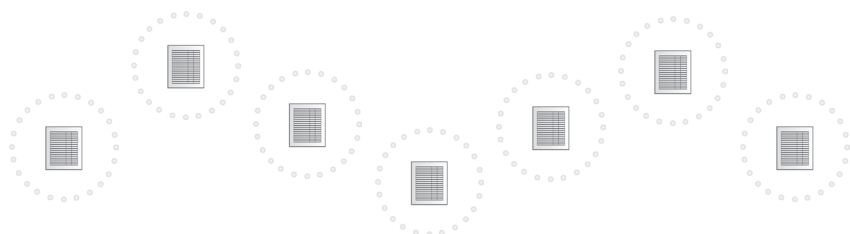
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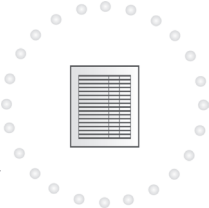
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NOTES



NOTES



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NOTES



