

Shelley High School Student Handbook 2020-2021

DRUG FREE SCHOOL ZONE

SAFE SCHOOL HELPLINE
800-418-6423 EXT. 359



570 W. Fir
Shelley, ID 83274
Phone: (208) 357-7400
Fax: (208) 357-5585
WWW.SHELLEYSCHOOLS.ORG
Principal: Burke Davis
Email: bdavis@shelleyschools.org
Assistant Principal: Cortney Markham
Email: cmarkham@shelleyschools.org

Name _____

Address _____

City _____ State _____ Zip _____

Phone _____ Student # _____

E-Mail Address _____

ALL VISITORS MUST CHECK IN WITH THE OFFICE

Shelley Joint School District #60

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

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

Mission:

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

Vision:

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

Belief Statement:

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

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



School Song

Three Cheers for Shelley High School,
Loyal and True.

Fight for our colors,
Forever keep them true.

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

Help us go onward,
And home to rest.

S-H-E-LL-EY

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

RAH, RAH, RAH, RAH

SHELLEY



RESPECTFUL CLIMATE

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

Our Responsibilities as Members of the Shelley High School Community

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

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

Definition of Disrespectful Conduct/Harassment/Bullying

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

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

DEPARTMENTS
***DEPARTMENT HEADS**

LANGUAGE ARTS

SARAH HARTWIG
 ANGELIE WALKER
 *CHRIS FLEMING
 BARBARA BIORN
 TERESA DYE
 JAIMEE INGALLS

SOCIAL STUDIES

LANCE BODRERO
 *TRAVIS PEREZ
 JACOB MONAHAN
 LOGAN ROMENY

**CAREER & TECHNICAL
 EDUCATION**

*KODY HOWELS
 *PAM KANTACK
 KAY HATHAWAY
 LYLE ZAUGG
 VINCE WRAY

PHYSICAL EDUCATION

WALLY FOSTER
 BARRY JOHNSON
 KELLI HOBBS
 *HAYLEY REMINGTON

ESL

PATTY GIL
 VIVIAN GARCIA
 DEBBIE FAIRBORNE

PARAPROFESSIONAL

CHRIS STOMMEL
 BRITTANY KIDMAN
 KIM BATEMAN
 JOYCE CHRISTENTSEN

SCIENCE

DARLYNE CRAWFORD
 ROBIN BENCH
 VINCE WRAY
 RAY MILLER
 *MARISSA MARECLE

MATH

JOSH WELLS
 JUDY SMITH
 MARIANNE FROST
 DREW WILSON
 TRACI MCARTHUR
 *TRINGLE WITT
 RYLEE WELLS

SPECIAL EDUCATION

JAMES HARDY
 *LAURA METCALF-SEARLE
 CINDY STALEY

HUMANITIES

DANIEL BORUP
 GARY PAWELKO
 JASON PETERS
 EMILY CRANER

FACULTY MEETING DATES: Tuesday 7:35am

FACULTY ADVISORY ASSIGNMENTS

ACADEMIC TEAM.....	T. WITT
ART CLUB	D. BORUP
DRAMA	S. HARTWIG
BALLROOM	D. FAIRBORNE
SPEECH / DEBATE	S. HARTWIG
PEP BAND	G. PAWELKO
CHOIR/SHOW CHOIR	J. PETERS/ J.CRANER
YEARBOOK	D. CRAWFORD
FCCLA	K.HATHAWAY
FFA	ZAUGG, WRAY, HOWELLS
BPA	P. KANTACK
KEY CLUB	C.FOSTER, L. SEARLE
NATURAL HELPERS	T. DYE
NATIONAL HONOR SOCIETY	T. DYE
SCREAM TEAM	
HALO CLUB	P. GIL
STUDENT COUNCIL	M. FROST
CHEERLEADERS	R. WELLS/ N. DYE
DRILL TEAM	K. HOBBS/ K.FRANKENBERRY
FOOTBALL	J. WELLS
VOLLEYBALL	S. LECKINGTON
GIRLS BASKETBALL	J. CARLSON
BOYS BASKETBALL	J. KOLSEN
WRESTLING	R. COX, T. PEREZ
GOLF	T. HACKETT
BASEBALL	J. MAYNARD,
TRACK.....	D. WILSON, T. MCARTHUR, J. HANSON
SOFTBALL	T. PEREZ, C. FLEMING
GIRLS SOCCER	J. GREGORY
BOYS SOCCER	O.VEGA
CROSS COUNTRY	J. HANSON/ M.CANNON

CLUB AND CLASS ADVISORS

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

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

**SHELLEY HIGH SCHOOL
2020-2021 STUDENT COUNCIL**

**STUDENT BODY PRESIDENT: JOSE ZAMARIPPA
STUDENT BODY VICE PRESIDENT: LAUREN DRISCOLL
STUDENT BODY SECRETARY: ABIGAIL WATTENBARGER
STUDENT BODY SENTINEL: MEGAN HARGRAVES**

MEDIA SPECIALIST:

**SENIOR CLASS PRESIDENT: IAN MILLER
SENIOR CLASS VICE PRESIDENT: ABBY DOWNS
SECRETARY: ARI WILSON
REPORTER: CHLOE HUDMAN
SENTINEL: ZAC RADFORD
SHS MASCOT:**

**JUNIOR CLASS PRESIDENT: LOGAN LONGHURST
JUNIOR CLASS VICE PRESIDENT: CARLIE REMINGTON
SECRETARY: CAYDENCE TAYLOR
REPORTER: ASHLYNN PEEBLES
SENTINEL: ASHLEY SHAW**

**SOPHOMORE CLASS PRESIDENT: JAMAR TAYLOR
SOPHOMORE CLASS VICE PRESIDENT: BRIGHAM FROST
SECRETARY: MAYLEE MURDOCH
REPORTER: IZZY HARKER
SENTINEL: KATE DRISCOLL**

**FRESHMANCLASS PRESIDENT: BRYNLIE DAVIS
FRESHMAN CLASS VICE PRESIDENT: LONDYN THOMPSON
SECRETARY: AIMEE DURBIN
REPORTER: SAVANNAH IVINS
SENTINEL: ADDIE CHRISTENSEN**

BELL SCHEDULE

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

Student ID and Activity Cards

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

Lockers

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

Athletic Eligibility

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

Shelley School District #60 Athletic Consent Form

We give our consent for _____ to participate in organized high school athletics, realizing that such activity involves the potential for injury, which is inherent in all sports. I/We acknowledge that even with the best coaching, use of the most advanced protective equipment and strict observance of rules, injuries are still a possibility. On rare occasions these injuries can be so severe as to result in total disability, paralysis or even death. I/We acknowledge that I/We have read and understand this warning. This consent includes travel to and from athletic contests and practice sessions. I further consent to treatment deemed necessary by physicians designated by school authorities for any illness or injury resulting from his/her athletic participation. My participation in interscholastic athletics for the above school is entirely voluntary on my part, and with the understanding that I have not violated any of the eligibility rules and regulations of the state association.

TRAINING RULES

The coach can set rules for training as long as they do not conflict with school policy. Athletes are, because of their exposure to the public, ambassadors of the School District. The schools are often judged by the members of the community and in other communities by the actions of the young people who represent them in the athletic area. This is a weight, but nonetheless real, responsibility that we place on the shoulders of our young people. Because of the representative role that our athletes must naturally assume, and because athletic programs are optional, it is expected that all athletes, both boys and girls, will adhere to certain minimum standards of behavior and scholarship as established by the Board, the building administration, and the coach.

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

MAJOR OFFENSES:

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

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

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

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

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

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

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

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

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

If there should be subsequent violations, they will be treated the same as a second violation. In the instance of extreme violations (such as felonies) any of the above steps may be bypassed.

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

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

We have read the training rules.

Parent or Guardian

_____ Date _____

Athlete

_____ Date _____

Vehicles On Campus

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

Student Records

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

Assembly of Students

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

Adding and Dropping Classes

Careful planning by students during the registration process will prevent the need for changing classes. Once a semester begins, it is not in the best interest of student learning to change classes. We expect students to make a wise selection of classes, and while there may be extenuating circumstances that necessitate a schedule change, they are rare. **Before classes start, students will have the ability to change their own schedules using the online program. Once classes start they will have 5 school days to meet with a counselor to make any changes.** Please plan carefully!

Public Displays of Affection

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

Student Possession of Weapons

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

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

The student will be suspended from school and recommended to the Board of Trustees for expulsion

from the district school system for a period of not less than one (1) year. The student will be referred to the criminal justice or juvenile delinquency system. If readmitted, the student may be placed on probation for all future years in the school district.

Electronic Devices

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

Chromebook Devices

Please see the District Chromebook Agreement Plan.

School Attendance Policy

Policy No. 501.10

Absence Limit: According to Idaho and school board policy a student can only miss **7 classes per semester** and still earn credit, unless there are extraordinary circumstances. All absences must be cleared in the office by parents prior to or the day of the absence. **Students must check out in the office before leaving the school during the day.** If a student leaves school without checking out they will be classified as truant. Parents should clear all absences the day the student is out of school. If a student misses more than 7 days they will be required to make those days up in Saturday School, if a student misses more than 9 days they will be required to petition for credit to the Assistant Principal and Superintendent; enter the attendance fact sheet maybe??

SHS Attendance Procedures

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

*Students will **automatically lose credit** in any class that they have **more than 7 absences**. The following chart outlines what will be needed to fulfil building level credit petitions to obtain credit back.

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

Absences per class at the end of term	Action Needed to regain credit in class
8	1 hour of Saturday School
9	1 additional hour of Saturday School (total of 2 served)
10	Signed Credit Contract plus the 2 hours of Saturday School served for absences 8 & 9 (Seniors in their Spring semester will need to appeal to the Superintendent)

11	Signed Credit Contract plus the 2 hours of Saturday School served for absences 8 & 9 (Seniors in their Spring semester will need to appeal to the Superintendent)
12 or more	Automatic loss of credit and appeal must be made to Superintendent

Saturday School: Saturday school is an opportunity for students to earn credit. Saturday school is offered several times during a semester. Saturday School rules must be followed or no time will be granted towards credit recovery.

Credit Contracts: A credit contract is an agreement signed by the student, parent and administrator that the student will not miss more than 9 days the following semester. If the contract agreement is fulfilled, credit from previous semester will be granted back. A credit contract will be offered as long as Saturday School time has been served.

What if the absence is Verified by a Parent/Guardian? Parents/guardians should always verify an absence, this will keep your student from having a truancy, but these absences will still count towards the limit of 7.

What if I turned in a doctor's note? Although we appreciate your absence being verified, it will still count towards the limit of 7. Please keep any doctors notes, they will be useful when signing a credit contract or if you need to petition the superintendent or school board for credit.

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

Reminder....Absences due to doctor visits, family vacations, illness, etc. will still count towards your limit of 7 per class. School excused absences (i.e. sports, music, field trips) do not count towards this limit.

Tardy Policy

A tardy is when a student is not in his/her assigned area at the time of the tardy bell. After 5 tardies the student will have a detention of 15 minutes and the teacher will notify parents. After 6 tardies the student will have a 30 minute detention and parents will be notified by the teacher. After 7 tardies, each tardy will result in Saturday School. The Tardy Policy will start over every Semester.

Truancy Policy

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

Homeroom

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

Saturday School

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

Shelley Dress Standards

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

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

- Clothing that displays obscene, immoral, or indecent pictures or slogans
 - Clothing that advertises alcoholic beverages, tobacco, or any other illegal drugs
 - Clothing that depicts criminal activity or violence such as weapons or violent acts
 - Clothing related to gang activities may not be worn. The School Resource Officer will provide the district with what the current gang related attire is.
 - Clothing that through words or visualizations show disrespect towards any race, culture, religion, or gender
 - Underwear that is being worn as an outerwear garment
 - Skirts and Shorts will be at least mid-thigh
 - Clothing that reveals the midriff
 - Clothing such as tank tops, or spaghetti strap shirts
 - Clothing must cover all undergarments
 - Hats, hoodies, bandanas, and scarves shall not be worn in any school during school hours
- If a student's attire or grooming habit is disruptive of the educational atmosphere, detrimental to the health or safety of the student or other students, or promotes illegal acts or controlled substances; that student will be required to change clothing to meet approved school standards.

This will be accomplished by one of the following:

- School tee shirts will be available for use during the school day.

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

SHELLEY HIGH SCHOOL FIRE DRILL PROCEDURES

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

1. Immediately have students exit your room/building and direct them to the proper exit, look around to see if students and staff are okay. Please turn lights off and close doors where applicable. Evacuate the building using the fire escape routes.
2. Have students stay together on the outskirts of the high school property at your designated meeting spot. Students should not stay by the building, even during cold temperatures. You should then take roll. If all of your students are accounted for then hold up the green card. If students are missing from your class hold up the red card.
3. If there is a fire alarm during lunch or passing periods, students should find and line up with their assigned 4 year homeroom teacher.
4. Do not re-enter the building if the alarm is silenced, wait for administration to announce that it is okay to re-enter the building.

Shelley High School Lockdown and Hall Check Procedures

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

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

Shelley High School Hall Check

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

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

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

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

DISCIPLINE PROCEDURES

PROBLEM	1ST OFFENSE	2ND OFFENSE	3RD OFFENSE
CELL PHONE/ELECTRONIC DEVICE REFERRAL	GIVEN TO AN ADMINISTRATOR. STUDENT PICK UP AT THE END OF THE SCHOOL DAY	GIVEN TO AN ADMINISTRATOR. PARENT CONFERENCE. PARENT MUST PICK UP DEVICE AT THE END OF THE DAY.	PARENT CONFERENCE. NO LONGER ALLOWED TO HAVE A CELL PHONE/ELECTRONIC DEVICE IN SCHOOL.
TARDY REFERRAL	(3) TARDIES DETENTION 15 MINUTES	(4) TARDIES DETENTION 30 MINUTES	(5) TARDIES 1 FULL SATURDAY SCHOOL
FAILURE TO PROPERLY CHECK OUT OF SCHOOL	TRUANCY 1 FULL SATURDAY SCHOOL, NOTIFY PARENT	TRUANCY-NON-EXCUSED ABSENCE. NOTIFY PARENT. 1-2 DAYS OUT OF SCHOOL SUSPENSION	3-5 DAYS OF OUT OF SCHOOL SUSPENSION, NOTIFY PARENT
LEAVING CLASS WITHOUT PERMISSION	1 FULL SATURDAY SCHOOL, NOTIFY PARENT	1 DAY-OUT OF SCHOOL SUSPENSION, NOTIFY PARENT	3-5 DAYS OF OUT OF SCHOOL SUSPENSION, NOTIFY PARENT
TRUANCY	1 FULL DAY OF SATURDAY SCHOOL. NOTIFY PARENT. NON-EXCUSED ABSENCE.	1-2 DAY OF OUT OF SUSPENSION. NOTIFY PARENT. NON-EXCUSED ABSENCE.	3-5 DAYS OUT OF SCHOOL SUSPENSION PARENT CONFERENCE
FAILURE TO SERVE DETENTION	2 HOURS OF SATURDAY SCHOOL, NOTIFY PARENT	1 FULL SATURDAY SCHOOL, NOTIFY PARENT	1 DAY OUT OF SCHOOL SUSPENSION, NOTIFY PARENT
DISRUPTIVE BEHAVIOR	DETENTION	1 FULL SATURDAY SCHOOL, NOTIFY PARENT	1-3 DAY OUT OF SCHOOL SUSPENSION. PARENT CONFERENCE
DRESS CODE	STUDENT ASKED TO CHANGE.	STUDENT ASKED TO CHANGE, 1 DAY OF SATURDAY SCHOOL. PARENT CONFERENCE	1 DAY OUT OF SCHOOL SUSPENSION.
INAPPROPRIATE PUBLIC DISPLAY OF AFFECTION	STUDENT CONFERENCE	STUDENT CONFERENCE, 1 DAY OF SATURDAY SCHOOL. PARENT CONFERENCE	1 DAY OUT OF SCHOOL SUSPENSION
CHEATING	1 DAY OF SATURDAY	1-3 DAY SUSPENSION	LONG TERM

	SCHOOL, PARENT NOTIFIED.		SUSPENSION OR EXPULSION
OBSCENE / ABUSIVE INAPPROPRIATE LANGUAGE OR BEHAVIOR	1 DAY OF SATURDAY SCHOOL, STUDENT CONFERENCE, PARENT NOTIFIED	1DAY OF OUT OF SCHOOL SUSPENSION	1-3 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE
BULLYING/ HARASSMENT	1 DAY OUT OF SCHOOL SUSPENSION, STUDENT CONFERENCE, PARENT NOTIFIED	2-5 DAY OUT OF SCHOOL SUSPENSION, PARENT CONFERENCE	LONG-TERM SUSPENSION OR EXPULSION
INSUBORDINATION OR DISRESPECTFUL TO TEACHER	1-3 DAY OUT OF SCHOOL SUSPENSION. PARENT NOTIFIED.	3-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE	LONG TERM SUSPENSION OR EXPULSION
* FIGHTING / PHYSICAL VERBAL THREATS	3 DAY OUT OF SCHOOL SUSPENSION. PARENT NOTIFIED. POLICE CHARGES POSSIBLE.	3-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE	LONG TERM SUSPENSION OR EXPULSION
* TOBACCO / DRINKING	1-3 DAY OUT OF SCHOOL SUSPENSION. PARENT NOTIFIED. POLICE CHARGES POSSIBLE.	3-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE	LONG TERM SUSPENSION OR EXPULSION
* POSSESSING AND/OR USING ILLEGAL DRUGS	3-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE. POSSIBLE POLICE CHARGES.	LONG TERM SUSPENSION OR EXPULSION	
* THEFT	RESTITUTION 1-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE. POLICE CHARGES POSSIBLE.	RESTITUTION LONG TERM SUSPENSION OR EXPULSION	
* VANDALISM	RESTITUTION 1-5 DAY OUT OF SCHOOL SUSPENSION PARENT CONFERENCE. POLICE CHARGES POSSIBLE.	RESTITUTION LONG TERM SUSPENSION OR EXPULSION	
* POSSESSION OF FIREARMS AND/OR WEAPON	LONG TERM SUSPENSION OR EXPULSION		
FAILURE TO	1 DAY OUT OF SCHOOL	2-4 DAYS OUT OF	

SERVE SATURDAY SCHOOL	SUSPENSION, IN ADDITION TO DESIGNATED SAT. SCHOOL TIME, NOTIFY PARENT	SCHOOL SUSPENSION, IN ADDITION TO DESIGNATED SAT. SCHOOL TIME, NOTIFY PARENT	
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*POLICE ACTION MAY BE TAKEN.

**ATHLETES MAY REQUIRE ADDITIONAL DISCIPLINE

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

Shelley School District #60 Athletic Consent Form

Shelley School District 60 Student-Parent-Teacher-Compact

As a student, I will:

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

As a parent, I will:

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

As a staff, we will:

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

LIBRARY RULES

NO BACKPACKS

NO FOOD OR DRINKS

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

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

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

SHS CAFETERIA

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

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

Insufficient fund checks will be turned over to Bonneville Collections.

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

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

School Computer Use

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

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

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

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

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

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

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

Member Name (please print)

Member Signature

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

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

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

Parent or Guardian (please print): _____

Signature:

Date: / /

IMPORTANT DATES TO REMEMBER 2020-2021

PROGRESS REPORTS DUE 8:00 A.M.	END OF QUARTERS & SEMESTERS; IMPORTANT TEST DATES	GRADES DUE 8:00 A.M.	PARENT/TEACHER CONFERENCES
MONDAY, SEPTEMBER 21st			TUESDAY, September 22nd , 3:30 – 7:30 P.M
	END OF 1 ST QTR Progress THURSDAY, November 5th		
		1 ST QTR. PROGRESS TUESDAY, NOVEMBER 10th	
TUESDAY, DECEMBER 15th			
	END OF 1 ST SEM. THURSDAY, JANUARY 21st		
		1 ST SEM. TUESDAY, JANUARY 26th	
TUESDAY, FEBRUARY 23rd			WEDNESDAY, February 24th , 3:30 – 7:30 P.M
	END OF 3 RD QTR. PROGRESS THURSDAY, MARCH 18th		
		3 RD QTR. PROGRESS TUESDAY, MARCH 30th	
TUESDAY, APRIL 27 TH			
	End 2 ND SEM. FRIDAY, MAY 29 TH		
		2nd SEM. TUESDAY JUNE 1ST	
	SENIOR PROJECT PUBLIC FORUM PRESENTATIONS TBD		
	SAT DAYS OCT 14th (seniors) and APRIL 13th (Juniors)		
	SENIOR TESTS MAY 18th-19th		
	LAGOON TBD		
	SENIOR GRADES MAY 20th		
	SOB ASSEMBLY MAY 24th		
	GRAD. PRACTICE MAY 24th & 25th		
	GRADUATION MAY 25th		
	SEMESTER TESTS MAY 25th-27th		
	EARLY RELEASE STUDENTS LAST DAY THURSDAY, MAY 27 TH		

SHELLEY HIGH SCHOOL SENIOR PROJECT

2020-2021

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

Scope:

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

Design:

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

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

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

Shelley High School Senior Project Requirements

Professional Contact

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

Hours Log and Journal

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

Portfolio

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

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

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

Public Forum

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

Check Points and Process Paper (DTBD)**Meeting #1**

Meet with Advising Teacher

Review Project or Project Selection

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

Assign Journal

Meeting #2

Check and Revise Process Paper Paragraphs 1-3

Check #1 Journal Entry

Discuss Professional Interview and Approve

Contact

Meeting #3

Check #2 Journal Entry

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

Meeting #4

Check #3 Journal Entry

Check Proof of Professional Interview

Meeting #5

Check #4 Journal Entry

Check personal information, attributes and skills

Meeting #6

Check #5 Journal Entry

Assign Process Paper Part II and Part III

Meeting #7

Check #6 Journal Entry

Check and Revise Process Paper Paragraphs 4-6

Discuss Public Forum Presentation

Student Set up: 3:10-3:30

Teacher Walk Thru- 3:30-4:00

Public Forum- 4:00-6:30

Meeting #8

Check #7 Journal Entry

Assemble Portfolio

Meeting #9

Public Forum Preparation (**Public forum will take place during the 1st semester. Students who are not able to present at that time will present to the school board or possibly an athletic event).**

Advisors will set expectations for public forum. Students can fail if the expectations are not met and will need to redo the public forum at a future time.

Oral presentation to occur in Homeroom Class during the second quarter

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

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

Public Forum

Date: TBD

Senior Project Essay**Part One- Introduction Paragraph (need approval from advisor before moving on)**

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

Part Two- Process BODY Paragraph(s)

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

Part Three – Conclusion Paragraph

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

Student Name: _____

Phone: _____

Email: _____

Project: _____

Professional Contact: _____ Phone: _____

Email: _____

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

Oral Presentation Guidelines

1. Visual Aid

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

2. Content

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

3. Delivery and Appearance

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

4. Use of time

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

Oral Presentation Rubric

Name _____

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

Final score _____

Evaluator's signature _____

Journal Evidence of Project and Interaction with Mentor

(Student's name)

(Mentor's name)

Date	Time In	Time Out	Description

Total hours _____

Mentor Signature _____

Date _____

*Sign upon completion